



Creating Resilient Learners: The Impact of Trauma-Responsive Practices in Noncredit Education

VISION 2030: NONCREDIT SUMMIT

Agenda

The "Why":
Benefits of
Trauma-responsive
instruction

The "What":
Identify basic
human emotional
needs

The
"How": Introduce
trauma-informed
practices

The "Why": Benefits of Trauma- Responsive Instruction:



Improved academic achievement



Reduction in mental health challenges



Enhanced emotional regulation and resilience

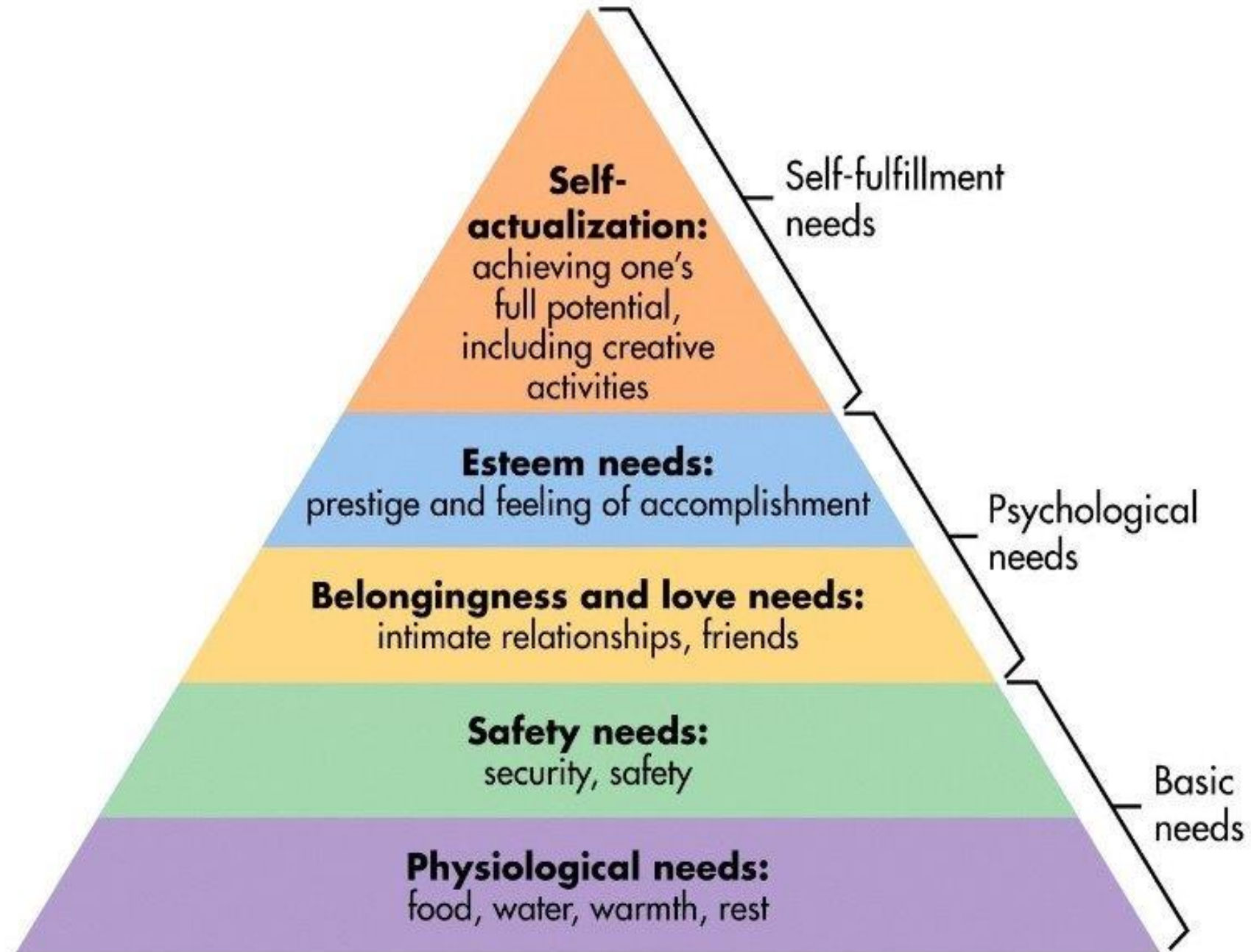


Fosters inclusivity and empowerment



Reduction of educator burnout

The "What": Maslow's Hierarchy of Needs

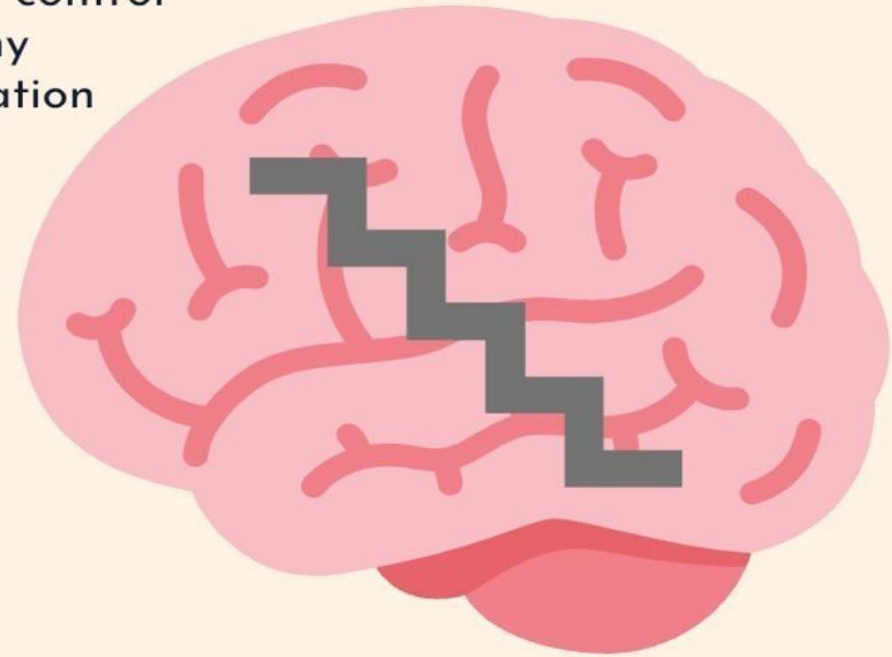


The "How": Supporting Nervous System Regulation



Upstairs Brain

- "Thinking Brain"
- Logic & reasoning
- Problem solving
- Impulse control
- Empathy
- Imagination



Downstairs Brain

- "Survival Brain"
- Automatic functions like breathing and heartbeat
- Looks for threats to our safety
- Activates "Fight, Flight or Freeze"

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Trauma-responsive Practices



SAFETY



PREDICTABILITY



CONTROL

Emotional safety



The "Why": Emotional safety is what allows us to transition from surviving to thriving



The "What": Trauma-responsive communication



The "How": Sending signals of safety



Sending
signals of
safety through
communication

Tone of
voice

Body
language

Facial
expressions

Pattern and
rhythm

Empathy

The importance of predictability

The "Why":
Knowing what to
expect helps calm
the brain

The "What":
Routines and
predictability in
how we respond

The "How":
Announce what
you are going to
do before you do it



Why is meeting the need for control so important?

The "Why": Lack of choice or control is often a hallmark of trauma

The "What": Control is a need not a want

The "How": Offering choices can meet our need for control in a healthy way

Ways to calm the nervous system:



GROUNDING



BILATERAL EYE
MOVEMENT



COLD EXPOSURE



CROSS-BODY
EXERCISE



HUMMING,
SINGING,
CHANTING

Building Trauma-Informed Communities

Understanding ACEs

Mental
