Trauma-informed Teaching: Young Adult Fiction informs Reality

Unit 2
Researched Support Strategies
Support Strategy Design
Unit 2 Objectives
TCWBAT...

- Research to identify strategies to support students who have faced or are facing trauma
- Design strategies to support resilience in a fictional student
Childhood Trauma: What can teachers do to support?

- Be aware of the experiences your students may be facing or may have faced
  - Traumatic
  - Protective
- Be the protective/positive influence in a child’s life
- Research has shown that reflection upon on the protective (Resilience) experiences may help protect people with four or more ACEs from developing negative outcomes
  “Protective factors and resilience can be nurtured in all children no matter their risk or ACEs” and that “no child or adult is without hope for healing”
  (Debbie Alleyne, Devereux Advanced Behavioral Health)

What specific ways could you support Melinda (from Speak)? (add to your journal)
ACE and Resilience Questionnaires

- Read both questionnaires (do not need to complete based upon your personal life)
  - Purpose is to gain an understanding of the types of trauma your students could be facing (not to get your personal score)
    - **ACE Questionnaire/assessment**
      - Focuses on 10 types of childhood trauma
      - Most commonly identified in a group of 300 Kaiser members
      - Several addressed in Window discussions
    - **ACEs Resilience Questionnaire**
      - Developed in 2006 (updated 2013) by medical professionals
      - Modeled after ACE Study questions
      - Purpose limited to parenting education

Small Group Discussion

- Any questions surprise you?
- Thoughts, comments, questions?
- How do the protective (resilience) experiences relate to the classroom and school?
- What specific strategies could you use to support resilience in Melinda (from Speak)?
  - Document Strategies in your journal
Think back on a time that you went through some tough challenges. What helped you get through? (add to journal)

“None of us got where we are solely by pulling ourselves up by our bootstraps. We got here because somebody—a parent, a teacher, an Ivy League crony, or a few nuns—bent down and helped us pick up our boots.”

- Thurgood Marshall

Neuroplasticity

Has you ever learned a new language or skill later in life or changed a habit?
Defining Resilience

Resilience is not:

- Dichotomous (have/don’t have)
- A single strength, characteristic, or attribute
- An outcome
- Fixed or static across the lifespan
- “Bouncing back” after a traumatic experience or event
Defining Resilience

Resilience is a **dynamic developmental process** resulting in healthy adaptation **despite** adversity.

- The process involves interactions and exchanges between the child or youth’s personal characteristics (internal factors) and resources in their environment (external factors).
- It is a culmination of both internal and external factors as well as traumatic experiences, genetic makeup, and individual capacities.
Defining Resilience

Resilience is a dynamic developmental process resulting in **healthy adaptation** despite adversity.

Healthy adaptation is viewed as achieving appropriate developmental tasks and milestones.

- Many of these achievements are universal expectations across cultures and society (e.g., learning to walk, completing school, and gaining a sense of identity), however, they must take into consideration individual differences and variables from child to child.

- Newer concepts of resilience include the sustainment of well-being as a component of healthy adaptation.

How might past experiences, current environments, and connections to others influence resilience?
<table>
<thead>
<tr>
<th>Internal Factors</th>
<th>External Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive beliefs, hope, and optimism</td>
<td>Caregiver’s coping advice</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Social support from adults</td>
</tr>
<tr>
<td>Ability to regulate own emotions and behaviors</td>
<td>Socioeconomic status</td>
</tr>
<tr>
<td>Self-motivation</td>
<td>Nurturing school and community environments</td>
</tr>
<tr>
<td>Good intellectual functioning</td>
<td>Opportunities to develop competence</td>
</tr>
<tr>
<td>Positive self-views</td>
<td>Positive peer relationships</td>
</tr>
<tr>
<td>Relationship building skills</td>
<td>Cultural and spiritual connections</td>
</tr>
</tbody>
</table>
How do you define resilience?
## How Can the Child Welfare Workforce - *including teachers* - Influence Resilience?

