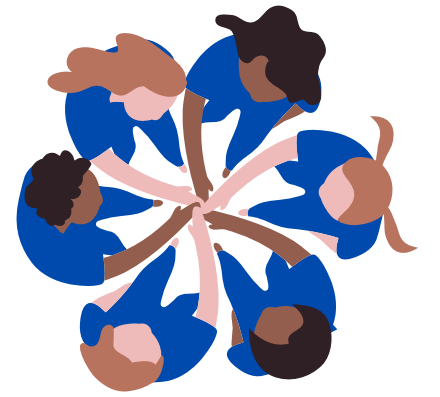




The 6 Guiding Principles of Trauma Informed Care for Virtual Education



Adapted from Trauma Informed Oregon

Resource developed by High Desert ESD's Culture of Care Oregon Team, April 2020

Impacting educational culture and outcomes with **Trauma-Sensitive** (neurobiological lens), **Restorative** (relational/heal the harm) & **Equitable** (everyone gets what they need) practices that systematically promote wellness, safety & community support for all.

SAFETY

We intentionally create & nurture a sense of physical, emotional, social and academic security.

1

- Understand and be responsive to the impact of trauma.
- Basic needs are priority, check in on students holistically: we must Maslow before we can Bloom.
- Understand the difference between Learning Brain vs. Survival Brain.
- Establish class agreements with your students to address online learning values & expectations.
- Disclosure & confidentiality: set clear parameters around group sharing and reporting mandates.
- We are still mandatory reporters and must pay attention to the well being of students in their homes.
- "There is no more effective neurobiological intervention than a safe relationship." -Bruce Perry

TRUSTWORTHINESS & TRANSPARENCY

We do what we say we're going to do, and practice vulnerability along the way.

2

- Be crystal clear- communicate our care for students directly and frequently.
- This is not an exact science and won't be perfect, but we must stay real and student-centered.
- Set up expectations & revisit often, including audio/video & participation norms.
- Address & follow up on any uncomfortable/inappropriate class moments immediately.
- Practice appropriate vulnerability- share how we are doing and coping.
- Set routines and rituals- be predictable in the midst of uncertainty
- This is more crisis management than teaching- be a consistent, calm, reassuring presence for students.

PEER SUPPORT

We don't have to be therapists to be therapeutic.

3

- Structured, regular check-ins: Roses/Thorns; Scale 1-10; Google form; Your Emoji/Meme; Blob Tree.
- Incorporate students' environments if they give you permission (i.e. pet/person show & tell).
- Create small groups or buddy system for peer check ins, video collaborations, activities, etc.
- Provide opportunities to share positive coping strategies (i.e. What is helping you stay well?).
- Integrate Social-Emotional Learning to build individual & collective resilience.

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COLLABORATION

We are better together.

4

- Let go of ego: seek regular feedback from students & parents about what can be improved.
- Extend grace to ourselves and our students, being strengths-based.
- A dysregulated adult cannot regulate a dysregulated child; prioritize wellness.
- Model consent by not taking pictures of video calls or sharing students' work without permission.
- Reach out to school counselors/mental health professionals with concerns about students.
- Lean on colleagues for support, encouragement and ideas.

VOICE & CHOICE

We celebrate and incorporate the unique strengths and needs of everyone in our community.

5

- Share power and decision making by welcoming student voice (public & private opportunities).
- Consider that students may not want to let others see their home, allow video to be optional/hidden.
- Share and offer guidance for external activities such as virtual field trips, fun daily home challenges.
- Utilize resources such as Google Voice to text students while protecting personal phone numbers.
- Allow for student choice in if/how they check in, connect with peers, share in group.
- Develop ways students can take leadership roles (i.e. come up with check in prompt, lead discussion).
- Implement creative virtual tools: Padlet, Canva, Noun Project, Bitly, Poll Everywhere.

CULTURE, HISTORY & IDENTITY

We address our biases and seek equity through culturally responsive and inclusive practice.

6

- Replace worksheets with real world problems to solve and project-based learning opportunities.
- Acknowledge we are living through a trauma that everyone is experiencing differently.
- Working from home is not "easier" and most likely brings longer, inconsistent hours for teachers in order to meet the needs of students and families - we must care for ourselves.
- Use class time as a way to reflect: What I miss the most about in-person school is.... A way I can help others in this time is.... Something I need to help make it through is...
- Recognize & honor students' familial/cultural traditions that seem to conflict with our expectations.
- Understand that not all students will have the capacity for much content related to the pandemic- provide lighthearted and student choice alternatives.



"The trauma-informed model works for ALL students— everyone benefits from being treated with kindness and connecting to caring staff." -Jim Sporleder

