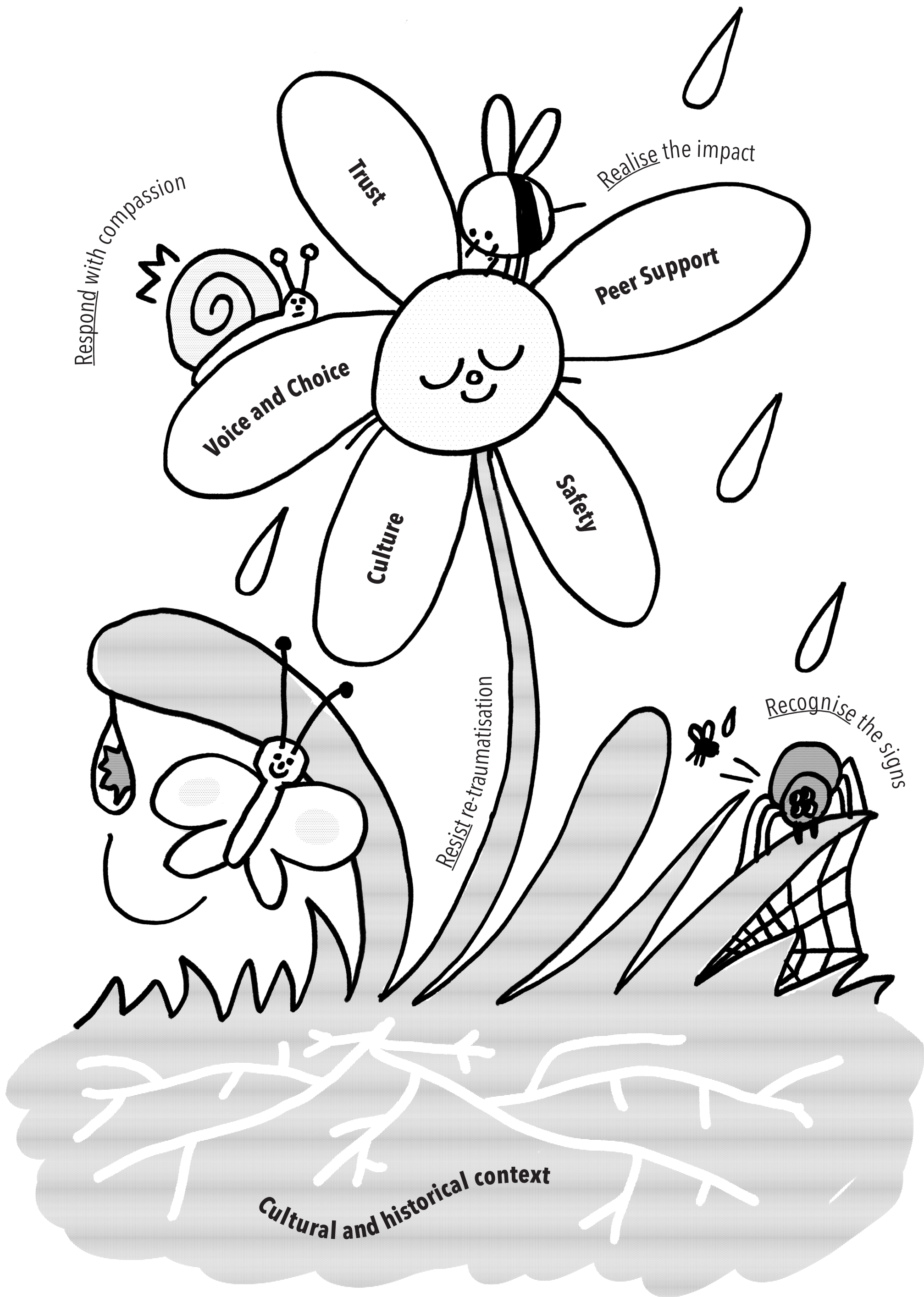
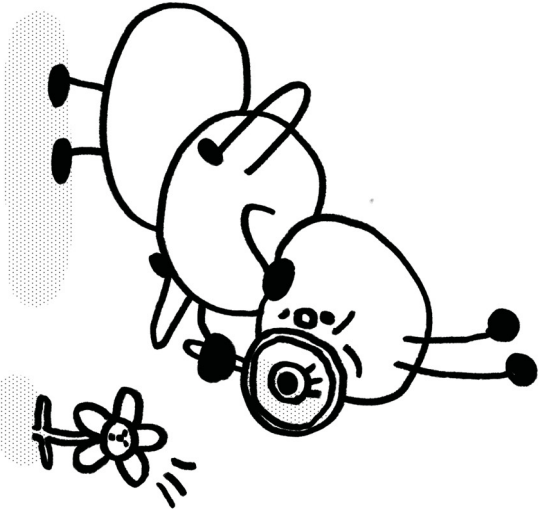




The Trauma Informed Teaching Environment

Trauma informed teaching is a framework - not a set of rules. Trauma impacts learning and behaviour. Informed teaching is about asking 'what happened to you?' rather than 'what is wrong with you?' It allows space for discomfort.

As we know, practice only ever makes *almost* perfect.



