

## Integrating Trauma-Informed and Antiracist Pedagogy

<b>Convergence</b>	<b>Divergence</b>
<ul style="list-style-type: none"> <li>• <b>Involved and emergent.</b> Start with and require an ongoing commitment to critical self-reflection and growth</li> <li>• <b>Learner-centered.</b> Prioritize human dignity, connection, growth, and equitable access to learning, over efficiency, rigidity, and punitiveness</li> <li>• <b>Community-reliant.</b> Rely on a strong sense of belonging and connection actively cultivated among all; collective inquiry and dialogue</li> <li>• <b>Strengths-based.</b> Understand learners in context and emphasize strengths and capacity over deficits or deterministic thought</li> <li>• <b>Empowering.</b> Increase access to learning. Do not compromise academic rigor or involve lowering expectations; do not involve removal of emotionally challenging material or dialogue</li> <li>• <b>Challenging.</b> Involve paradigm shifts and disruption of the status quo; navigating barriers both within and outside of the self to promote change; include situations that may confound instructors</li> <li>• <b>Power.</b> Require a reconceptualization of traditional power hierarchies in the classroom to ensure students are equal partners with agency; knowledge is co-constructed</li> <li>• <b>Action-oriented.</b> Necessitate purposeful action and responses that both acknowledge and address current realities, and work to resist potential for future harm</li> <li>• <b>Affective.</b> Involves the affective and embodied dimensions of learning; can incorporate sensory ways of knowing and mindfulness practices</li> <li>• <b>Effective.</b> Promote more positive outcomes of learning and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma-informed approaches are not antiracist if they are colorblind and 1) avoid ongoing critical self-reflection on one's own positionality and internalized biases, or 2) avoid explicitly naming racism, minimize the impacts, and respond in ways that do not actively try to disrupt racist systems (Alvarez, 2020)</li> <li>• Trauma-informed approaches are not antiracist if they are driven by white saviorism and/or a desire to control student behavior, language, or thought that does not align with white norms (Kishimoto, 2018)</li> <li>• Antiracist approaches are not trauma-informed if they do not actively resist re-traumatization (e.g. using course material related to racial violence or injustice without first considering students' potential relation to this material and preferences for engaging with it)</li> </ul>

**Antiracist pedagogy** is "an action-oriented strategy for institutional systemic change that addresses racism and other interlocking systems of social oppression...explicitly names the issues of race and social difference as issues of power and equity, rather than as matters of cultural and ethnic variety" (Dei, 1996, p. 252). It is "not about simply incorporating racial content into courses, curriculum, and discipline. It is also about how one teaches, even in courses where race is not the subject matter. It begins with the faculty's awareness and self-reflection of their social position and leads to the application of [critical] analysis not just in their teaching, but also in their discipline, research, and departmental, university, and community work" (Phillips, 2013)

Is...	Is not...
<ul style="list-style-type: none"> <li>• Modeling humility, reflexivity, and a commitment to lifelong (un)learning; normalizing the necessary discomfort of genuine learning, and embodying "radical honesty" (Phillips et al., 2019; Harbin et al., 2019; Williams, 2016)</li> <li>• Co-constructing knowledge with students, working in tandem with their own knowledge of their community and grassroots organizations to push forward new ideas for social change (Love, 2019; Phillips et al., 2019)</li> <li>• Decentering whiteness in curricular choices and pedagogical traditions; honoring multiple ways of learning and evaluating (Kishimoto, 2018)</li> <li>• Using counter-narratives to teach about the agency, resilience, and excellence of BIPOC within the context of racism they were/are resisting (Milner, 2007; Yosso, 2005)</li> <li>• Understanding the sociohistorical context of prior and current research, denouncing racism at every step of the research process, and highlighting racially and socially just research and work of BIPOC scholars (Galán et al., 2021)</li> <li>• Disrupting positivist assumptions of neutrality and objectivity in knowledge and production (Milner, 2007)</li> <li>• Explicitly naming and denouncing overt and covert racism, and immediately addressing harm (Boutte &amp; Jackson, 2014; Kishimoto, 2018)</li> <li>• Using "strategic empathy" or "calling out while drawing in" to address misconceptions and promote growth (Harbin et al., 2019)</li> </ul>	<ul style="list-style-type: none"> <li>• A cookie-cutter model (Kushamiro, 2003) or "ready-made product", but rather a "process that begins with faculty as individuals, and continues as they apply the anti-racist analysis into the course content, pedagogy, and their activities and interactions beyond the classroom" (Kishimoto, 2018, p. 543)</li> <li>• Intellectualizing racism, but rather dignifying lived and deeply felt experiences (Harbin et al., 2019)</li> <li>• Taking an additive or tokenized approach to diverse content, but rather integrating diverse perspectives throughout a course (Kishimoto, 2018; Phillips, 2013)</li> <li>• Centering white students' learning about issues of racial equity and placing the burden on BIPOC students or colleagues to be the expert educators (Phillips et al., 2019)</li> <li>• Using over-simplified racial discourse to suppress difference and promote assimilation to white hegemony (Milner, 2007)</li> <li>• Being an "ally performer"; having incongruent words and actions in public and private</li> </ul>

**Trauma-informed pedagogy** is reflexive approach that employs an understanding of the potential sources and impacts of trauma to minimize further harm and maximize wellbeing and learning. It involves: **Realizing** the widespread impact of trauma on students and all members of the campus community; **Recognizing** the signs and symptoms of various forms of trauma; **Respecting** student and school community members' resilience and absolute right to safety; **Responding** empathically and by integrating knowledge about trauma into policies, procedures, and practices; and actively **Resisting re-traumatization** caused by practices and policies (Carello, 2018; Carello, 2016; Carello & Butler, 2015; SAMHSA, 2014)

