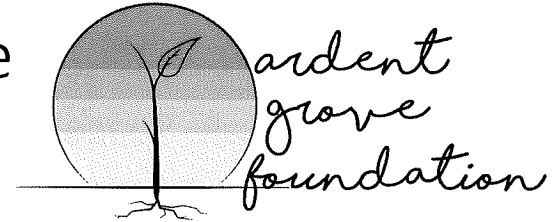


Trauma and School Violence

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Vignette #1

Tommy has been described as “rotten”, “to be avoided”, a “problem case”, and “the worst”. He regularly got in fights that were usually instigated by him. He has had sexually inappropriate language with peers and once with a teacher. He also targeted a particularly vulnerable kid and eventually it was discovered that he name calls and shamed that student on a daily basis. When he was asked to explain his behavior, he couldn’t maintain eye contact and would not respond. You recently heard Tommy was expelled and only a few weeks after received a juvenile offense.

Vignette #2

Jamie is known often referred to as challenging. He frequently gets up to leave the room without permission and has been known to frustrate teachers and staff by zoning out completely when he’s in trouble for leaving the classroom. The last time he was in trouble he switched from being zoned out to being actively aggressive and said, “Everyone hates me so why should I try to be good.”

Vignette #3

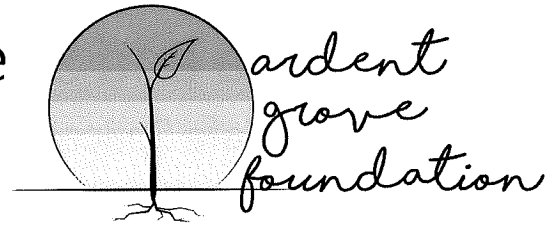
Robin is an interesting kid. She is very into ghosts, so much that you think she really believes in them. You’ve noticed she startled in class when another student loudly dropped a book, and she was inattentive for the rest of the day. She has trouble with other kids because they think she’s weird and she sometimes seems to “ask for it”, telling the kids her weirdest ghost stories. She never asks for help when she’s upset, and will become more upset if she isn’t left alone for a while.

Vignette #4

Kacy is a really good student. She has lots of friends and is involved in lots of activities. You’ve noticed that although she does great with female teachers, with male teachers and staff she’s described as inattentive, shy, distant, and sometimes disrespectful. You have a hard time reconciling your experience with her with male teachers’ experiences.

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EMDR (Eye-Movement Desensitization and Reprocessing) Therapy at a Glance:

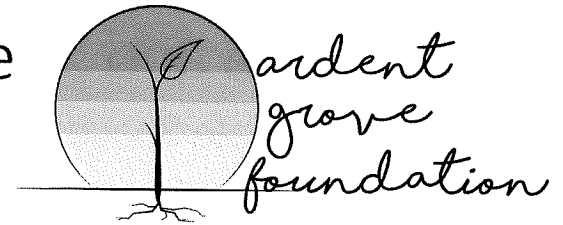
- Building a safe and trusting relationship with a provider—Our systems need to feel safe first in order to do the hard work
- Provider gathers background information and understanding of you and trauma
- Building a “map” for what needs reprocessed using therapy
 - Identifying the most difficult points in recalling the trauma along with associated images, thoughts, feelings, body sensations
- Resourcing
 - Building a repertoire of positive images, supportive figures, and ways for to feel safe while doing the work and to feel that the trauma is contained
- Reprocessing the trauma:
 - Therapist will help cue images, thoughts, emotions, body sensations and guide client while undergoing bilateral stimulation (cross brain/body movements that help jump start the natural processing system in the brain)
 - Each session will end with containment and positive/peaceful imagery
- Future templating once map is completed and all targets on the map are reprocessed

Self Care Activities:

PHYSICAL:	EMOTIONAL:
Walking	Fun or Leisure Activities
Being in Nature, outside, looking at greenspace	Writing down thoughts/Journaling
Pets/animals	Meditation or Relaxation Exercises
Bathing/grooming activities	Calm App or Headspace App or guided meditation videos on YouTube
Massage/Acupuncture/other body work	Reading inspirational words
Eating nourishing foods	Engaging with positive news stories or hearing about people being kind (i.e. The Good News Network)
Getting ample sleep/naps/resting	Time with Supportive friends or family members
Exercise/Body movement	Engaging in creative activities (i.e. writing, poetry, music, art, dance, body movement)
Establishing and keeping routines	Watching funny pet videos or scrolling through memes that link you to joy

