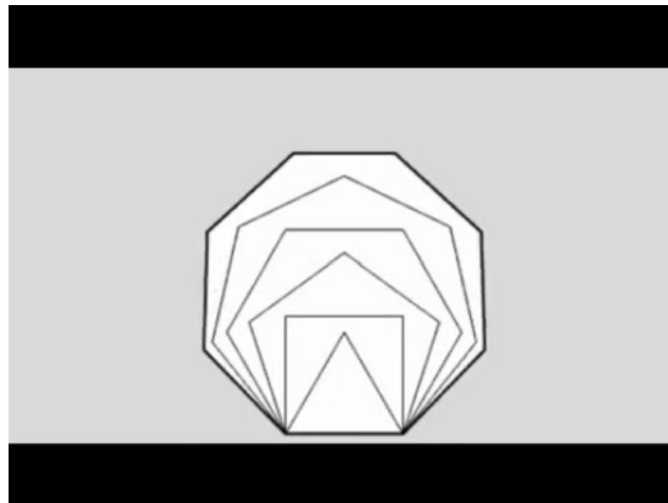


The Other Trauma No One Talks About

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IG: @drarimichele

1



2



- 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

3



4

Housekeeping

1. Smart devices - **P²**
2. "Regulation Stations"

5

Rules of Engagement

- Give & Ask
 - What are **you** willing to give?
 - What are you asking of **me**?
- Questions
 - Clarity - Now
 - Application - Later

6

Rules of Engagement



< 45 secs

7

The Four Agreements



 design©2016
With Respect

By: don Miguel Ruiz

8

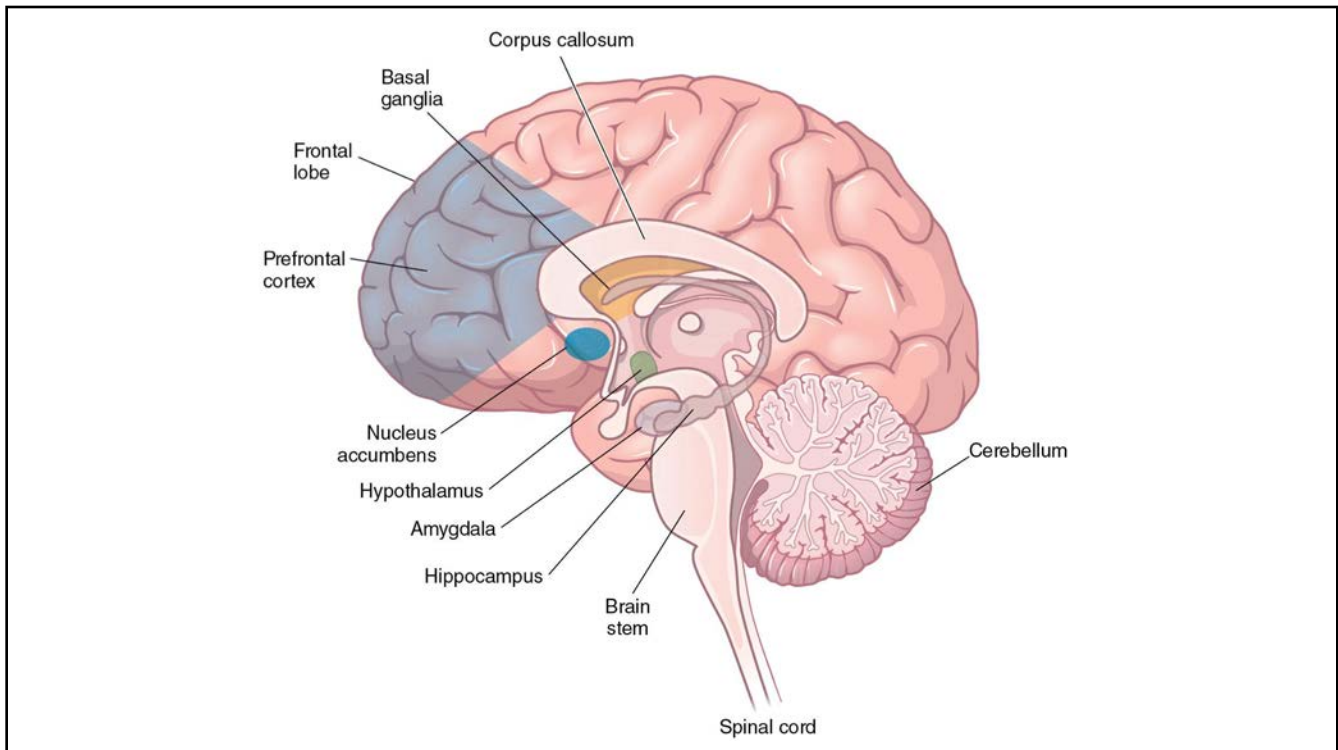
Remember
Empathy
Sincerity
Patience
Equity
Compassion
Truthfulness

