

Handle with Care:

**Practical Strategies
that Support
Trauma-Informed
Teaching**



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BARTON, QUIT HUMANING
AROUND! WE GOT OFFICIAL
BUSINESS TO ATTEND TO.



Stines

Why it matters...

I've learned that *people will forget* what you said,
people will forget what you did,
but *people will never forget* how you made them feel.

~ Maya Angelou

4 R's of a Trauma *Informed* [& *Aware*] Approach



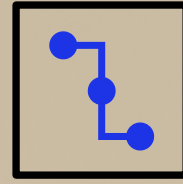
Realization



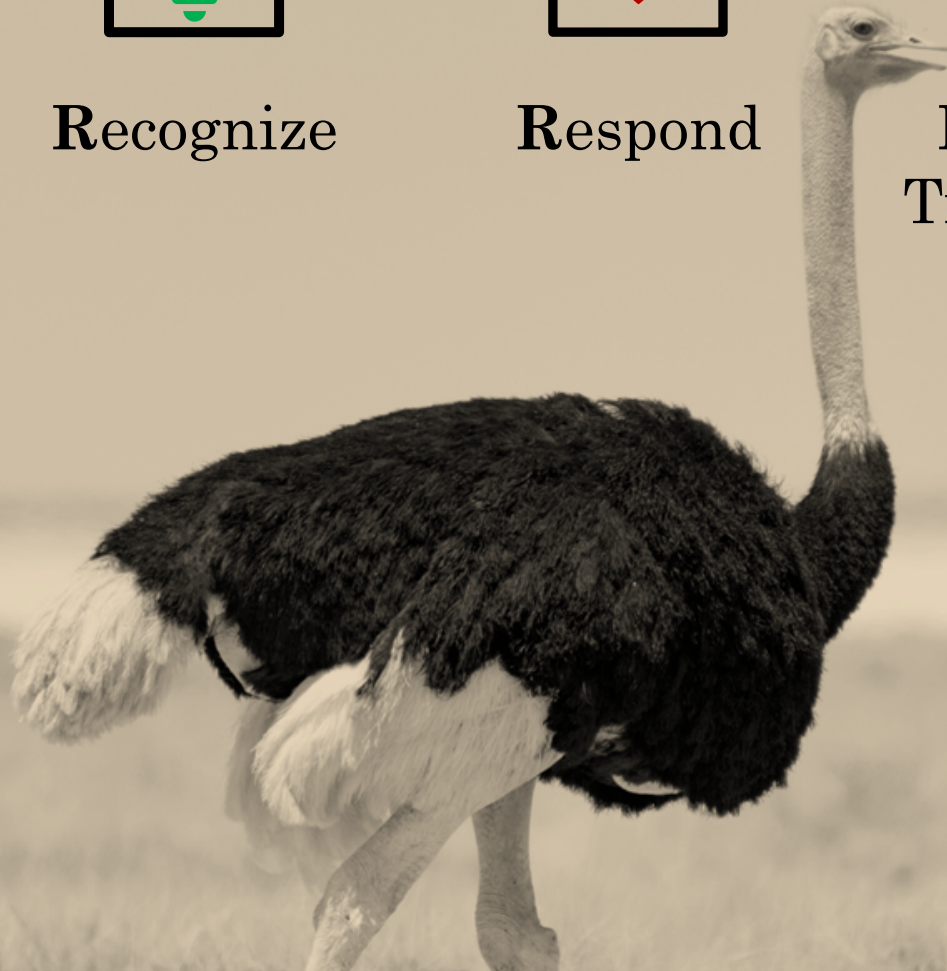
Recognize



Respond



**Resist Re-
Traumatizat
ion**







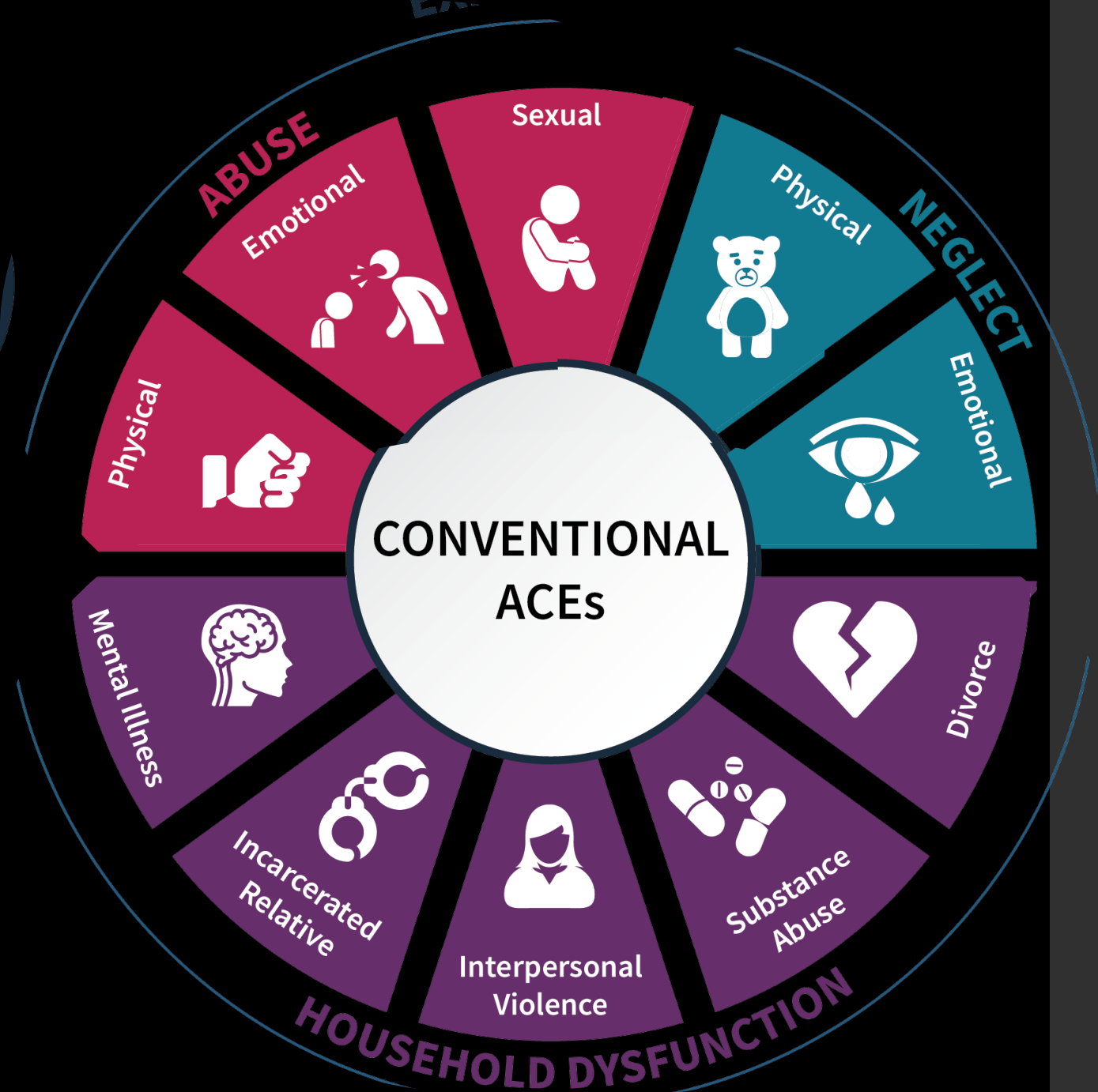
No Trauma Here!

What is Trauma?

