Trauma-informed Teaching: Young Adult Fiction informs Reality

Unit 1
Cultural Humility and Types of Trauma
Impacts of Trauma
Unit 1 Objectives
TCWBAT...

- Identify types of trauma and their sources, grounded in cultural humility
- Connect types of trauma and sources to a fictional student and one’s personal life
Before We Get Started…

This unit covers some intense material. For some of you this may be the first time you are hearing information about trauma, for others it may trigger memories from your professional or your personal lives.

It is very important that you take care of yourself. Please take breaks when you need to, check-in with each other as needed and think about what works for you in terms of debriefing, de-stressing, and getting support both during this unit and in your day-to-day work.
You Make a Difference

Why is it important to understand trauma as a teacher?

Begin your self-reflection journal...will not be turned in - for your reference only

How can teachers collaborate with school counselors and social workers to support students?
Culture, Race, & Trauma

WHO AM I?
CULTURAL INTERSECTIONALITY
CULTURAL HUMILITY
WHO ARE YOU?
Activity: Cultural Humility

1. Review the video defining cultural humility.
2. Consider the fourteen personal competencies identified by Hogan (2007).
3. In your journal,
   a. Rate yourself on a scale of 1 (low) to 5 (high) in each of these areas.
   b. Add up the points: 61-70=high; 51-60=moderate, 0-50 needs more practice.
   c. Reflect upon why you scored as you did and how this activity will inform your practice.
   - Lifelong learning
   - Critical self-reflection
   - Recognize and mitigate power imbalances
Trauma: Definitions & Types
Traumatic vs Stressful Experiences

Trauma occurs when an individual experiences an **intense**, **recurring**, and/or **prolonged** event or events that threatens or causes harm to their **emotional and/or physical well-being**.

Without providing graphic details, what is an example of a traumatic event?
Acute and Chronic Trauma

- **Acute trauma** is a single traumatic event that is limited in time.
- **Chronic trauma** refers to the experience of multiple traumatic events. They may be varied and/or longstanding events.
Pre-Assessment: Types of Trauma

• Take this pre-assessment to self-assess what you already know about types of trauma and their source.

• To view your answers on the Google Quiz, click “View Accuracy” after submitting.

Continue your self-reflection journal: Note the trauma type(s) that are not correct on pre-assessment quiz and any questions/comments you have about any type of trauma or source.
Activity: Types of Trauma Jigsaw

- Create Types of Trauma table (see next slide)
- In your Jigsaw Group (8 groups)
  - Review your assigned Type of Trauma: slide and slide notes (if provided)
  - Fill in your row
  - Designate spokesperson to share out description
  - Share with entire class
- Add other groups’ descriptions to your table
<table>
<thead>
<tr>
<th>Type of Trauma</th>
<th>Brief Description/Source of Trauma</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Trauma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Trauma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Historical Trauma</td>
<td></td>
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<tr>
<td>Racial Trauma</td>
<td></td>
<td></td>
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<tr>
<td>Intergenerational Trauma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood Bereavement Trauma</td>
<td></td>
<td></td>
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<tr>
<td>Traumatic Separation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System-Induced Trauma &amp; Retraumatization</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Create a table in your journal to document your group’s type of trauma. Add to during group Jigsaw share-outs.
Complex Trauma

- **Complex trauma** refers to children’s experiences of multiple traumatic events that occur within the caregiving system, or the social environment, that is supposed to be the source of safety and stability in a child’s life.

- Typically, complex trauma exposure includes simultaneous or sequential occurrences of **child maltreatment**—such as emotional abuse and neglect, sexual abuse, physical abuse, and witnessing domestic violence—that are chronic and begin in early childhood.
  - 2017 data from the U.S. Children’s Bureau indicated that over 91% of substantiated cases of child maltreatment were at the hands of one or both parents.

Cultural Trauma

An attack on the fabric of a society, affecting the essence of a community and its members. Cultural Trauma creates a legacy of poverty, poor mental health, physical health and a pervasive sense of hopelessness in some communities. The impact of Racism and Institutional Racism, prejudice, discrimination and health disparities persist in many ethnic minority communities. Multi-generational/Intergenerational Trauma occurs when trauma is not resolved and is subsequently internalized and passed from one generation to the next.
Historical Trauma

- **Historical trauma** results from prolonged events or experiences that have an impact across generations within a group or community.
- Type of Cultural Trauma that has a collective and cumulative emotional wounding.
- Psychological injury held personally and transmitted over generations both behaviorally through modeling as well as genetically.

- Includes major losses and assaults on culture and well-being such as slavery, removal from homelands, relocation/displacement, massacres, genocides/ethnocides, and cultural and racial oppression.
Racial Trauma

- **Racial trauma** refers to the stressful impact or emotional pain experienced as a result of witnessing or experiencing racism, discrimination, or structural prejudice.

