

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



design©2016
With Respect

By: don Miguel Ruiz



Handouts

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

Characteristic	Sample size (N)	Number of categories (%) ^a				
		0	1	2	3	4
Age group (years)						
19–34	807	35.4	25.4	17.2	11.0	10.9
35–49	2,063	39.3	25.1	15.6	9.1	10.9
50–64	2,577	46.5	25.2	13.9	7.9	6.6
≥65	2,610	60.0	24.5	8.9	4.2	2.4
Gender ^b						
Women	4,197	45.4	24.0	13.4	8.7	8.5
Men	3,859	53.7	25.8	11.6	5.0	3.9
Race ^b						
White	6,432	49.7	25.3	12.4	6.7	6.0
Black	385	38.8	25.7	16.3	12.3	7.0
Hispanic	431	42.9	24.9	13.7	7.4	11.2
Asian	508	66.0	19.0	9.9	3.4	1.7
Other	300	41.0	23.5	13.9	9.5	12.1
Education ^b						
No HS diploma	480	56.5	21.5	8.4	6.5	7.2
HS graduate	1,536	51.6	24.5	11.3	7.4	5.2
Any college	2,541	44.1	25.5	14.8	7.8	7.8
College graduate	3,499	51.4	25.1	12.1	6.1	5.3
All participants	8,056	49.5	24.9	12.5	6.9	6.2

^aThe number of categories of exposure was simply the sum of each of the seven individual categories that were assessed (see Table 1).

^bPrevalence 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.



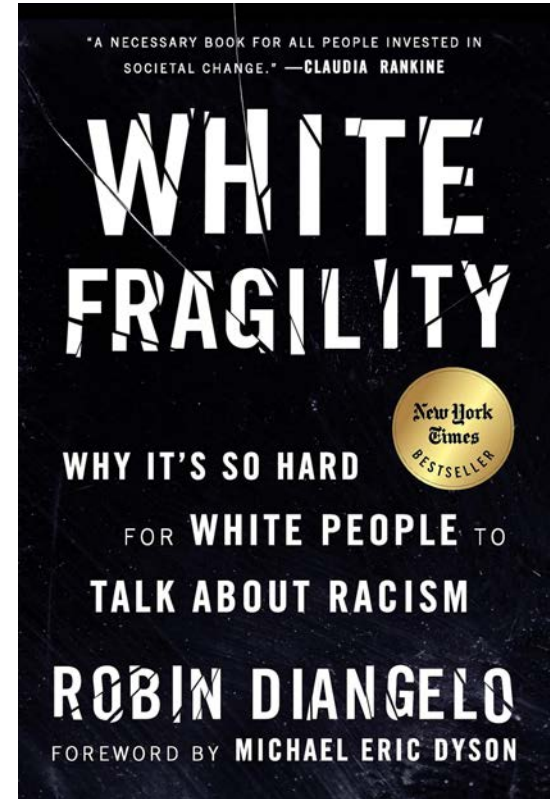
Racial Anxiety

- 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

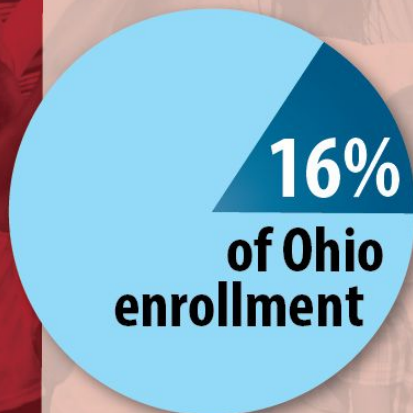


We are ALL conditioned to fear black and brown bodies.

Ohio's School Discipline Policies Are Harsh & Disproportionate



Black Students Are:



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



Stop the School-to-Prison Pipeline in Ohio!

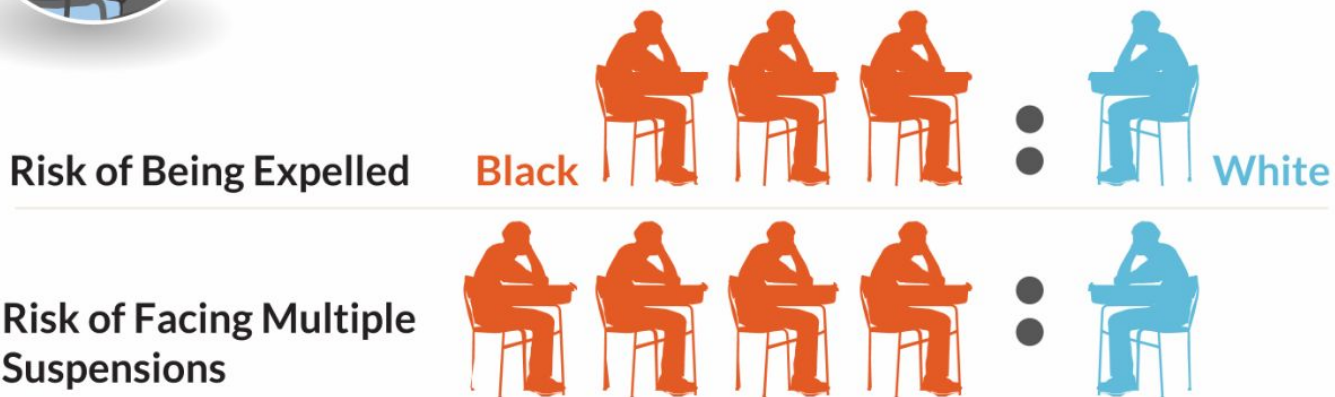
www.rjnohio.org





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.



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



Out-of-School Suspensions

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

A NUMBER THAT HAS BEEN RISING FOR DECADES.

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

WHITE 1/20

LATINO 1/14

NATIVE AMER. 1/13

BLACK 1/6

BLACK WITH DISABILITY 1/4

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...

Kindergartener throwing a temper tantrum

Scribbling on a desk

HARSH DISCIPLINE POLICIES =
No Trust in Adults





We are ALL conditioned to favorably
admire middle class culture.



	Working Class	Middle Class	Wealthy Class
Money	To be used, spent	To be managed	To be conserved, invested
Personality	Relationships, Humor is valued	For acquisition & stability. Achievement valued	For connection - financial, political & social
Food	"Did you have enough?"	"Did you like it?"	"Was it presented well?"
Time	Present. Decisions are based on survival, in the moment	Future. Planning. Decisions are made based on ramifications	Past. Decision based partly on traditions & history
Formal Education	Abstract, Difficult to obtain, Often misaligned with culture, values	Crucial for climbing success & earning money	Necessary for tradition & networking
Destiny	Fate - "Life happens TO me."	Choice. Value laden.	"Protected." Connections and family history determines fate.
Language	Casual register. Survival.	Register of power. Negotiation.	Formal register. Networking.
Driving Force	Survival, relationships	Work, achievement	Connections



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



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?





Arianna Howard, BS, MEd, PhD
plantaseedllc@gmail.com
FB: /plantaseedllc
IG: @drarimichele
www.radicallearningspaces.com