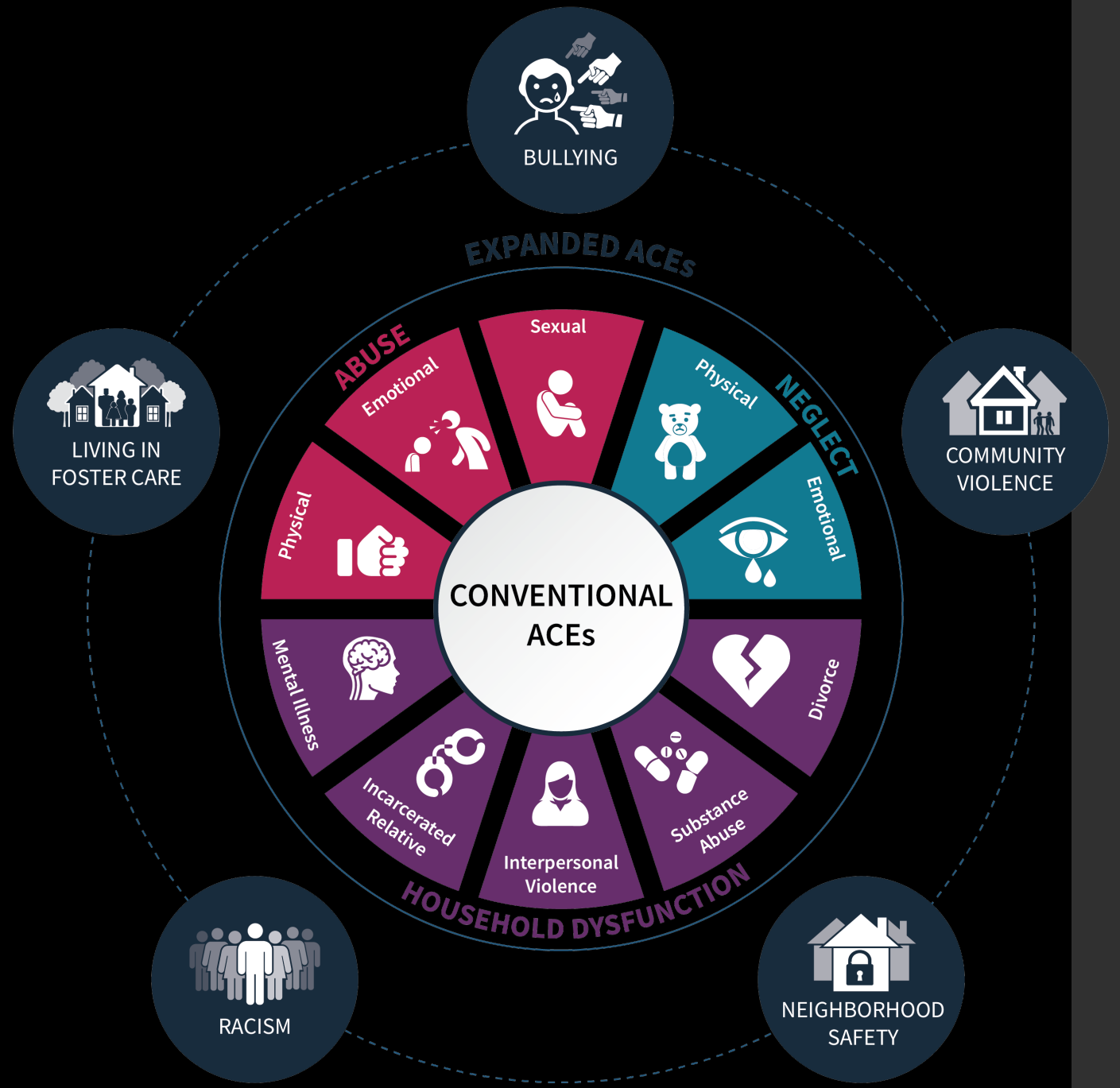


...it is subjective.

Adverse Childhood Experiences (ACEs)



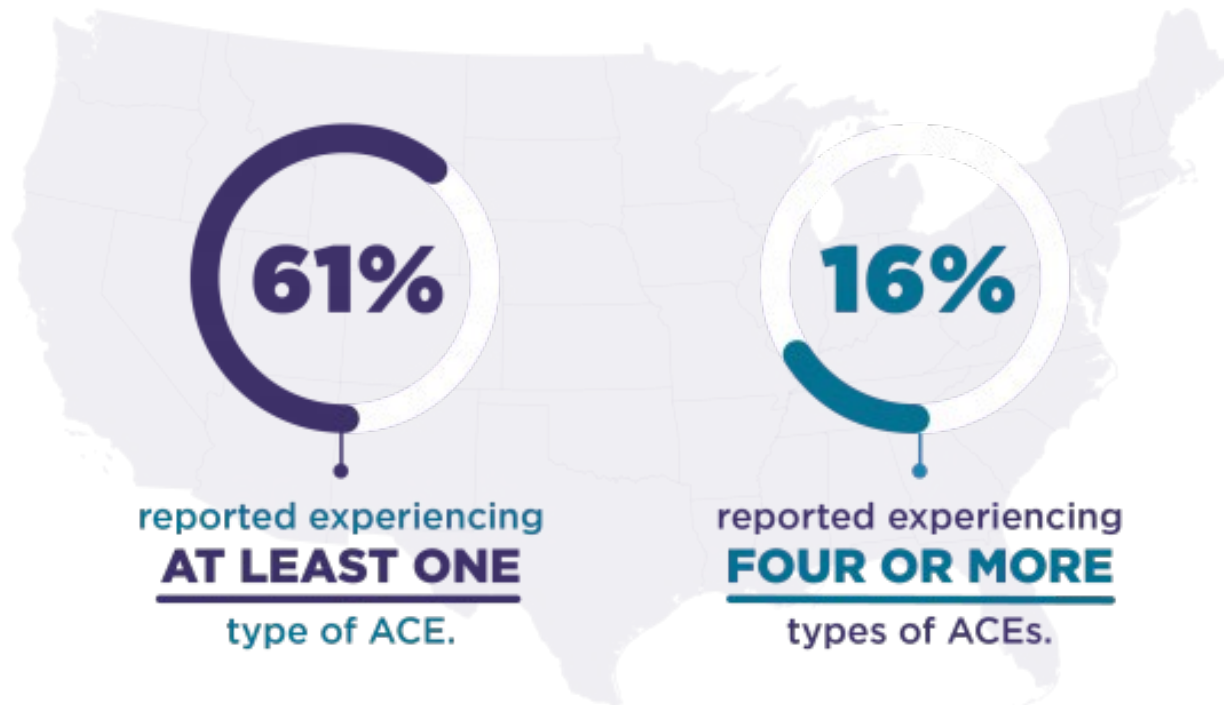
Adverse Childhood Experiences (ACEs)



