

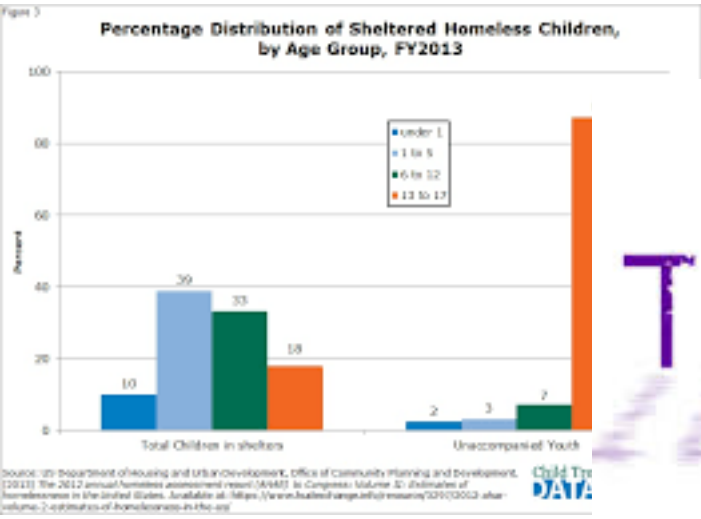


Dr. Elizabeth Duto
Professor and Chair,
Literacy Studies
*University of Colorado
Boulder*
Elizabeth.duto@colorado.edu

The Perilous Potential of Trauma in Classroom Practice and Pedagogies

Rutgers Law School

Psychological Trauma and Schools: How Systems Respond to the
Traumas of Young Lives



TRAUMA



“We can [consider] the way in which one’s own trauma is tied up with the trauma of another, the way in which trauma may lead, therefore, to the encounter with another, through the very possibility and surprise of listening to another’s wound.”

~Caurth, 1996

Witnessing involves wanting to change the kind of world where injustice, of whatever kind, is common” ~Kaplan, 2005

“We are clusters of stories we tell ourselves and that others tell about us.”

~Gloria Anzaldua

“Try to be one of the people on whom nothing is lost.”

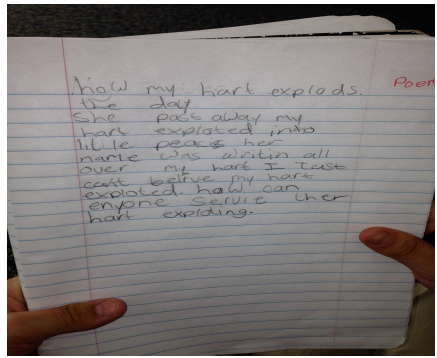
~Henry James

“Oh, my body, make of me always a [hu]man who questions!”

— Frantz

Fanon, Black Skin, White Masks

Diego: Like, god, I don't even pay attention anymore [in my first period class]. Like I don't. I don't even one time. The only time when [the teacher] pays attention to me, is like when I call on somebody and like that disrupts the class.



Wounds in school,
Wounds as school,
Wounds of school

How My Heart Explodes By Tiana

The day she passed away
My heart exploded into
little pieces.
Her name was written all
over my heart.
I just can't believe my heart
exploded.
How can anyone survive
their
heart exploding?



pathologize

verb | pa·thol·o·gize | \pə-'thā-lə-ˌjīz\

Definition of PATHOLOGIZE

Popularity: Bottom 50% of words

pathologized **pathologizing**

transitive verb

: to view or characterize as medically or psychologically abnormal <natural hormonal shifts have been *pathologized* — Joyce C. Mills>



/ˈdɛfɪsɪt/ - def-i-cit

deficit

(1) (noun) the property of being an amount by which something is less than expected or required; (2) (noun) a deficiency or failure in neurological or mental functioning; (3) (noun) an excess of liabilities over assets (usually