RESPECT

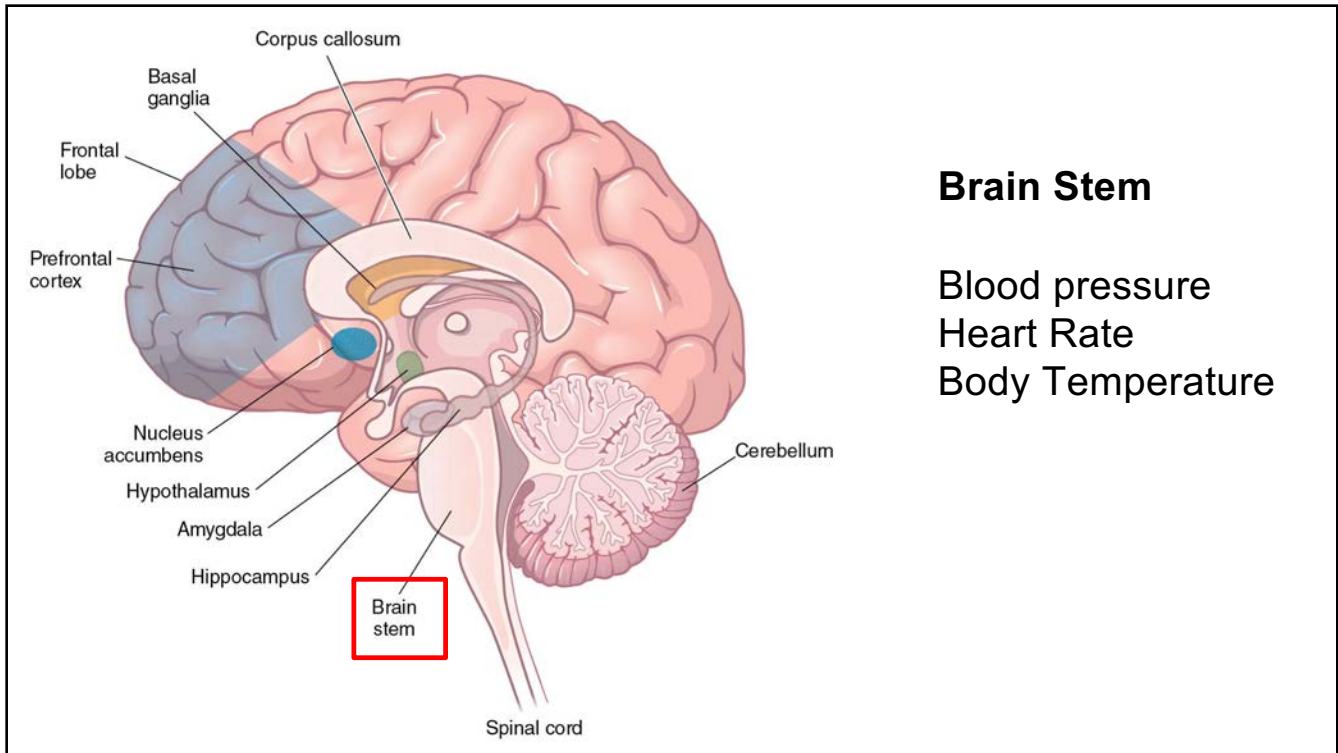
With Respect

©1998LK

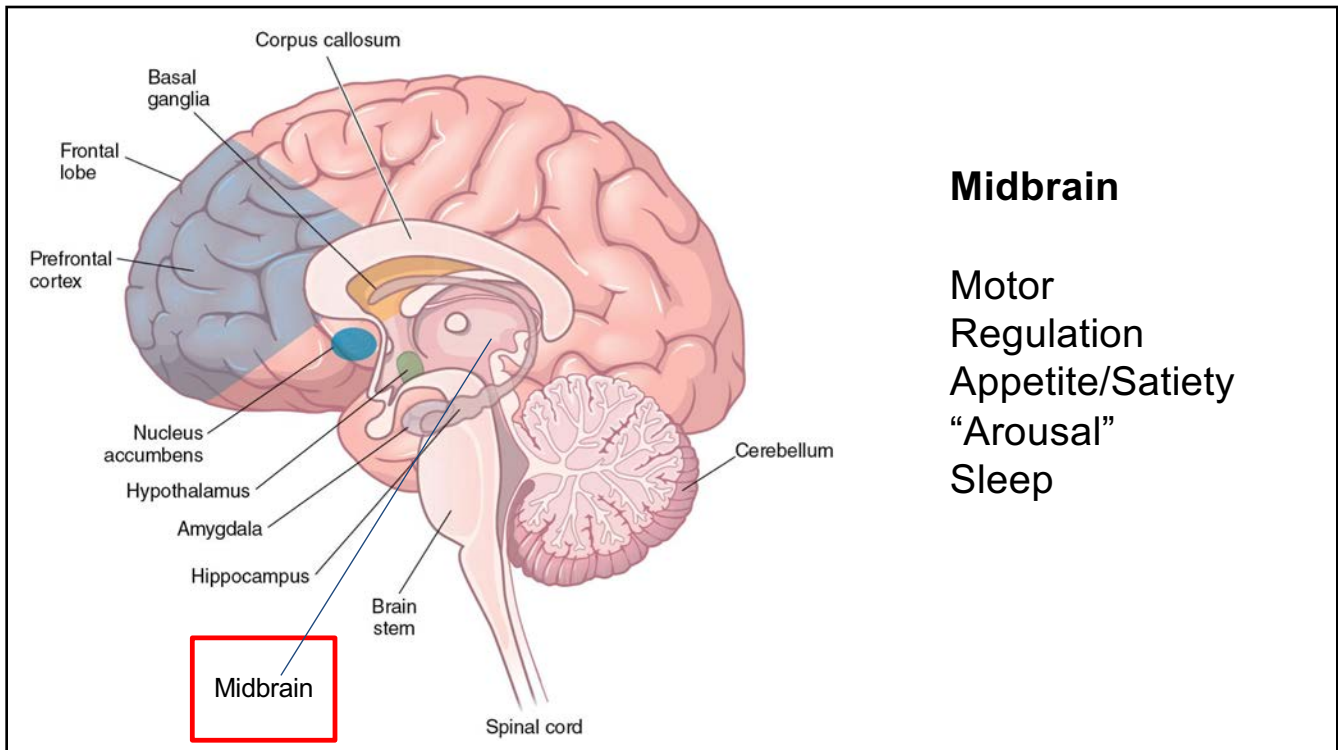
