



Training session 2

Addressing collective trauma and supporting the well-being of students and school staff

About these videos

The Georgia Department of Education (GaDOE) hosted this webinar, as a series of videos, in partnership with Regional Educational Laboratory (REL) Southeast. These videos provide district and school leaders with a better understanding of cultural and collective trauma, its potential effects, and its intersection with social and emotional development. Expert Tammie Causey-Konaté (PhD) addresses the impact of cascading traumas, particularly in the context of COVID-19 and social injustice. She presents a four-step model for working through cultural trauma: resistance to traditional domination, disruption of deficit-based discourse regarding a traumatic event, empowerment of creative self-transformation, and development of culturally affirming sustainable solutions. Expert Fausto López (MEd) presents tools to integrate trauma-sensitive approaches and social and emotional learning (SEL) to create safe, supportive, and culturally responsive schools. In addition, we highlight a research synthesis and an action-planning template developed by REL Southeast. These resources can be used in conjunction with the four-step model to identify evidence-based, trauma-sensitive practices and plan strategies to address the needs of students and staff and promote their well-being.

Intended audience

REL Southeast and GaDOE created these videos to support staff at the district or school level to address collective trauma and integrate trauma-sensitive approaches with SEL strategies. The tools presented are appropriate for district and school leaders to use at a system level to support a holistic approach to meeting student and staff needs and well-being. Use the following questions as a starting point for discussions on measuring student learning changes.

Discussion questions

- What concepts or themes from the video resonate with you?
- How have you and your colleagues been affected by cultural trauma?
- How have your students been affected by cultural trauma?
- What effects have blurred home–school boundaries and virtual learning experiences had in trauma experiences by students and staff?
- What are the current practices used by your school/district to address collective and/or cultural trauma?
- How do you identify differential social and emotional needs by student groups and support areas? Do student needs differ by demographic characteristics, classrooms, or schools?
- How can your school/district engage parents or family members as active partners in students' learning following pandemic-related school closures?
- How can you integrate trauma into your analysis of student learning outcomes and motivation?
- How can you support teachers at your school/district level so they can address student trauma better?
- What would you do in your school/district to empower and arouse agency and positive self-transformation?
- What can you do to develop culturally affirming sustainable solutions?

- What are some strategies that you can implement to address cascading trauma resulting from COVID-19?
- What tools are used by your school/district to monitor progress against social and emotional development?
- What areas have you identified as the most critical to support students and school staff when schools reopen?
- What will a successful school reopening look like for you in terms of an integrated vision of trauma-sensitive approaches and social and emotional practices?

About REL Southeast

The Regional Educational Laboratory (REL) Southeast is part of a network of 10 Regional Educational Laboratories funded by the U.S. Department of Education's Institute of Education Sciences. REL Southeast partners with states, school districts, and other stakeholders in Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina to inform and improve education practice and policy in the region. Please visit the REL Southeast website to learn more: <https://ies.ed.gov/ncee/edlabs/regions/southeast/aboutus.asp>.



Resources

These resources serve as additional support that district and school leaders may want to utilize to inform decisions based on the discussion questions. The resources are featured in the webinar.

- [Four-step model to guide conversations and reflections for working through cultural trauma](#). REL Southwest presented this model, created by Dr. Causey-Konaté. It is designed to help administrators and teachers address collective trauma both for themselves and their students within their schools and classrooms.
- [Trauma-Sensitive Schools Training Package](#). This package was created by the American Institutes for Research for the National Center on Safe Supportive Learning Environments. It offers school and district administrators and staff a framework and roadmap for adopting a school- or districtwide trauma-sensitive approach. It includes a variety of resources for educating school staff about trauma and trauma-sensitive practices and for providing school leaders with a step-by-step process for implementing a universal, trauma-informed approach using package materials.
- [A research synthesis](#) intended to enhance the success of GaDOE, Strategic Waiver School Systems (SWSS), Charter Systems, and support organizations working with districts to implement waivers. The synthesis was designed to assist SWSS and Charter Systems administrators in using evidence-based school resource allocation research to plan and implement innovative strategies for their schools to use with the waiver flexibilities they receive.
- [An action-planning template](#) to help you plan and implement evidence-based strategies that respond to identified needs in your district.
- [REL COVID-19 Evidence-Based Resources](#) covering various topics that provide guidance about teaching and learning in a remote environment, as well as other considerations brought by the pandemic.