Tip: you can create your own flashcards by adding this video to favourite list

Support me by liking / leaving a comment if it helped you

© learn2pronounce.com

Tenets of Pedagogies of Testimony and Critical Witness

Teachers model and engage in the risk and vulnerability of sharing deeply felt experiences to invite and sanction those experiences **as resources for learning and connection. Students are positioned as witnesses.**

Educators actively recognize both the deep connections provided by shared human experience and structural, historical inequities that position people very differently in narratives of life experiences. **This involves recognizing, interrupting, and challenging deficit language and perspectives and advocating for students.**

These kinds of pedagogical moves and stances are not separate from content and instruction, but **are woven into the fabric of classroom practice.**

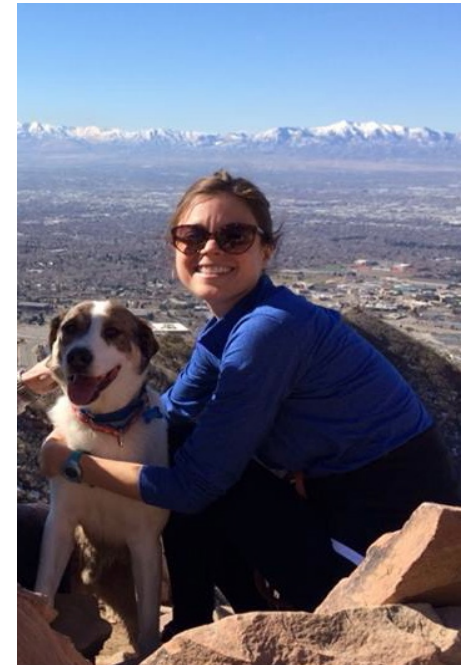
. . .So, I was reading this part of "Because of Winn Dixie," and it inspired me to write a poem

And sometimes what people do when they write poems, is they make their poetry sound like another author, or another poet. You know I was very sad because I also lost my dog, so I'm going to kind of follow Opal, and I'm going to write ten things about my dog Jonah..

[Long interaction throughout the composing of her poem]

What did you notice that I did as a good poet? Turn to your partner. What did I do today?

Second grade poetry lesson



Hersey extremely loved to fetch
He ate people food, not dog food
He bit my dad a lot
He had a weird personality
He was my baby
Hershey was brown
He slept with me a lot
He had black eyes
He had a small tail
When I took him on walks he
would pull me

~Alaya

*He is in jail.
He youst to drenk.
He youst to fix things.
He youst to do dad things.
He got stabd.
He youst to have a fast car.
He oways go into a fiyt with my mom.
My Dad ran from the cops
He had a bunch of bad friends.
He had to live with my Grampa.
~Javier*

Children's poems following Megan's lesson

My dad died when I
was three
I didn't know he died.
My dad died because
he was
annoyed of my sister
crying
all night.
He worked all morning.
He worked all night.
I cry at home everyday.
Every night.
My dad died when I
was three.
I wish he came back.
~Dee Dee

M-I-S-S

My grandpa is
dead.
I think about him all
the time.
I m-i-s-s him so
much.

He died because
he was sick from
smoking.

He died in Mexico.

And that's all.
~Vanessa

Megan's modeled letter during a genre lesson on letters

Dear Papa,

I miss you. My dad misses you. We talk about you all the time. Sometimes we remember the silly things. Like when you hair would stick straight up in the morning or when you would pull your pants up high above your belly button. Sometimes, we listen to the music played at your Fanfare for the Common Man and we cry together.

Mostly, I want you to know that I am following in your footsteps. I am working hard to become a teacher who touches the lives of her students, just as you did. Thank you for being a role model and thank you for believing in me.

Love, Megan



Dear Baby Brother,

I am really sad you died. I wish I can talk to you and I wish you were still alive. It's like you never iczisted. I want to know if you can wear mittens. DeAndre, I really miss you. I hope that you really miss me. I want to ask you questions, but you won't reply. I'm feeling happy, but sad because you died. I know you will be in kindergarten. I love you so much. One time I had a dream that you was alive and I was so happy. I really love you.



