



Research-Based, Trauma-Responsive Education Practices

Shannon Lasserre-Cortez, Ph.D., Senior Researcher, REL
Southwest

3/ 28/19



Agenda

1. Welcome, Event Orientation, and Speaker Introductions

2. Overview of Trauma in Schools

3. Researcher Perspective

4. Practitioner Perspective

5. Facilitated Practitioner Discussion

6. Thank You and Stakeholder Feedback Survey

Meet the Presenters



Shannon Lasserre-Cortez, Ph.D.

Tammie Causey Konaté, Ph.D.

Amy Lansing, Ph.D.

Kathleen Guarino, LMHC

Kimberly Eckert, M.Ed.

*Senior
Researcher,
REL
Southwest*

*Senior Technical
Assistance
Consultant,
American
Institutes for
Research*

*Assistant Adjunct
Professor,
University of
California, San
Diego*

*Senior Technical
Assistance
Consultant,
American
Institutes for
Research*

*2018
Louisiana
State Teacher
of the Year,
Brusly High
School*

How does REL Southwest do this work?

REL Southwest conducts its work through collaborative research partnerships with stakeholders in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas.

To address the priorities and interests of these states, REL Southwest supports six collaborative research partnerships.



Research Partnerships

- College and Career Readiness
- Early Childhood Education
- English Learners
- Networked Improvement Communities
- School Improvement
- **Teacher Preparation and Professional Development**

Today's Goal

To define and discuss trauma in schools and to provide educators with research-based, trauma-responsive strategies and opportunities.



Bridge Event Outcomes

1. Gain a better understanding of what is defined as trauma among adults and children.
2. Become aware of the research base and evidence supporting trauma-responsive strategies and practices.
3. Learn how to create a trauma-sensitive classroom.



Stakeholder Feedback Survey

Don't forget to tell us what you thought about the webinar by completing our stakeholder feedback survey.

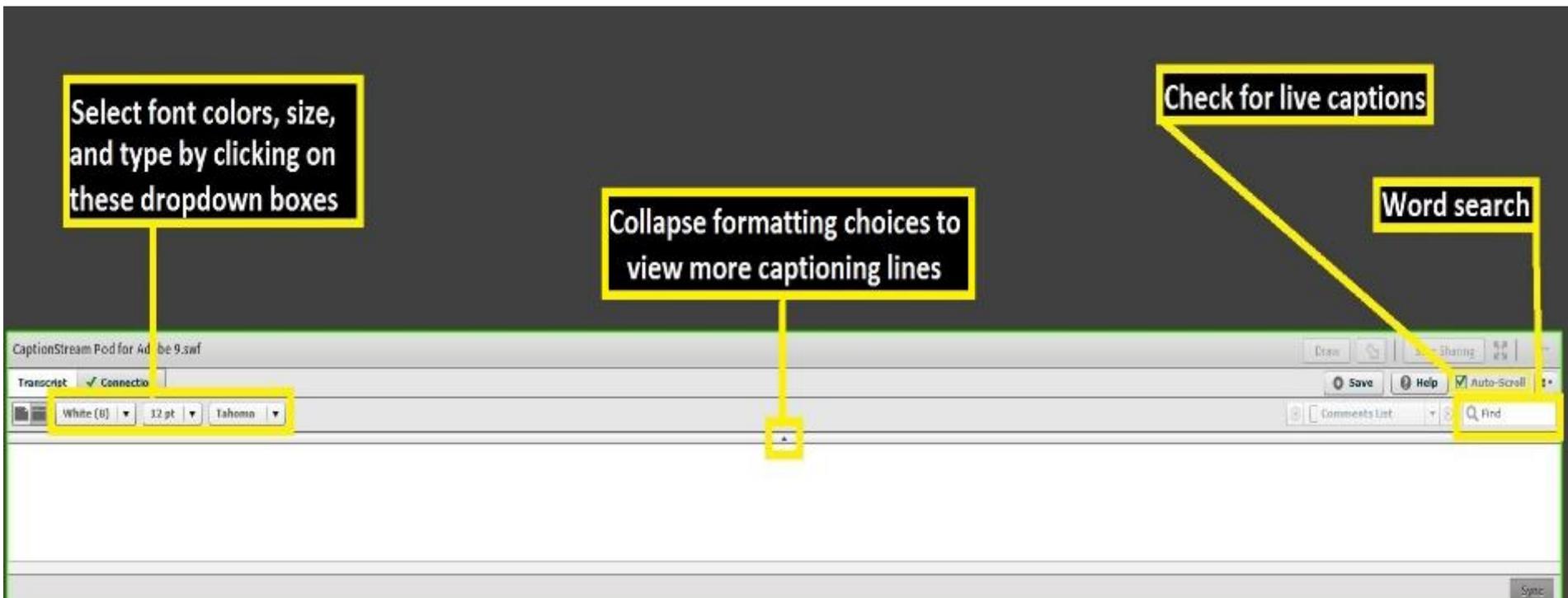
Your responses help us create better events in the future.