Wellness in
the Home

Safeguarding
Vulnerable
Populations

Understanding
Addiction

Strengthening
Families

Internet Safety
& Awareness

Attuned
Connection
for Foster,
Kinship &
Adoptive

Understanding
LGBTQ+ Youth

Questions?
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Vision 2030 Noncredit Summit
Panel: Creating Resilient Learners



Contact



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References

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2. Adult Literacy Education (ALE). (2021). Hesson, B. & King, K. P. Trauma-Informed and Responsive Education: Awareness and Action in Adult Education. This article discusses how trauma-informed instruction in adult education helps to create safe, supportive learning environments that foster engagement and success, particularly for marginalized adults who have experienced trauma. <https://www.proliteracy.org/Resources/Adult-Literacy-Education-Journal>
3. SAMHSA (Substance Abuse and Mental Health Services Administration). (2014). SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach. SAMHSA outlines the benefits of trauma-informed care in adult settings, noting improvements in psychological safety, engagement, and learning retention for trauma survivors. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf
4. Horsman, J. (2000). Too Scared to Learn: Women, Violence, and Education. Mahwah, NJ: Lawrence Erlbaum Associates. This book focuses on the impact of trauma on adult education and the benefits of trauma-responsive teaching, especially for women who have experienced violence, showing that safe learning environments improve engagement and learning outcomes.
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6. Carello, J., & Butler, L. D. (2015). Practicing What We Teach: Trauma-Informed Educational Practice. Journal of Teaching in Social Work, 35(3), 262-278. This research highlights how trauma-informed teaching methods benefit adult learners by increasing their sense of safety, improving emotional regulation, and supporting better learning outcomes. <https://doi.org/10.1080/08841233.2015.1030059>