1. **Focus on improving behaviors and building strengths like having a positive outlook and a sense of hope for the future in children and caregivers.**
2. **Foster healthy, enduring relationships between children and caregivers.**
3. **Help children and youth make meaning of their experiences.**
4. **Promote positive coping skills and self-regulation in children and caregivers.**
5. **Help children and youth strengthen self-efficacy and perceived control.**
6. **Connect children and caregivers to formal trauma-focused services and supports.**
7. **Mobilize sources of faith, hope, and cultural traditions in the children’s and caregivers’ lives.**

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**Jigsaw:** How would these strategies look in a classroom?
Unit 2 Assessment 1

- Locate four (4) articles on trauma-informed teaching strategies to influence resilience in Melinda (from *Speak*) and your future students facing trauma
  - 2012 - present
  - Google Scholar (tutorial on next slides) or other research search engine
  - Suggested keywords
    - Resilience in students
    - Trauma-informed School Practices
    - Tri-Phasic Model of Recovery
    - Core Actions of Psychological First Aid
    - ARC Treatment Framework
- Complete annotated bibliography (instructions on next slides)
  - Complete *template*
  - Example *(other topic)* on next slides
- Note in your journal strategies you would like to try to support Melinda (from *Speak*) and your future students
Save Time With Advanced Search

You can really save some time by using the Advanced Search options if you are searching for specific publications, authors, legal or want to restrict the date.

To access the options, click on the arrow (pull down menu) of the search box.

You’ll get options to restrict results to specific authors, publications, dates and more.

Most of the articles in Google Scholar come with an abstract, but some are also be available with free full text for everyone. If you don’t have access to full text through your local library, here are some things to try to get the full text:

1. Look for [DOC], (PDF) or [HTML] on the result list. When you see one of these options, just click on it to get the full text.
2. If you don’t see (DOC), (PDF) or (HTML) on the result list, look for All versions--there may be a free full text version there.
3. If you still have not found the full text, look for Related articles under your article to see if articles on the same topic are available full text.
Change it Tips APA

1. After pasting the citation in your paper, create a hanging indent. (follow this link to see how).
2. Make it double spaced (follow this link to see how).
3. Change the font to match the font of your paper.

Note: Google Scholar does not include DOI information. You’ll need to grab the citation from Google Scholar, then click on the title of the article to go to the article page. The article page probably has the DOI, which you should add at the end of the citation with no period following as it can interfere with the link.

It Should Look Like APA


Critical Survey, 31(1-2), 4-25.

https://doi.org/10.3167/cs.2019.31010202
<table>
<thead>
<tr>
<th>Article citation (APA formatting)</th>
<th>Number of Citations</th>
<th>Research-based or Evidence-based</th>
<th>Main Ideas Related to Topic - Assessment (copied from text - if use this column: “quote” and cite)</th>
<th>Connection to my paper (use copied column to write pertinent information into your own words, which may be used in your paper)</th>
</tr>
</thead>
</table>
| Shriner, J. G., & Ganguly, R. (2007). Assessment and accommodation issues under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act: Information for IEP Teams. *Assessment for Effective Intervention, 32*(4), 231-243. | 23 | Lit-re | Including students with disabilities in the new standards and accountability systems is one of the key challenges facing school districts around the nation. NCLB & IDEA Our emphasis will be on the literature and research that most directly inform the decision-making process of the Individualized Education Program (IEP) team, with specific attention to the interrelationships of general curriculum standards, participation options, and accommodation decisions. Prior to the 1997 amendments to the Individuals with Disabilities Education Act (hereafter IDEA ’97), the field of special education had difficulty articulating the expectations held for students with disabilities. Neither could special educators describe their students’ participation and progress within assessment and accountability systems (Rouse, Shriner, & Danielson, 2000). At the time, a key factor in determining the most appropriate assessment option for a student was the relevance of the general curriculum content standards given the student’s individual learning needs. Alternate assessment, as a new testing requirement, generally was intended for students for whom the general education curriculum standards were thought to be inadequate in addressing their specific needs. Accommodations for testing are changes in testing procedures or materials that are used to remove barriers to testing so that students may show what they know and are able to do (Johnstone et al., 2006). | (NCLB no longer applicable but assessment recommendations may be)
Trauma-informed School Practices (TISP) Tri-Phasic Model

“Safety and security don’t just happen, they are the result of collective consensus and public investment. We owe our children, the most vulnerable citizens in our society, a life free of violence and fear.” — Nelson Mandela, Former President of South Africa

(Bernardi & Morton, 2019, Chapter 6)
TISP Tri-Phasic Model Description and Goal

- Metaframe for developing educator competencies
- Sequential and iterative
  - scaffolds
  - loops
  - cycles
- Universal-access approach to learning
- Based upon trauma-informed research integrating advancements in the neurobiology of
  - stress and trauma
  - developmental theories
  - best practices to help recovery and resume development

“The goal of TISP is to assist all elements of an academic environment in structuring its culture and processes according to trauma-informed school competencies to promote a student’s integrated neural functioning, which is foundational to academic success.”