Naya



Dear Dad,

I hope I am going to hevan like you did and we could meat roads like me and you were walking by ourselves on a road and you were 1 block away from me and then I ran up and hugged you.

Love,
Abran

Excerpt from a writing lesson on the different kinds of experiences that can be topics for personal narratives

“My saddest day happened when I was in third grade. And one afternoon, it was in July, my dad and my mom brought my sister and me downstairs to our basement and they said we really need to talk to you. And, we didn’t really talk like a family like that and so it was really, it was really strange. And what my mom and dad said was that your dad is moving out. He’s not going to live with us anymore. . . . And that was my saddest day because I thought it was my fault. I didn’t understand it and I still don’t understand it, even as a grown up. And I haven’t really told that to very many people. . . . There’s a lot of teachers here that don’t know that.”

The Sad Story

by Lara

I need to tell you something. I heard my uncle say something to my dad. I thot that it was going to be something good, but it was not so good news.

He said, "I'm going to work the whole weekend in a far place." Then on Monday afternoon he went with his whole company to eat. They were waiting for the food.

Then the police came. "wiow wiow". The police got out of his car and said "Who has a identification!" But my uncle didn't have one so he and 4 people had to go to jail!

But then the police left him in Mexico. Now my aunty is leaving to Mexico because my uncle is in Mexico. It is not the same thing without them because they always used to come and visit us and when it was Christmas he would bring lots of presents and he would say to do some tamales and we would!

The End.

the LEMONADE
CLUB

LEMONS
NOT HAVING
MY MOM
AND DAD

NOT LIVING
WITH MY
BROTHERS

GET A
LOT OF
SHOTS
BECAUSE I'M
SICK

LEMONADE
THAT I
GOT TO
LIVE WITH
MY UNCLE
AND AUNTIE
I'LL SEE MY
BROTHERS
MORE.

Personal Narrative:
Playing
video
games with
his cousin
Carlos

~~my cousin Carlos did~~
~~I broke my arm~~
~~my grand mother did~~
~~my chin~~
~~my baby chickens did~~

I was at a high school
 one night a high school
 on a high school and I
 dress up as a baby
 it had a magic or magic
 my cousin and me
 used to be a baby
 he and his cousin had
 a magic on his cousin
 to keep his was black
 mine was red and black
 mine and my cousin
 cousin w/ me used to be
 same one. People at the
 high school or middle school
 said that my cousin

Personal Narrative: "One time my family baby chicins dide Some wr lonely that's how soe dide an some got atakd and some did't make it out of there shell. Then I derid them I heard my mom praying to god I quickly ran to see why she was praying. Then I so her praying to the chicin that was dyeing.

- Enrique's topics list:**
- My cousin
 - Carlos died;
 - I broke my arm;
 - Grandmother died;
 - tripped and hit my chin;
 - Baby chickens died

one time my family
 baby chicins dide some
 wr lonely that's how
 some dide an some got
 atakd and some did't
 make it out of there
 shell then I derid them
 and the chiculin some
 dide the birds that
 wack on some dide the
 chiculin and my mom
 praye to god to take
 good care of them

got atakd and some
 didnt make it out of there shell
 take very good care of
 them I heard my mom
 praying to god quickly
 ran to see why she was
 praying to her I so her
 praying to the chicin
 that was dyeing and my
 mom was to see why she
 was praying to the chicin
 that was dyeing

*In the last writing unit of the year,
poetry.*

My Cousin Carlos Died

My cousin Carlos died.
He was my bestest cousin
Of all my other cousins.