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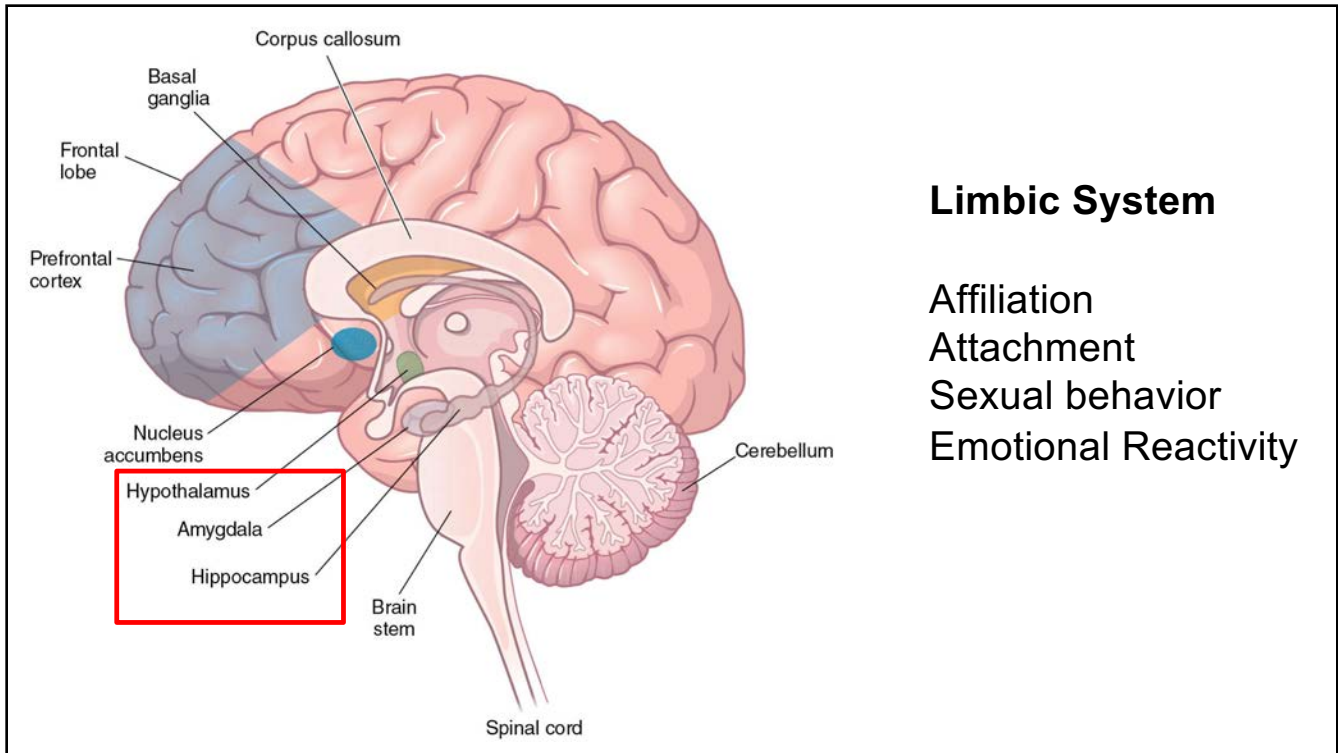
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