



**Center for
Childhood
Resilience**

Resilient Kids. Stronger Communities. Brighter Futures.

 Ann & Robert H. Lurie
Children's Hospital of Chicago

Trauma Responsive Schools: Race, Equity and Marginalized Students

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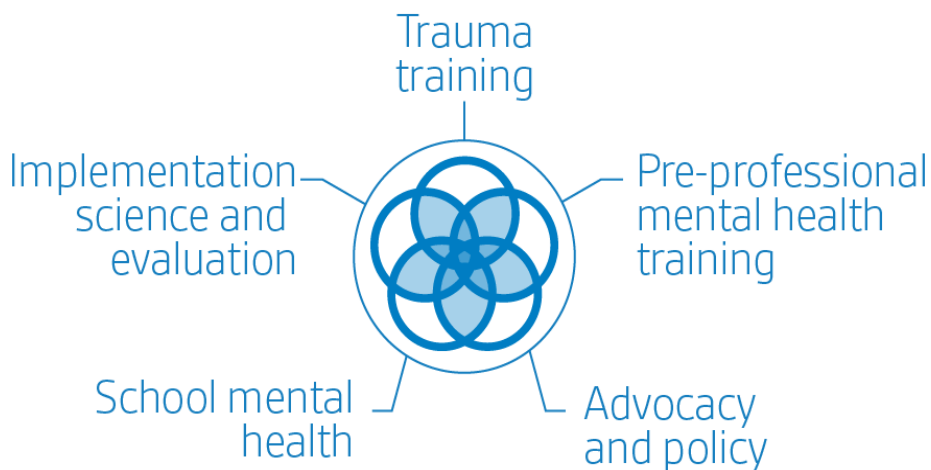
The Center for Childhood Resilience

Ann and Robert H. Lurie Children's Hospital

Pritzker Department of Psychiatry and Behavioral Health

November 9, 2019

The Center for Childhood Resilience (CCR) is focused on building the resiliency of all children and youth by leading innovative, sustainable and evidence-based strategies that engage youth-serving organizations in a public health approach to addressing the impact of trauma and promoting mental health and wellness



CCR's multidisciplinary team of mental health professionals share insights and best practices through trainings, consultation, advocacy and research to advance mental health services and build strong communities.

CCR collaborates with educators, community agencies, civic and government leaders, parent organizations, and philanthropic groups who work with and advocate for children.

Collaborators

We believe that the diversity of our relationships enhances our mission to promote thriving children, families and communities

Our Collaborators Include:



Acknowledgements

These slides were developed in collaboration with:

- ❖ The Center for Childhood Resilience at Ann and Robert H. Lurie Children's Hospital of Chicago
- ❖ Lansing School District 158
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- ❖ Bruce Perry, MD, The Child Trauma Academy
- ❖ Gene Griffin, PhD, Northwestern University
- ❖ Audrey Stillerman, MD, University of Illinois at Chicago
- ❖ Illinois Childhood Trauma Coalition
- ❖ Readiness and Emergency Management for Schools TA Center (U.S. Department of Education)

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Objectives

1. Understand contextual and historical factors related to trauma
2. Increase awareness of how youth who are marginalized experience trauma
3. Increase awareness of self-reflection among adults working with children and youth impacted by marginalization
4. Discuss strategies to address race and equity in the classroom

Self-Care Alert!

- Step out and take a break
- Reach out to someone you trust
- Use relaxation skills like deep breathing



Who is in the room?

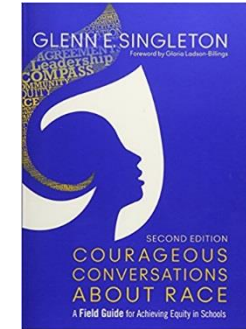


1. Find a friend, that you do not know, if possible
2. Choose who is going first
3. Get to know your friend by asking them the questions in the bubble
4. Take 2 mins each (listen for the bell)
5. Share out 1 thing you have in common

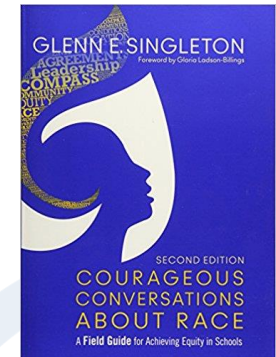
- ❖ **Your name and 1 thing about you**
- ❖ **What do you intend to get out of today's session?**
- ❖ **How will you contribute to today's session**

Four Agreements of Courageous Conversations

1. Stay Engaged
2. Speak Your Truth
3. Experience Discomfort
4. Expect and Accept Non-Closure



Courageous Conversations Compass





Contextual and Historical Trauma

What is Child Trauma?

The 3 Es

An emotionally painful or distressing
event

The **experience** of the event induces
an abnormally intense and prolonged
stress response

The event and experience of the event
result in lasting physical & mental
effects

Types of Trauma

- **Extreme Acute Event**
Examples: car accident, assault, natural disaster
- **Chronic Stressful Events**
Examples: abuse, violence, poverty, historical, systemic

Childhood Traumatic Grief

- Typical grieving process is complicated if the death was traumatic

Child Trauma: National Incidence

- **50%** of the nation's children have experienced **at least one or more** types of serious childhood traumas.

National Survey of Children's Health, 2013

- **Over 40%** of the children and adolescents receiving services through NCTSN funded partners experienced **4 or more** different types of trauma and adversity.

Pynoos et al., 2014

Decreased IQ and reading ability

(Jimenez et al., 2016; Kira et al., 2012; Sharkey, 2010)

Lower grade-point average

(Borofsky, et al. 2013; Mathews et al, 2009)

More days of school absence

(Mathews et al, 2009)

Increased behavior problems, expulsions, & suspensions

(Jimenez et al., 2016)

Decreased rates of high school graduation

(Porche et al., 2011)

The Adverse Childhood Experiences (ACEs) Study

Study Design

Standard ACE Indicators: Growing up
(prior to age 18) in a household with...

Emotional Abuse

Physical Abuse

Sexual Abuse

Physical Neglect

Emotional Neglect

Substance using Household Member

Mentally Ill Household Member

Witnessed Domestic Violence

Incarcerated Family Member

- 1. ACEs are common**
 - 50% experienced 1 ACE
 - 25% experienced 2 ACEs
 - 6% experienced 4 ACEs
- 2. ACEs occur together**
- 3. ACEs are powerfully predictive of adult outcomes**