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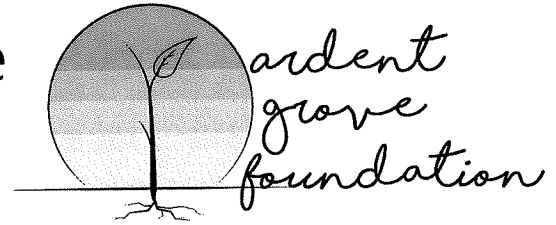
Self Care Chart:

Make a chart for yourself breaking down time in the day so that the next time you find yourself with some time you have ideas of what to do for self care:

5 minutes	15 minutes	30 minutes	1 hour	3 hours	Full day	Weekend
Walk around your work building	Walk around the block at a break	Get in a speed walk at lunch	Bring a change of clothes and go on a long walk at lunch	Go on a short hike	Venture into nature, pack a picnic and go on a hike	Mountain getaway with a good book and lots of hiking
Stretch at your desk	Stretch or hold a few yoga poses	Do some deep breathing with stretching or guided meditation	Do a longer guided meditation exercise	Get a massage or spa treatment	Spa day	Relaxing spa weekend

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Resources for Teaching Empathy:

<https://positivepsychology.com/kindness-activities-empathy-worksheets/> 40 Kindness Activities and Empathy Worksheets for Students and Adults

<https://blog.brookespublishing.com/5-activities-for-building-empathy-in-your-students/> 5 Activities for Building Empathy in your Students

Includes worksheets, activities and language to encourage and avoid. Great for younger children.

<https://www.aeseducation.com/blog/top-7-best-empathy-lesson-plans-and-why-you-need-them> Top 7 Best Empathy Lesson Plans for the Age of the Internet

Focused on why teaching empathy is especially important due to the internet and social media. Includes links to great resources for ages preschool through high school.

Book Ideas for Teaching Empathy:

<https://www.common sense media.org/lists/books-that-teach-empathy> Books That Teach Empathy
Great book list for teaching empathy, listed by age starting at age 3.

<https://tinybop.com/blog/13-books-to-spark-conversations-about-empathy> 13 Kids Books to Spark Conversations about Empathy

Lovely blog post with a list of books and how they teach empathy.

Self Care for Educators and School Staff:

<http://www.mindfulteachers.org/p/self-care-resources.html> Mindful Teachers: Living, learning, and teaching with Mindful Awareness
Self-care strategies for teachers

<https://education.cu-portland.edu/blog/classroom-resources/self-care-for-teachers/> Self Care for Teachers of Traumatized Students
Includes signs of compassion fatigue and self care tips.

<https://www.weareteachers.com/classroom-self-care/> 30 Ways to Bring More Mindfulness and Self Care to Your Classroom
Activities for students and teachers.

<https://vtt.ovc.ojp.gov/> The Vicarious Trauma Toolkit
Geared toward first responders because resources came from the office for victims of crime but has been documented in teachers and any professional who is regularly exposed to the traumatic stories of others.

Checklist of assumptions that can impact motivation, learning and performance

Michele DiPietro

As humans, we all operate under a set of assumptions which help us deal with the complexity of life, and the classroom setting is no exception. Some of the assumptions we hold are more conscious than others and some turn out to hold true more often than others. Nevertheless, it is often productive to uncover and question our assumptions, because they can have a large impact on the way we interact with our students, and hence, on their learning. Here is a set of questions to help us reflect on our assumptions. The list is not exhaustive, and is organized in broad categories.

Assumptions about Experience/Knowledge

All too often we unconsciously assume other people have our same frame of references and we speak as if everybody is familiar with them. We might not realize that the terms we use, or the examples we choose, do not speak as powerfully to other people, which makes our explanations less meaningful. Some students might also feel marginalized by our language.

Here are some examples of questions we might ask ourselves.

- Do I expect my students to share my cultural and political perspectives?
- Do I expect most students to come from "comfortable" backgrounds?
- Do I expect most students to share my historical, popular culture, religious or literary references?
- Do I expect most students to come from traditional families?
- Do I fail to recognize that members of the dominant group have benefited from the privileges that come from membership in that group?
- Do I expect most students of color to come from lower income families or have weaker academic preparation?
- Do I expect minority students to be first-generation college students?
- Do I expect African-Americans, Latinos, Asians, or other students of color to be all alike within their group?