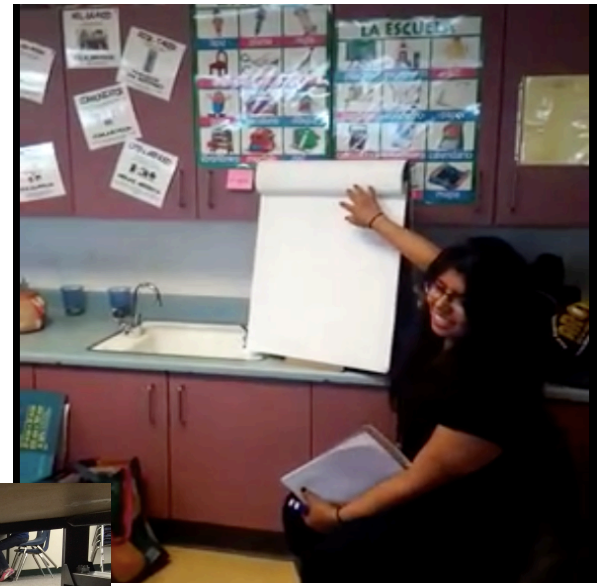
I don't know why he died

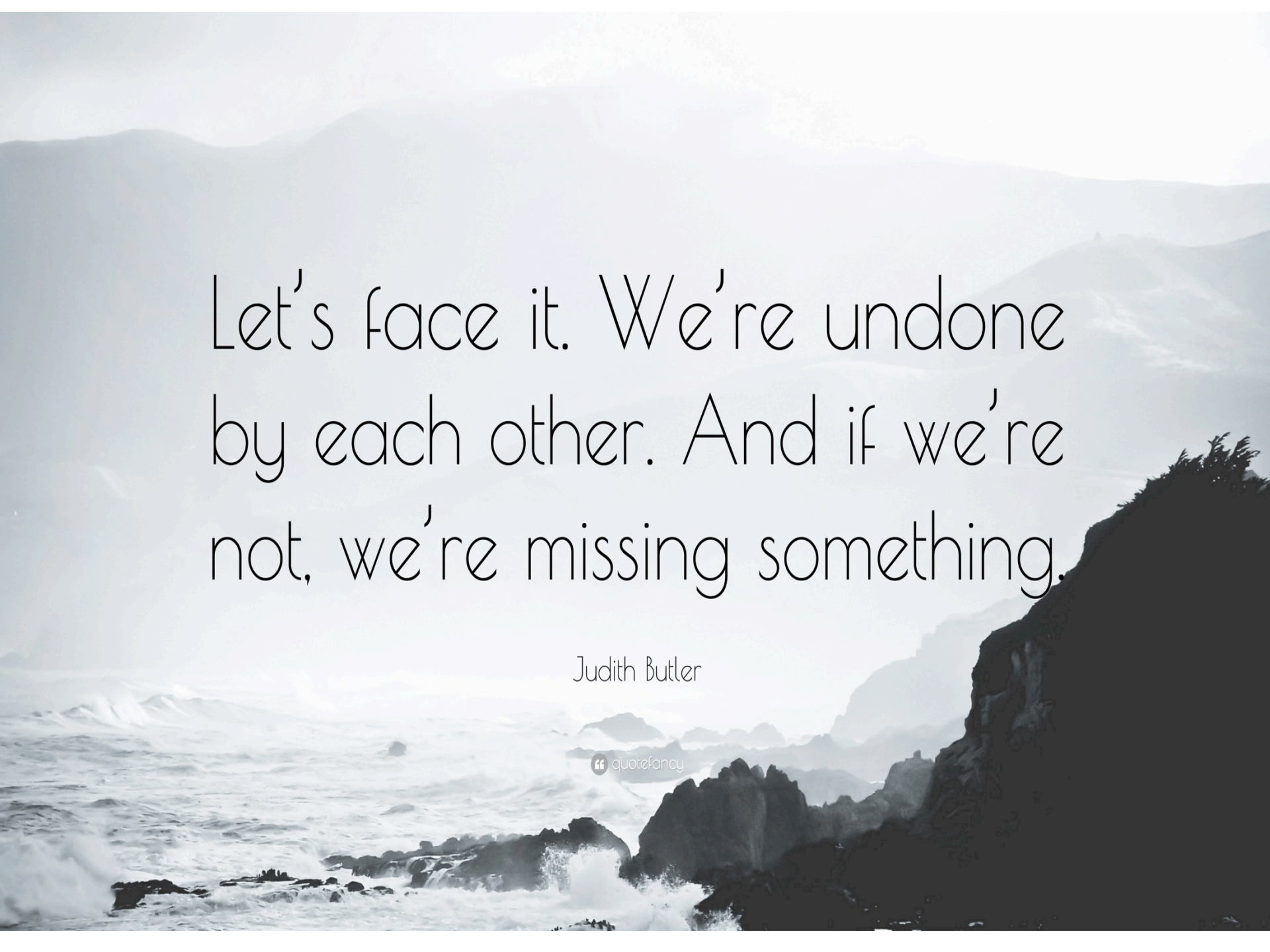
But I will keep him in one place
My heart.

