

# An interactive session exploring; Embodying a Trauma-Informed Universal Design for Learning in Social Care Pedagogy

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Social Care Ireland conference 2024



# Choose something

Chat to your partner – what is it about this that drew you to this.



# Session overview

- Overview of our student partnership project
- Overview of Personal Development
- Trauma informed pedagogy
- Universal Design for Learning (UDL) principles & inclusive practice
- Playful, embodied learning
- Closing round



## Creating resilient, trauma informed & inclusive practitioners

Use multimodal tools in future Social Care practice to support Neurodiversity.

Have resources for their own self-care and self-regulation.

Giving them the skills they will need to work inclusively.



Learn about Trauma-informed Social Care pedagogy and be comfortable with body work for self and others.



Develop insights into a Trauma-informed UDL approach to social care pedagogy which models effective social care practice



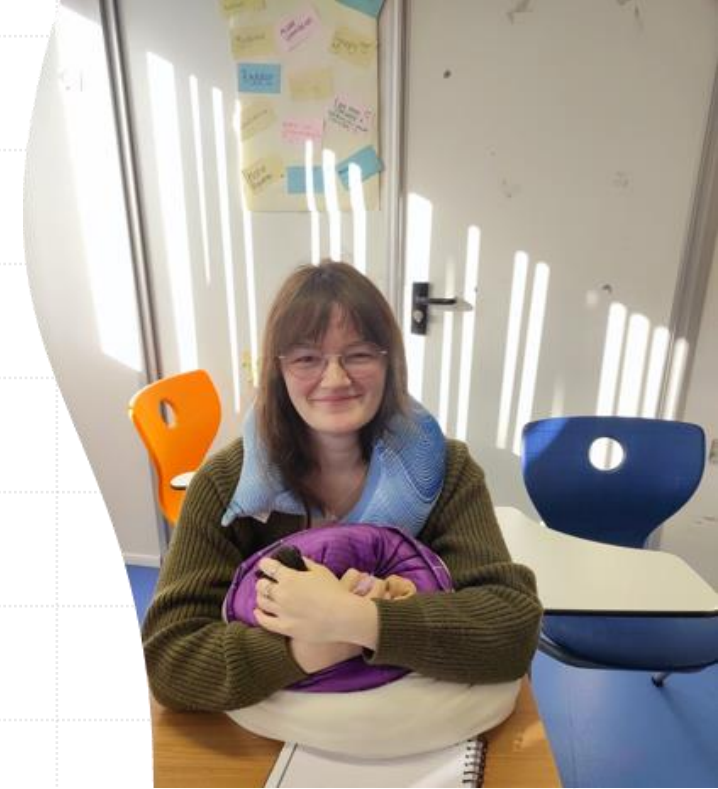
Explore and experience sensory, embodied, playful learning in action.



Experience nervous system regulation.



Increase their somatic awareness and self-reflection.



**Transforming  
Learning**





## What is Personal Development in the Social Care programme?

Our programmes teach Personal Development (PD) across each year of study. We wanted to explore more embodied and affective ways of facilitating student learning and experiences in our PD modules.

A large group of skydivers in various colorful suits (red, blue, yellow, green, black, white) are falling in a circular formation against a clear blue sky. The skydivers are arranged in a large circle, with some in the center and others on the perimeter. The text "Trauma informed practice" is overlaid in the center of the image.

# Trauma informed practice



**Safety**

**Trustworthiness  
and  
transparency**

**Cultural,  
historical, and  
gender issues**

**Trauma-  
Informed Care**

**Peer support  
and mutual  
self-help**

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**6 Core Principles**

**Empowerment,  
voice, and  
choice**

**Collaboration  
and mutuality**





**Minahan (2019), speaks about how a student cannot learn if they do not feel safe. Trauma is very much a body thing (Bessel Van Der Kolk, 2014).**



While a lot is outside of an Educator's knowledge and control, one area in which they do have power is in how the teaching environment, methods and the use of self in the work can develop ques of safety and create trauma-informed environments.