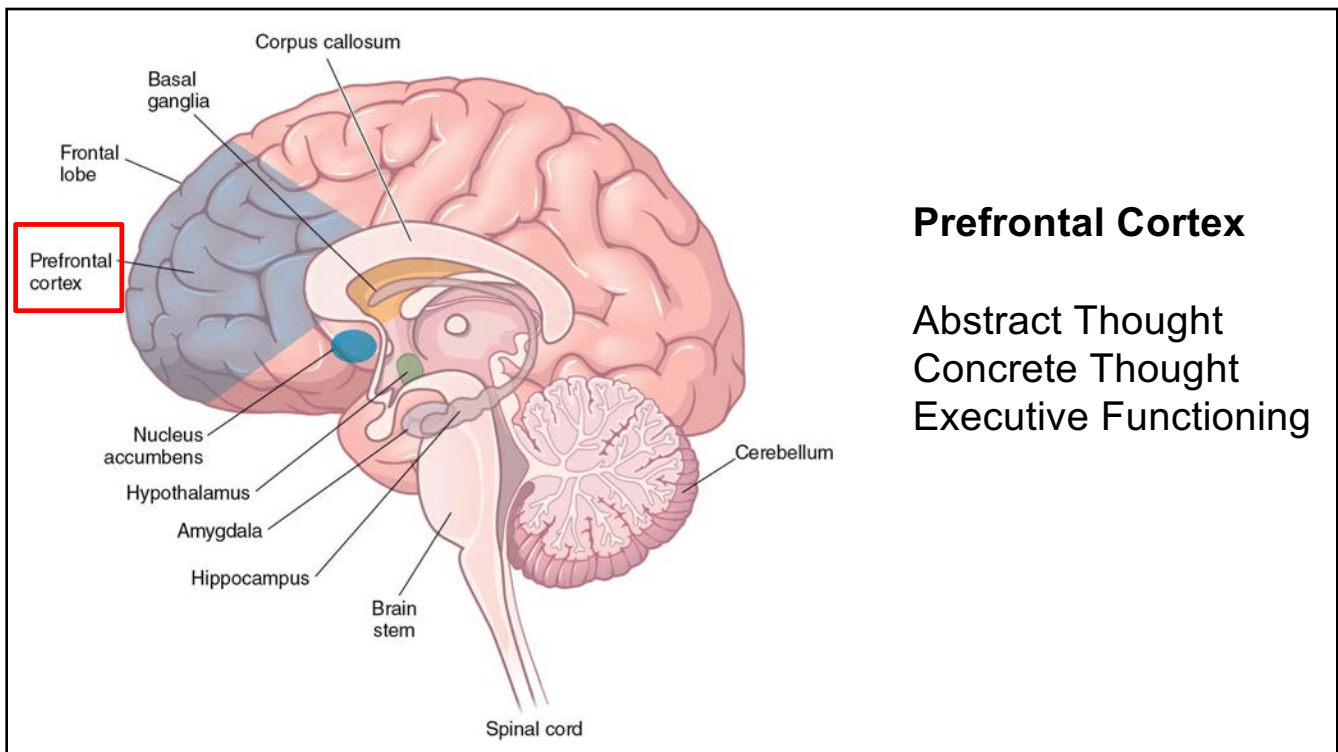
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