Is...	Is not...
<ul style="list-style-type: none"> <li>• Helping to (re)establish a sense of control, personal choice, connection, and meaning for learners in classrooms without compromising academic rigor (Carello &amp; Butler, 2015; Carello, 2020; Black, 2006)</li> <li>• Shifting focus from trauma as a deficit or disorder to understanding learners as humans in context who adapt to their environments to ensure survival; considering environmental factors that may necessitate thoughts and behaviors instead of attributing them as students' inherent flaws or deliberate choices (Wolf et al., 2014)</li> <li>• Carefully considering how to utilize trauma-related or potentially triggering material with great intentionality and care (e.g. titrating exposure, providing choices for how to engage with this material) (Black, 2006)</li> <li>• Utilizing strategies of mindfulness and reciprocal inhibition to balance exposure to potentially traumatic material with opportunities to regulate emotional and physiological arousal (Black, 2006; Rhodes, 2019)</li> <li>• An ongoing recognition of and education about vicarious and secondary trauma, and instructor modelling of self-care and communities of support (Agllias, 2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Acting as a therapist to students or offering psychological intervention</li> <li>• Eliminating emotionally challenging information or lowering expectations for students (Carello &amp; Butler, 2015; Cless &amp; Goeff, 2017; Black, 2006)</li> <li>• Expecting that student challenges with sensitive material can be completely avoided (Cunningham, 2004)</li> </ul>

<b>Domain</b>	<b>Description and Example Strategies</b>
Social Justice, Historical & Intersectional Perspectives	<p>Instructors cultivate a climate that honors diverse experiences and intersecting identities, critically examines research in sociohistorical context, and uses disciplinary knowledge to consider ways to promote socially just change. Ties content to current events and intentionally introduces media or discussion in student-responsive ways, with opportunities to debrief.</p> <p>Examples: using correct pronunciation of student names and preferred gender pronouns; addressing microaggressions; being aware of, naming, and working to address personal and disciplinary biases and how they impact teaching and learning (e.g. privileging or disparaging certain dialects or ways of knowing)</p>
Physical, Emotional, Social, & Academic Safety	<p>Instructors create an atmosphere that is nonjudgmental, socially just, and respectful of students' rights and need for safety (including the freedom to make mistakes), respect, and acceptance in all interactions.</p> <p>Examples: prioritizing student mental health and social-emotional wellness; modeling self-care and community care strategies; chunking lectures to allow for multiple movement and mindfulness breaks; scaffolding or integrating low-stakes assignments with feedback prior to evaluation; modeling nonviolent communication skills; titrating exposure and sending material in advance; providing content warnings prior to viewing or discussing sensitive material</p>
Resilience, Growth, & Change	<p>Instructors emphasize student strengths and resilience. They assumed that everyone is trying their best and is very capable when adequately supported. Feedback is constructive, centers what is done well, conveys belief in students, and offers supports to facilitate growth and change.</p> <p>Examples: using formative and summative assessments; assigning multiple drafts and offering prompt feedback; holding 1:1 conferences; facilitating peer feedback; rewarding success rather than punishing failure; soliciting informal and formal feedback from students throughout the course to improve instruction</p>
Trustworthiness & Transparency	<p>Instructors co-construct and make expectations and procedures clear, apply consistency in practice, promptly communicate, and maintain appropriate boundaries.</p> <p>Examples: creating class routines or rituals; posting and articulating co-constructed norms and expectations; providing detailed assignment sheets, grading rubrics, and successful models of assignments; responding promptly to student communications; eliminating all-or-nothing or zero-tolerance policies; minimizing course changes; giving advance notice of changes and providing opportunities to openly discuss any student concerns</p>

Support & Connection	<p>Instructors are aware of and actively help connect students with peer and professional resources to help them succeed academically, personally, and professionally. Both community care and self-care are actively promoted and modeled. Learning is treated as a collaborative process; support-seeking is encouraged, not stigmatized.</p> <p>Examples: conducting regular check-ins with students and facilitating check-ins with peers virtually or in-person; providing information about and discussing how to access campus and community resources such as counseling, health, and tutoring services; facilitating peer learning groups;</p>
Collaboration & Mutuality	<p>Instructors share power and collectively make decisions with students. Instructors and students actively work to build trust and reach common goals.</p> <p>Examples: involving students in creating or revising policies, assignments, and grading; doing <i>with</i> rather than doing <i>for</i> students (e.g. rewriting students' work for them); flexibility with assignments and deadlines; making some assignments optional or complete/incomplete; dropping lowest scores, weighting grades to emphasize learning objectives; polling preferences; drawing on students' prior knowledge and interests to inform activities</p>
Empowerment, Voice, & Choice	<p>Instructors empower students to make decisions that best serve their learning and wellbeing. Learning activities seek to build confidence and competence, not conformity and compliance.</p> <p>Examples: building in choices where possible (e.g. seating, lighting, readings, paper format, when to take a break); integrating authentic assignments and active learning; implementing realistic attendance policies; allotting late days to submit work past the due date without question and without penalty; offering multiple modes of verbal and nonverbal participation; setting topics for breakout rooms/small groups and having students self-select into discussions; inviting student-selected guest speakers</p>

Adapted from Carello, 2020; SAMSHA, 2014; Fallot & Harris, 2009