(Bernardi & Morton, 2019, Chapter 6)
Guiding Principles

Attachment-Focused
Relational processes either support or interrupt brain development
Primacy of attunement and mentoring to promote neural integration
Consistent ethic of care
Advocates for attuned, mentoring, and collaborative dispositions and practices

Neurobiology-Informed
- Neurobiology of development, stress, and trauma
  - Knowledge base that informs educator
- Struggling students are demonstrating “unintegrated neural networks”
  - Developmental challenges
  - Unmitigated stress and trauma

(Bernardi & Morton, 2019, Chapter 6)
Strengths-Based

- Teachers can heal
  - Partners with caretakers
- Students can increase resilience and resume development
- Need to consider broader sociocultural factors
  - in the home
  - in their communities
  - macrosystem factors

"A strengths-based trauma-informed approach trusts that when we create attachment-focused learning communities, our efforts are healing, allowing students to increase resilience and resume development."

(Bernardi & Morton, 2019, Chapter 6)
Guiding Principles

Community-Driven

- **Ethics of Care**
  - Beng part of a community
  - Provide welcoming and inclusive environment
  - All can thrive
    - Teacher and students and parents

- **Participation**
  - All stakeholders participate collaboratively
  - All have a voice

- **Multicultural Inclusion**
  - Implicit and explicit social values
  - Universal-access approach
    - Dominant viewpoints/structures influence marginalized populations thus increasing stress and trauma
    - Cultural humility

(Bernardi & Morton, 2019, Chapter 6)
Trauma-informed Dispositions

Trauma-informed educators are committed to...

1. Create environment to maximize students’ academic and social success
2. Learn the knowledge, skills, and dispositions to promote safe and effective learning communities
3a. Embed trauma-informed rituals/practices into routines to deepen internal safety and stability
3b. Repeat trauma-informed rituals/practices into routines to deepen internal safety and stability
4a. Be aware of socio-cultural factors to increase student risk/resilience
4b. Create welcoming, safe, and inclusive environment
5. Develop consistent ethic of care and relational values

Share how a teacher can demonstrate each disposition - Note in journal ideas

(Bernardi & Morton, 2019, Chapter 6)
Phase I - Connecting

“Connecting (attuning) is all about catching the immediate need state of a student, and as they feel held by your attunement, they are more apt to allow you to guide them accordingly, whether it is back on task or back on task through a process of practicing a self-regulation skill first. Attunement is capturing (Connecting), holding (Coaching), and guiding back to task (Commencing).”

“Attunement is all about you showing a welcoming stance with a student. You see them; you see all they have shared of themself thus far, and you see who they have the potential to become; you value them and are there to offer support and care. You believe in them, with all of their strengths and struggles. And with that, your eyes and ears are open to what they are bringing to you in this moment. You are tuning into their frequency as best as you are able, and you will keep attuning until they tell you through words or body language that you got it right.”

(Bernardi & Morton, 2019, Chapter 6 & 8)
Build Community: More than the words...
Classroom Motto or Mission Statement

Create a classroom that communicates that students are safe and welcome

Consider what ambience/culture you want to create

A community where students

- feel welcome
  - verbal and non-verbal communication
- see teacher is concerned about the student as a person, not their performance
- recognize that struggling is ok and expected
- realize teacher is excited to discover each student’s skills, talents, interests
  - teacher learns from students
- each play a part in creating the community
  - when one hurts we all hurt
- feel excited to be in class, even if the content is not their favorite

What do you envision your classroom looking and feeling like?

(Bernardi & Morton, 2019, Chapter 8)
Catching the immediate need: Non-verbal and Verbal Cues

● Sense of calm dissipating
  ○ separation anxiety
● Slight agitation
  ○ prior to meltdown
● Attachment figure (e.g., teacher) refuels student
  ○ reads cues
  ○ communicates
  ○ acknowledges

Student Cues

● Lack of focus on class activity
  ○ Distracting others
  ○ Withdrawing
  ○ Eyes not focused
  ○ Appear bored, angry, overwhelmed, tired, annoyed, disinterested, or preoccupied
  ○ Foot tapping
  ○ Squirming
● Overload
  ○ When asked to focus, states “no” or “make me” or “whatever”
  ○ Dismissive eye-roll
● Anxiety in “fight or flight” mode

What might the student need based upon these cues?