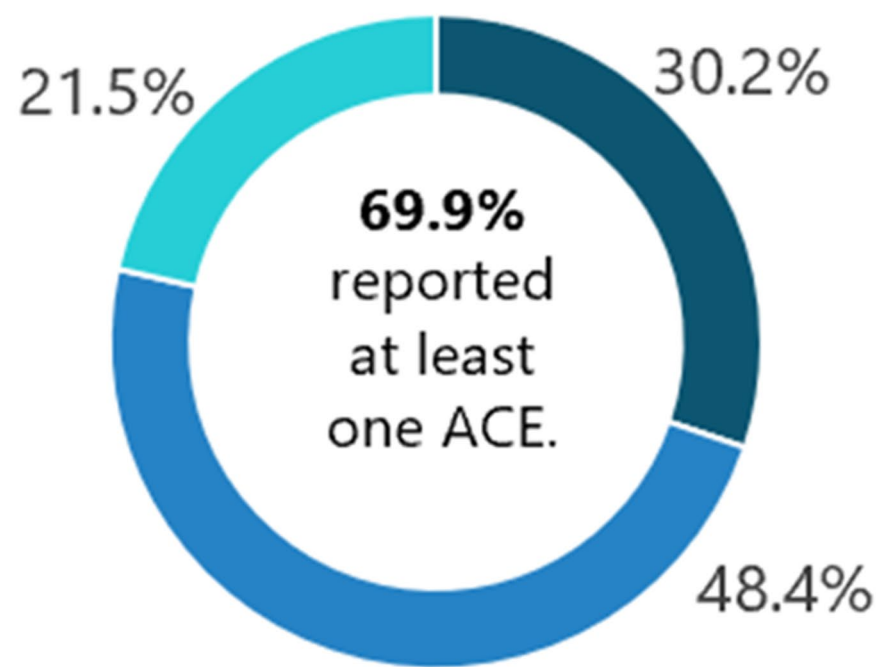
Prevalence of ACEs

Many People Report ACEs

According to data collected from **more than 144,000 adults across 25 states** between 2015 and 2017:



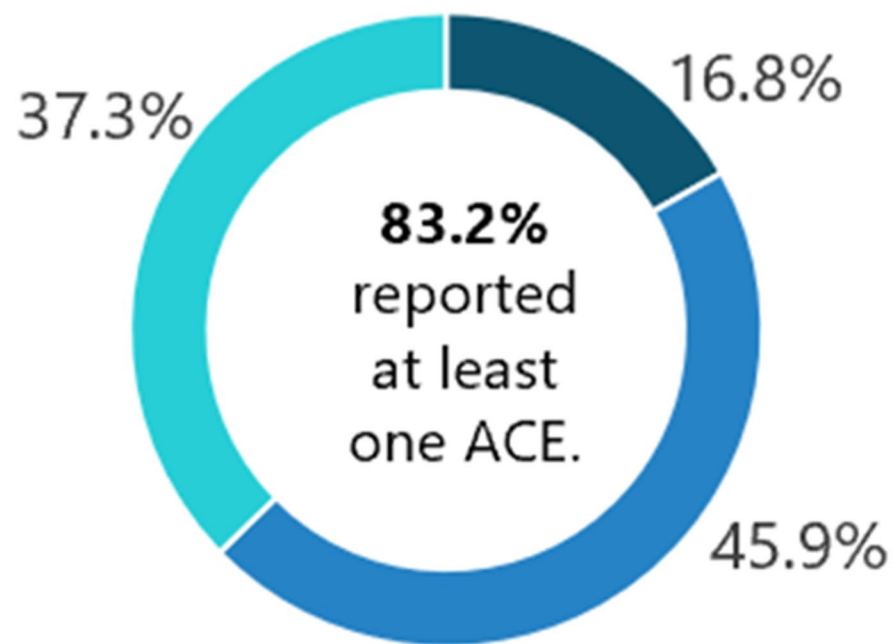
Out of **17,337**
participants...



■ 0 ACEs ■ 1-3 ACEs ■ 4+ ACEs

Original ACE Study


Out of **1,784**
participants...



■ 0 ACEs ■ 1-3 ACEs ■ 4+ ACEs

Expanded ACE Study

26% of adults have *Three* or more ACEs

A dark grey map of Washington state is positioned on the left side of the slide, partially overlapping the text area. The map shows the state's outline and major geographical features like the coast and mountains.

Women, Indigenous peoples, young adults 18-34 years old, and people who are financially under-resourced and/or have less education were more likely to report having had three or more ACEs.

In Washington



Trauma-informed teaching considers how trauma impacts learning and behavior.

Trauma can slow down or completely stop our ability to learn.

Trauma can increase likelihood of experiencing learning and the educational system negatively

Realization to Awareness Practice

Increase awareness of prevalence and our response to it.

Change our own assumptions:

from: *What is wrong with them?*

to: *What happened to them?*

Ask yourself:

How might this person's behavior be perfectly reasonable?



