School Practitioner Community of Practice
(A network for sharing & exchange)
(12/15/21)

Contents

> **>About addressing trauma and doing so equitably**

> **>About the ever-present dropout problem**

> **>Links to a few other relevant shared resources**

(Scroll down to read about the above and for hotlinks to resources)

Note: Go to http://smhp.psych.ucla.edu/ for links to other Center resources.

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

****

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm

****

For discussion and interchange:
>About addressing trauma and doing so equitably

Minimally, the pandemic has been stressful; for some it has been traumatic. Stress and trauma were significant concerns for schools long before COVID-19 came along. Many schools are pursuing what have been dubbed trauma informed and stress reducing practices. Some questions raised about these and other mental health practices include: *How do the practices fit into a school's overall focus on mental health? How do they fit into a system of student/learning supports? How do schools address such matters without overpathologizing and stigmatizing students and staff?*

With the winter holidays upon us, students and school staff have an opportunity for rest and renewal. It will be interesting to see what impact this has on stress and trauma. After the break, schools will want to be ready to build on any positive impact and to enhance the system of supports to better address problems.

A related request from a colleague:

"Do you have resources on trauma-informed and equitable practices schools and classrooms are implementing? I would love to learn more about what other schools are doing for students experiencing trauma, and also for teachers experiencing both trauma and secondary trauma. I have been looking for options to share with colleagues. We're implementing a responsive approach to discipline this year. These resources will help inform our efforts."

Is this topic being discussed in your locale?

Please send what you think would be useful as a response to this colleague.

Send to ltaylor@ucla.edu

In the meantime, we invite folks seeking resources to browse the Center Quick Find on *Trauma response, prevention, and recovery* http://smhp.psych.ucla.edu/qf/ptsd.htm . We also have a chapter about: *Addressing trauma and other barriers to learning and teaching: Developing a comprehensive system of intervention,* in E. Rossen & R. Hull (Eds), Supporting and Educating Traumatized Students: A Guide for School-Based Professionals. New York: Oxford University Press.
http://smhp.psych.ucla.edu/publications/adressingtraumaandotherbarrierstolearning.pdf

And here are some excerpts about student and staff trauma from various articles that may be of interest. The first set discusses trauma informed practices as essential in addressing social injustices. The second set focuses on secondary trauma.

Trauma Work and Addressing Social Injustices

>*Why trauma informed approaches help advance racial equity*
https://www.cfchildren.org/blog/2020/08/why-trauma-informed-approaches-help-advance-racial-equity/

"Why do trauma-informed approaches to education matter for racial equity? Like other forms of trauma, racial trauma and historical trauma can impact young people of color. Racial trauma is the stressful impact or emotional pain of experiencing racial discrimination and prejudice, and historical trauma is a type of trauma a community might experience based on trauma that has been passed down through generations. Both can impact children's well-being and have systemic implications on other measures like test scores and graduation rates...."

>*The Trauma-informed Equity-minded Asset-based Model (TEAM): The Six R's for Social Justice-Oriented Educators* (2021)
https://oaktrust.library.tamu.edu/handle/1969.1/194130

"describes the Trauma-informed Equity-minded Asset-based Model (TEAM) framework for social justice-oriented educators. [The authors] draw on trauma-informed approaches to illustrate how systemic racism as systemic trauma and normative whiteness as dominant ideology are embedded in the U.S. education and media institutions. From an equity-minded perspective, [The authors] critique notions such as egalitarianism, colorblind racism, neoliberal multiculturalism, and abstract liberalism. Using an asset-based model, [The authors] urge educators to avoid deficit ideologies to frame marginalized communities. The TEAM approach offers the following "Six R's" as strategies:
   (1) Realizing that dominant ideologies are embedded in educational systems,
   (2) Recognizing the long-term effects of systemic trauma on learners from aggrieved communities,
   (3) Responding to trauma by emphasizing safety, trust, collaboration, peer network, agency, and voice within learning environments,
   (4) Resisting retraumatization within learning environments,
   (5) Replacing egalitarianism with equity-mindedness and
   (6) Reframing deficit ideology with an asset-based lens to learners...."