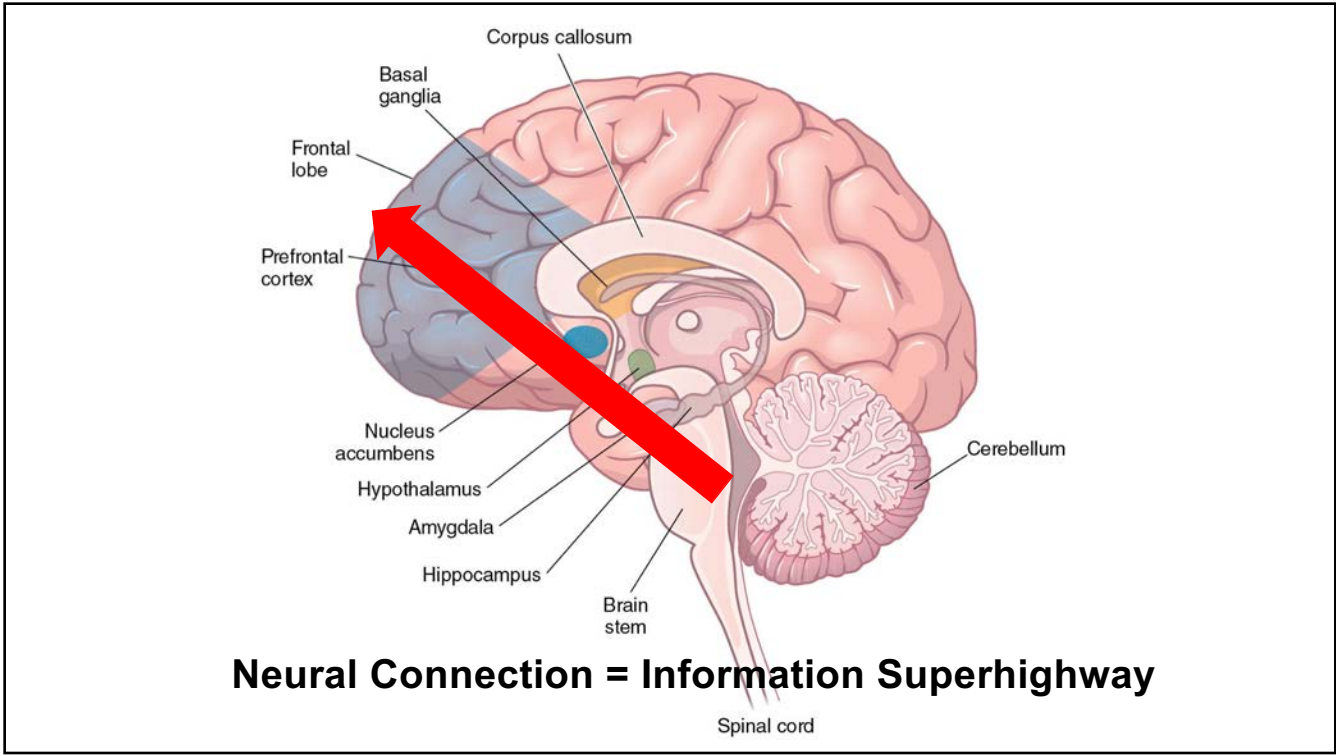
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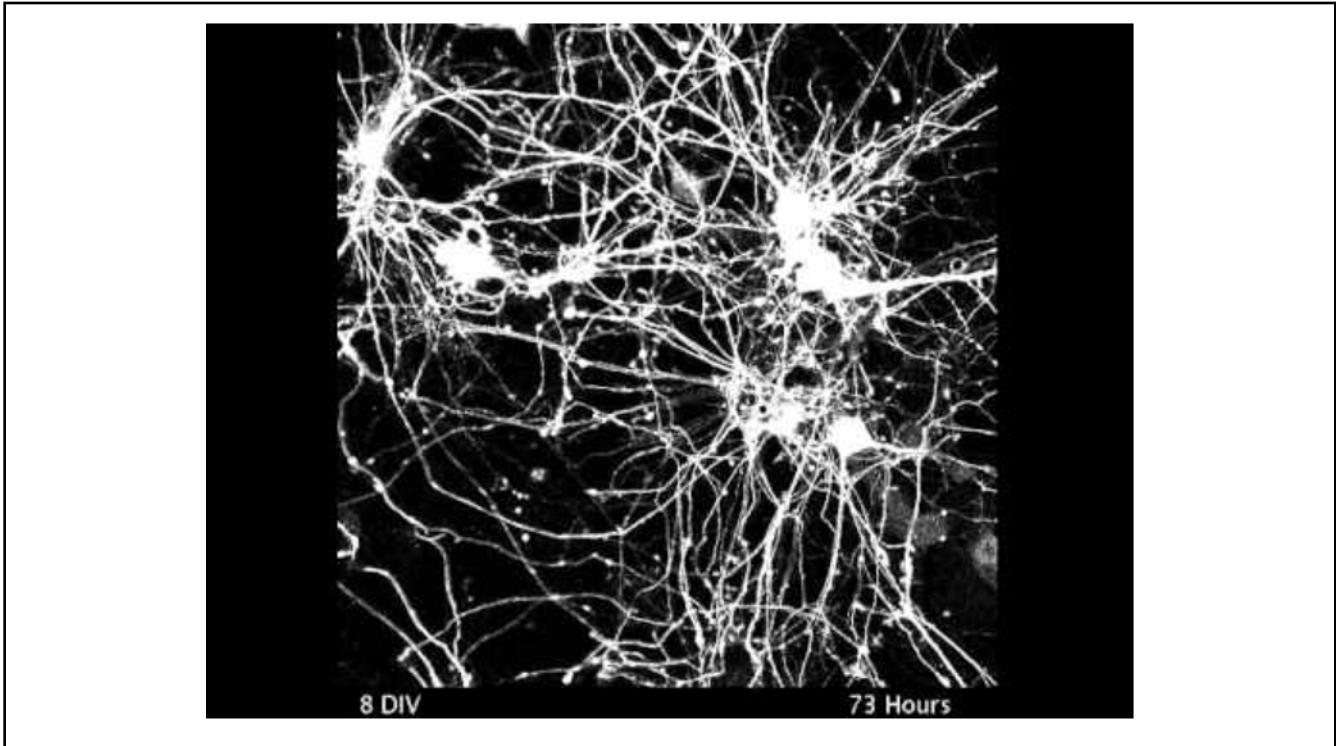
13



