

# Using Trauma-Informed Assessment Practices to Support Adult Learners Workshop

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# Session Description

*Assessment practices can bring students into the learning or push students out of our courses. In this workshop, teaching faculty will explore the use of assessment tools that increase feelings of student belonging while also helping students engage in course content.*

# Agenda

1. Brief review of trauma in classrooms
2. The connection between trauma-informed & assessments

\*\*My goal is for this to be interactive, so please share your thinking as we go :)

# Types of Childhood Trauma

- Experience of abuse (psychological, physical or sexual) or neglect (emotional or physical)
- Exposure to domestic violence
- Substance abuse in home
- Mental illness in home
- Parental separation/divorce
- Incarcerated parent
- Suicidal household member
- Death of parent or loved one
- **CONSIDER: What do these types of trauma have in common?**

# Types of Trauma (additional)

- Police interactions; mistreatment by law enforcement, police violence
- Climate change
- Debt
- Gentrification
- Politics, hate speech
- Natural disasters
- ICE/immigration
- Racism

**PANDEMIC**

And, more ...

# Flight-Fight-Freeze Responses: What Do They Look Like In the Classroom? (Souers, 2016)

<b>Flight</b>	<b>Fight</b>	<b>Freeze</b>
<p><b>Withdraw</b> Leaving the classroom <b>Skipping class</b> <b>Daydreaming</b> Pretending to sleep <b>Avoiding others</b> Hiding or wandering <b>Becoming disengaged</b></p>	<p>Acting out Behaving aggressively Acting silly <b>Exhibiting defiance</b> Being hyperactive Arguing Screaming/yelling</p>	<p><b>Experiencing numbness</b> <b>Refusing to answer</b> <b>Refusing to get needs met</b> <b>Giving a blank look</b> <b>Feeling unable to move or act</b></p>

# Flight-Fight-Freeze Responses: What Do They Look Like For Instructors?

<b>Flight</b>	<b>Fight</b>	<b>Freeze</b>

# Flight-Fight-Freeze Responses: What Do They Look Like For Instructors?

<b>Flight</b>	<b>Fight</b>	<b>Freeze</b>
Absenteeism	Getting hooked	Losing track of lesson
Grading slow-downs	Feeling frustrated	Ignoring behaviors
Burn out	Enforcing punitive consequences (grading, etc.)	Ignoring passive, failing students
Resignations		



# Being Trauma-Informed

- Promoting self-awareness for students to...
  - Identify their strengths and what is already working
  - Identify next steps for growth and self-regulation
- Promoting Social Emotional Learning (SEL):
  - Cooperative learning Groups/Ways to get along
  - Use of strategies to promote positive social interactions

# A Trauma Sensitive Classroom

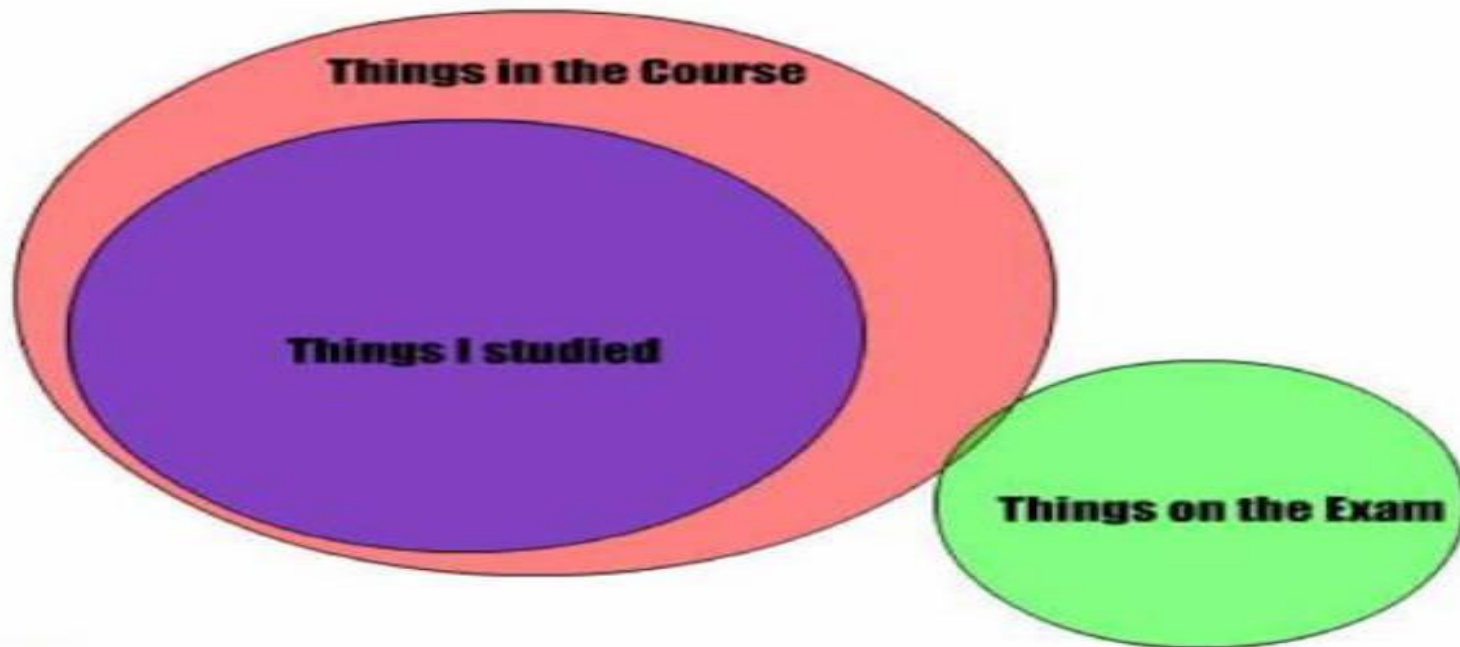
A trauma-sensitive classroom focuses on the ...