>*Integrating SEL, Equity, and Trauma work for multiplied success*
https://www.edsurge.com/news/2018-07-02-integrating-sel-equity-and-trauma-work-for-multiplied-success

"These days it's hard to miss the compelling evidence that shows social emotional learning (SEL) improves learning and life skills. Educators are also becoming increasingly aware that high numbers of students face trauma that impedes their learning and that understanding and addressing it are critical. They're also learning that racial inequities hamper the success of certain groups of students, and acknowledging and ameliorating them is necessary if all children are to thrive. Educators are also becoming increasingly aware that high numbers of students face trauma that impedes their learning and that understanding and addressing it are critical. There is great overlap across these three areas: SEL, trauma-informed work and equity. A student of color who cumulatively experiences racist taunts, reduced expectations and micro-aggressions, for instance, is challenged socially and emotionally, experiencing trauma and suffering inequity – all at once. ... research that shows your school can't ignore these three areas of student support, why they should be integrated, and resources to achieve it...."

>*Building Racial Equity Through Trauma-Responsive Discipline*
www.ascd.org/publications/educational_leadership/oct20/vol78/num02/Building_Racial_Equity_Through_Trauma-Responsive_Discipline.aspx1/6

"In these unprecedented times, educators need to strengthen their use of social-emotional, social justice, and culturally responsive practices. This current moment of civil unrest in the fight against systemic racism and police brutality underscores the need for schools to be responsive to students coping with trauma. It is a matter of equity and justice. As the historical ties between race, economic marginalization, and exposure to trauma once again rise to the surface, so does the need for educators to strengthen their use of social-emotional, social justice, and culturally responsive practices. Layered on top of this historic unrest is the COVID-19 pandemic, which has already disproportionately impacted the well-being of students from marginalized groups. That said, the full

scope of traumatic stress caused by COVID-19 won't be understood until in-person schooling is well underway because educators are on the frontlines of identifying, reporting, and responding to children's mental health needs....”

School Staff and Secondary Trauma at Schools

With regard to school staff, secondary trauma also has been called compassion fatigue. Here's a few excerpts to think about from resources that suggest ways to help.

>*Secondary Traumatic Stress* https://traumaawareschools.org/secondaryStress

“Coping with the effects of others' trauma can be draining and can have lasting negative effects. It is not uncommon for educators who deal with traumatized children to develop their own symptoms of traumatic stress. This is known as secondary traumatic stress. In order to best serve their students and and maintain their own health, educators must be alert to the signs of secondary traumatic stress in themselves and their coworkers. In a trauma-informed school, staff should be encouraged to practice self-care along with other strategies to guard against or heal from the effects of secondary traumatic stress...”

>*I didn't know it had a name: Secondary traumatic stress* ...
https://www.nea.org/advocating-for-change/new-from-nea/i-didnt-know-it-had-name-secondary-traumatic-stress-and

... Yes, educators are burned out, they are stressed, they are fatigued, they are demoralized, and many are now coping with trauma—all conditions with similar symptoms that require proper diagnosis to treat effectively. The trauma could be their own - or their students'....
Whether you're a teacher, paraprofessional, counselor, or school resource officer, every staff member cares deeply about students. And that means being exposed to the traumas students bring into school every day, including poverty, grief, family problems, racism, drug abuse. The emotional and physical toll is often severe. ...”

>Research Shows Educators Are Experiencing Trauma During the Pandemic. Here's How We Can Reduce the Burden
https://www.edsurge.com/news/2021-03-02-our-research-shows-educators-are-experiencing-trauma-during-the-pandemic-here-s-how-we-can-reduce-the-burden

“... Since the onset of the pandemic nearly a year ago, educators have been tasked with addressing new, multi-layered challenges due to the primary and secondary trauma associated with COVID-19. Evidence suggests those responsibilities are taking an emotional toll on these critical members of our communities.... it is important to call on all of those within the community encompassing a school (e.g., health, social services, community advocates) to collaboratively support children, families and—yes—educators. ...”