BEHAVIOR



Lack of physical activity

2X

Smoking



Alcoholism

10X

Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity

2X

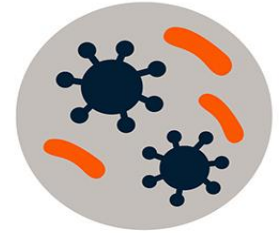
Diabetes



Depression

12X

Suicide attempts



STDs

2X

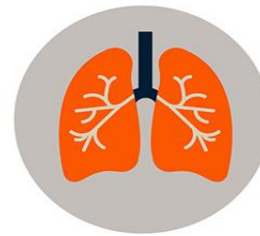
Heart disease

2X

Cancer

2X

Stroke



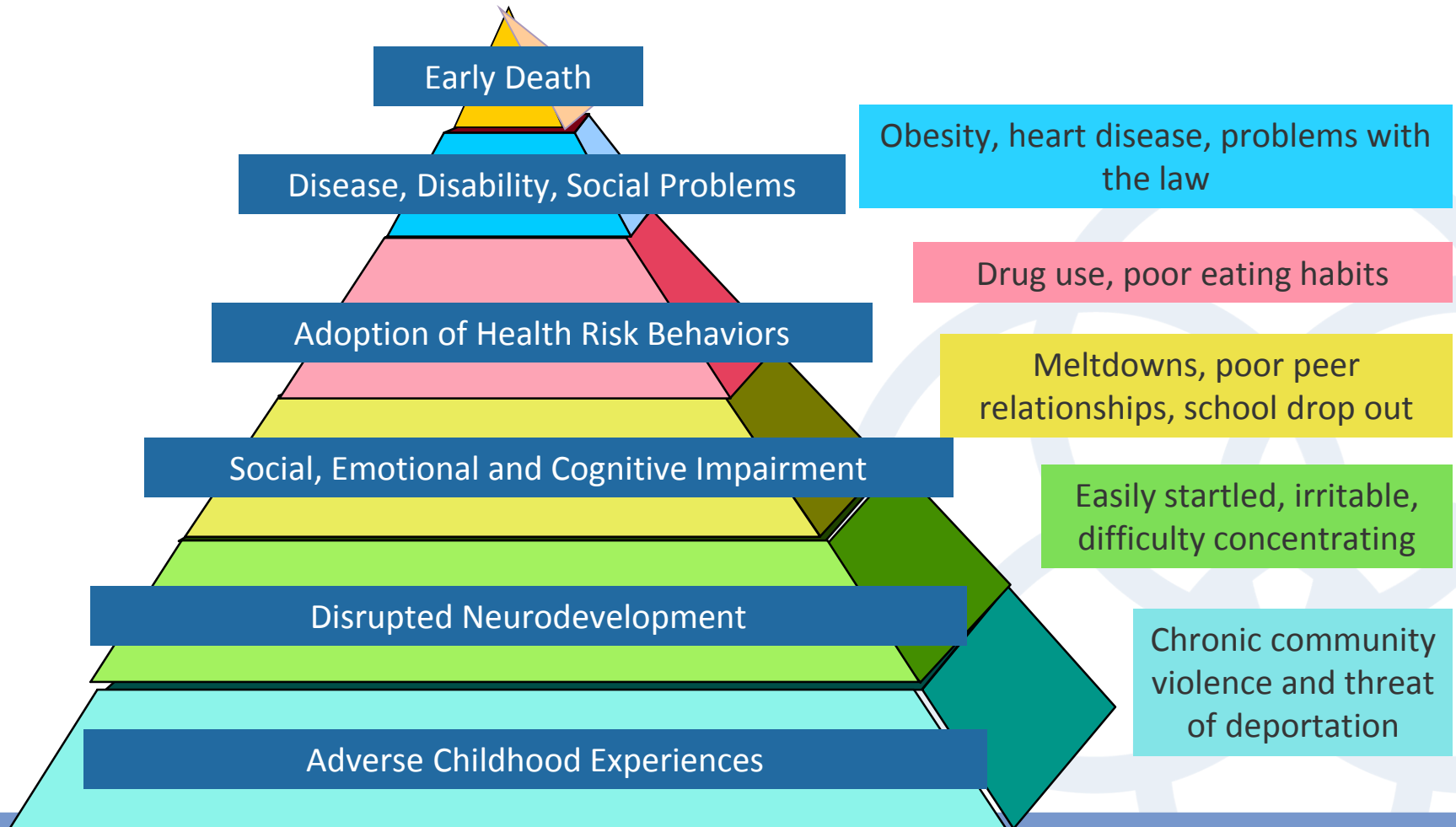
COPD



Broken bones

ACEs Study

Influence on Health and Well-being over the Lifespan



Atrocious Cultural Experiences ACEs

Historical Trauma as the original “ACEs”

Slavery

Genocide

Colonization

Denial of Basic Human Rights

Forced Family
Separations

Denial of Basic Human Rights

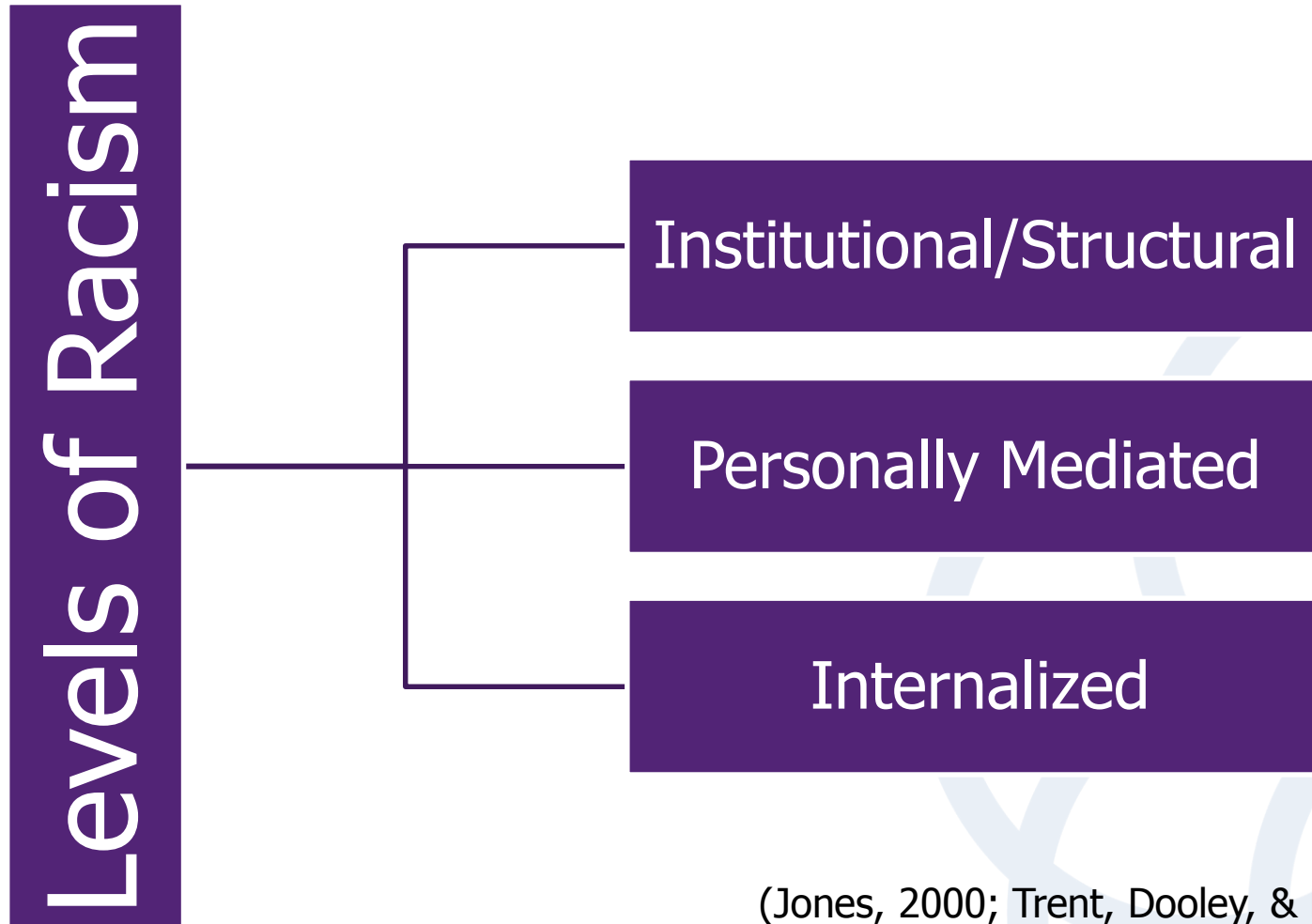
Removal of Property

What is Racism?

- a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race

- **Unfairly disadvantages some individuals and communities**
- **Unfairly advantages other individuals and communities**

Racism and Discrimination



(Jones, 2000; Trent, Dooley, & Douge, 2019)

