The Other Trauma No One Talks About

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- 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
Housekeeping

1. Smart devices - \(P^2\)
2. “Regulation Stations”

Rules of Engagement

- Give & Ask
  - What are \textbf{you} willing to give?
  - What are you asking of \textbf{me}?
- Questions
  - Clarity - Now
  - Application - Later
Rules of Engagement

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
Remember
Empathy
Sincerity
Patience
Equity
Compassion
Truthfulness
©1998LK
Brain Stem

Blood pressure
Heart Rate
Body Temperature

Midbrain

Motor
Regulation
Appetite/Satiety
“Arousal”
Sleep
**Limbic System**

Affiliation  
Attachment  
Sexual behavior  
Emotional Reactivity

**Prefrontal Cortex**

Abstract Thought  
Concrete Thought  
Executive Functioning
Neural Connection = Information Superhighway
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 Study

Participants: 9,500 adults

Data Collection: 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

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<tr>
<th>Characteristic</th>
<th>Sample size (N)</th>
<th>Number of categories (%)</th>
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<td>≥65</td>
<td>2,610</td>
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<td>24.5</td>
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<td>4.2</td>
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<td>5.2</td>
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<td>25.5</td>
<td>14.8</td>
<td>7.8</td>
<td>7.8</td>
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<td>49.5</td>
<td>24.9</td>
<td>12.5</td>
<td>6.9</td>
<td>6.2</td>
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*The number of categories of exposure was simply the sum of each of the seven individual categories that were assessed (see Table 1).

**Prevalence estimates adjusted for age.**

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Adverse Childhood Experience (ACE) Questionnaire
Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often …
   - Swear at you, insult you, put you down, or humiliate you?
   - Act in a way that made you afraid that you might be physically hurt?
   - Yes  No
     If yes enter 1 ________

2. Did a parent or other adult in the household often …
   - Push, grab, slap, or throw something at you?
   - Ever hit you so hard that you had marks or were injured?
   - Yes  No
     If yes enter 1 ________

3. Did an adult or person at least 5 years older than you ever …
   - Touch or fondle you or have you touch their body in a sexual way?
   - Try to or actually have oral, anal, or vaginal sex with you?
   - Yes  No
     If yes enter 1 ________

4. Did you often feel that …
   - No one in your family loved you or thought you were important or special?
   - Your family didn’t look out for each other, feel close to each other, or support each other?
   - Yes  No
     If yes enter 1 ________
Racial, Historical Trauma

- Many ethnic and racial groups experience higher rates of posttraumatic stress disorder (PTSD) as compared to White Americans.
- **Racial Trauma:** traumatization is due to experiences of racism
  - Workplace discrimination
  - Hate crimes
  - Microaggressions
- **Historical Trauma:** Cumulative emotional/psychological wounds carried across generations
Effects of Trauma: Overdeveloped Limbic/Midbrain

- Fight-Flight-Freeze
- Dissociation

Effects of Trauma: Underdeveloped Cortex

- Limited emotional regulation
- Relationship-building
- Executive functioning
- Abstract thought
Trauma & Adults

- 61% of men and 51% of women = 1 ACE
- 87% chance = 2+ ACEs

How the brain responds to stress

<table>
<thead>
<tr>
<th>Arousal Continuum</th>
<th>Calm</th>
<th>Alert</th>
<th>Alarm</th>
<th>Fear</th>
<th>Terror</th>
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<tbody>
<tr>
<td>Regulating Brain Regions*</td>
<td>Neocortex</td>
<td>Cortex</td>
<td>Limbic</td>
<td>Midbrain</td>
<td>Brainstem</td>
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<tr>
<td>Cognition</td>
<td>Abstract</td>
<td>Concrete</td>
<td>Emotional</td>
<td>Reactive</td>
<td>Reflexive</td>
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<tr>
<td>Adaptive Response</td>
<td>Rest</td>
<td>Flock**</td>
<td>Freeze</td>
<td>Flight</td>
<td>Fight</td>
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</tbody>
</table>

* Primary brain region; secondary brain region
** Reading social cues to interpret the perceived threat

SOURCE: Bruce D. Perry, The ChildTrauma Academy
SCHOOL CAN FEEL TRAUMATIC.

Why do schools feel traumatic?
What is trauma and how does it affect the brain?