14



15



16

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)

17

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

18

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.

19

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

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?
or
 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?
or
 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?
or
 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?
or
 Your family didn't look out for each other, feel close to each other, or support each other?
 Yes No If yes enter 1 _____

20

5. Did you **often** feel that ...
 You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
 or
 Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
 Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
 Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
 or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
 or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
 Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
 Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
 Yes No If yes enter 1 _____
10. Did a household member go to prison?
 Yes No If yes enter 1 _____
- Now add up your "Yes" answers: _____ This is your ACE Score

21

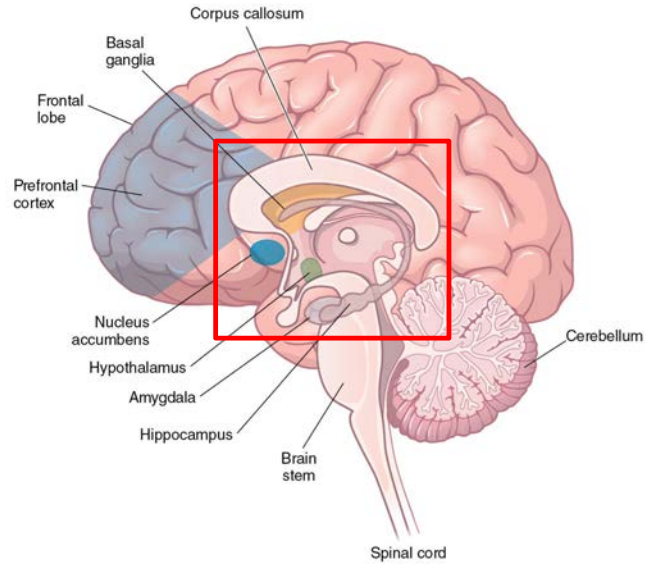
Racial, Historical Trauma

- 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

22

Effects of Trauma: Overdeveloped Limbic/Midbrain

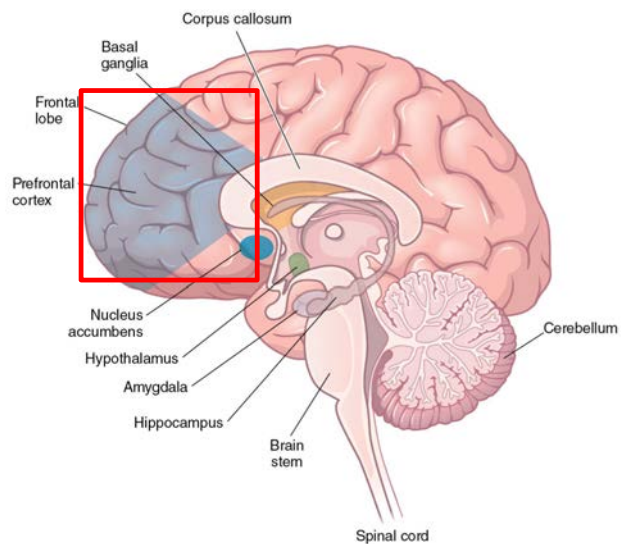
- Fight-Flight-Freeze
- Dissociation



23

Effects of Trauma: Underdeveloped Cortex

- Limited emotional regulation
- Relationship-building
- Executive functioning
- Abstract thought



24

Trauma & Adults

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

25

How the brain responds to stress

Arousal Continuum	Calm	Alert	Alarm	Fear	Terror
Regulating Brain Regions*	Neocortex Cortex	Cortex Limbic	Limbic Midbrain	Midbrain Brainstem	Brainstem Autonomic
Cognition	Abstract	Concrete	Emotional	Reactive	Reflexive
Adaptive Response	Rest	Flock**	Freeze	Flight	Fight

* Primary brain region; secondary brain region

** Reading social cues to interpret the perceived threat

SOURCE: Bruce D. Perry, The ChildTrauma Academy

26

SCHOOL CAN FEEL TRAUMATIC.

Why do schools feel traumatic?

What is trauma and how does it affect the brain?

27

Compassion Fatigue

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

28

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

29

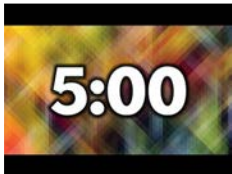
Behaviors of Compassion Fatigue

- Tardiness, Absenteeism
- Irritability
- Staff conflict
- Blaming others
- Poor communication
- Lack of collaboration

30



Think & Write: What is my cost of caring?



31

T.I.C.: Thing that Instantly Calms You



32

Historical Contexts of Public School

- Civilization Fund Act (1819)
- Americanization programs
- Home Teacher Act of 1915
- Literacy = Death, African Americans
- Brown v. Board of Education, 1954

33

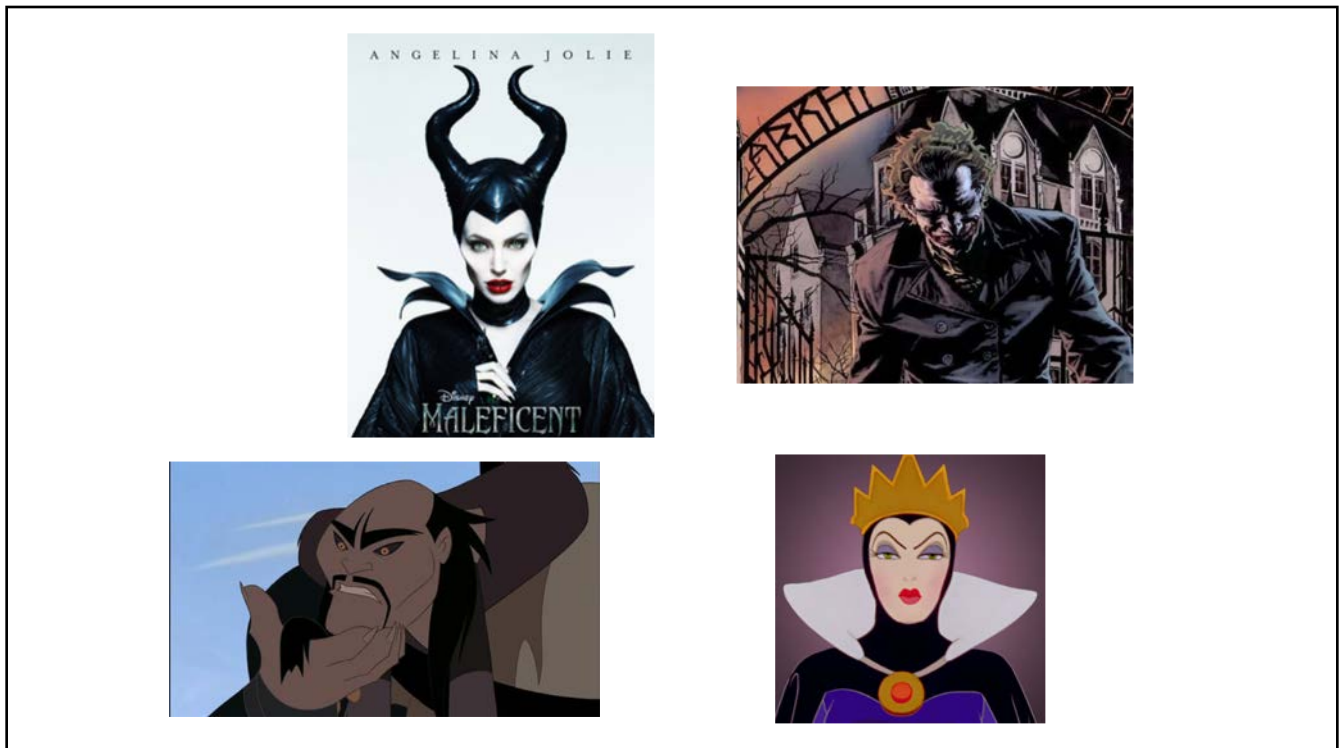
Implicit bias affects school experiences
for ALL.