- ❖ **Impact** of trauma versus the **nature** of trauma
- ❖ Assumes every student has experienced (or is experiencing) some form of trauma

**So, what does trauma have  
to do with assessment?**

How many of you have experienced this?

## **Final Exams**



Which begs the question ... what is the purpose of assessments in our courses?


# What is the Purpose of Assessment?

A Test of Value (<https://vimeo.com/178681595>)

- What struck you as noteworthy about this video?
- Do our assessments align with the skills we want our students to learn? Do they measure the content we want them to know?
- If students had open access to all resources, how would that affect our current tests? Under what circumstances should students not have access to outside resources?

## Some reasons students drop out ...

- Lack of academic preparation
  - Including study habits and ability to manage the workload
  - Lack of cultural capital or “college knowledge”

Result = Students end up falling behind

**Question:** Can we use assessments to teach skills that assist with retention and support the development of habits that help with college success?

# Support positive habits for work completion & “college knowledge”

1. Break assignments into **small chunks**
2. **Due dates** for each chunk

What assignment do you have that can be broken into smaller pieces?

[Sample](#)



# Support positive habits for work completion & “college knowledge”, cont’d

1. Provide formative feedback on each section **and/or** provide time for students to provide each other with feedback

## **Peer feedback ideas:**

- Student chooses section to receive feedback
- Reader gives one compliment, asks one question
- Use criteria as the guide for feedback
- What else?

# Support positive habits for work completion & “college knowledge”, cont’d

1. Provide time in class for students to read the feedback
2. Provide time to process feedback with you or other students
3. Offer revision time, if needed

Another way to think about it ...

Assessment **for** Learning  
versus Assessment **of** Learning

# Assessment: Formative vs. Summative

- Position students do they can answer these questions:
  - **Where am I going?**
  - **Where am I now?**
  - **How can I close the gap?**

# How can we support the development of a Growth Mindset

1. Talk with a neighbor--what is one thing you will do to improve this assignment?	

# Safety in Assessments (ie: the Guaranteed C)

A Guaranteed "C" Grade

<https://www.youtube.com/watch?v=E-k4Uo6T7g0&t=14s>

How is does this match trauma-informed instruction?

How does this support growth mindset?

More importantly ... what application do you see with your own teaching?

Teach Responsibility, Respect, Resilience, Relationship

**Consistency:** What are the rituals and routines of your class?

**Positivity:** What do you do each class to welcome students?

**Integrity:** How do you hold high expectations for learning, and also support students who struggle with challenge? How do you model a growth mindset?

# Organizational Reminders ...

## **Example @ start of class ...**

### *Friendly Reminder ... Did you turn this in?*

- ❖ Each week that there is reading due, choose three personally interesting and relevant things from across the readings.
- ❖ Share those three items and why they are important to you in one to two paragraphs).
- ❖ **Turn this in on D2L *before class each week***

**End slides/class with a summary of what is due next class**



# Things I Want You To Know About ... [responses](#)

Assessment Practices	edTPA Task #3	How the Course is Going for Me	Other:

## Weekly Note to Maika ... “Things I Want You to Know”

### **Sampling of responses and sharing them back to students:**

How does edTPA Task 3 work (and edTPA in general)

How do we eliminate bias in assessment?

Best assessments by content areas? Maika’s favorite assessments?

How to have high standards while also using equitable assessments?

Different modalities of demonstrating learning

Assessment in the Music classroom (performance, through observation, etc.), Art, PE, etc.  
and how to approach it holistically

Tensions between accountability/individual learning/student assessment preferences

How to get failing kids back on track

Participation as part of the grade (and how to count daily work/homework)

Balance low-risk assessments with demonstration of skill competency

Including behavior in grading

When to provide feedback

# Opening up assessments for student choice

Are there ways students can demonstrate learning using their own interests and strengths? Here is an example ...

Are you tired of looking at your computer screen? To share your issue, you are welcome to choose from Gardner's Multiple Intelligences as a mechanism for sharing what you learned. I will provide you with examples of what other forms this "presentation" can take--but feel free to be creative! :)

Whatever form your product takes, please include (a) the importance of the issue, (b) a synthesis of the research findings, and (c) implications for practice. Please cite your references using APA format, either written or typed. We will share our work together in class and also talk about the best way for you to share your work with me.

# Brain breaks/mindfulness

- A “next place” for me in my teaching is to add de-stressing strategies into assignments. For example, adding in time for *reflection* or revision after taking a break. I’m still thinking on this! :)
- What else?

## A Few Resources ...

- For starters: [Adverse Childhood Experience Study](#) (presentation for teacher candidates)
- Article: [Coaching to Combat Secondary Traumatic Stress](#) (ASCD, 2020)
- Article: [Trauma-informed practices and the English classroom](#) (OEJ, 2020)
- Article: [Teaching Students to Use Feedback](#) (The Teaching Professor, 2019)