I'll always keep him there.

I'll never take him out.







Let's face it. We're undone
by each other. And if we're
not, we're missing something.

Judith Butler

“ quote fancy ”

Advancing Trauma-Informed Care: Creating Trauma-Informed Schools

Kelly N. Moore, Psy.D.

**Children's Center for Resilience and Trauma Recovery
Rutgers University Behavioral Health Care**

Partners in Building a Trauma-Informed School

- Greater Newark Health Care Coalition
- Rutgers University Behavioral Health Care
- B.R.I.C.K.

Trauma and Schools

Our work aims to integrate trauma-informed approaches into school practices.

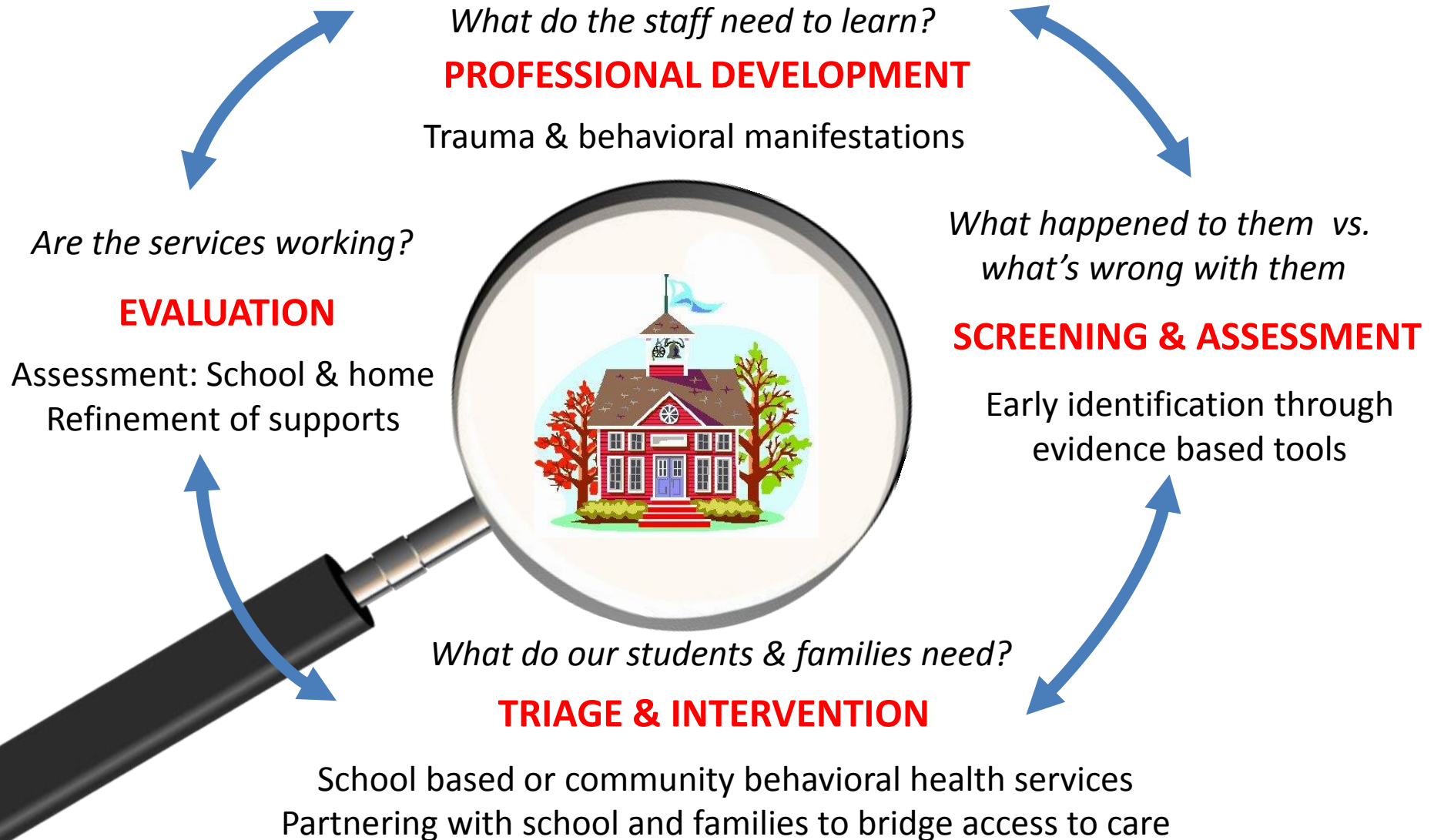


UBHC School Community Programs

