



Los Angeles Education Partnership
Trauma-Informed Classrooms
 California School-Based Health Alliance Conference
 May 6, 2016
 Agenda/
 Informational Packet

- Outcomes:**
- I. Deepen educators’ understanding of the context of trauma in schools and classrooms
 - II. Create an awareness of the effects of trauma on the brain, learning, and student behavior
 - III. Build educator’s awareness of how positive and supportive climates and relationships impact students that experience trauma and their academic success
 - IV. Develop an awareness of self-care strategies and how they help educators avoid compassion fatigue

Facilitators: Erin Browder and Lara Kain

<i>What</i>	<i>How</i>
<i>Introduction</i>	Greeting/ Mission and Vision
Inclusion	Like Me
Activate and Engage	Give One, Get One
<i>Review Session Agenda</i>	
Explore and Discover: Trauma and its Context	Puzzle Meet-Up
Inclusion	Visual Synectic
Explore and Discover: Trauma and the Classroom	Pair-Square

School Connectedness	
Self-Care in Action	Say Something
Reflection	Gots and Wants
Commit to Practice	Partners in Compassion

LAEP Mission and Work

- Los Angeles Education Partnership is an education nonprofit that works as a collaborative partner in high-poverty communities to foster great schools that support the personal and academic success of children and youth from birth through high school.
- Each year, we serve more than 1,000 educators and 39,000 students plus their families in communities across Los Angeles County.

How does LAEP define Trauma?

LAEP defines trauma as an umbrella term used to describe the inability of an individual or community to respond in a healthy way (physically, emotionally and mentally) to acute or chronic stress.

Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools (2009)

How does LAEP define a Trauma Sensitive School?

Trauma sensitive schools acknowledge the prevalence of traumatic occurrence in students’ lives & create a flexible framework that provides universal supports, is sensitive to unique needs of students, and is mindful of avoiding re-traumatization.

Give One, Get One

Define ‘trauma’	Write 2 ACEs	Write 1 way you work with children affected by trauma	Write 1 way trauma impacts cognitive functioning	Write 1 protective factor that can reduce trauma’s impact
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Dr. Nadine Burke Harris

Nadine Burke Harris founded Center for Youth Wellness, an organization that seeks to recognize and effectively treat toxic stress in children. Burke Harris and her organization address adverse childhood experiences as a risk factor for adult disease such as heart disease and cancer. Burke Harris also serves as an expert advisor on Hillary Clinton's Too Small to Fail initiative, aiming to help parents and businesses improve the lives of children ages zero to five.

The accomplished doctor received a medical degree at UC Davis and a Masters in Public Health from Harvard. In 2005, she was called to work at the California Pacific Medical Center, where she developed programs to address health disparities in the San Francisco Bay Area. She noticed a gap in pediatric services especially, and pushed for better medical coverage. In 2007, she served as the founding physician and director of the Bayview Child Health Center, a pediatric clinic that provides children and teens with regular health services, regardless of their family's ability to pay. It was there that she saw the greatest threat to many children's health was their exposure to trauma and adversity.

<http://www.makers.com/nadine-burke-harris>

ACEs and School Performance Data

Children who experience trauma:

- 2.5x more likely to fail a grade in school
- Score lower on standardized achievement tests
- More likely to have struggles in receptive & expressive language
- Suspended & expelled more often
- More frequently placed in special education

(The National Traumatic Stress Network, 2008)

Fostering Resiliency

While adverse childhood experiences can have lifelong consequences, research has shown that development of resiliency in children can mitigate the harmful effects to children's health and development associated with toxic stress.

Protective factors that foster resiliency can be cultivated at the school level.

1. (Clervil, Guarino, DeCandia, & Beach, 2013; Haskett, Nears, Ward, & McPherson, 2006; Roy, Carli, & Sarchiapone, 2011)
2. (Anderson, Christenson, Sinclair, & Lehr, 2004; Henry, Tolan, Gorman-Smith, & Schoeny, 2012; Miller, Fenty, Scott, Park, & Lee, 2011; Park & Lynch, 2014; Thurlow, Christenson, Sinclair, & EVELO, 1997).

School Connectedness

Caring Relationships

- Supportive of others
- Being consistent and providing structures
- Compassionate Communication

Meaningful Participation

- Authentic conversations
- Cooperative learning and collaborative opportunities

High Expectations

- Students constructing knowledge
- Given supports for accountability and success

Progression of “Burnout”

- Compassion
↓
- Empathy
↓
- Vicarious/Secondary Trauma
↓
- Compassion Fatigue
↓
- Burnout

Key Terms

Secondary/Vicarious Trauma is “the natural consequent behaviors resulting from knowledge about a traumatizing event experienced by a significant other. It is the stress resulting from wanting to help a traumatized or suffering person.”