>*The Experience of COVID-19 and Its Impact on Teachers' Mental Health, Coping, and Teaching*
https://www.tandfonline.com/doi/full/10.1080/2372966X.2020.1855473

“...We must bolster teachers' wellness if we are to avoid the devastating ripple effects of teacher burnout and turnover in our education system (Herman et al., 2018; Loeb et al., 2005). Teachers have been significantly impacted by the pandemic, including experiencing a large number of stressors that are linked to poorer mental health, coping, and teaching. ... Key activities we recommend include facilitating school-wide supports for teachers; elevating teacher voices in school reopening plans; facilitating connection and collaboration among teachers, administrators, students, and families; and providing professional development around managing stress and trauma in the school community. Education has always tackled the issues of inequity head on, and this pandemic provides a new frontier to have those discussions and think creatively about how to ensure that every student can access a free and appropriate public education via virtual learning and every teacher can thrive in the profession.”

Note: The December ENEWS discussed *Minimizing Stress Reactions & Preventing "Burnout"*
http://smhp.psych.ucla.edu/pdfdocs/dec21.pdf

Do you want to talk about it?

Naw ... I tried already with the school counselor, but she was too stressed out to help me.

Another recent request indicated:

I want to learn everything about how to reengage students. I am desperate. I am a subhead of an evening school and I cannot cope with this problem. We have a very high dropout rate.

Center Response: With all that is going on, the absentee and dropout problems make staff really appreciate students who attend and are engaged.

At the same time, these concerns underscore the need to support those who are having problems and how much more must be done to reengage disconnected students and prevent dropouts.

Clearly, the solutions are not simple. However, there are helpful resources. Start by browsing some of the ones included in the Center Quick Finds on:

>*Attendance* http://smhp.psych.ucla.edu/qf/attendance.html
>*Dropouts* http://smhp.psych.ucla.edu/qf/dropout.html
>*Engagement and Reengagement* http://smhp.psych.ucla.edu/qf/motiv.htm

In our quarterly ejournal a few months ago, we discussed:

• *Outreaching to and reengagingdisconnected students*
• *Improving differentiated instruction*
• *Broadly embedding social emotionallearning and development*
• *Reorganizing student/learning supports*
     See http://smhp.psych.ucla.edu/pdfdocs/summer21.pdf

Finally, here is an excerpt from the What Works Clearinghouse:

>*Preventing Dropout in Secondary Schools Practice Guide*
     https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf

Recommendations

1. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems
   > Organize and analyze data to identify students who miss school, have behavior problems, or are struggling in their courses
   > Intervene with students who show early signs of falling off track
   > If data show high rates of absenteeism, take steps to help students, parents, and school staff understand the importance of attending school daily
   > Monitor progress and adjust interventions as needed

2. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success
   >For each student identified as needing individualized support, assign a single person to be the student's primary advocate
   > Develop a menu of support options that advocates can use to help students
   > Support advocates with ongoing professional learning opportunities and tools for tracking their work

3. Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students' capacity to manage challenges in and out of school
   > Directly connect schoolwork to students' options after high school
   > Provide curricula and programs that help students build supportive relationships and teach students how to manage challenges
   > Regularly assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged

4. For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support
   > Decide whether the small communities will serve a single grade or multiple grades
   > Create teams of teachers that share common groups of students
   > Identify a theme to help build a strong sense of identity and community and to improve student engagement
   > Develop a schedule that provides common planning time and ample opportunities for staff to monitor and support students

For a unified, comprehensive, and equitable school improvement approach to the above matters, see

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

all three can be accessed at
http://smhp.psych.ucla.edu/improving_school_improvement.html