- It can contribute to cumulative and systemic challenges faced by groups who have also experienced historical trauma.
Intergenerational Trauma

- **Intergenerational trauma** affects one family across two or more generations.

- The traumatic experiences and events can be transmitted from one generation through family norms, beliefs, habits, etc.
Childhood Bereavement Trauma

- **Childhood bereavement** refers to when someone important to a child dies.
- The death can be either sudden and unexpected (e.g., homicide, suicide, accident, accidental overdose) or anticipated (e.g., lengthy illness).
- It can result in severe psychological and/or behavioral distress, including maladaptive grief reactions.
Traumatic Separation

- **Traumatic separation** refers to the loss of a caregiver for varying lengths of time due to circumstances other than death.

- It can also apply to other close relationships, such as those with grandparents and siblings.

- It is often accompanied by subsequent stressful events or traumatic experiences (e.g., entry into foster care).
System-Induced Trauma & Retraumatization

- Trauma and loss are endemic to foster care.
- The losses continue to accumulate with removal, placement changes, educational disruptions, cancelled visits, sibling separations, etc.
- Children and youth face further threat of harm due to impermanence, fears of rejection, and uncertainty.
- Some may experience subsequent maltreatment after entering the system.
Why Cultural Humility is Important
Unit 1
Assessment 1

Cultural Humility and Types of Trauma

1. View video *The Importance of Cultural Humility* through the lens of a teacher rather than a social worker.

2. Select and respond one of the following prompts.
   a. How will you focus your own personal and professional development to develop your personal competencies further to support students facing trauma?
   b. How will you grow your cultural humility to better support your students during Clinical Practice (e.g., student teaching) and in your future classrooms?
   c. Why is it important to know your students’ histories in order to develop an understanding of their possible traumas?


4. Add to your table of the Types of Trauma Comment column in your journal.
   a. Comments?
   b. Questions?
   c. Real-life examples?
A Window into One Student's Life: Trauma

- **Listen** to excerpt of *Speak* by Laurie Halse Anderson
- **Journal and discuss in small groups**
  - What were the student’s challenges?
  - What were the student’s strengths and assets?
The Traumatic Stress Response Cycle

What do you think might be some of the impacts of having one’s response system stuck in the “ON” position for traumatic stress?

How did Melinda in Speak excerpt respond to her stress?
Variability in Responses to Stressors and Traumatic Events

- The impact of a potentially traumatic event is determined by both:
  - The objective nature of the event
  - The person’s subjective response to it
- Something that is traumatic for one person may not be traumatic for another.
Variability in Responses to Stressors and Traumatic Events

The impact of a potentially traumatic event depends on several factors, including:

- The person’s age and developmental stage
- The person’s perception of the danger faced
- Whether the person was the victim or a witness
- The person’s relationship to the victim or perpetrator
- The person’s past experience with trauma
- The adversities the person faced prior to and following the trauma
- The presence or availability of adults who can offer help and protection

Reflect upon these factors as they pertain to Melinda (from Speak)

Who was Melinda’s adult-support person in the story?
Adverse Childhood Experiences (ACEs)

- Abuse and Neglect (e.g., psychological, physical, sexual)
- Household Dysfunction (e.g., domestic violence, substance abuse, mental illness)

Impact on Child Development

- Neurobiological Effects (e.g., brain abnormalities, stress hormone dysregulation)
- Psychosocial Effects (e.g., poor attachment, poor socialization, poor self-efficacy)
  - Health Risk Behaviors (e.g., smoking, obesity, substance abuse, promiscuity)

Disease and Disability

- Major Depression, Suicide, PTSD
- Drug and Alcohol Abuse
- Heart Disease
- Cancer
- Chronic Lung Disease
- Sexually Transmitted Diseases
- Intergenerational Transmission of Abuse

Long-Term Consequences

Social Problems

- Homelessness
- Prostitution
- Criminal Behavior
- Unemployment
- Parenting Problems
- Family Violence
- High Utilization of Health and Social Services

Consider how teachers can break this trajectory...add to your journal.
Unit 1
Assessment 2

1. Consider the various trauma sources we have discussed (i.e., Type of Trauma table)

2. Respond to each of the following prompts in your journal:
   a. What type of trauma did Melinda (in *Speak*) experience (e.g., Complex, Cultural)?
   b. Why do you select this type?
   c. What was Melinda’s response to this trauma?

3. Consider a personal impact trauma has had on your life (e.g., own, friends, students). Include in your journal:
   a. What is the type?
   b. What has helped and what has not helped?
Unit 1 Resources

   http://socialwork.buffalo.edu/resources/conversations-about-culture.html#title_2
   a. This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.
   a. "Creative Commons Attribution Non-Commercial Share Alike"
   b. Child Welfare Trauma Training Toolkit