The “Other” Trauma
No One Talks About

Arianna Howard, BS, MEd, PhD
plantaseedllc@gmail.com
FB: /plantaseedllc
IG: @drarimichele
www.radicallearningspaces.com
• Born in Mansfield, Ohio
• Attended OSU
  ○ B.S., Human Development
  ○ M.Ed, Mathematics & ELA (4-9)
  ○ Ph.D., Literacy Studies
• Served 13 years as an educator & scholar
  ○ Preschool, middle school teacher
  ○ Guidance counselor, Administrator
  ○ Trauma coach
  ○ Supervisor of preservice teachers
  ○ National conferences
  ○ Published
Norms: The Four Agreements

Be impeccable with your Word.
Don’t take things personally.
Don’t make assumptions.
Do your best all the time.

By: don Miguel Ruiz
Agenda

- What is Trauma
- ACES Study
- Racial & Historical Trauma
- Hidden Curriculum & Savior Complex
- Counteract the Conditioning
- Q&A
- Evaluations
Trauma

Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual’s functioning and mental, physical, social, emotional or spiritual well-being. (SAMHSA, 2019)
ACEs: The study that started it all...

- Years: 1995-1997
- Purpose: Explore relationship between health outcomes and *adverse childhood experiences*
ACEs

- 9,500 participants
- Questionnaire: 10 risk factors in 7 categories
- Results: Positive correlation between number of ACEs and health risk factors
## Table 3. Prevalence of categories of adverse childhood exposures by demographic characteristics

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Sample size (N)</th>
<th>Number of categories (%)&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Age group (years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19–34</td>
<td>807</td>
<td>35.4</td>
</tr>
<tr>
<td>35–49</td>
<td>2,063</td>
<td>39.3</td>
</tr>
<tr>
<td>50–64</td>
<td>2,577</td>
<td>46.5</td>
</tr>
<tr>
<td>≥65</td>
<td>2,610</td>
<td>60.0</td>
</tr>
<tr>
<td><strong>Gender&lt;sup&gt;b&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>4,197</td>
<td>45.4</td>
</tr>
<tr>
<td>Men</td>
<td>3,859</td>
<td>53.7</td>
</tr>
<tr>
<td><strong>Race&lt;sup&gt;b&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>6,432</td>
<td>49.7</td>
</tr>
<tr>
<td>Black</td>
<td>385</td>
<td>38.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>431</td>
<td>42.9</td>
</tr>
<tr>
<td>Asian</td>
<td>508</td>
<td>66.0</td>
</tr>
<tr>
<td>Other</td>
<td>300</td>
<td>41.0</td>
</tr>
<tr>
<td><strong>Education&lt;sup&gt;b&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No HS diploma</td>
<td>480</td>
<td>56.5</td>
</tr>
<tr>
<td>HS graduate</td>
<td>1,536</td>
<td>51.6</td>
</tr>
<tr>
<td>Any college</td>
<td>2,541</td>
<td>44.1</td>
</tr>
<tr>
<td>College graduate</td>
<td>3,499</td>
<td>51.4</td>
</tr>
<tr>
<td>All participants</td>
<td>8,056</td>
<td>49.5</td>
</tr>
</tbody>
</table>

<sup>a</sup>The number of categories of exposure was simply the sum of each of the seven individual categories that were assessed (see Table 1).

<sup>b</sup>Prevalence estimates adjusted for age.
3 Types of Trauma

1. Acute
2. Toxic Stress (ex: living in poverty)
3. Racial & Historical Trauma
Racial Trauma

- People of color, PTSD
- Workplace discrimination
- Hate crimes
- Microaggressions: a statement, action or incident regarded as indirect, subtle or unintentional discrimination against members of a target group
Historical Trauma

- People of color, PTSD
- Emotional & psychological wounds carried across generations
We are conditioned to be uncomfortable about race.
Racial Anxiety

- People of Color → fear of discrimination
- White people → fear of being viewed as racist
- Affects our interactions
- Self-fulfilling prophecy
White Fragility

- Discomfort and defensiveness when presented with information on racial inequality and injustice
White Fragility: Common Feelings

- Guilt
- Fear
- Attacked
- Singled out
- Shamed
- Silenced
- Cry
- Anger
- Deny
- Withdraw
- Argue
We are ALL conditioned to fear black and brown bodies.
Ohio’s School Discipline Policies Are Harsh & Disproportionate

Black Students Are:

- 16% of Ohio enrollment
- 50% of suspensions & expulsions

Data is for the 2014-15 school year. Source: http://reportcard.education.ohio.gov

Stop the School-to-Prison Pipeline in Ohio!

www.rjnohio.org
Racial Disparities in School Discipline

Black students are 3-4 times more likely than their white peers to be expelled or face multiple suspensions from school.