- Academic success is linked to social, emotional and physical wellbeing
- Reaching children and families where they are
- High quality therapeutic services designed and delivered based on needs

SERVICES ARE EMBEDDED IN A
COLLABORATIVE MODEL

Integrating a Trauma Lens in a School Community to Support the Wellbeing of Scholars and Families



Professional Development: Trauma Informed Care

Target population: BRICK Staff

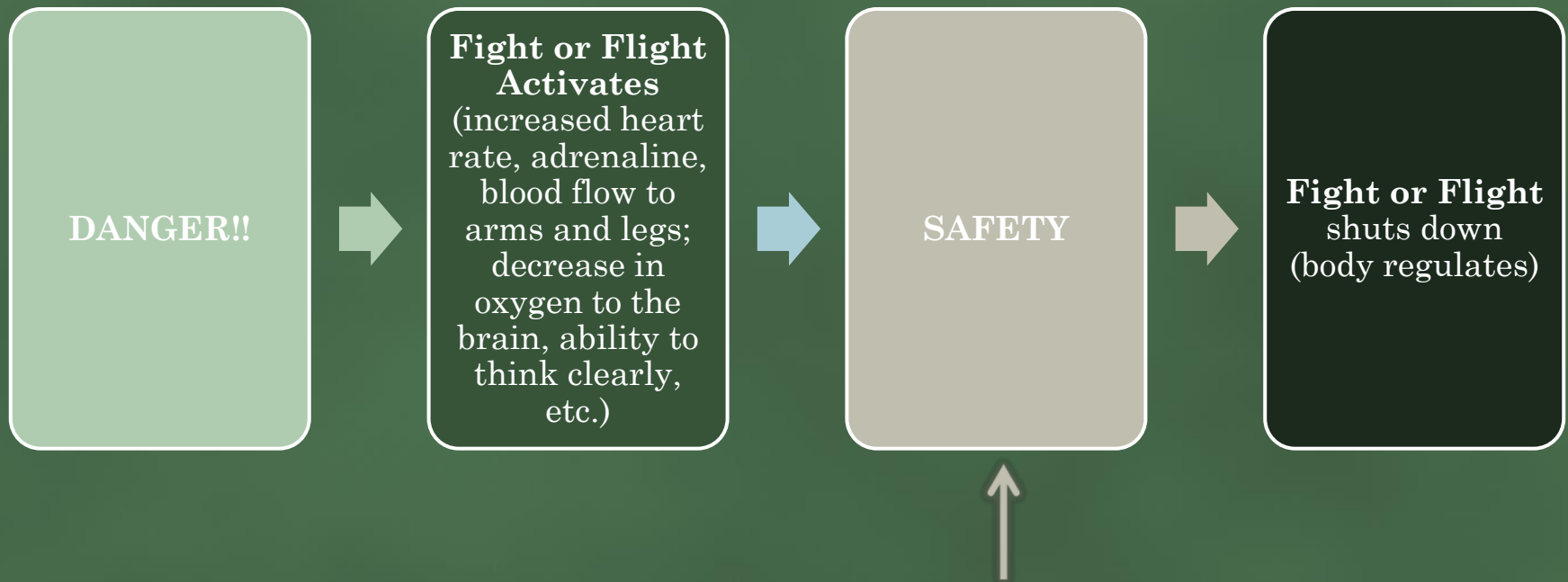
1. Understand trauma
2. Understand emotional & behavioral manifestation of trauma
3. Understand how to manage trauma symptoms in classroom
4. How to take care of oneself
5. Know when and how to generate a referral