Closed Captioning by Caption First

Below are tips for customizing the closed-captioning box at the bottom of your screen:

- On the far left: select font type, color, and size.
- In the center, click the small arrow to hide the formatting choices and see more lines of captioning.
- On the right, be sure “Auto-Scroll” is checked so the captioning will automatically scroll in real time.
- On the right there also is a word search feature.





An Overview of Trauma in Schools

Tammie Causey Konaté, Ph.D., American Institutes for Research

3/28/19



EXPLORING THE CURRENT CONTEXT

Defining Trauma and Childhood Trauma

Adverse Childhood Experiences (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Divorce

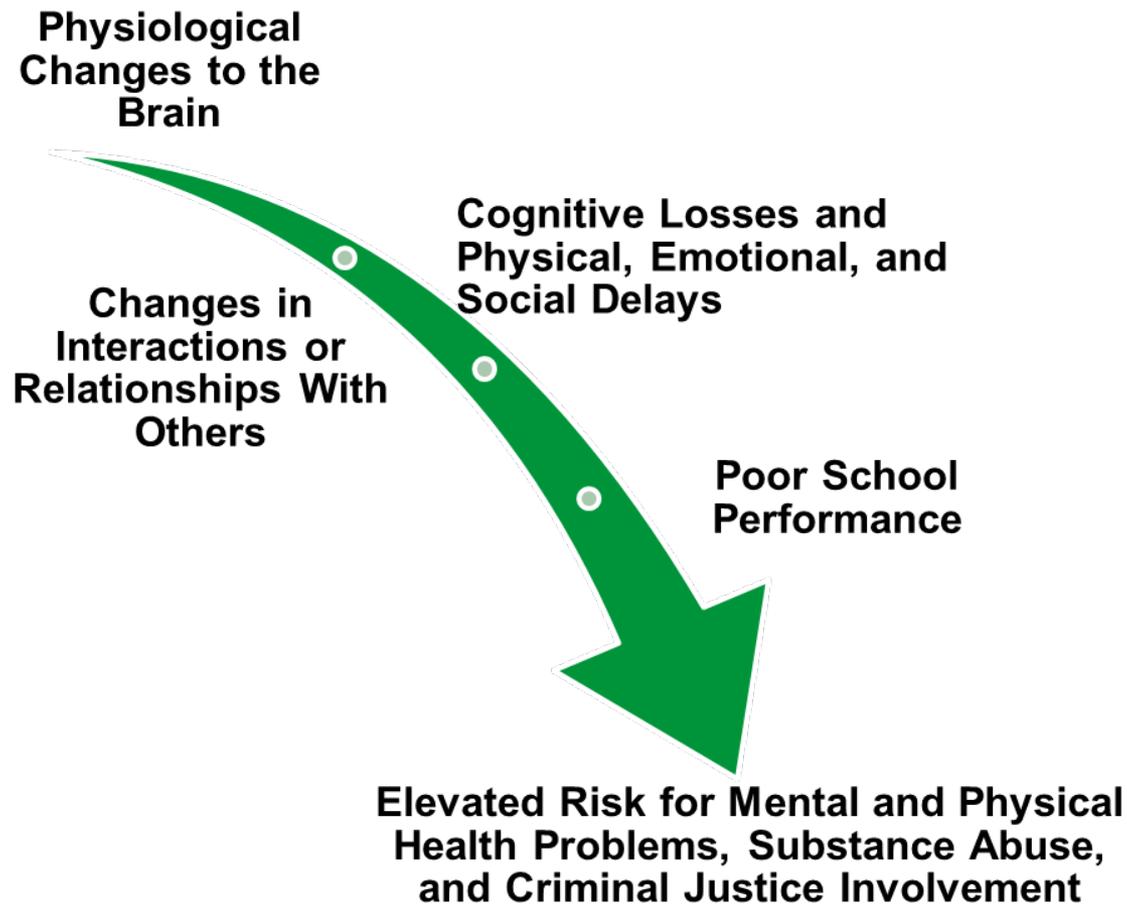


Incarcerated Relative



Substance Abuse

Impact of Adverse Childhood Experiences



This is America

Recent research revealed that of the nearly
74 million children in the U.S.,

- **Twenty-six percent** experience a traumatic event before age 4.
- **14.8 million** (1 in 5) live in food-insecure homes.
- **1.2 million** are homeless.
- **2,805** are arrested every day.
- **Eight** are killed with guns daily.

This is America

In the 2015–16 academic year, U.S. public schools



- reported **1.1 million** “serious offenses”
- gave **2.7 million** students out-of-school suspensions
- expelled nearly **120,700** students
- referred **291,000** students to law enforcement

Exposure to Violence

The National Survey of Children's Exposure to Violence (2013) revealed that of 4,503 children and teens:

- **41.2 percent** experienced a physical assault within the past year.
- **10.7 percent** sustained an assault-related injury.
- **2 percent** were sexually assaulted or abused.
- **13.7 percent** were maltreated by a caregiver.
- **48.4 percent** experienced multiple exposures to violence.

Our Louisiana

- Louisiana has one of the **highest trauma death rates in the nation.**
- Louisiana **ranked 27th among all states for suicides.**
- Louisiana **ranked 32nd in overall drug-related deaths in the United States.**
- **85 percent** of Louisiana residents were recovering **from a natural disaster** between March 2016 and February 2017, (NOLA.com, Feb. 2017).



Our Louisiana: Our Kids

Louisiana Kids Count 2015–16
Data suggest that:

- 6 percent (69,691) resided in unsafe neighborhoods.
- 14 percent (144,696) had a parent incarcerated after the child's birth.
- 20 percent (226,000) lived in concentrated poverty.
- 28 percent (308,712) had experienced two or more adverse experiences.



