

# Taking a trauma-responsive approach to community care

April 8, 2024



evergreen

## Learning and Teaching Commons @ The Washington Center

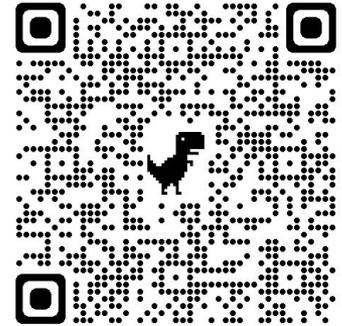
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# AGENDA

- I. Welcome & Grounding
- II. How trauma and stress impact the brain
- III. A trauma informed crisis response (advice guide)
- IV. Scenarios
- V. Creating your plan

DOWNLOAD  
HANDOUT ->

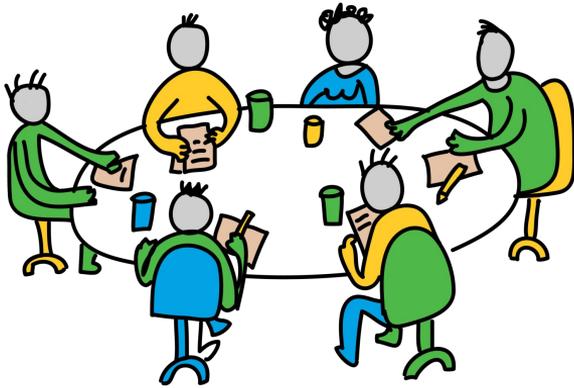


*It is time to move towards ways of being that are focused on listening to each other deeply and accepting each other, whole. We need to learn ways of being in space together that help us see beyond false constructs of superiority and inferiority without asking us to sacrifice what has shaped us. We need to study being receptive and nonjudgmental with each other, letting the earth and community hold us until we remember we already belong.*

adrienne maree brown

Holding Change: The Way of Emergent Strategy  
Facilitation and Mediation

# Facilitator Role



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As neutral as possible



Support you to do your  
best collective thinking



Caveat: Time

# Facilitator Asks

Conversation guidelines developed by Dr. Larry Roper and remixed from JuliA Metzker

## Engage

- Listen to understand
- Move forward, step back, invite others

## Care

- Be on each other's side
- Manage each other's reputation

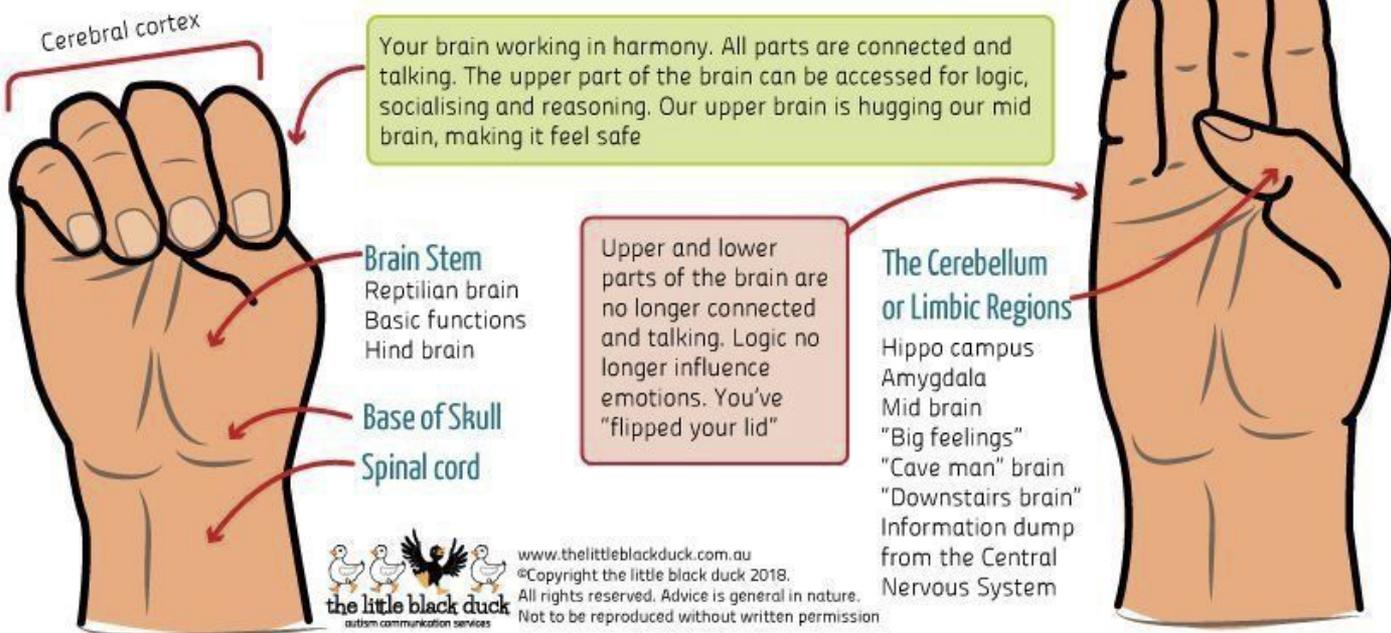
## Commit

- Seek inclusive solutions that meet everyone's needs
- Assume responsibility for the outcome

