



Trauma-Informed Teaching Practices

As we work through the complexities of what it means to “reopen” schools for the 2020–2021 school year, one of our key aspirations is that, “students have regular, personal touchpoints with teachers and/or other school staff to check-in on their basic needs, social-emotional well-being, academic needs, and needed support for dealing with trauma. Teachers focus on relationships and trauma-informed teaching practices in order to support the social and emotional needs of students.” Like instruction, trauma-informed practices exist within multiple tiers of support. The chart below focuses on specific Tier I trauma-informed practices that can/should be leveraged by teachers during core content, and can benefit all students, not just students who have experienced trauma.

Trauma-Informed Practice	Activities	Instructional Example
Mindfulness practice to build self-awareness: Exercises and opportunities for students to identify current feelings, thoughts, bodily sensations, and the surrounding environment to build self-awareness.	Rating current emotional state (1-10), breathing techniques, free writing, intentional movements (e.g., power poses), brain breaks, naming sensory experiences (identifying what you can see, hear, etc.)	At the start of each 7th grade math class, students’ Do Now activity is to “free write” to give them an opportunity to check-in with how they are currently feeling and reflect on ways in which that could impact their experience in class or throughout their day.
Relationship building to foster a sense of safety and connection: The ability to identify, connect, and cultivate working relationships and foster growth and development for everyone involved.	Staff-to-Student: Student interest surveys, integrating students’ interests into the classroom, daily greeting at the start of class/school, classroom jobs, purposeful circulation Student-to-Student: Allow time for students to interact about non-academic topics, opportunities for students to	Use of the 2x10 protocol: take 2 minutes a day for 10 days to engage with a single student in conversation about their interests in order to build a relationship.



	<p>share personal interests</p> <p>Staff-to-Family: Multiple communication methods to families (newsletters, texts, emails, flyers), gathering feedback from families about their child, invitations for families to join class activities</p>	
<p>Community building: Structures and experiences at the classroom and school level that are constructed to foster a sense of support and belonging for all community members (students, families, and staff).</p>	<p>Morning meetings, advisory, school community circles, academic competitions (e.g., spelling bees), academic exhibitions (e.g., science fairs, publishing parties)</p>	<p>At the end of an ELA unit, the 4th grade ELA class has a publishing party where classmates have a chance to do a gallery walk of each other's published writing, providing precise positive feedback.</p>
<p>Integrating Choice and Voice: Empowering students to build a sense of self-efficacy, agency, and intrinsic motivation.</p>	<p>Self-directed goal setting, self-evaluation, assignment options for process and product based on student interest, gathering student feedback on their learning experiences, and responding to that feedback</p>	<p>At the beginning of each week, students set 1–2 goals. Students track their own goals and self-evaluate progress toward those goals at the end of the week. The teacher supports student self-management with one-to-one conferring.</p>
<p>Consistency & Predictability: Building a sense of security for students through routine.</p>	<p>Daily schedule and classroom routines posted, using a consistent schedule for conferencing and one-to-one feedback, consistent routines that can transfer between in-person and distance learning</p>	<p>Writing prompts are formatted consistently for each assignment. Students know when and where to expect a writing prompt during coursework.</p>



Citations:

<https://casel.org/core-competencies/>

http://www.ascd.org/publications/educational_leadership/oct19/vol77/num02/Trauma-Informed_Teaching_Strategies.aspx

<https://www.kqed.org/mindshift/55679/four-core-priorities-for-trauma-informed-distance-learning>

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