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Specialist

MASTER CLASS

Social-Emotional Learning & Trauma-Sensitive Practices in English Language Teaching

- with Janine Darragh and Luis Javier Pentón Herrera -

Session 4 Supplementary Guide

Intentional Trauma-Sensitive Practices



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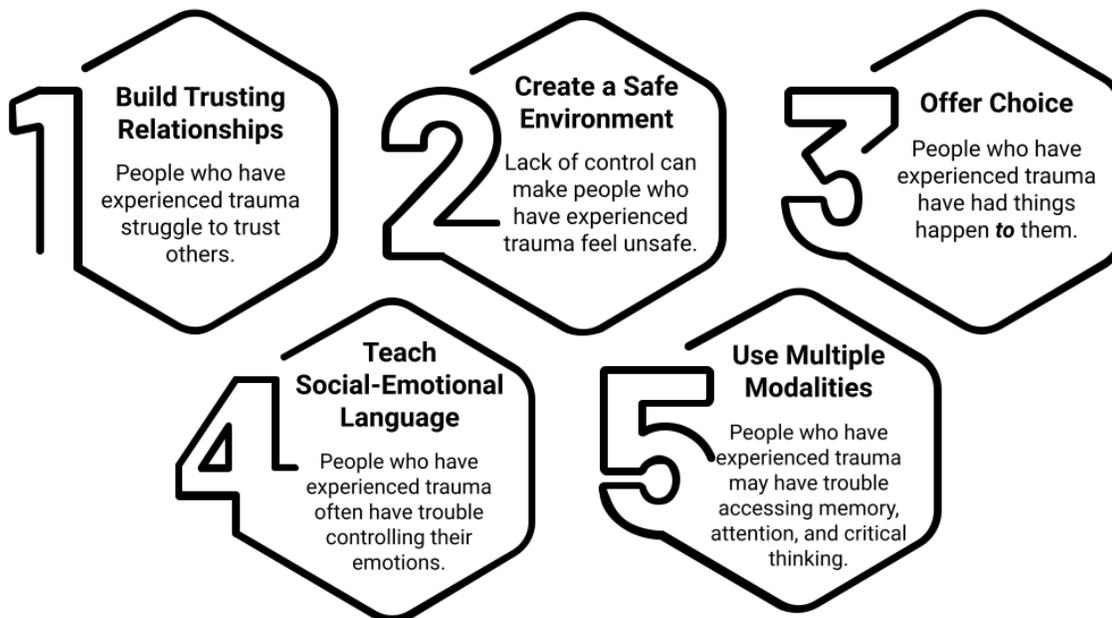


Summary

In this session, Janine illustrates a variety of trauma-sensitive practices, highlighting the connection between the effects of trauma on the brain and specific practices that can support those who have experienced trauma. While these teaching strategies may already be familiar to educators, Janine encourages teachers to evaluate their current practices and make subtle, intentional changes, applying the principles she presents to activities to make them trauma-sensitive.

Session Takeaways

The following are essential trauma-sensitive strategies and their rationales.





Making Activities Trauma-Sensitive

Here are some examples of adaptations to what can be considered trauma-*in*sensitive activities. With just a minor change, we can make our everyday practices trauma-sensitive and better support our students' learning.

| Instead of: | Try this: |
|---|--|
| Share items that symbolize your present, past, and future. | Share one item that symbolizes your past, present, or future. |
| Create your family tree. | Create the family tree of characters from your favorite television show, book, or movie. |
| Make a card for your mother. | Make a card for someone who loves and takes care of you. |
| Write about a time you felt scared. | Write about a time you felt a strong emotion (excited, happy, nervous, etc.) |
| Tell me something you will do this summer. | Tell me something that made you smile today. |
| Ask your parents the story of how they chose your name. | Look up the meaning of some names. What does your name mean? If you had to change your name, what name would you choose? |

For more ideas on identifying and reducing potential triggers, [try this activity](#) by Trauma-Sensitive Schools.



Five Trauma-Sensitive Practices for English Language Learners

Trauma-sensitive strategies are not new strategies to learn; most educators already use many of these practices. Share your own resources related to each of the five trauma-sensitive practices in the Padlet below.

Trauma-Sensitive
Strategies Padlet

For Further Reading

“Addressing Student Trauma, Anxiety, and Depression.” Colorín Colorado, 2018.
<https://www.colorincolorado.org/immigration/guide/trauma>

Jennings, Patricia A. “Teaching in a Trauma-Sensitive Classroom: What Educators Can Do to Support Students.” *American Educator* 43, no. 2 (2019): 12-17.
<https://files.eric.ed.gov/fulltext/EJ1218755.pdf>

Richards, Jessica. “E8 Early Brain Development and the Impact of Trauma.” Resource Center for Family-Focused Practice, 2016.
<https://www.oercommons.org/editor/documents/1241>

Terrasi, Salvatore, and Patricia Crain de Galarce. “Trauma and learning in America’s classrooms.” *The Phi Delta Kappan* 98, no. 6 (2017): 35-41.
<https://kappanonline.org/trauma-classrooms-learning/>

See [Course Bibliography](#) for additional sources related to this session.