# The Hand Model of the Brain

## What happens when we “flip our lid”

When our brain is working efficiently both the upper and mid brain are communicating effectively. Information comes in and is processed logically. Sometimes too much information is coming in for the Upper brain to process and it disconnects. We “flip our lid” and can no longer access the functions provided by the upper brain



# The Window of Presence

## High Arousal: Fight or Flight

**Emotional Signs:** Anxious, scared, distracted, defensive, angry, irrational, "flipped out". Feeling hijacks thinking.

**Physical Signs:** Heart and breath rates rev up, jittery, twitchy, shaky, hard to stay still, hot, adrenaline rush, feeling split off from the body.

### The High Arousal Edge

## Inside the Window of Presence

This green window represents emotional and physical experience that we can tolerate without "going off" into upset, flip out or shutdown. Within this range of intensity we can stay present, grounded, oriented in space and time, and able to think, feel and communicate. Our nervous system does not hijack our consciousness in threat responses like fight, flight or freeze. (Siegel, 2001).

**Emotional Signs:** Oriented to present time situations and relationships; Able to think and feel at the same time; Emotions are available, but also containable.

**Physical Signs:** Heart and breath rates support current activity; Able to move or hold still; Connected with comfortable or tolerable energy and sensation in the body. Emotions and physical responses may or may not be strong, but they remain tolerable.

### The Low Arousal Edge

## Low Arousal: Freeze

**Emotional Signs:** Numb, hopeless/helpless, frozen in fear or shame, confused, spaced out, hard to think or feel or talk, no initiative.

**Physical Signs:** Heart and breath rates go down, drowsy, shut down, immobilized, cold, rigid, feeling split off from the body.

# START HERE (Handout)

## Acknowledgement matters.

- When a collective traumatic event has occurred, recognize it. Don't sweep it under the rug.

## Find your calm.

- Take time before class to ground yourself with breathing exercises or a body scan.
- In a hot moment, take time to collect yourself before you respond.

## Be prepared to listen. Don't fix or defend.

- Adopt protocols such as talking circles that give people opportunities to speak without challenge.
- Don't critique students' responses to a traumatic event.
- Avoid "fixing" or getting defensive.

# Eight Principles of Trauma-Informed Teaching

1. **SAFETY**: Work to ensure your students' emotional, cognitive, physical, and interpersonal safety.
2. **TRUST**: Foster trustworthiness and transparency through connection and communication among students.
3. **SUPPORT**: Intentionally facilitate peer support and mutual self-help in your courses.
4. **MUTUALITY**: Promote collaboration and mutuality by sharing power and decision-making with your students.

# Eight Principles of Trauma-Informed Teaching

5. CHOICE: Empower voice and choice by identifying and helping build on student strengths.
6. SELF-REGULATION: Empower your students to self-regulate by teaching them about the biology of learning.
7. PURPOSE: Impart to your students the importance of having a sense of purpose.
8. CULTURE & IDENTITY: Pay attention to cultural, historical, and gender issues.

# PRACTICE WITH SCENARIOS

Turn to a neighbor and talk through how you would apply the eight principles of trauma-informed teaching in your response.

- A student/staff member is crying and has an angry outburst.
- A student/staff member asks to be excused from class/work to attend a protest/vigil/demonstration.
- A student/staff member stops engaging in discussions/meetings, or is showing significant changes in behavior.
- A student is afraid to live in housing/doesn't feel safe in a particular space or on campus.
- A student is asking for help in expressing their disappointment or anger with Evergreen or a specific office/employee.
- A student is upset or fearful in response to a building alarm or drill.

# PREPARE YOURSELF

How will you prepare yourself to support students/staff members?

What tools will you use?

How much time will you set aside?

Where will you seek support?

# Community Care Resources

Campus Tragedy Information <https://www.evergreen.edu/campustragedy>

Student Wellness Services <https://www.evergreen.edu/student-life/health-wellness>

- Weekly Grief Support meeting Mondays, January 8 - March 11, 3 - 4 pm in the Social Justice Center.

Employee Assistance Program

<https://des.wa.gov/services/employee-assistance-program>

- Faculty and staff have access to the Employee Assistance Program (EAP). These resources include 24/7 support via phone at 1-877-313-4455.

Learning and Teaching Commons <https://sites.evergreen.edu/ltc/>