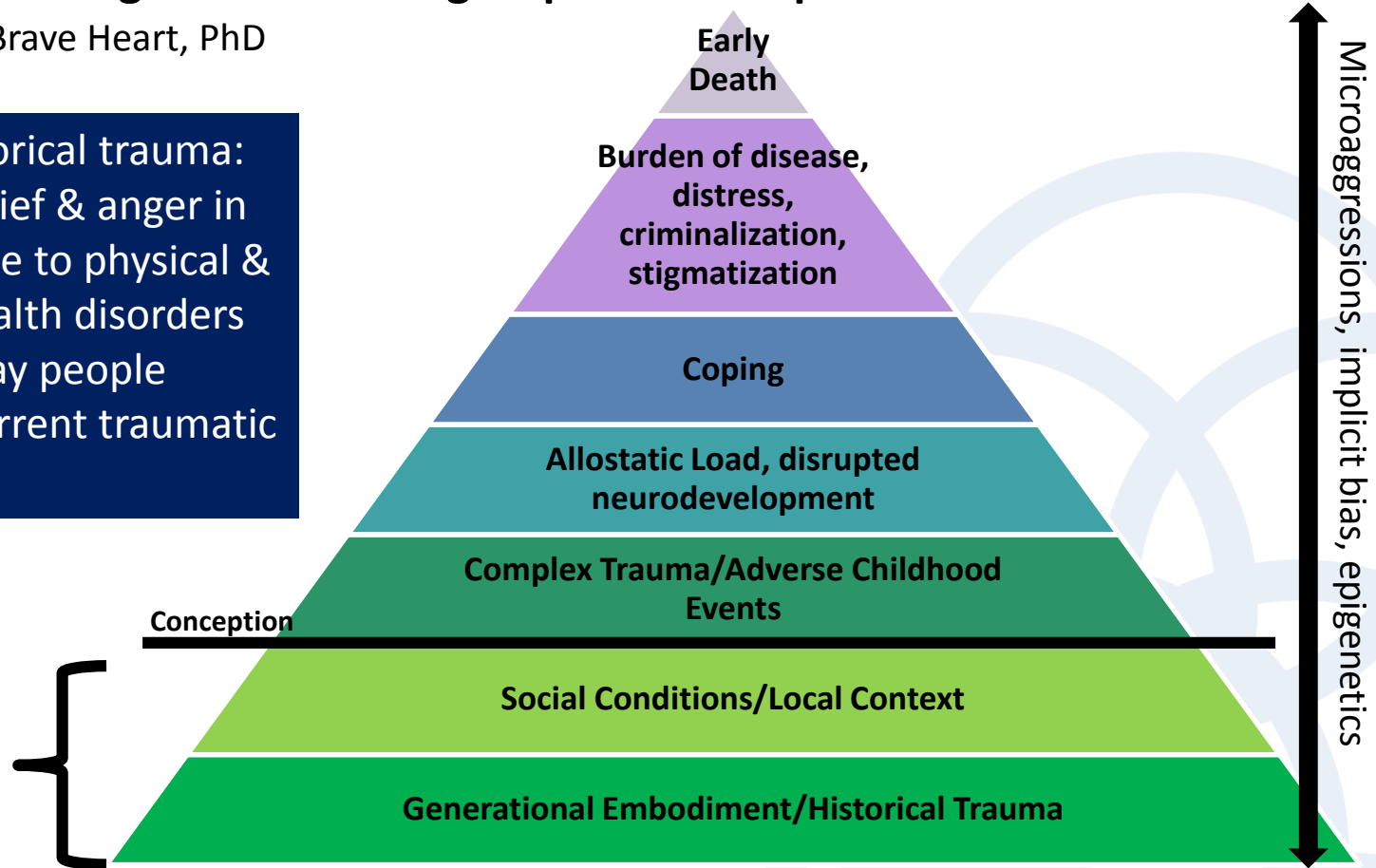
Historical Trauma

“Cumulative and psychological wounding over the life span & across generations, emanating from massive group trauma experience”

-Maria Yellow Horse Brave Heart, PhD

Response to historical trauma:

- Unresolved grief & anger in turn contribute to physical & behavioral health disorders
- Shapes the way people respond to current traumatic stressors



Community Trauma

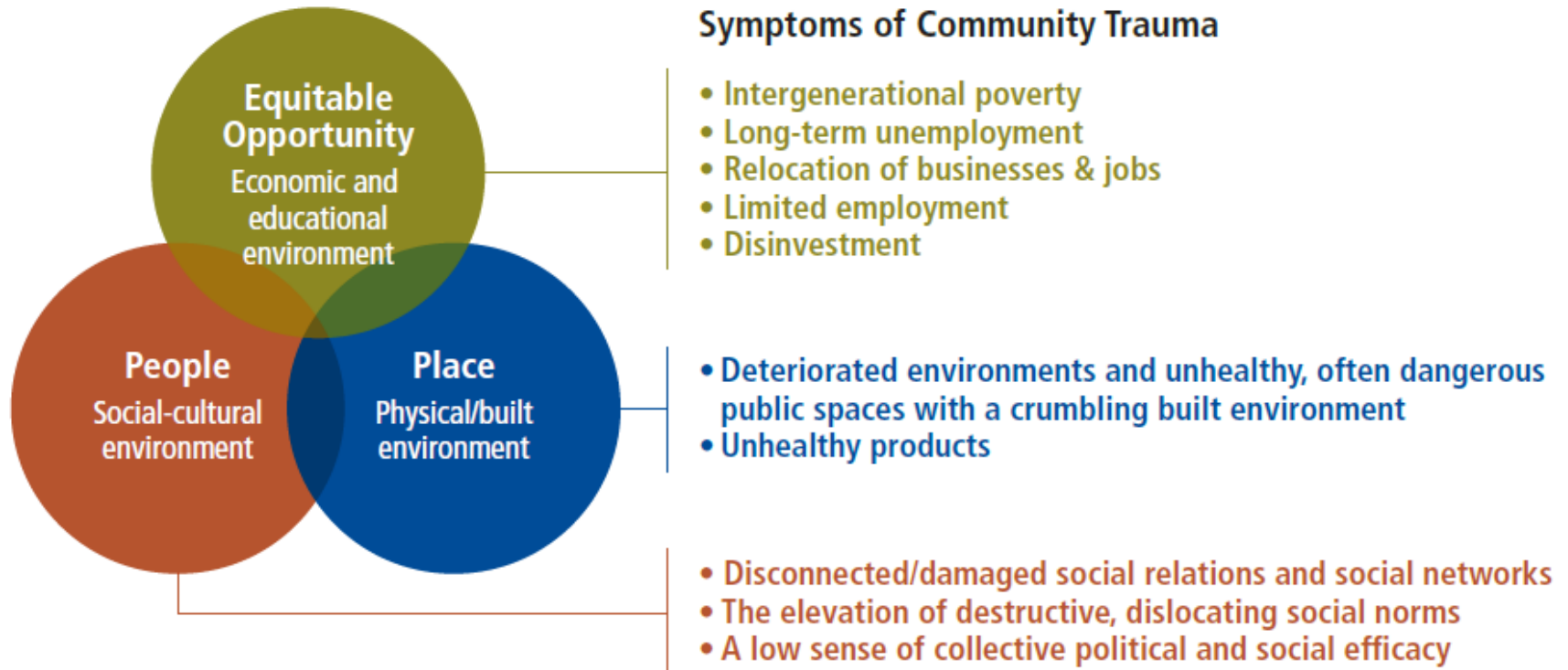
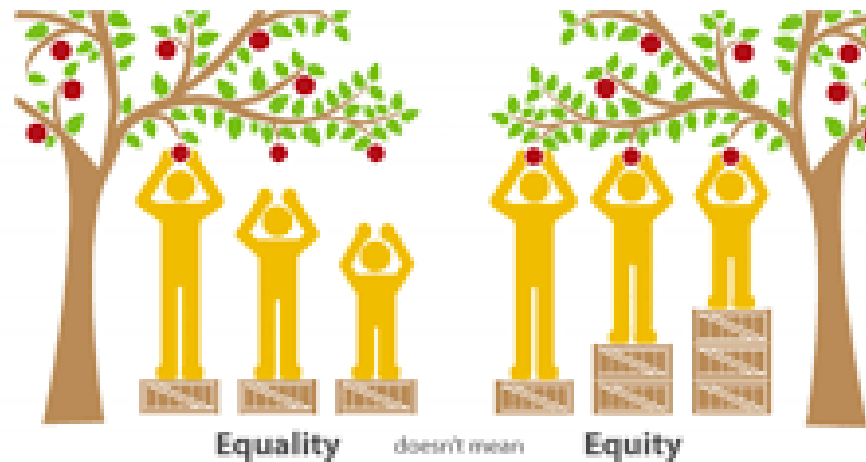
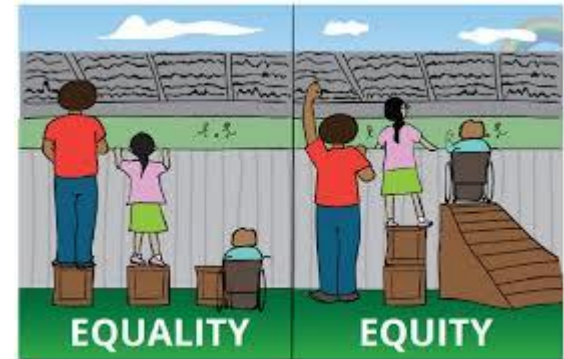
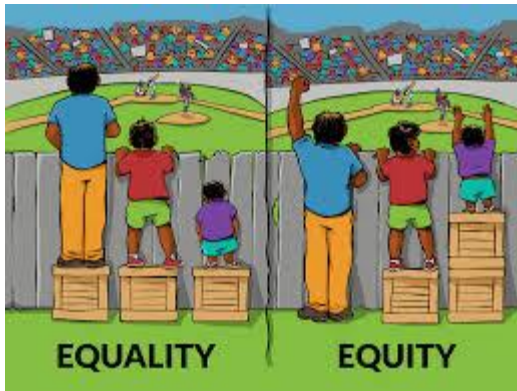


Figure 1 The Community Environment

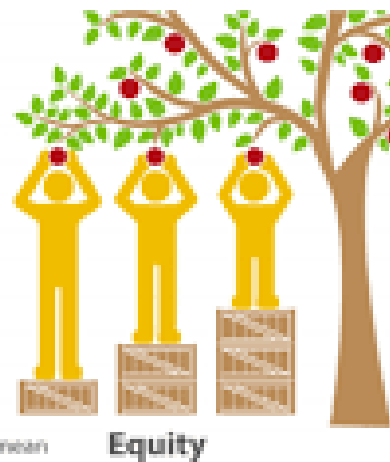


The Experience of Trauma in Marginalized Young People

Equity vs. Equality



doesn't mean





Student Voice



Discussion/Reflection

- How do you feel after watching this video?
- What stood out to you?
- How might you respond to students who share the perceptions/realities expressed in this video with you?
- What now?