>Links to a few other relevant shared resources

Use, Capture, and Value of Student Voice in Schools
https://www.rand.org/pubs/research_reports/RRA827-4.html

Associations between Parenting Qualities, Neighborhood Disadvantage, and Future Orientations among Urban Adolescents
https://link.springer.com/article/10.1007/s10826-021-02103-1

Education Should Take Additional Steps to Help Protect K-12 Schools from Cyber Threats
https://www.gao.gov/products/gao-22-105024

School Matters: The Effects of School Experiences on Youth's Attitudes toward Immigrants
https://link.springer.com/article/10.1007/s10964-021-01497-x

Using a Culturally Proficient Leadership Lens to Effectively Serve Refugee Students
https://journals.sagepub.com/doi/full/10.1177/15554589211012428

Addressing racial equity can boost well-being among school staff and students of color
https://mailchi.mp/8eb8d47d0fce/addressing-racial-equity-can-boost-well-being-among-school-staff-and-students-of-color?e=ad5ca476dc

Toward a Grounded Theory of Social and Emotional Learning (SEL)
https://www.academia.edu/55672715/Toward_a_Grounded_Theory_of_Social_and_Emotional_Learning_SEL_

Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs
https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf

Protecting Youth Mental He alth. The U.S. Surgeon General's Advisory
https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf

Embedding Mental Health into School Improvement Policy and Practice.
http://smhp.psych.ucla.edu/pdfdocs/embedding.pdf

Supporting Children & Youth Experiencing Homelessness With American Rescue Plan Funds
https://app.getresponse.com/click.html?x=a62b&lc=S3OpGl&mc=Ib&s=vN2JkR&u=SeOId&z=Eh5oQwe&

Transforming School Mental Health Services Based on a Culturally Responsible Dual-Factor Model https://www.tandfonline.com/doi/full/10.1080/2372966X.2021.1968282?scroll=top&needAccess=true

The Star Collection books for young American Indian and Alaska Native (AIAN) readers
https://www.cdc.gov/injury/tribal/starcollection/index.html

Resources to Support Youth, Families & Providers During the Holiday Season
https://theinstitute.umaryland.edu/holiday-resources/

Considerations for Inclusive Holidays and Observances
https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/Considerations-for-Inclusive-Holidays-and-Observances-1.pdf

Learning for Justice https://www.learningforjustice.org/magazine/our-new-name-learning-for-justice

Do's and Don'ts of Celebrating MLK Day
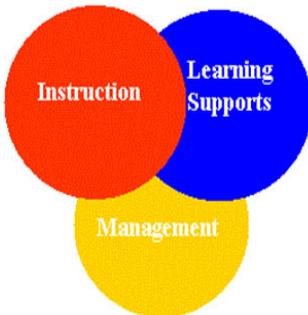https://www.learningforjustice.org/magazine/dos-and-donts-of-celebrating-mlk-day

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – http://smhp.psych.ucla.edu/webcast.htm

12/15 McKinney-Vento School Selection Rights

12/15 Tackling the Motivation Crisis

12/15 Empowering assistant principals to lead learning communities

12/16 Co-Creating Leadership Development Opportunities for Immigrant & Refugee Youth

12/16 Preventing youth hate crimes in schools and communities

12/16 The ABCs of the IEP: Making the Individualized Education Program work for your child

12/16 Creating a Safe School and Community Environment for Youth, Part 1: Strategies and Solutions

12/16 Effectively Implementing an Evidence-Based Practice

12/18 Creating Future Ready Schools

1/10 Effective Communication with the IEP Team

1/11 McKinney-Vento 101: Basic Requirements of the McKinney-Vento Act

1/11 Special Education: What Do I Need to Know

1/13 Assessing Equity in Your Student Activities

1/27 Supporting the Education of Unaccompanied Students Experiencing Homelessness

Webinar recording: Unpacking the Impacts of Structural Racism on Youth
https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7


```
Sorry,
I'd like to help,
but my human
is down today!
```

****

For information about the
National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

****