Charles Figley (1995)

Compassion Fatigue is the emotional residue or strain of exposure to working with those suffering from the consequences of traumatic events. It differs from burn-out, but can co-exist. Compassion Fatigue can occur due to exposure on one case or can be due to a “cumulative” level of trauma.

Charles Figley (1995)

Burnout is “a state of physical, emotional, and mental exhaustion caused by long term involvement in emotionally demanding situations.” Characterized by emotional exhaustion, depersonalization and a reduced feeling of personal accomplishment. Burnout is a condition that begins gradually and becomes progressively worse.

Makalah-Pines, Aronson and Kafry (1981)

Trauma-Informed Practices: Beneficial for All!

- *Always empower/never disempower*
- *Provide Unconditional Positive Regard*
- *Maintain High Expectations*
- *Check assumptions, observe, and question- sometimes, behavior is the only way students know how to communicate*
- *Be a relationship coach (explicitly teach how to have healthy relationships)*
- *Provide opportunities for meaningful participation and collaboration*
- *Foster development of metacognitive processes and self-awareness*
- *Integrate students’ prior knowledge, experiences and cultural inventory in lessons and classroom climate*

R. Hull and E. Rossen (2013)

Self-Care for School Professionals

- Emotional Skills Instruction e.g. How emotional skills affect teaching and learning
- Mindfulness Training/ Stress Reduction
- Compassion Building Activities
- Guided Reflections on Caring for Oneself and Others

Jennings, P., Frank, J., Snowberg, K., Coccia, M., & Greenberg, M. (2013).

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This professional learning series was developed and designed by LAEP Trauma-Informed Practices Team:

Erin Browder joined LAEP as a Transformation Facilitator with the Transform Schools Department in 2014. She has provided site-based support and coaching for school improvement efforts in comprehensive Los Angeles high schools since 2011. She continues this work as a Project Director from our home office working with partner schools. Prior to LAEP, she worked as a classroom teacher and teacher leader in elementary and middle public schools in East Harlem, NYC. She is an expert facilitator of professional learning experiences for teachers and school personnel that cultivate collective capacity, support student achievement, empower youth, and promote positive and healthy school climates. She is a co-lead on LAEP's trauma-informed work. She has a B.A. in Cultural Anthropology and Spanish Literature and Language from University of Southern California. She holds a M.S. in Education from Hunter College, City University of New York and a M.A. in Education Administration from California State University, Dominguez Hills.

Dr. Xiomara Mateo-Gaxiola has worked with LAEP as an educational consultant since 2014. She specializes in building the capacity of learning teams and has facilitated professional learning and strategic planning approaches in K-12 schools throughout Los Angeles. She is an original member of the conceptual and facilitation team for the Trauma-informed Practices approach at LAEP. Dr. Mateo-Gaxiola has provided learning-centered experiences with K-12 students, teachers, and administrators to re-examine deeply held beliefs about teaching, learning, and culture since 2001. Her research and professional development work is focused on the relationships and interplay between pedagogy, curriculum, and culture and the process changes necessary to shift the focus from teaching to learning. Prior to LAEP, she worked as a Research Associate and Professional Development Facilitator for the Center of Research and Evaluation and Dr. Darline Robles' School Administration program and authored *Relationally Responsive Classroom Management* for the University of Southern California Equity Educator Certificate Program. She holds a B.S. in International Business from California Polytechnic State University, San Luis Obispo; a M.A. in Educational Leadership from Pepperdine University; and an Ed.D. from the University of Southern California in Urban Leadership with an emphasis in the relationships between opportunity, reflection, and teacher self-efficacy.

Lara Kain joined LAEP as senior director of Transform Schools in 2013. She has fostered the use of LAEP's holistic school reform model in LAEP's Partner Schools Initiative consisting of 10 pilot schools, two comprehensive high schools and three middle schools located in low-income areas of Los Angeles. Prior to LAEP, she worked for four years at the Wisconsin Department of Public Instruction, providing expert leadership and technical support for low-achieving schools and districts, including Title I and School Improvement Grants. She is a leader in training teachers and schools on trauma sensitivity and is part of the remedy team for the class-action lawsuit against Compton Unified School District. She also worked for the University of Wisconsin–Madison and as a teacher and administrator of small public high schools with values and practices that are similar to those of LAEP's Humanitas and community schools. She has a bachelor's in education from the University of Wisconsin–Madison and a master's in public administration from Evergreen State College.

For more information on Trauma-Informed Practices:

- Toolkit <http://www.dpi.wi.gov/sspw/mhtrauma.html>
- Treatment and Adaptation Services Center, Resiliency, Hope, and Wellness in Schools <http://traumaawareschools.org>
- Center for Youth Wellness <http://centerforyouthwellness.org>
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