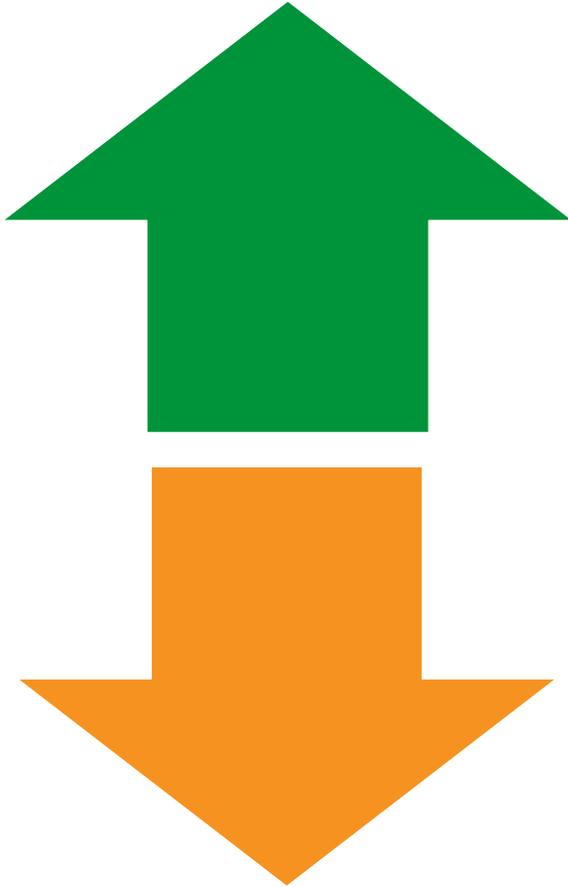
Adverse Childhood Experiences and Local Considerations

- **Ongoing school closures** (Govan, Perry, & Vaughan, 2015)
- **Racism, ethnoviolence, and marginalization** (Calin, 2018; Helms, Nicolas, & Green, 2010)
- **Culturally unresponsive practices**
- **Systemic barriers** particularly for LGBTQ learners (Human Rights Campaign, 2018)



SOURCE: The Annie E. Casey Foundation (2019)

Our Systems Reconsidered



**Protective Factors That
Can Mitigate Against
Trauma**

**Racism, Ethnoviolence,
and Marginalization**

**Sociopolitical Climate of
Violence and Despair**

The Urgency

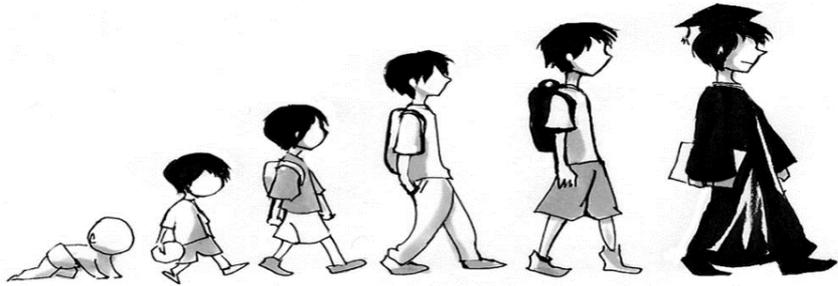
People who have experienced trauma are:

- **15x** more likely to attempt suicide
- **4x** more likely to become an alcoholic
- **4x** more likely to develop a sexually transmitted disease
- **4x** more likely to inject drugs
- **3x** more likely to use antidepressant medication
- **3x** more likely to be absent from work
- **3x** more likely to experience depression
- **3x** more likely to have serious job problems
- **2.5x** more likely to smoke
- **2x** more likely to develop chronic obstructive pulmonary disease
- **2x** more likely to have a serious financial problem