Risk of Being Expelled
- Black
- White

Risk of Facing Multiple Suspensions

Source: U.S. Department of Education, Office for Civil Rights, Civil Rights Data Collection, 2009-10

American Institutes for Research | www.air.org
Out-of-School Suspensions

A NUMBER THAT HAS BEEN RISING FOR DECADES.

OVER 3,000,000 students receive an out-of-school suspension annually.

SUSPENSIONS, RACE & DISABILITY
Likelihood of Being Suspended at Least Once

<table>
<thead>
<tr>
<th>Race</th>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHITE</td>
<td>1/20</td>
</tr>
<tr>
<td>LATINO</td>
<td>1/14</td>
</tr>
<tr>
<td>NATIVE AMER.</td>
<td>1/13</td>
</tr>
<tr>
<td>BLACK</td>
<td>1/6</td>
</tr>
<tr>
<td>BLACK WITH DISABILITY</td>
<td>1/4</td>
</tr>
</tbody>
</table>

School Arrests

OVER 70% of students involved in school-related arrested or referred to law enforcement are Hispanic or African-American.

OVER 67% of school arrests in Florida are for minor misdemeanor charges.

STUDENTS HAVE ACTUALLY BEEN ARRESTED FOR...

HARSH DISCIPLINE POLICIES = No Trust in Adults

- Kindergartener throwing a temper tantrum
- Scribbling on a desk
We are ALL conditioned to favorably admire middle class culture.
<table>
<thead>
<tr>
<th></th>
<th>Working Class</th>
<th>Middle Class</th>
<th>Wealthy Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Money</strong></td>
<td>To be used, spent</td>
<td>To be managed</td>
<td>To be conserved, invested</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td>Relationships, Humor is valued</td>
<td>For acquisition &amp; stability. Achievement valued</td>
<td>For connection - financial, political &amp; social</td>
</tr>
<tr>
<td><strong>Food</strong></td>
<td>&quot;Did you have enough?&quot;</td>
<td>&quot;Did you like it?&quot;</td>
<td>&quot;Was it presented well?&quot;</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Present. Decisions are based on survival, in the moment</td>
<td>Future. Planning. Decisions are made based on ramifications</td>
<td>Past. Decision based partly on traditions &amp; history</td>
</tr>
<tr>
<td><strong>Formal Education</strong></td>
<td>Abstract, Difficult to obtain, Often misaligned with culture, values</td>
<td>Crucial for climbing success &amp; earning money</td>
<td>Necessary for tradition &amp; networking</td>
</tr>
<tr>
<td><strong>Destiny</strong></td>
<td>Fate - &quot;Life happens TO me.&quot;</td>
<td>Choice. Value laden.</td>
<td>&quot;Protected.&quot; Connections and family history determines fate.</td>
</tr>
<tr>
<td><strong>Driving Force</strong></td>
<td>Survival, relationships</td>
<td>Work, achievement</td>
<td>Connections</td>
</tr>
</tbody>
</table>
Hidden Curriculum

- Hidden rules of how to “do school”
- Expected to know
- Aligned with middle class values
- Hidden to insiders & outsiders
A Part-time Class of Mexican Girls
We are conditioned to be Saviors.
Broken children

+ Educator as Savior

SAVIOR COMPLEX
Developing a Positive White Racial Identity
Critical Pedagogy

Power

Propaganda

Purpose
Power: Haves and Have Nots
Propaganda: Counteract the Conditioning

USE THIS FOR POSITIVE WORDS
Counteract The Conditioning

1. Become aware. Take the RACE IAT Test.
2. Dine, shop and entertain in Black and Brown spaces.
3. Learn about Black and Brown people.
Purpose: Mentor with Intention

- Do it.
- Teach your students to do it.
- Teach them to teach others to do it.
What is **one** thing you will try?