Hyper-aroused State

Optimal Level of
Functioning

Hypo-aroused State

Window of Tolerance

Window of Tolerance

Optimal Level of
Functioning

Function
effectively

Able to
readily
receive,

Process,
and
integrate
information

Respond to
demands of
everyday
life

Window of Tolerance

Hyper-aroused State

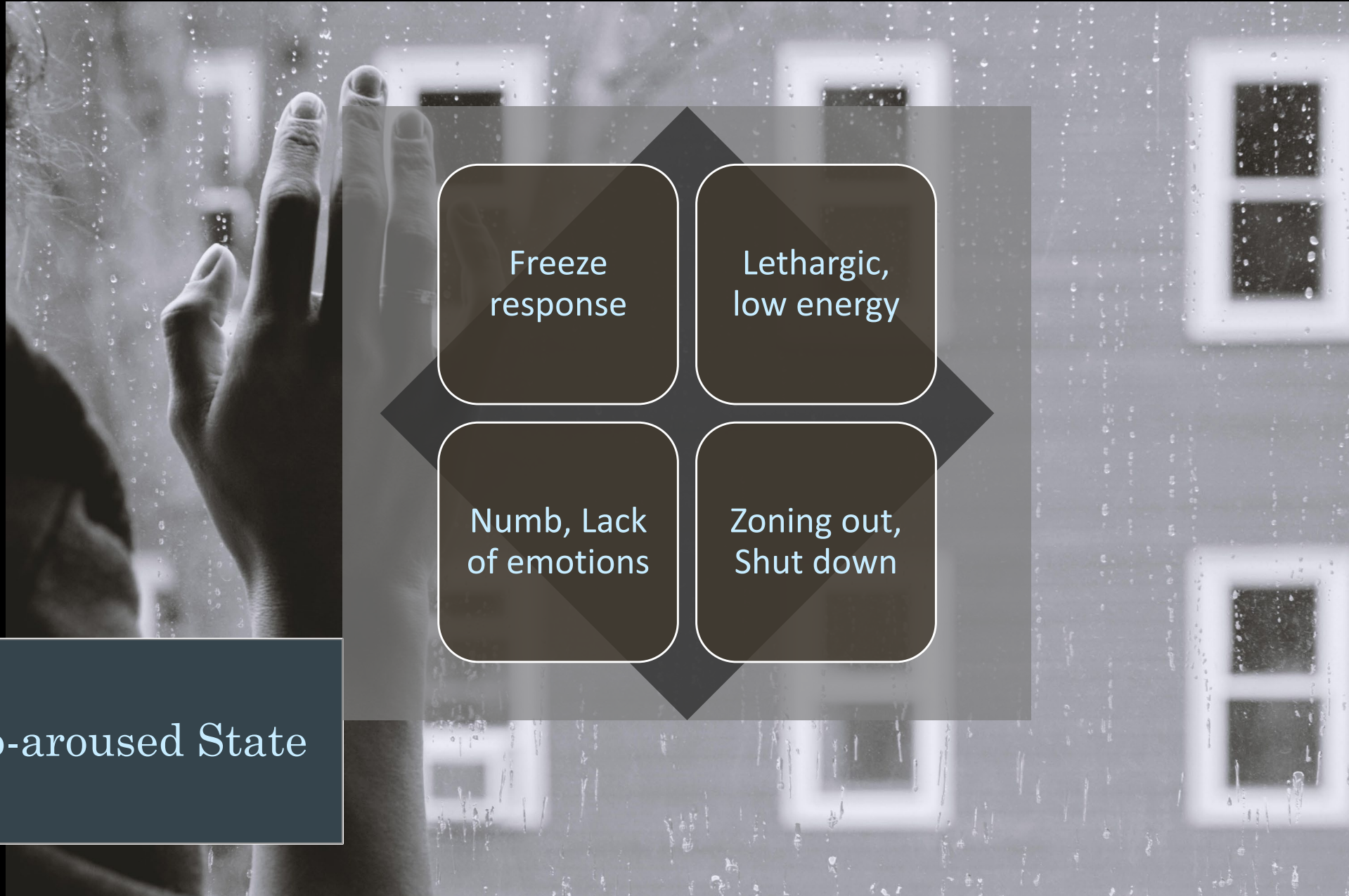
Fight/Flight
Response

Emotional
Reactivity,
Panic, Rage,

Difficulty
concentrating,

Hyper-
vigilance

Window of Tolerance



Freeze
response

Lethargic,
low energy

Numb, Lack
of emotions

Zoning out,
Shut down

Hypo-aroused State

Recognizing Trauma in *Learners & US* What we don't see...

The Visible Self



The Invisible Self

Learning Brain vs Survival Brain

**A QUICK AND SIMPLE
WAY TO THINK
ABOUT THE BRAIN**



From Recognizing to Acceptance

Practice on the Weather!



IT'S RAINING

I don't like rain.
It makes me gloomy.
I wanted it to be sunny
and head to the beach.
Why is it raining?



IT'S RAINING


Yup

Recognizing there is a difference between a person's inner needs and outer behavior.

Accepting: what we have control over, and what we don't.



Bath's 3 Pillars of Trauma-Informed Care



+
SAFETY

Feeling safe
Physical safety
Emotional safety
Cultural safety
Routines
Predictability

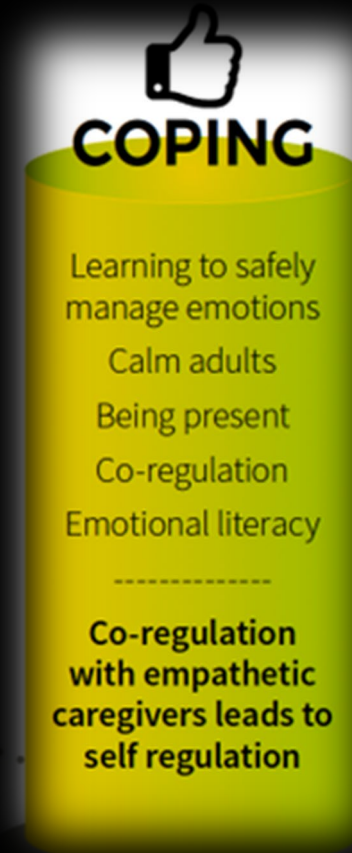
Safety is closely related to the quality of interpersonal connections



CONNECTIONS

Building social bonds
Caring adults, school and teachers, sporting teams and mentors, the community

It is through responsive and reciprocal relationships that healing occurs



COPING

Learning to safely manage emotions
Calm adults
Being present
Co-regulation
Emotional literacy

Co-regulation with empathetic caregivers leads to self regulation

Pillars of Trauma-Informed Care
Meeting Basic Human Needs

Safety in the Learning Space

“Safety refers to two big ideas:

Physical Safety and Emotional Safety.