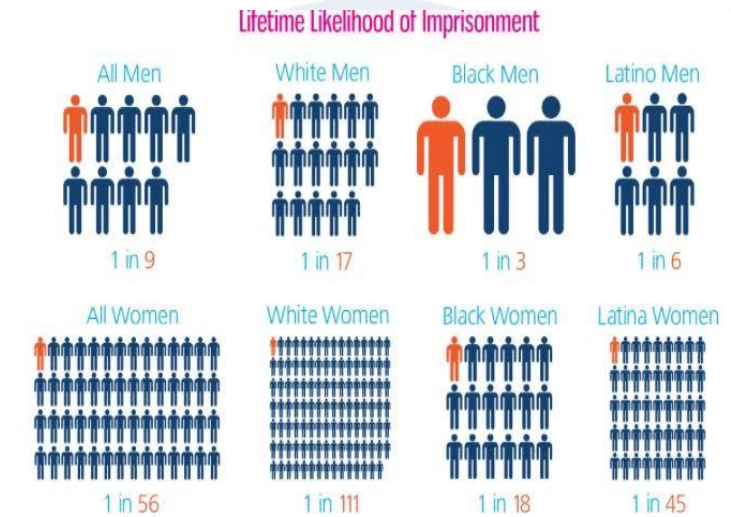
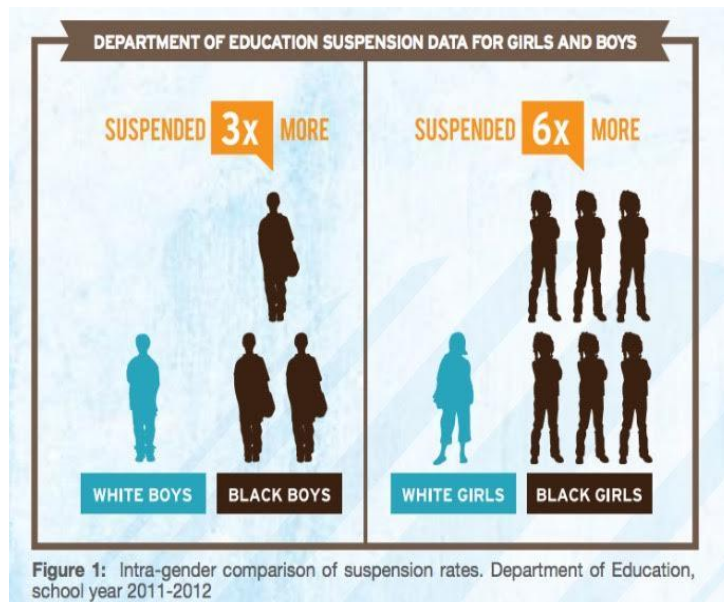


DISCUSSION: “Marginalized”

- Merriam-Webster dictionary of *marginalize*: (v) to relegate to an unimportant or powerless position within a society or group

How are students marginalized in school?

How are students marginalized by society?



Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974-2001*. Washington, D.C.: Bureau of Justice Statistics

Yale Study (Gilliam, 2016)

Figure 1



Figure 2



- Teachers: Detect challenging behavior in the classroom “before it becomes problematic.”
 - Press a key when they saw a behavior that could become a potential challenge
- Videos did NOT contain any challenging behaviors, but 42% of teachers identified the black boy as requiring the most attention
- Eye-tracking: Preschool teachers more closely observed black students, especially boys

Public Health Implications of the Current Sociopolitical Climate

- Marginalized individuals are experiencing significant distress
 - Dramatic increase in the number of hotline calls
 - Schools reporting instances of:
 - Hate speech
 - Racist vandalism
 - Students fearful to attend school
 - Decline in attendance at medical appointments and application for public benefits

“Disrespect invites disrespect. Violence incites violence. When the powerful use their position to bully others, we all lose.”-
Meryl Streep, 2017 Golden Globes

Mental Health Repercussions for Youth who are Marginalized

Anxiety

Self-Esteem

Physical illness

Absenteeism

DEPRESSION

Suicidal thoughts/behaviors

Problem behaviors

Lowered school achievement

ACCUMULATING TRAUMA

Collective Resilience & Strength

- **Resilience** = Positive capacity of people to cope with stress and life problems.
- **Things that promote resilience and strength**
 - ❖ Strong bonds and connectedness with parents and caring adults
 - ❖ Positive experiences in the community (school, church, neighborhood)
 - ❖ Positive cultural identity
 - ❖ Personal qualities, coping resources, courage, leadership

Still I Rise By Maya Angelou

"You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise.

Does my sassiness upset you?
Why are you beset with gloom?
'Cause I walk like I've got oil wells
Pumping in my living room.

Just like moons and like suns,
With the certainty of tides,
Just like hopes springing high,
Still I'll rise.





