

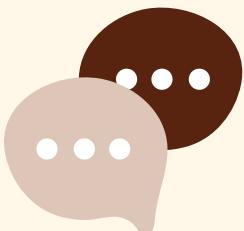
Trauma Informed Teaching

Counseling and Psychological Services (401) 863-3476



After a violent campus event, many students may experience shock, grief, fear, difficulty concentrating, or emotional numbness. Trauma-informed teaching helps create a learning environment that promotes safety, trust, transparency, flexibility, empowerment, and connection—without requiring faculty to act as counselors. Here are a few practical classroom strategies that can be incorporated:

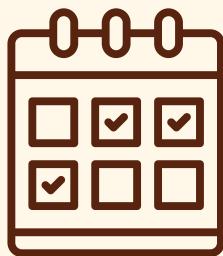
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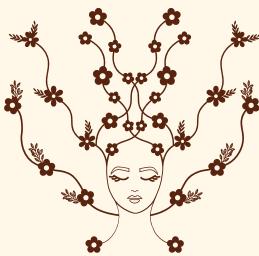
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three



four



Acknowledge the Event

- Briefly recognize what occurred at the start of class
- Use simple, compassionate language
- Avoid graphic details or speculation

Example:

“I want to acknowledge the tragic event on our campus. It may affect each of us differently, and support is available.”

Offer Academic Flexibility

- Extend deadlines when possible
- Allow alternative participation options
- Consider pass/fail, recorded lectures, or adjusted workloads
- Let students choose how they engage

Flexibility supports learning—it does not lower standards.

Create Predictability

- Clearly outline weekly expectations
- Post agendas and assignments in advance
- Maintain consistent class structure when possible
- Avoid calling on students unexpectedly

Support Regulation & Focus

- Allow brief breaks during class
- Normalize difficulty concentrating
- Use grounding strategies (deep breathing, structured activities)
- Do not require students to share personal experiences
- Share campus resources regularly (CAPS, TimelyCare, etc.)

What Faculty Are Not Expected to Do

- 🚫 Provide therapy
- 🚫 Push students to “move on”
- 🚫 Minimize emotional responses
- 🚫 Require emotional disclosure

Faculty Well-Being Matters

- ❤️ Acknowledge your own reactions
- ❤️ Seek peer or professional support
- ❤️ Set realistic expectations
- ❤️ Compassion fatigue is real—care for yourself

Your presence matters.

Even small acts of understanding can significantly impact student recovery and academic persistence.