The reality is, if we don't feel safe, we can't lead, parent, teach, partner, or learn effectively. Our need to feel safe supersedes everything else.”

~ Van Marter Sauers & Hall, 2019

A close-up, high-angle photograph of a black seatbelt buckle. The buckle is the central focus, with its plastic housing and the fabric strap visible. The background is a dark, textured surface, likely the seat of a vehicle. The lighting is dramatic, highlighting the contours of the buckle.

Elements of Psychological Safety

Elements of Psychological Safety

Challenger
Safety

Contributor
Safety

Learner
Safety

Inclusion
Safety

Explain *Your Thought Process*

Work **Collaboratively**

Make Space (*& time*) for Students

Ask **What Others Need** From You

Keep **Confidences**

Reward *Honest Interaction*

Foster *Connection*



Empathy & Connection - Brené Brown



Reviewing Qualities of Empathy

Perspective taking.



Staying out of judgment.

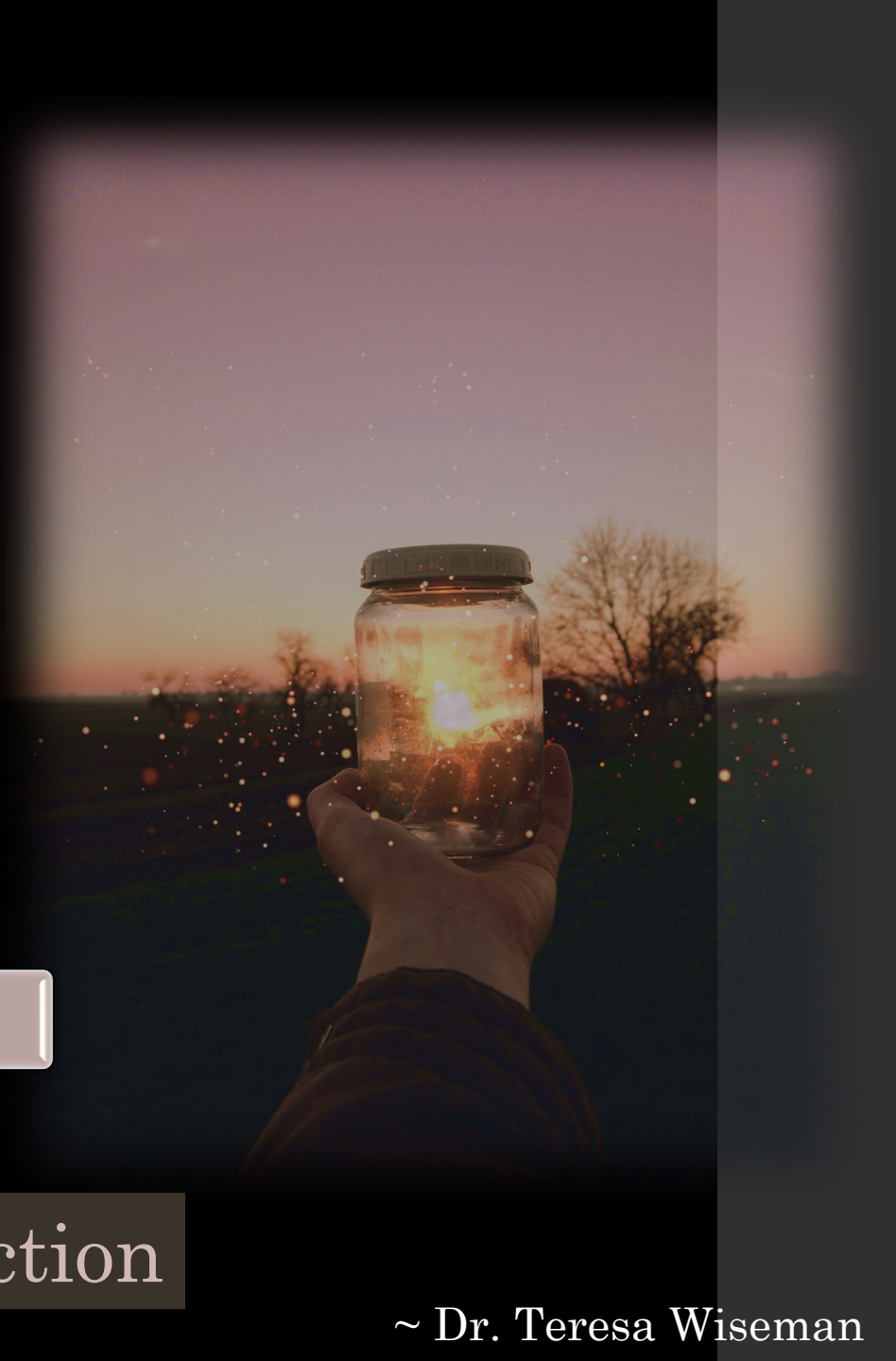


Recognizing emotions.



