

Culturally Responsive Trauma-Informed Approaches in Schools



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Session Objectives

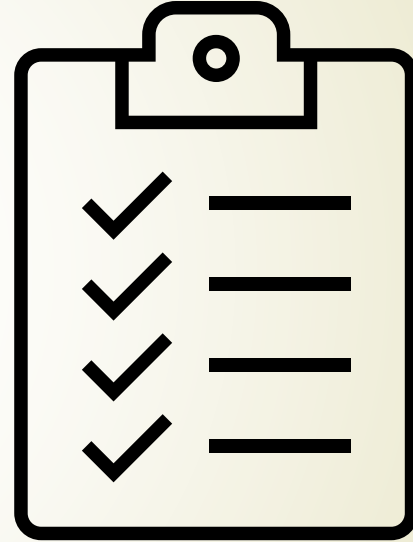
- ▶ Objective 1: To explain the impact of race in understanding childhood trauma and adverse childhood experiences
- ▶ Objective 2: To apply a culturally responsive framework to trauma-informed approaches in schools
- ▶ Objective 3: To identify practical ways to enhance culturally responsive trauma-informed approaches in school settings



Agenda

- ▶ Introductions and Check-In
- ▶ Icebreaker Activity: What Do We Already Know?
- ▶ Principles of Trauma-Informed Care
- ▶ Conventional vs. Culturally Responsive Trauma-Informed Approaches in Schools
- ▶ Application: Case Study
- ▶ Conclusion and Questions

Introductions and Check-In



Ice Breaker Activity: What Do We Already Know?

What words come to mind when
you hear trauma-informed
care?

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **ITUNUILESANM756**
- 3 Respond to activity





SAMHSA's Six Principles of Trauma-Informed Care

1. Safety

2. Trustworthiness
and transparency

3. Peer support

4. Collaboration
and mutuality

5. Empowerment,
voice, and choice

**6. Cultural,
historical, and
gender issues**



Conventional Approaches to Trauma-Informed Approaches in Schools

- ▶ Often:
 - ▶ guided by conventional concepts of adverse childhood experiences (ACEs)
 - ▶ does not acknowledge racial disparities in ACEs and trauma
 - ▶ omits discussion of racial trauma



Conventional Trauma-Informed Approaches in Schools

Trauma-Informed Care Principle	Conventional Approach
Safety	Emphasis on physical and psychological safety of students within the school
Trustworthiness and transparency	Emphasis on relationship building and partnership
Peer support	Learning circles for teachers
Collaboration and mutuality	Interdisciplinary teams within the school setting emphasize on decreasing problem behaviors to enhance students' academic achievement
Empowerment, voice, and choice	Emphasis on resilience
Cultural, historical, and gender issues	Professional development training for school personnel that lack a race-equity lens

There is a need for
culturally responsive
trauma-informed
approaches in
schools to enhance
racial equity





Culturally Responsive Trauma-Informed Approaches in Schools

Trauma-Informed Care Principle	Culturally Responsive Approach
Safety	Integrating emphasis on cultural and emotional aspects of safety to enhance the holistic wellbeing of students in the classroom
Trustworthiness and transparency	School personnel work with students and families to explore potential barriers to student engagement
Peer support	Restorative circles for both students and teachers
Collaboration and mutuality	Integration of interdisciplinary teams with families and community partners to comprehensively increase protective factors for the wellbeing of the whole child
Empowerment, voice, and choice	Incorporation of student and parent feedback in decision-making and policies
Cultural, historical, and gender issues	Professional development training incorporating a race-equity lens for all school personnel

Application: Case Study

Sean at Bentley Charter Middle School



Case Study of Sean



A few weeks after Mr. Morrison expressed his high expectations of Sean, Sean continued to be disruptive in the classroom. One day, after several attempts at redirection, Sean's disruptive classroom behaviors carried over into the lunchroom, where a fight broke out between Sean and another classmate. The school resource officer quickly responded to the fight and sent Sean immediately to Mr. Morrison's office, where he was instructed to "Go to the Wall, Turn, and Face Your Future!" Sean's behavior escalated, and he became verbally and physically aggressive, tearing the posters off of the wall. Concerned for everyone's safety, the school resource officer (SRO) tackled Sean on the ground and placed him in handcuffs while his aunt was notified.

Case Study adopted from Haynes, Caines, & Ilesanmi (2022), "A call for a race-equity perspective to culturally responsive trauma-informed approaches in schools"

Conclusion: Reflection Activity

- ▶ Reflect on your school or a particular student in the school:
 - ▶ Based on what you learned today, identify two culturally responsive trauma-informed approaches or practices that you hope to implement with this student in the future



What
Questions Do
You Have?



Thank you!

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