Professional Development Content

- Defining trauma and toxic stress
- Identifying behaviors that may be related to trauma
- Discussing our own biases about children and families
- Assessing our level of stress and burnout
- Discussing strategies for creating CORRECTIVE EXPERIENCES in school settings
- Working with leadership to plan for sustainability of trauma-informed culture in the schools

SAMPLE SLIDE:

Baseline: What is a normal reaction to a scary situation?



So what happens if the "SAFETY" part never happens, or is inconsistent???

Instead of “What is WRONG with you?” ...

try, “What HAPPENED to you?”

Typical diagnoses that may be better accounted for by assessing exposure to trauma or chronic stressors

- ADHD
- Oppositional Defiant Disorder
- Cognitive Deficit
- Learning Disabilities
- Conduct Disorder
- Anxiety/Panic
- Depression



Prevalence and Incidence of Trauma in Youth

- Research has shown that a significant number of youth entering the juvenile justice system have a diagnosable mental illness
- Delinquent youth have been found to have a prevalence of Posttraumatic Stress Disorder (PTSD) 8x higher than the community samples in research.
- Abram et. al found that 90% of delinquent youth have experienced at least one kind of traumatic life event;
- Maltreatment and repeated exposure to violence are the most common traumatic experiences encountered by delinquent youth
- Incarcerated youth have disproportionately higher rates of mental retardation and learning disabilities

The impact of mislabeling and not addressing trauma can lead to.....

- Behavioral health settings
- Substance abuse treatment facilities
- Juvenile Justice system
- Child Welfare
- Child Study Team oversight

Trauma-informed settings are ones that are...

- Utilize a trauma informed lens
 - Awareness, Assessment, and Connection
- As predictable as possible
- Safe
- Free of chaos
- Reliable
- Structured
- Cohesive teams
- Promoting resilience

Essentially, they provide a corrective experience!

SAMPLE SLIDE

Before you intervene, practice doing the following:

- Check in with yourself (how do you feel?)
- Reframe behavior (what is the child trying to gain, avoid, control?)
- Decide what intervention is appropriate, feasible, and necessary...

School Trauma Screening & Referral Tool

Known or Suspected Event or Situation (Check all that apply ☐)

- Physical or sexual abuse
- Abandonment or neglect in home
- Witnessing domestic violence
- Emotional abuse
- Death or loss of a loved one
- Life threatening illness of a caregiver

Observed Emotional/Behavioral Indicators of Potential Trauma Response (Check all that apply ☐)

- Often worries, is excessively fearful
- Clings to parents, teachers, or other staff
- Shows excessive mistrust or suspiciousness
- Startles easily, overreacts to stimuli
- Frequently expresses guilt or shame
- Often reacts with intense or explosive anger

Advancing Trauma Informed Care
BRICK Avon Academy
TRAUMA SCREENING REFERRAL FORM

Student Name: _____ Grade: _____ Gender: _____

Parent/Guardian Name: _____ Phone #: _____

REASON FOR REFERRAL

❖ Please note below the challenges you suspect or observe to significantly impede this student's ability to function successfully in the classroom.