Communicating.

Empathy...Emotional Intelligence in action



Respond by integrating what we've learned into practice

from Brené Brown:

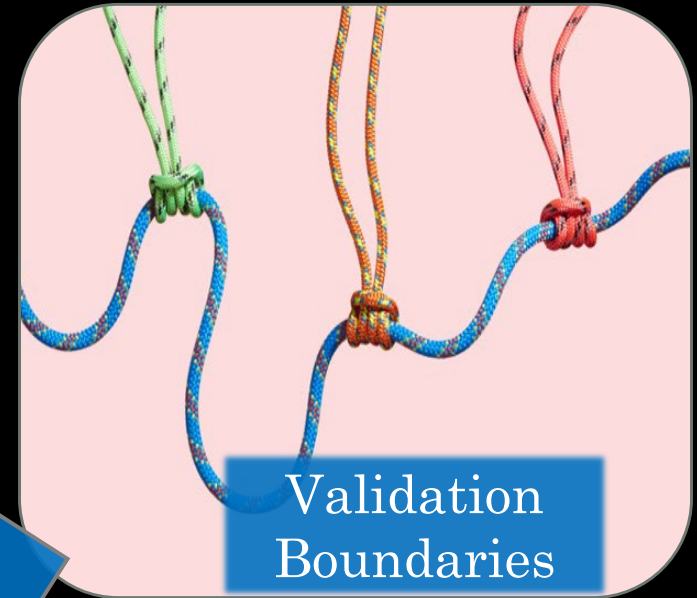
Learning the skill and valuing the

“assumption of positive intent”

That people are doing the best that they can.

*Be such a Dope Soul that
people crave your vibes.*





Understanding Reactivity
& the Relational Space
...from *Reacting* to
Responding



Know Thyself



Reactivity

Know your
Triggers

Pause

Engage in
awareness-

Boundaries



Communicate “what’s okay and what’s not okay”

Boundaries \neq Preferences

Boundaries \neq Demands

Setting Professional Boundaries

Emotional

Time

Physical

Mental



We may invalidate without realizing it...

*You'll pass the test.
Don't make a big
deal out of it.*

*You really tanked
this assignment.*

*No one else had any
problems with the
assignment.*

*It's not going to make a
difference to your
grade.*

*It's stated clearly
in the syllabus.*

*Just do better on
the next test.*

*Just read my
comments.*

*Don't worry about
it—it's an easy A.*

Invalidation is like saying:

What NOT to say:

Your emotional experience is inaccurate, insignificant, unreasonable, and/or unacceptable.





Validation ~ says

- ▶ I hear you.
- ▶ I see you.
- ▶ I get it.
- ▶ I care about your feelings.



Recognition of a person's

Thoughts

Feelings

Emotions

Behaviors

As Valid & Understandable

How to Validate Feelings / Emotions

- Acknowledge *their* feelings
- Identify with the emotion
- Accept (*their feelings are not yours*)
- Reflect your understanding
- Remain present: physically and emotionally



How would you like to receive feedback?

Let's schedule a time when we can review your paper.

Would working with a class peer feel helpful?

I hear you.

Sounds like that was a harsh comment and hurtful to you.

What has helped with your test anxiety in the past?

It makes sense that you feel anxious. Speaking before an audience the first time is scary for anyone.

Validation Sounds like...



DOs



DON'Ts

of Trauma-Informed Instruction

Validate with compassion and empathy.

Engage in self-awareness.

Understand that there will be people with trauma enrolled in your courses.



Take on a counseling role.

Perseverate on the actions of others.

Administer ACE assessment or bait people into revealing their trauma backgrounds.



Value diversity and adopt practices that support equity & inclusion.

Invest time learning multiple ways to teach and deliver course content.



Ignore or minimize the concerns and needs of people who have experienced discrimination.

Assume that what works for you works for all learners.



Thank you!

Laura & Heather