34

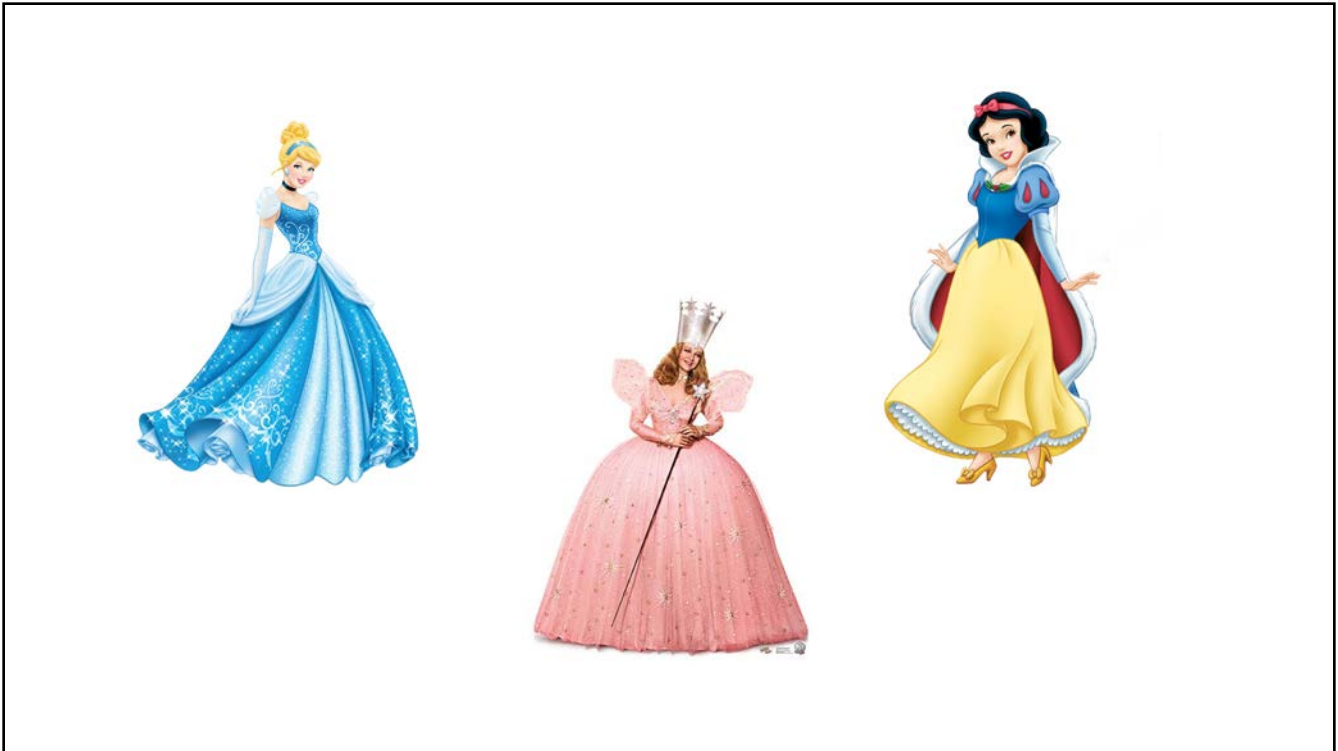
We Are Hardwired To Discriminate.

- The Good:
 - Keeps us alive
 - Affinity bias
- The Bad:
 - Negative Bias
 - Implicit Social Bias

35



36



37

Enduring Understanding #2:

**WE ARE HARDWIRED TO
DISCRIMINATE.**

What is discrimination and is it good or bad?

How does discrimination play out in schools?