THE GOAL

INTERRUPT THE CYCLE OF TRAUMA

Remembering Every Student

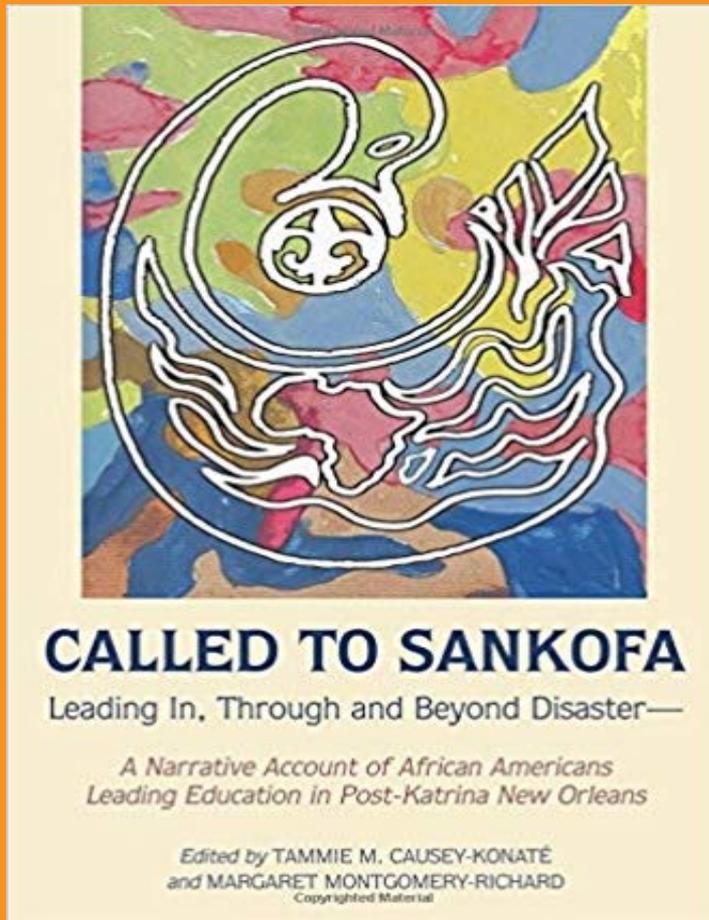
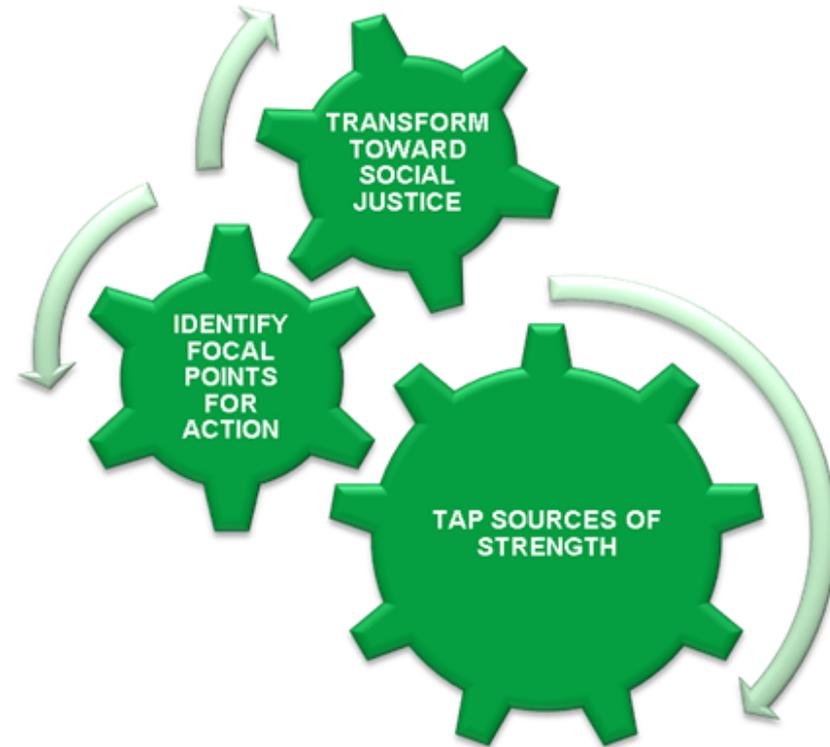


Rita Young, Illustrator, *Daily Trojan*, October 2, 2011

**“What the best and wisest parent
wants for his child,
that must we want for all the
children of the community.
Any other ideal for our schools is
narrow and unlovely;
Acted upon, it destroys our
democracy.”**

-John Dewey, 1907

The Process: *Sankofa*



“Return to the source and fetch”
(Tedla, 1995, p.1).

Strategies for Addressing Trauma in Education, Health, and Workforce

Model for Strengthening Traditions of Resistance for Social, Political, and Cultural Survival



Thank you

For more information, contact
Tammie Causey-Konaté
tcausey@air.org