Self Awareness/ Self Reflection

Beads Activity

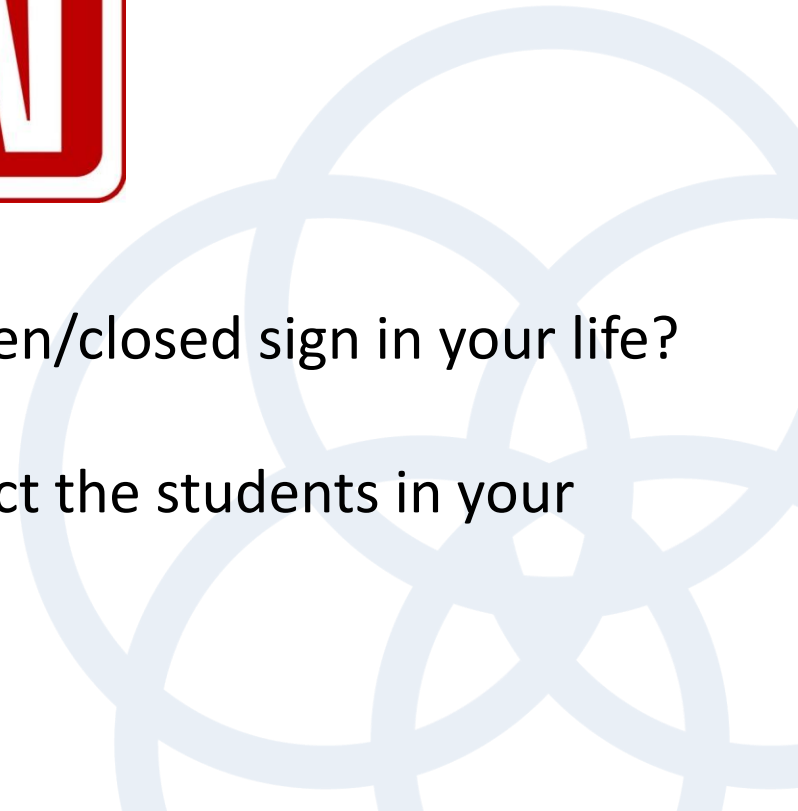




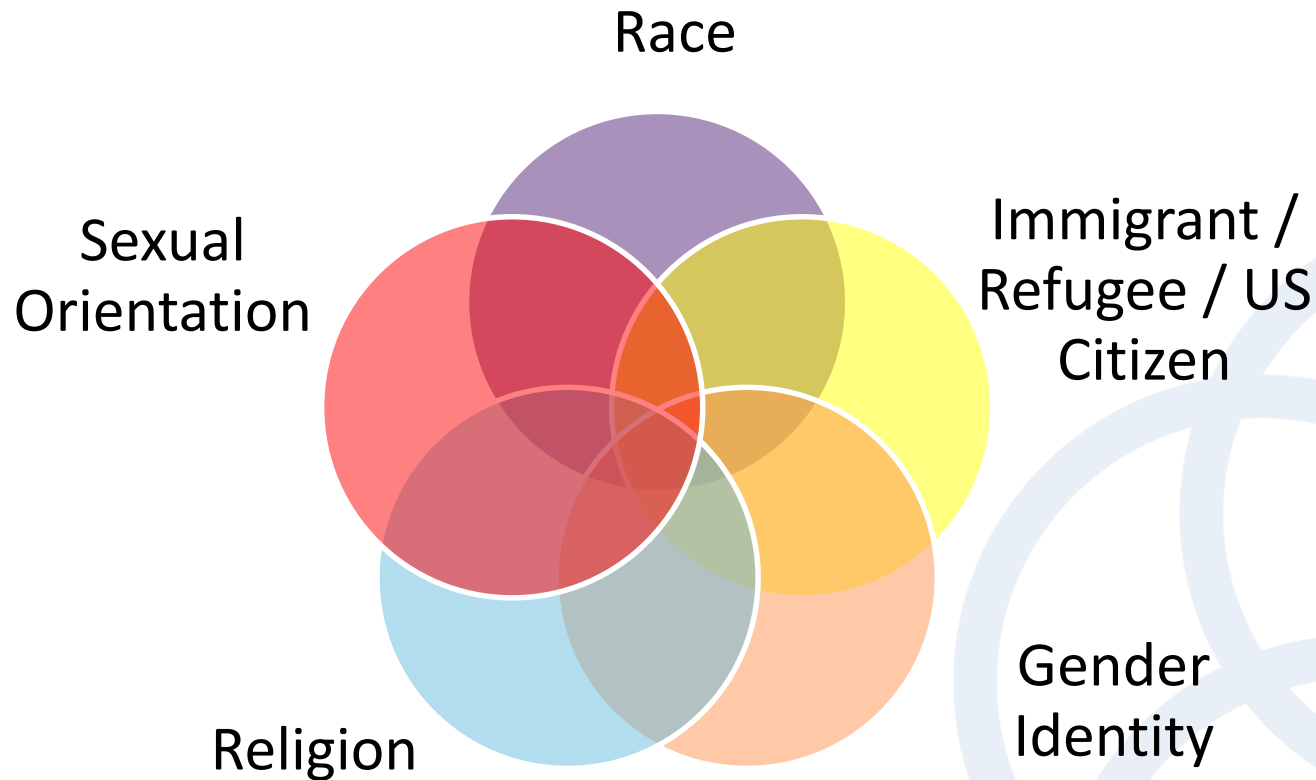
REFLECTION: Allegory about Race



- When have you been aware of the open/closed sign in your life?
- How does that open/closed sign impact the students in your school?



Intersection of Diverse Identities



ACTIVITY: ADDRESSING Reflection Tool

Cultural Self-Assessment	
A	Age & Generational Influences
D	Developmental / Acquired
D	Disabilities
R	Religion & Spiritual Orientation
E	Ethnicity
S	Socio-economic status
S	Sexual Orientation
I	Indigenous heritage
N	National origin
G	Gender

- When I was born, what were the social expectations for a person of my identity?
- How was my world view shaped by the social movements of my teenage years?
- When I was a teenager , what were the norms, values and gender roles supported within my family, by my peers, in my culture and in the dominant culture?

Put a * next to categories in which you hold a dominant cultural identity


SAMPLE: ADDRESSING Reflection Tool

	Cultural Self-Assessment
*Age & Generational Influences	52 yrs old; 3 rd generation U.S. American; member of politically active generation of Chicanos/as in California; first generation affected by post-Civil Rights academic and employment opportunities in the 1970s
Developmental/Acquired Disabilities	Chronic knee problems since early adulthood; use crutches sometimes
*Religion & Spiritual Orientation	Mother is practicing Catholic, father non-practicing Presbyterian; my current beliefs are a mixture of catholic and secular; don't attend mass
Ethnicity	Mother and father of mixed Mexican (Spanish, Native American) heritage; both U.S. born; my own identity is Chicana; Speak Spanish but primary language is English
*Socio-economic status	Parents: urban, working/lower-middle class I identify as university-educated Chicana who identifies with working class people though my occupation and income are middle class
Sexual Orientation	Heterosexual
Indigenous heritage	Maternal grandmother was native American and immigrated to US from Mexico; what I know about this part of my heritage I know from her but she died when I was age 10
*National origin	U.S. but deep understanding of immigration experience from grandparents
Gender identity	Woman, Chicana, mother of two

Discussion/Reflection

- What was it like to complete this assessment?
- Did anything surprise you or give you a “aha” moment?
- How might you use this assessment (or something similar) with your leadership team, teacher teams, etc.?





Addressing Race and Trauma in the Classroom

Key Components of Trauma-Informed Care

Cultural Responsiveness



Creating a Safe Environment



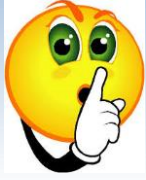
Building Relationships and Connectedness



Supporting and Teaching Emotional Regulation



Provider Self Care



Silent Reflection

Am I aware of any racial inequities that exist in my school?

Does my school have the capacity to address these issues?

Does my school have the readiness to address these issues?

Is my school culture one where staff are willing to speak up and confront the inequities that may be negatively impacting students of color?

The Trauma-Informed Perspective:

What do you have to give up? What do you gain?

Traditional

1. Student's challenging behaviors are the result of individual deficits (e.g. what's wrong with you?)
2. **Understands difficult student behaviors as purposeful and personal**
3. Focuses on changing the individual to "fix" the problem
4. **Adults need to uphold authority and control with students and families**
5. **Punitive discipline works**
6. **Support for students exposed to trauma is provided by counseling professionals**

Trauma-Informed

1. Student's challenging behaviors may be ways of coping with traumatic experiences (e.g. what's happened to you?)
2. **Understands difficult student behaviors may be automatic responses to stress**
3. Focuses on changing the environment
4. **Adults need to offer flexibility and choice to students and families**
5. **Positive reinforcement works**
6. **Support for students exposed to trauma is the shared responsibility of all staff**




Implicit Bias is...

- Attitudes & stereotypes that unconsciously affect people's perceptions, actions, & decisions



- We act on implicit biases without awareness; thus they can undermine our true intentions



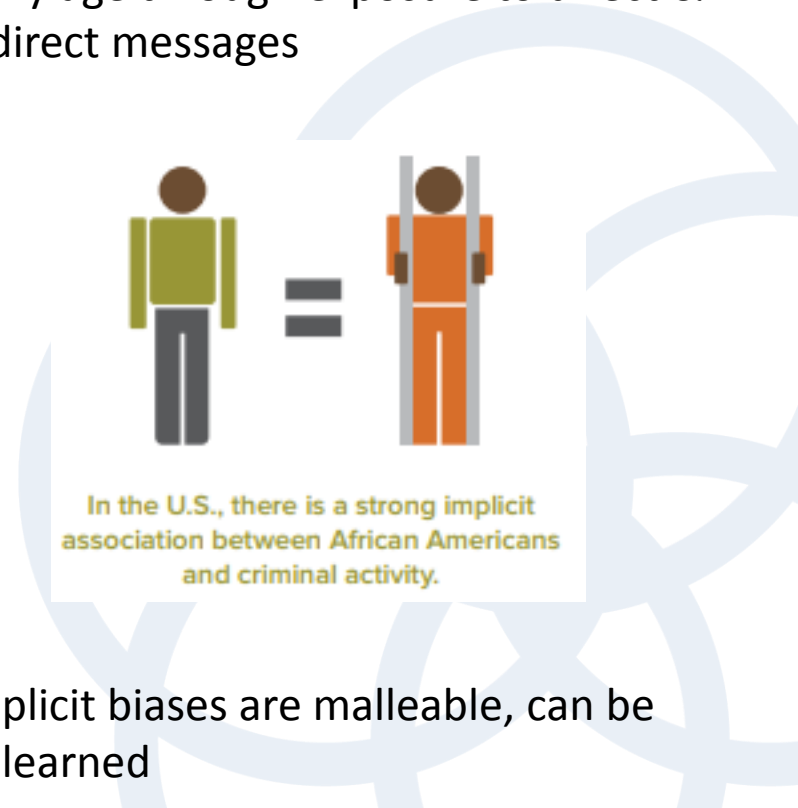
System 1
Unconscious, automatic, fast, and effortless.