38

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



39

Out-of-School Suspensions
OVER 3,000,000 students receive an out-of-school suspension annually.
A NUMBER THAT HAS BEEN RISING FOR DECADES.

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

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

STUDENTS HAVE ACTUALLY BEEN SUSPENDED FOR...

- Talking about a Hello Kitty bubble gun
- Hugging a friend
- Chewing a Pop Tart into the shape of a gun

HARSH DISCIPLINE POLICIES =

- No Trust in Adults
- No College or Career
- No Safer Schools

STUDENTS HAVE ACTUALLY BEEN ARRESTED FOR...

- Kindergartener throwing a temper tantrum
- Scribbling on a desk
- Sneaking into school for a senior prank
- Playing the *Fresh Prince* theme song on a cellphone
- Science experiment gone wrong

Just ONE out-of-school suspension in the 6th grade DOUBLES a student's risk of dropping out before graduation.

BOOKS NOT BARS
END #SCHOOL2PRISON

YOU CANT BUILD PEACE WITH A PIECE

NO EDUCATION NO LIFE

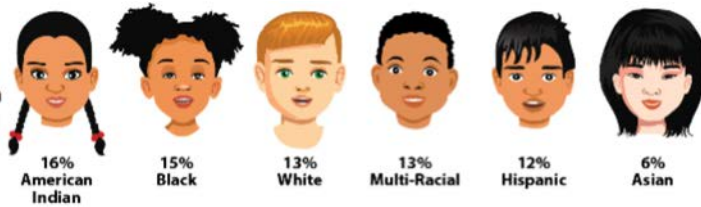
EDUCATION NOT INCARCERATION

PUSHOUT? PUSH BACK

40

Is the population of children with special needs in school, diverse?

Here is a breakdown of the racial diversity among children receiving special education services in U.S. public schools: (Source: National Center for Education Statistics)



1 in 4 gifted students are Hispanic or African American.

3 in 4 gifted students are White or Asian.

41

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)

42

Read- Think-Share

Read the article and annotate:

3 - “Amen” moments

2 - Takeaways

1 - question

Be prepared to share out.

43

Small Group Discussion

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



44

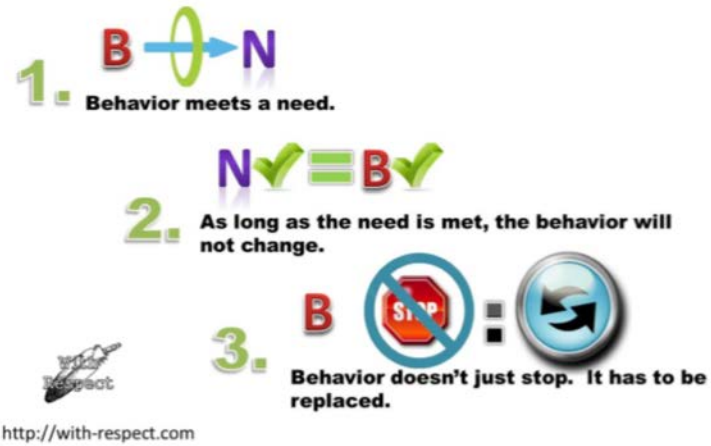
Large Group Discussion



45



46



47

Rhythm. Regulation. Relationship.

48

Rhythm = Safety = Predictable. Consistent.

49

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"

50

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

51

Warm Demander

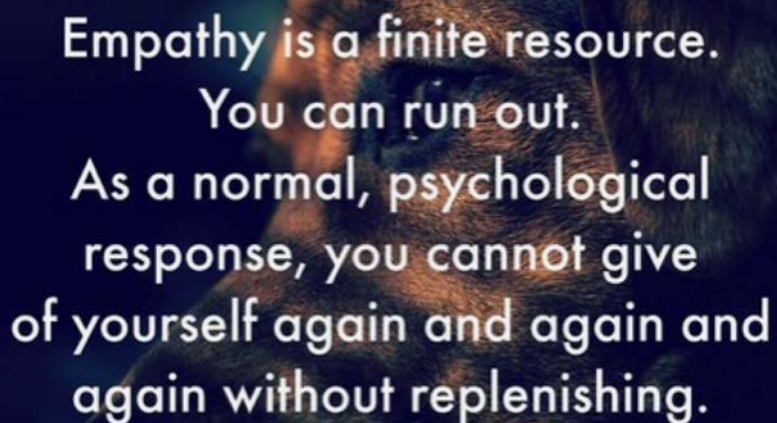
- Unconditional positive regard
- Learn about students’ cultures
- Communicate an expectation of success
- Communicate clearly to students that showing respect to the teacher and to classmates is non negotiable

52

Radical Learning Spaces™

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

53



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

jessicadolce.com

54

RLS™ 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: plantaseedllc@gmail.com.

A = Article

AA = Scholarly article, dense reading

B = Book

PP = Powerpoint

I = Image, Infographic

V = Video

W = Website

Classroom Management

[Breathe Sync Video](#) (V)

[Co-Regulation from Birth Through Young Adulthood](#) (AA)

[Fred Jones, Tools for Teaching](#) (B)

[Harry Wong, The First Days of School](#) - (B)