1. What is trauma informed teaching?

- NHS Services Finder**

Searchable database of NHS services: nhs.uk/service-search (England)

111.wales.nhs.uk/localservices (Wales)
- For a list of related charities, go to [mind.org.uk/information-support and search](https://mind.org.uk/information-support-and-search) "trauma contacts".
- UAL Services**

Counselling

020 7514 6251

counselling@arts.ac.uk

Health advice

020 7514 6251

studenthealth@arts.ac.uk

2. The Key Principles of Trauma Informed Teaching

Trauma informed teaching uses these principles to create psychologically safe environments. The poster included in this guide shows how the different principles and actions inform and enhance each other.



Safety

- Invite authenticity
- Foster belonging: use preferred pronouns and correct names
- Promote psychological safety
- Allow space for vulnerability

Do your students feel 'safe enough to learn'?

Are there written policies in place for student physical, mental and emotional safety?

Trust

- Build compassionate relationships
- Establish boundaries and roles
- Recognise differences
- Acknowledge limitations and avoid unnecessary disappointment - be honest with what you have capacity for!

Are course expectations clearly stated?

Do your students understand the roles of individuals on the course?



Peer Support

- Make space for peer relationships
- Encourage mentoring
- Reach across lines of difference
- Prioritise belonging
- Support community building

Are there peer activities facilitated by the course?

Is information about university community groups, organisations and clubs easily accessible?



Culture

- Incorporate feedback opportunities into every day studio life
- Make space for disagreement and discomfort
- Centre shared decision making

What opportunities for feedback are available for students?

How are students involved in decision making?

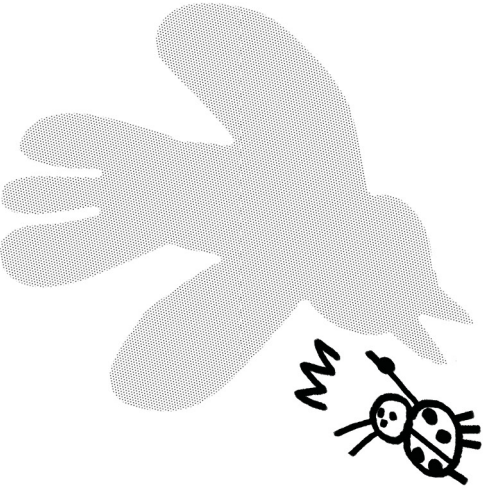


Voice and Choice

- Practice giving informed choice without coercion
- Give space for contemplation
- Don't assume, ask!
- Share discussions where appropriate to empower other students to share their voices

Are your students empowered to say yes as well as no?

Are students able to make decisions in their own time without pressure?

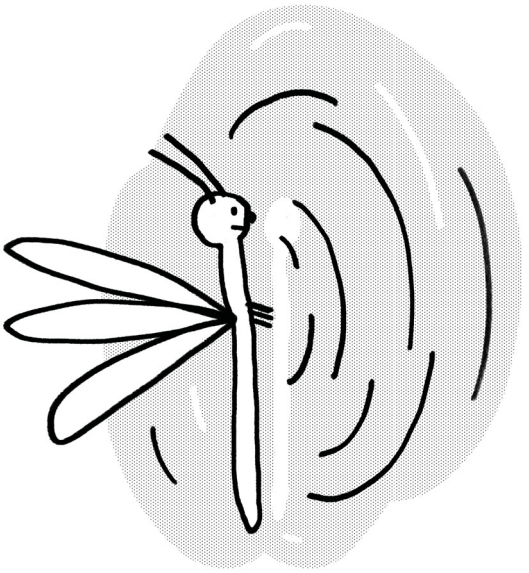


Recognise the signs

- Look for indicators of trauma:
- Triggers - do certain topics or actions elicit heightened responses?
 - Revised priorities and sense of purpose
 - Emotional dysregulation
 - Changes in attendance
 - Self-destructive behaviours

Not all trauma responses are negative. These are examples of resilient responses:

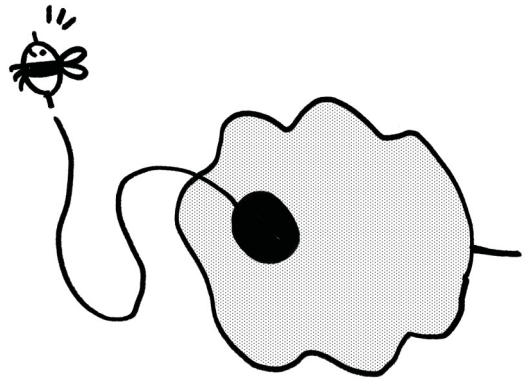
- Volunteerism and activism
- Bonding with community



Realise the impact

- Show understanding of how trauma impacts studies:
- Acknowledge trauma as a widespread experience particularly amongst marginalised groups (without minimising the individual)
- Check in before, during, and after sessions
- Assist in making learning accessible
 - Acknowledge resilience and the on-going strain of trauma

3. What actions can you take?



Resist re-traumatisation

- Highlight confronting course content ahead of time and offer alternative materials
 - Allow space for feedback and discomfort
 - Communicate how feedback will inact change
- Healing is non-linear, but we can help by doing the following:
- Create a trauma-informed environment
 - Recognise individual and collective pain points

Respond with compassion

- Be prepared to respond quickly and effectively:
- Listen and acknowledge
 - Provide sign-posting to resources
 - Create opportunities for choice as a standard.
- Consent is empowering!
- Celebrate milestones and achievements in context of individual student journeys
 - Appreciate disclosures and say 'thank you for sharing'

4. Resources