System 2
Conscious, deliberate, slow, and effortful.

$2 + 2 = 4$

$2x(x^3 + 4x) = 96$

- May be in opposition to someone's stated beliefs
- Associations develop beginning at an early age through exposure to direct & indirect messages



- Implicit biases are malleable, can be unlearned

Yale Study (Gilliam, 2016)

Figure 1

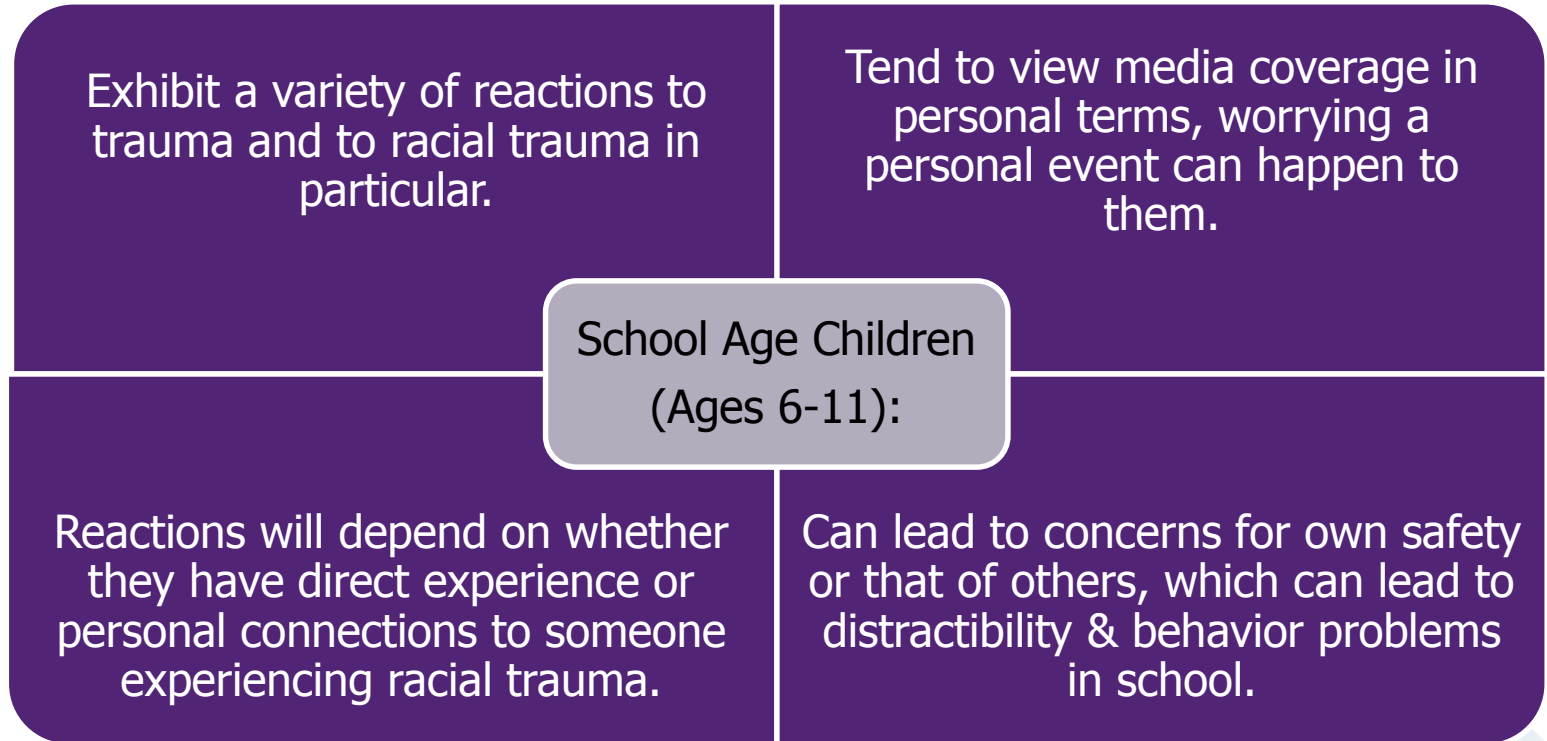


Figure 2



- Teachers: Detect challenging behavior in the classroom “before it becomes problematic.”
 - Press a key when they saw a behavior that could become a potential challenge
- Videos did NOT contain any challenging behaviors, but 42% of teachers identified the black boy as requiring the most attention
- Eye-tracking: Preschool teachers more closely observed black students, especially boys

Effects of Race-related Trauma in the Classroom (NCTSN)



They may benefit from identifying safe spaces in their environment and adults that can keep them safe. Supporting predictable routines.

Effects of Race-related Trauma in the Classroom (NCTSN)

May become fixated on events as a way of trying to cope or deal with the anxiety that they are feeling as a result.

Understand events and the implications of issues such as racial trauma.

Older Students
(Ages 12-17):

May be exposed to a wide range of images & information via social media as well

Still forming their identities and views of the world and their place in it

They may benefit from discussing ways that they can promote positive changes in their communities.

What can educators do?

1. Learn about Impacts of History & Systemic Racism
2. Honor the Impacts of History & Systemic Racism
3. Model and Support Honesty & Authenticity
4. Create, Support Safe & Brave Environments
5. Encourage & Empower Students as Leaders
6. Care for Yourself