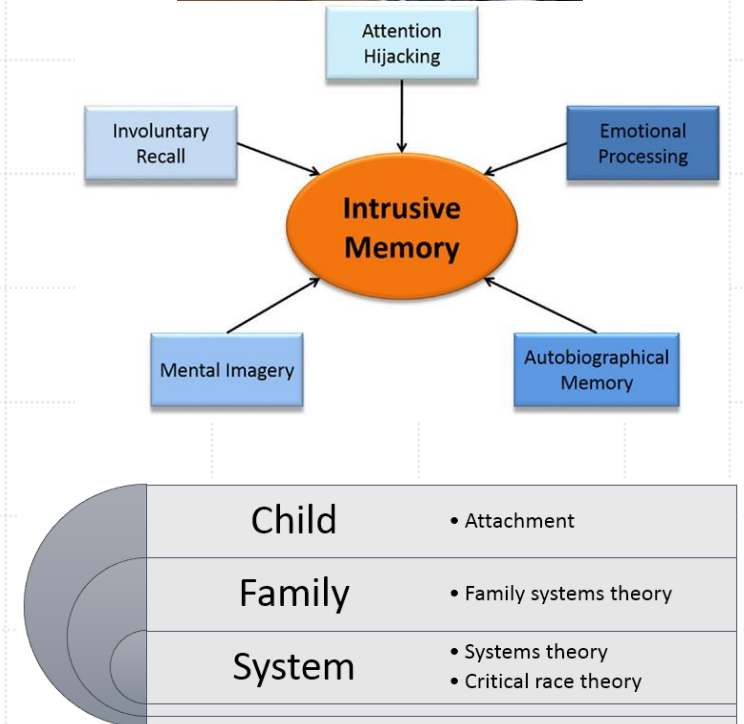
Models care  
Safety  
Peer support  
Collaboration  
Voice and Choice





# Sinead's experience

- My experience of embodied learning in personal development is about connecting with my inner child and acknowledging my own childhood trauma and this allows me to heal and become a stronger adult.
- In 2nd year PD group, we looked at Bowen's Family Systems Theory (1966) and this brought up many difficult memories and triggered involuntary recall of traumatic experiences.



# Example from placement

On Placement for 2nd year, I had to do an intervention as part of my academic work and placement practice and I saw the need for the children to let go of negative emotions in a healthy way and I thought of doing this in a fun way by blowing the emotion (for example anger) into a balloon and then letting it go.







# Aine's Experience

- Before using the tools, students have expressed feeling extremely anxious.
- During this activity, students have felt calm, relaxed, more at ease.
- By squeezing the squash mallows, the tension built up in some student's body decreased.
- After, individuals were extremely relaxed & calm.



# UDL and trauma informed pedagogy

Forming Social Care professionals

We hope to create opportunities for our students to “feel deeply and experience themselves within their education”

(Barbezat and Bush, 2013, p. 3).



As we are educating future social care professionals, we feel that our teaching must be an intellectual, embodied, and emotional practice (Anderson *et al.*, 2019; Freire, 2005; hooks, 1994; Noddings, 1992).

Gloria Dall'Alba (2012) suggests that third-level educators need to work *together and differently* to create professionals who care, rather than simply to deliver knowledge and skills.



# UDL Principles

## Provide Multiple Means of Representation

- Options for Perception
- Options for Language/Symbols
- Options for Comprehension

## Provide Multiple Means of Action and Expression

- Options for Physical Action
- Options for Expressive Skills/Fluency
- Options for Executive Functions

## Provide Multiple Means of Engagement

- Options for Recruiting Interest
- Options for Sustaining Effort/Persistence
- Options for Self-Regulation



# Changing the physical space changes the learning space



# Teresa's experience

- **Increased Participation:** Active participation in class activities & helped students who normally hesitant to speak up more.
- **Empowerment and Confidence:** Increased self-assurance and a willingness to share their thoughts and feelings.





# Teresa's experience

- **Enhancing Learning:** more focused and empowered in their learning journey.
- **Improved Communication:** helped develop a deeper level of connection and empathy among the class.
- **Creating a Safe Environment:** Students feel comfortable to share openly about their lives and experiences.





Engages all  
senses: Playful,  
Embodied  
Learning



Acceptable  
playfulness  
in  
adulthood...







# Creating resilient playful practitioners

We have found when we embed these tools at a deeper embodied level, we are helping our students in their own personal development and resilience while giving them the skills they will need to work inclusively as SC professionals.





Reflection on your choice of item: Does your choice relate to any of the principles we discussed? **Chat to your partner.**

Any questions?