Assumptions about Ability

This set of assumptions pertains to our expectations about students. Instructor's expectations are powerful determinants of motivation and performance, because students tend to conform to the expectations placed upon them, or instructors might inadvertently discount information that is contrary to their expectations.

These phenomena are amply documented in theory and research about Internalized Expectations, Self-Efficacy, Stereotype threat, Pygmalion complex, and Confirmation Bias.

Here are some examples of questions we might ask ourselves.

- Do I expect minority students to need extra help?
- Do I imagine that Latinos or Blacks will express their opinion in non-academic language?
- Do I expect that Asian students will do better than most other students, especially in math?
- Do I expect women in scientific fields to struggle more?
- Do I expect students from certain majors to have weaker intellectual skills?
- Do I assume international students have less language skills?
- Do I link certain individual characteristics with levels of intelligence and ability (e.g., political or religious beliefs, tattoos and piercings, athletic or Greek system membership)?

Assumptions about identity and viewpoint

Some aspects of our identity are readily visible, others are invisible, and others yet are deceiving. It is easy to focus only on the visible aspects, but this might alienate some students who don't see themselves represented in your language, or in the course curriculum. Students who feel marginalized in a course are likely to experience a decrease in their intrinsic motivation to learn the material.

Here are some examples of questions we might ask ourselves.

- Do I treat students as if they are all heterosexual?
- Do I treat students as if they are all Christian?
- Do I think all students look like the gender or race they identify as?
- Do I think I can tell which students have physical or mental/learning disabilities?
- Do I think I can tell the political affiliation of my students?
- Do I think all students can easily in groups out of class?

Assumptions influencing attributions

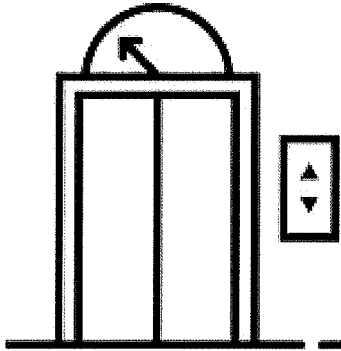
When faced with certain events in the classroom (a student's question, a request for an extension, a suspicious paper) we make attributions about what explains that event, and we react accordingly. A lot of our attributions are colored by assumptions, therefore it is worth to reflect on them.

Here are some examples of questions we might ask ourselves.

- Do I ascribe confident-sounding (tentative) language to intellectual strength (weakness)?
- Do I link less-than-fluent English skills (speaking and writing) to weaker preparation?
- Do I believe that certain cultural communication styles (e.g., those that never seem to get to the point or take a position) betray a low level of preparedness or confidence?
- Do I assume that students who don't participate in discussions have not done the readings?
- Am I inclined to believe that "good" students requesting an extension probably have a good reason, whereas "bad" students doing the same are just lazy?

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- Steele, C (1997) A Threat in the Air: How Stereotypes Shape Intellectual Identity and Performance. *American Psychologist*, 52 (6), 613-629.
- Weiner, B. (1986) *An Attributional Theory of Motivation and Emotion*. New York: Springer-Verlag.



Your Elevator Speech

<p>Personal-Your Reason</p> <p><i>Why you do the work you do</i></p>	
<p>Concise</p> <p><i>What is the most important part of your story?</i></p>	
<p>Passionate</p> <p><i>How can you convey how this work makes you feel?</i></p>	
<p>Your Audience</p> <p><i>When will you use this and what is the venue?</i></p>	



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Crucial Conversations Structure

What MUST be communicated in this conversation	Be SURE to say	Be SURE NOT to say



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Your Action Plan-Take it Back

Action 1	Action 2	Action 3
By when	By when	By when

HOW TO STAY ON TRACK

A.K.A. "HOW TO KEEP HEATHER IN HER HAPPY PLACE"

- Be organized. Be impeccable with your words in writing. They live forever. 😊
- Alert me **EARLY** by text message, email or phone call to anything that will wind up in front of Cheri, Superintendent, or Denver Post.
- Manage your calendar diligently. Always set and be thorough with Out-of-Office replies.
- Be prepared for meetings, especially our 1-on-1's.
- Seek answers. Don't wait for someone to bring you information you need.
- Tell me if you're overwhelmed.
- Tell me if I've let you down.
- Be clear about what I can do to help.
- Look for opportunities to lead. "I can do that."
- Email communication-response within 24 working hours, especially if it needs action or contains a question. If you can't meet this expectation, let's talk.
- Use Google. Don't use Word, Excel or Power Point. It's much more collaborative.

