# Trauma-informed Education: Part of Good Teaching

What does it mean to practice a trauma-informed set of practices as you teach? It involves paying attention to the basic processes of learning and the instructional events that address those processes: careful preparation, explanation of the “why” of learning something new, activation of prior knowledge, clear explanation of ideas, transparent demonstration of new skills, practice and reinforcement, formative assessment, and feedback.

Within each of these processes are opportunities for engaging students in meaningful ways and supporting their efforts. Curiously, educators who routinely accomplish these two large goals end up earning the trust of students. And trust is the basis for trauma-informed practice.

The list below, adapted from Brake (2019) includes some effective teaching methods that build academic skills while also building trust:

* Establish clear academic and behavioral expectations.
* Show patience with students as they are learning to behave in acceptable ways.
* Acknowledge students’ worries and help them process them productively.
* Provide opportunities for one-on-one teacher-student conferences.
* Make learning enjoyable.
* Be available to students in the classroom and beyond.

## Reference

Brake, A. (2019). Right from the start: Critical classroom practices for building teacher–student trust in the first 10 weeks of ninth grade. *Urban Review.* <https://doi-org.proxy.library.ohio.edu/10.1007/s11256-019-00528-z>