NCTSN  The National Child
Traumatic Stress Network

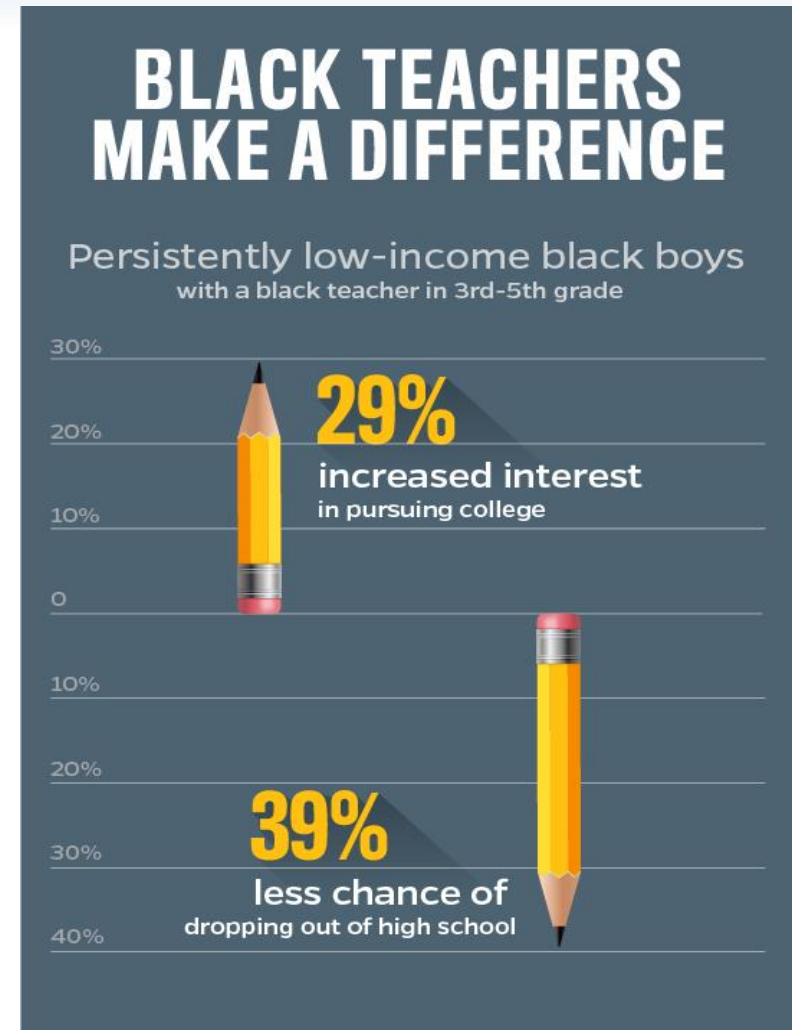


**Addressing Race and Trauma
in the Classroom:**
A Resource for Educators

1. Learn about Impacts of History & Systemic Racism

Benefits of a Diverse Educator Work Force

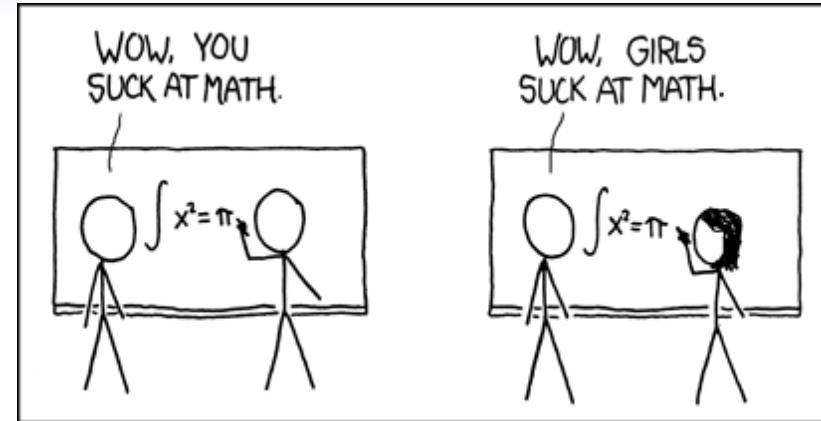
- For Students of Color
 - Met with higher academic expectations
 - Display higher student confidence
 - Promote school completion
- For White Students
 - Benefit from exposure to a diverse teaching staff



1. Learn about Impacts of History & Systemic Racism

Stereotype Threat:

Threat of being viewed through the lens of a negative stereotype, or fear of doing something that would inadvertently confirm that stereotype



Task performance suffers when a stereotype about an individual's social group is made salient

- “Math test produces gender differences” Women’s < Men’s performance
- “No gender differences in this test” Women’s = Men’s performance

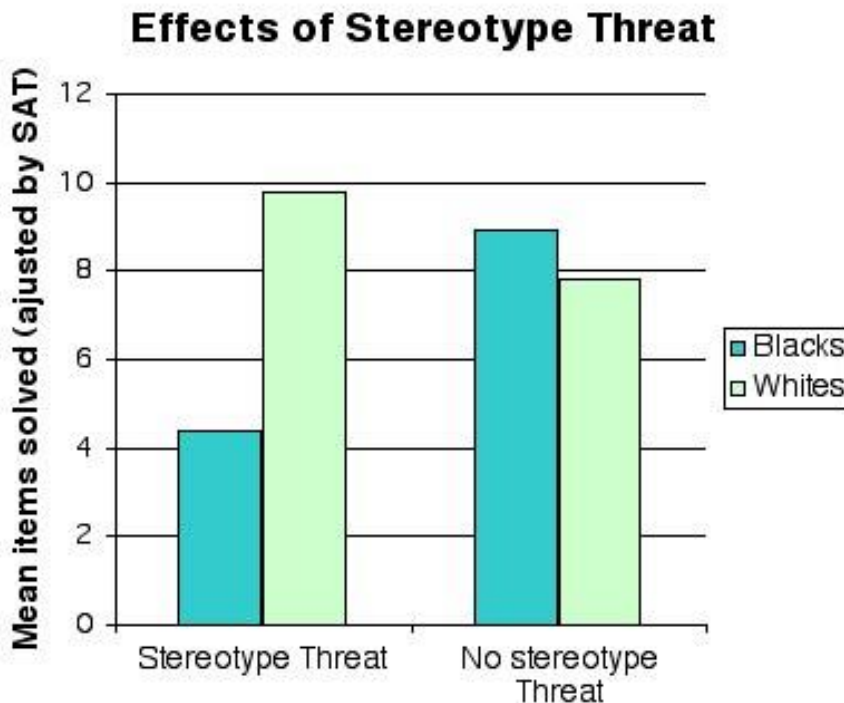
Prompted by situational cues, but can persist over time

- Being asked to record ethnicity decreased performance for Black students on cognitive tests they were told assessed intelligence

1. Learn about Impacts of History & Systemic Racism

Effects of Stereotype Threat

- Reminder of stereotypes increased:
 - Physiological arousal
 - Negative thoughts about one's performance



Black students matched with White students based on SAT scores performed more poorly than their White counterparts when told a difficult task (GRE test items) measured their intelligence

1. Learn about Impacts of History & Systemic Racism

Reducing Stereotype Threat in the Classroom

- Address negative stereotypes in the moment (Speak Up)
- Educate students about stereotype threat
- Communicate “growth” mindset messages
- Pay attention to freshman!
- High standards and believe students can meet the standard
- Break down social segregation among peers in the classroom
 - Reflection Question: How do you do this?
- Integrated workgroups with students of varying levels of proficiency working together
 - Reflection Question: Also, how do you do this?

2. Honor Impacts of Systemic Racism

- Understand the culture in which you are working & find cultural references that will resonate with your students.
- Give students opportunities to share cultural stories & experiences in a variety of ways (e.g., art and music)
- Acknowledge past hurt
 - Offer empathy to students who express distrust & distress
 - Avoid telling them past experiences should not effect current beliefs
- Use local and/or national issues to highlight the pervasive harms of racism on individuals and on communities.

REFLECTION ACTIVITY: How are you/could you do this in school?

What can educators do?

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**Addressing Race and Trauma
in the Classroom:**

A Resource for Educators

3. Honesty & Authenticity

- Discussions about race can bring up emotions for everyone
 - Model, practice ways for students to deal with emotions in productive ways
- Develop common language (define racism, bias, privilege & inequalities)
- You don't have to have all the answers—invite others to share
- Facilitate conversations with restorative dialogue
- Get comfortable modeling the ability to have & stay in difficult conversations



4. Create, Support Safe & Brave Environments

Classroom Management Strategies

- Restorative, emphasizing social justice
- Clear, consistent consequences
- Allow for dissention without consequence when a student points out implicit bias or presence of stereotypes
- Recognize that differences in social norms make it inherently more difficult for students of color to reflect compliance to rules
 - (e.g. be still while working with no movement, respect authority without questioning)
- Consider banning activities that can elevate racial conflict



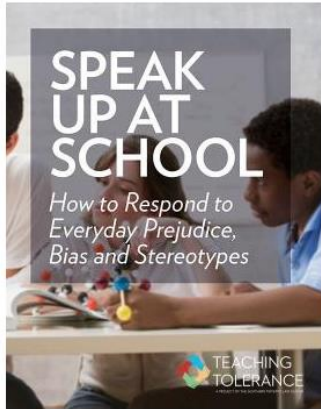
ALL
STUDENTS
HAVE THE
RIGHT TO
FEEL SAFE

ALL
STUDENTS
HAVE THE
RIGHT TO
LEARN

4. Create, Support Safe & Brave Environments – Speak Up



4. Create, Support Safe & Brave Environments - Speak Up



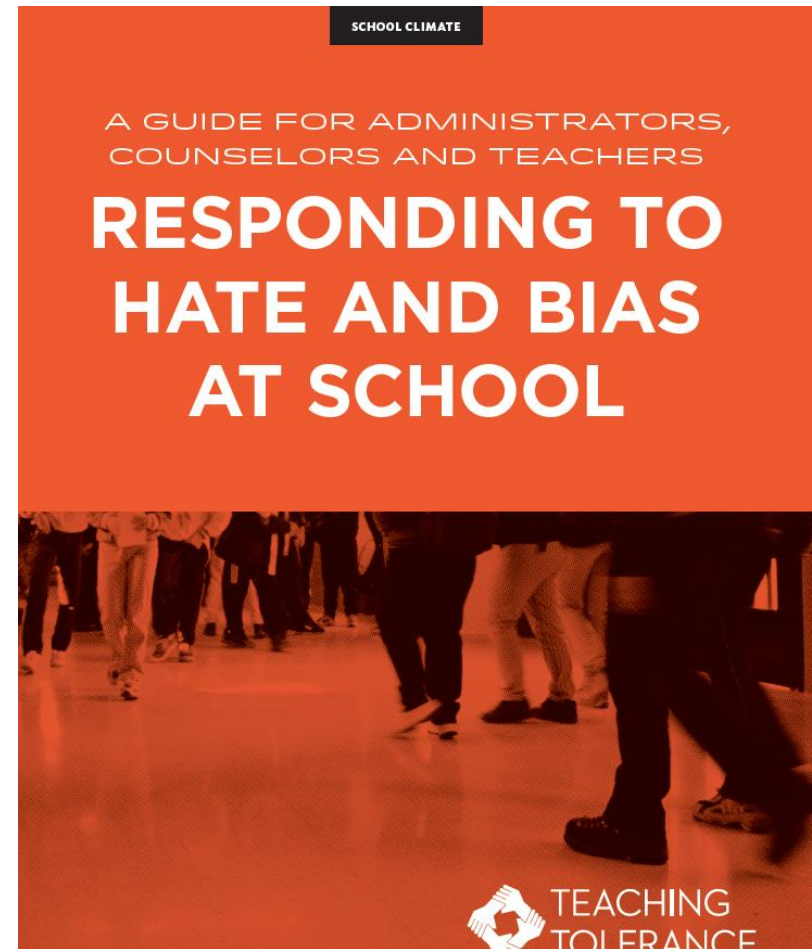
- Share Examples
- What do you currently do?
- Prepare yourself in advance
 - “I am a person who will speak up against bigotry.”
 - Ready phrases: “That offends me.”, “Using that word doesn’t help others feel safe or accepted here”
- **Interrupt**
 - Stop what you’re doing to address it
- **Question**
 - Why do you say that?
 - What do you mean by that?
 - Did you mean to say something hurtful when you said that?
- **Educate**
- **Echo**
 - Multiple people speaking up has multiplying effect

