

Addressing Collective Trauma and Supporting the Well-Being of Students and School Staff Webinar

January 21, 2021
3:00 p.m. (CT)

Additional Resources and Presenter Information

Resources¹

Resources from REL Southwest

[*Taking Off Our Blindfolds, While We Wear Our Masks*](#). Cultural trauma stemming from the COVID-19 pandemic and racial injustice is affecting many educators, students, and families. Dr. Causey-Konaté shares a four-step model to guide conversations and reflections for working through cultural trauma in this blog post.

[*Research-Based, Trauma-Responsive Education Practices Webinar*](#). This webinar provides an overview of trauma-responsive practices in schools, with discussions on current research and how to create a trauma-responsive school environment.

[*Supporting Student Mental Health and Responding to Trauma Infographic*](#). This REL Southwest infographic highlights strategies and resources that educators and administrators can use to provide support to students experiencing COVID-19, racial, and/or other types of trauma. The infographic also describes a four-phase approach to guide self-reflection and discussion with colleagues around equity.

[*Resource Roundup: Trauma-Responsive Practices*](#). Trauma can be an underlying and often hidden cause of behavioral and academic problems. Identifying trauma and understanding its effects is critical for supporting student success. To assist educators, we rounded up resources on trauma-informed care and trauma-responsive practices from across the [Regional Educational Laboratory \(REL\) Program](#).

Other Resources

REL Mid-Atlantic Fact Sheet: [Trauma-Informed Planning Strategies to Help Students Transition Back to School in the Era of COVID-19](#). This fact sheet outlines strategies for schools to assess, plan, and build capacity to respond to trauma related to the COVID-19 pandemic.

REL Appalachia Blog: [Supporting Students Experiencing Trauma During the COVID-19 Pandemic](#). REL Appalachia's Cross-State Collaborative to Support Schools in the Opioid Crisis developed and curated tools and strategies all educators may find useful when supporting students during this time.

¹ These resources were selected to provide examples and further information aligned with the presentations and content provided in the REL Southwest January 21 webinar: *Addressing Collective Trauma and Supporting the Well-Being of Students and School Staff* and do not represent a systematic scan of available resources. Other relevant resources may exist. We have not evaluated the quality of these resources but provide them for your information only.

National Center on Safe Supportive Learning Environments' [Trauma-Sensitive Schools Training Package](#). The Trauma-Sensitive Schools Training Package offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach school- or districtwide. The Training Package 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.

Presenter information

Tammie M. Causey-Konaté, PhD, is a senior technical assistance (TA) consultant at AIR and a member of the Cultural and Linguistic Competence (CLC) Work Group in AIR's Office of Diversity and Inclusion. She is the former deputy director of the Southeast Comprehensive Center (SECC), a regional comprehensive center that provided technical assistance to address state and local capacity building to further school improvement and equity. In this role, Dr. Causey-Konaté supported state education agencies (SEAs) in Alabama, Georgia, Mississippi, North Carolina, and South Carolina in the design and implementation of TA and training. In addition, she serves as a content expert to AIR's Center on Great Teachers and Leaders, providing technical assistance, training, and resource development in the areas of CLC, implicit bias, workforce diversification, and SEL. Dr. Causey-Konaté has nearly 30 years of experience as a professional educator, with her years in K–12 and higher education divided equally. She has extensive experience in trauma-informed practices and is a co-editor of *[Called to Sankofa: Leading in, Through and Beyond Disaster: A Narrative Account of African Americans Leading Education in Post-Katrina New Orleans](#)* (2018).

Wehmah Jones, PhD, is a senior researcher at AIR, in the Health and Social Development Practice Area, with more than 13 years of experience in behavioral and social science research. Dr. Jones specializes in program evaluation and qualitative research, examining the effect of various educational reform initiatives on underrepresented minority students and students who are economically disadvantaged across the K–16 continuum, with a focus on students' social and emotional development, approaches that target the whole child, school climate, culture, and conditions for learning. Prior to joining AIR, Dr. Jones worked as a resident in clinical psychology, providing counseling as well as psychological and educational testing services to children, adolescents, and adults.

Robyn Madison-Harris, EdD, is a senior technical assistance consultant at AIR. Dr. Madison-Harris has worked on the Southeast and Texas Comprehensive Centers as well as the College and Career Readiness and Success Center. She is currently the State Liaison and Partnership Facilitator Lead for the Regional Education Laboratory Southwest Teacher Preparation and Professional Development Partnership in Louisiana and member of the Cultural and Linguistic Competence workgroup. Dr. Madison-Harris previously taught English, African-American Literature and History, and Publications; supervised academics in an SEA-run district for students with exceptionalities; and worked in the Communications and Legislative Services and Assessment and Accountability divisions at an SEA.

Kathleen Guarino is a senior TA consultant at AIR with expertise in child mental health, trauma, and trauma-informed care. She develops program models, resources, and in-person and online training curricula and supporting materials on traumatic stress, trauma-informed care, and vicarious trauma and self-care, and provides individualized consultation to organizations across the country to support trauma-informed programming. Guarino is a licensed mental health clinician with experience providing therapeutic services to children and families in residential and outpatient settings.

Dr. Marcus Jackson is an expert in curriculum, instruction, and school administration and former principal. He is currently the director of curriculum and instruction in Calcasieu Parish in Louisiana. In his two decades as an educator, he has been an administrator in all school levels, as well as an adjunct professor at Clark Atlanta University. His books include *10 Daily Essentials for Principals: Tips for Having an Effective, Efficient, Efficacious Day*, *Because My Teacher Said I Can*, and *School and Life Living in the Middle*. Dr. believes in the power of collaboration, continuous learning, hard work, celebrating progress, and ensuring that each child receives a world-class education. For more information, please visit his [website](#) and [blog](#).

Terrence Pruitt is the Co-Founder & Principal Consultant of Project Restore Initiative (PRI). In his work, Mr. Pruitt provides curriculum development, consulting, training, and coaching services to school districts and organizations aimed at creating more equitable environments and experiences for students and communities. He uses healing-centered engagement to help organizations examine and address the dehumanizing impact of the disparities and inequities that so often create obstacles to overall well-being for students and communities. He was a 2019 Surge Fellow at the Surge Institute and worked as a school administrator for more than 10 years.

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