Compassion Fatigue

- Not burnout
- “Cost of caring”
- Negative changes over time as we witness/engage with others’ suffering and need
- Cumulative, unfolds over time
Symptoms of Compassion Fatigue

- Free floating anger or irritation
- Diminished feelings of joy or satisfaction
- Overeating, overdrinking
- Difficulty falling or staying asleep
- Worried you are not doing enough
- Dreaming about students’ experiences

Behaviors of Compassion Fatigue

- Tardiness, Absenteeism
- Irritability
- Staff conflict
- Blaming others
- Poor communication
- Lack of collaboration
Think & Write: What is my cost of caring?

T.I.C.: Thing that Instantly Calms You
Historical Contexts of Public School

- Civilization Fund Act (1819)
- Americanization programs
- Home Teacher Act of 1915
- Literacy = Death, African Americans

Implicit bias affects school experiences for ALL.
We Are Hardwired To Discriminate.

- The Good:
  - Keeps us alive
  - Affinity bias

- The Bad:
  - Negative Bias
  - Implicit Social Bias
Enduring Understanding #2:

WE ARE HARDWIRED TO DISCRIMINATE.

What is discrimination and is it good or bad?
How does discrimination play out in schools?
Ohio's School Discipline Policies Are Harsh & Disproportionate

Black Students Are:

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

Stop the School-to-Prison Pipeline in Ohio!
www.rjnohio.org

Out-of-School Suspensions

- 3,000,000

School Arrests

- 70%

Disproportionate suspension and arrest rates by race.

Students Have Actually Been Suspended For:

- Talking about a Halo Jedi
- Using a toy gun
- Hugging a friend
- Cheering a Poo

Students Have Actually Been Arrested For:

- Kindergarten throwing a temper tantrum
- Shredding a desk
- Breaking into school for a senior prank

HARSH DISCIPLINE POLICIES:

- No trust in adults
- No college or career
- No safer schools

Pushout? Push Back

End Book Bars

Education Not Incarceration

You cant build peace with a piece of no life.
1 in 4 gifted students are Hispanic or African American.

3 in 4 gifted students are White or Asian.

Hidden Curriculum

- Lessons learned but not explicitly taught about how to “do school”
- Assumptions, expectations aligned with certain values
- Hidden to insiders (affinity bias)
- Hidden to outsiders (disproportionate consequencing)
Read- Think-Share

Read the article and annotate:

3 - “Amen” moments
2 - Takeaways
1 - question

Be prepared to share out.

Small Group Discussion

Share 1 “amen” moment and 1 takeaway with a nearby peer.
Large Group Discussion

10:00

[Image of people in discussion]

[Image of a timer set to 10:00]
Rhythm. Regulation. Relationship.
Rhythm = Safety = Predictable. Consistent.

Funds of Knowledge

- The experiences and rich traditions based in cultural practices that are a part of families’ inner culture, work experience, or their daily routine.
- It is the knowledge and expertise that students and their family members have because of their roles in their families, communities, and culture.
- UNDERSTAND, ACKNOWLEDGE and BUILD UPON
- “Researchers of students’ lives”
Warm Demander

- Warmth and a nonnegotiable demand for student effort and mutual respect
- May appear harsh to the uninformed observer
- Establish a caring relationship: “You believe in me”
- How you say it matters, but who you are and what students believe about your intentions matter more

Warm Demander

- Unconditional positive regard
- Learn about students’ cultures
- Communicate an expectation of success
- Communicate clearly to students that showing respect to the teacher and to classmates is non negotiable
Radical Learning Spaces™

- MINDSET SHIFT
- Today gets the conversation started
- Start small and NEVER UNDERESTIMATE THE POWER OF GRASSROOTS CHANGE

Empathy is a finite resource. You can run out. As a normal, psychological response, you cannot give of yourself again and again and again without replenishing.

Emmett Fitzgerald, Contemplative-Based Resilience Project
RLSTM Educator Resource List

- Please share!
- Updated often
- GSuite email address

Welcome to the Radical Learning Spaces™ Teacher Resource List. Take a moment to celebrate! You are taking an important step toward affecting the fundamental nature of teaching and learning in your classroom. This is a living document so be sure to check back regularly for new updates. Don’t see a topic listed? Send an email request to plantasedlcs@gmail.com.

A = Article
AA = Scholarly article, dense reading
B = Book
PP = Powerpoint
I = Image, Infographic
V = Video
W = Website

Classroom Management

Breath Sync Video (V)
Co-Regulation from Birth Through Younq Adulthood (AA)
Fred Jones, Tools for Teaching (B)
Harry Wong, The First Days of School (B)