4. Create, Support Safe & Brave Environments

Responding to Hate & Bias

BEFORE A CRISIS OCCURS. Assess your school's climate with an eye toward defusing tension, preventing escalation & avoiding problems

1. Listen, Watch & Learn
2. Stay current, Stay Connected
3. Set High Expectations
4. Make the Most of Teachable Moments
5. Speak Up



What can educators do?

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**Addressing Race and Trauma
in the Classroom:**

A Resource for Educators

5. Encourage Student Leaders

- Study activism, movements in racial and social justice history
- Help students think **BROADLY** about options for leadership
- Support student-led activism
 - Mikva
- Create and support student-led activities



6. Care for Yourself

Self-Care Strategies & Plan

- Physical Self-Care
- Psychological Self-Care
- Emotional Self-Care
- Spiritual Self-Care
- Workplace or Professional Self-Care
- Balance



Self-Care Plan

Things I can do to take care of myself...

Physical

1. _____

2. _____

Emotional

1. _____

2. _____

Personal

1. _____

2. _____

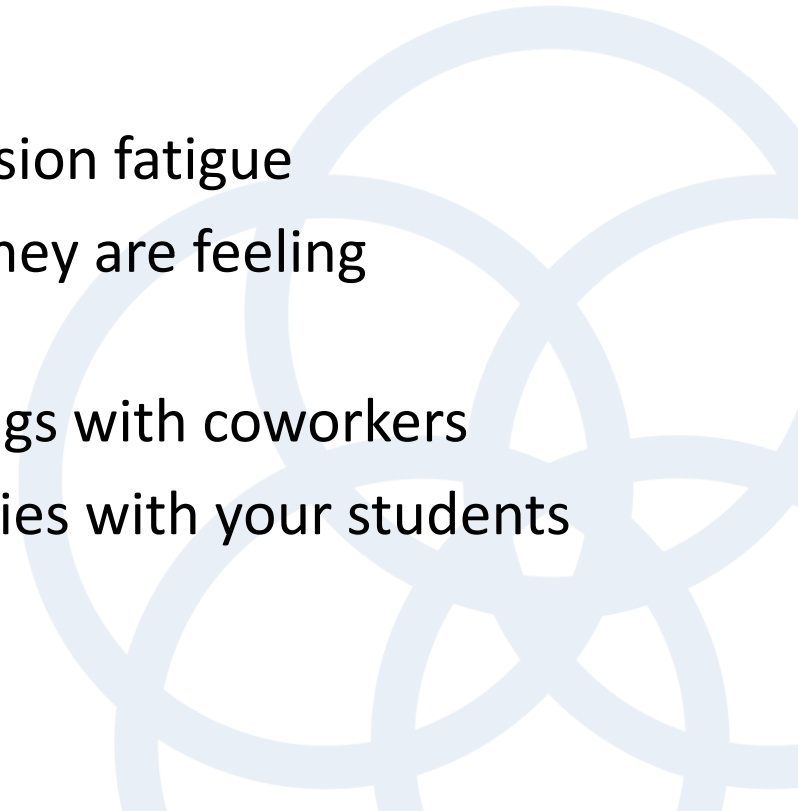
Workplace

1. _____

2. _____

Professional Self-Care

- Help staff pursue developmental opportunities
- Encourage staff to take breaks, including planning to take vacation time throughout the year
- Maintain regular supervision meetings
- Make time to check-in on staff compassion fatigue
- Creating space for people to say no if they are feeling overwhelmed.
- Arrange group lunches or other meetings with coworkers
- Maintain healthy, appropriate boundaries with your students
- Help staff know their role limits



Organizational

- Staff education & training
- Staff supervision
- Effective communication
- Comfort room/space for staff
- Celebration of successes and life events

Reflection

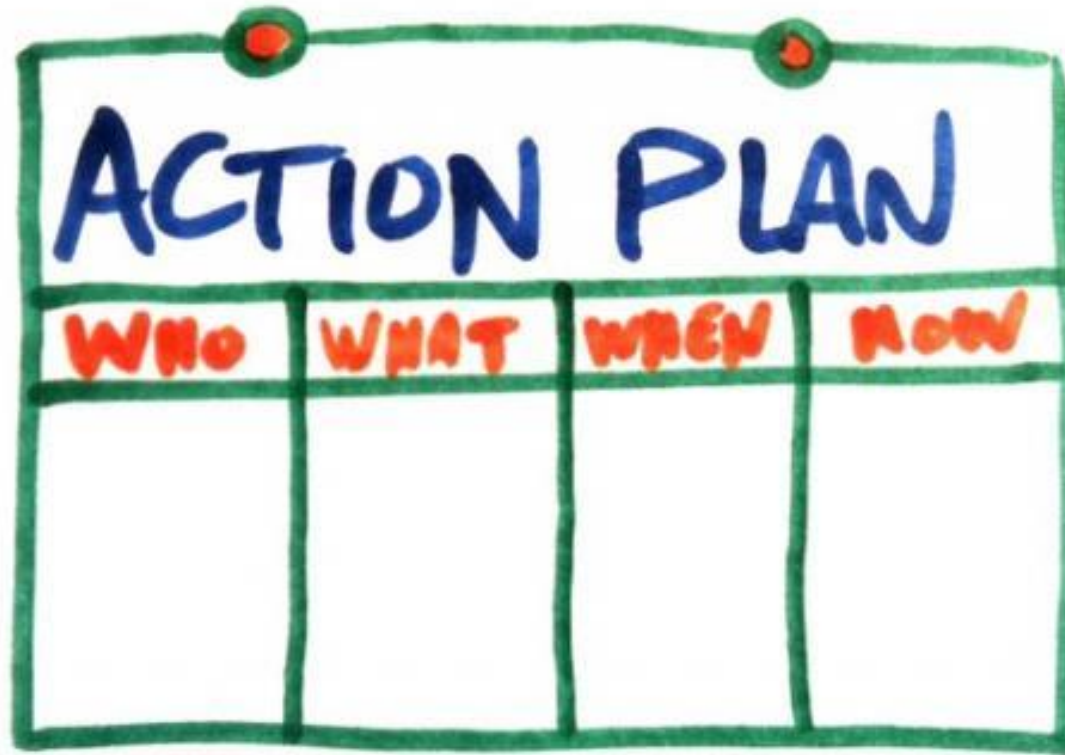
- What are your reactions?
- What are the implications of this information for your scholar/mentees?
- What are the implications for you as mentors?





Now What? Time to Plan

Action Plan



A hand-drawn action plan form on a white background. The form is a rectangle with a green border and two red circular fasteners at the top. The title "ACTION PLAN" is written in large blue letters across the top. Below the title is a table with four columns. The column headers are "WHO", "WHAT", "WHEN", and "HOW", written in red. The table has two empty rows below the headers.

WHO	WHAT	WHEN	HOW



The Center for Childhood Resilience

For more information...

email ccr@luriechildrens.org visit www.childhoodresilience.org

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- Caryn Curry, LCSW
cacurry@luriechildrens.org

Thank You!

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