Known or Suspected Event or Situation (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Physical or sexual abuse | <input type="checkbox"/> Emotional abuse |
| <input type="checkbox"/> Abandonment or neglect in home | <input type="checkbox"/> Death or loss of a loved one |
| <input type="checkbox"/> Witnessing domestic violence | <input type="checkbox"/> Life threatening illness of a caregiver |
| <input type="checkbox"/> Automobile or other serious accident | <input type="checkbox"/> Substance abuse by caregiver |
| <input type="checkbox"/> Incarceration of close relative | <input type="checkbox"/> Separation from caregiver |
| <input type="checkbox"/> Loss of home | <input type="checkbox"/> Direct target/witness of community violence |
| <input type="checkbox"/> Other (Describe): _____ | |

Observed Emotional/Behavioral Indicators of Potential Trauma Response (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Often worries, is excessively fearful | <input type="checkbox"/> Startles easily, overreacts to stimuli |
| <input type="checkbox"/> Clings to parents, teachers, or other staff | <input type="checkbox"/> Frequently expresses guilt or shame |
| <input type="checkbox"/> Shows excessive mistrust or suspiciousness | <input type="checkbox"/> Often reacts with intense or explosive anger |
| <input type="checkbox"/> Routinely responds with aggression or violence | <input type="checkbox"/> Hits or harms self in other ways |
| <input type="checkbox"/> Demonstrates frequent mood swings | <input type="checkbox"/> Regularly appears irritable, moody, or whiny |
| <input type="checkbox"/> Acts impulsively, shows poor decision-making | <input type="checkbox"/> Has difficulty with concentration or memory |
| <input type="checkbox"/> Often appears sad or depressed | <input type="checkbox"/> Isolates from peers, avoids group activities |
| <input type="checkbox"/> Frequently nods off or falls asleep in class | <input type="checkbox"/> Demonstrates consistently low or no energy |
| <input type="checkbox"/> Regularly responds with little or no emotion | <input type="checkbox"/> Complains frequently of feeling sick or hurt |
| <input type="checkbox"/> Is excessively affectionate with peers or adults | <input type="checkbox"/> Often talks about genitalia or sexual acts |
| <input type="checkbox"/> Shows marked decline in academic performance | <input type="checkbox"/> Is frequently absent from school |
| <input type="checkbox"/> Other: _____ | |

In your own words, briefly describe your reason for referral: _____

How would you rate the severity of the indicators or symptoms noted above? (Circle one):

(Not at all) 0 1 2 3 4 5 6 7 8 (Very Severe)

How often do you observe these symptoms during the school week? (Check one):

1x/week 2x/week 3x/week 4x/week 5x/week (daily)

Referral made by: _____ Date: _____

Relationship to Student: _____ School Contact: _____

Trauma Assessment & Triage

Assessment battery:

- Child Behavior Checklist (Achenbach)
- Trauma Symptom Checklist for Children (Briere)
- Parenting Stress Index (Abidin)

Connection to care:

- On site vs. off site
- Level of care

Preliminary Outcomes

- Staff have received three basic education about trauma, common responses to trauma, and strategies for creating classroom culture that is responsive to behaviors that may be linked to trauma or chronic stress
- The use of the Professional Quality of Life Scale was utilized to assess for staff compassion satisfaction and fatigue/burnout. Staff express both satisfaction and fatigue from job stress.
- Preliminary outcomes as of January 2017, on a small sample of students that have been referred for a trauma screen (n=12) indicated that 83% met clinically significant levels of at least one trauma-related symptom cluster. Sixty-six percent reached clinical levels on two or more co-occurring symptoms.

Don't forget to dig a little deeper! Our diagnoses and assessments matter. Let's make sure we have all the information. It is about more than what we see!



THANK YOU!!