(Bernardi & Morton, 2019, Chapter 8)
“I see you and hear you, let’s figure this out.”

Level 1: Slight agitation or distraction
- Watch with a caring eye
- Student may self-regulate and return to task

Teacher Actions/Strategies
- Look past actions and reach out to student...
  - Smile
  - Warm head nod

(Bernardi & Morton, 2019, Chapter 8)
“I SEE YOU” (from across the room)

Level 2: “Proceed with caution”

- Warm encouragement
- Help anchor student
  - Provide anchor point
- Student summons internal reserves to return to balance
- Spirit of care

Teacher Actions/Strategies

- Look past actions and reach out to student...
- Redirect off-task behavior
- Use voice tone, pitch, level to convey calm, confidence, and clarity
- Permit student to move to designated calming space
- Permit student to stop working on current task
- Move next to student and ask inquisitively, “<Name>, how are you doing?”
- Provide students “script” to share need
  - Rebalancing on own: “Thanks, I got it.” “I’m hanging in there.” “Green light.”
  - Needs help: “I’m trying...not so sure.” “I think I could use some help.” “Yellow light” - little help or “Red light” - big help
- Pull up a chair and sit next to student

What actions would you like someone to take to help your rebalance/refocus?

(Bernardi & Morton, 2019, Chapter 8)
“I SEE the entire class”

Teacher Actions/Strategies

If multiple students need support

- Practice mindfulness
- Use relaxation and focusing exercise
  - Ask students to close eyes, breathe deeply, scan bodies/thoughts/feelings
  - Ask students to consider “What does it feel like using so much brain power? Where is it hard? Where is it fun?”

(Bernardi & Morton, 2019, Chapter 8)
"I see you need a life raft - quickly!"

Level 3: “Stop the business as usual and help me!”

- Ideally, trauma-informed practices prevent many Level 3 responses
- Student “overrun by cascade of neurochemicals driving thoughts, feelings, and behavioral responses.”
  - Fear and trauma of event
  - Unable to receive/respond from caring peers
- Student needs safety and containment
- Prevent self-injury or injury to others
- Provide safety and stabilization

Teacher Actions/Strategies

- Exude strength and intentionality, coupled with care
- Move close to student
- Greet student warmly
- Recognize student’s struggle and state ready to help
  - “I see you are having a tough time and I’m here to help.”
- State clearly how student needs to help teacher help his/herself
  - “I need you to work with me to help you get to a better place.”
  - Invite student to go to calming space

(Bernardi & Morton, 2019, Chapter 8)
“I see you may need more help than I can give you.”

What if student is threatening harm to self or others?

May need to ask staff trained in intervention techniques

Teacher Actions/Strategies

- **Approach student**
- **Give student choices with spirit of helping and partnering**
  - “I see you are having a hard time; how can I help you? OK, just watch me for a second; take a breath and trust we can figure this out. Do you want to use _____ (a space you may have designated as a calming, private area), or step outside with me for a few minutes, or visit _____ (a designated person or office at their disposal when needed)?”

(Bernardi & Morton, 2019, Chapter 8)
Unit 2
Assessment 2

Supporting Fictional Student’s Resilience

- Review excerpt of *Speak* by Laurie Halse Anderson
- Review identified trauma-informed teaching strategies and TISP
- Select one of the following prompts for your Journal
  - How could I, as a teacher, provide support to a student similar to this student?
  - How could I, as a teacher, draw on strengths and assets for my students similar to this student?
  - What advice would you offer a teacher who has this student in his/her class?
- Base your responses on your research/annotated bibliography (i.e., provide citations for each strategy) and class notes
- Discuss at least three strategies via presentation (e.g., Google Slide) or video (e.g., Flipgrid)
  - Describe strategy
  - Discuss how strategy will support Melinda (from *Speak*)
  - State why you chose strategy
Unit 2 Resources

   https://www.oercommons.org/courses/trauma-informed-school-practices-building-expertise-to-transform-schools/view
   a. Trauma-Informed School Practices by Anna A. Berardi and Brenda M. Morton is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.
   http://socialwork.buffalo.edu/resources/conversations-about-culture.html#title_2
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