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IMPROVING THE EDUCATIONAL EXPERIENCE OF TRAUMA-IMPACTED STUDENTS: IDENTIFYING EMERGING BEST PRACTICES FOR TEACHING LOW-SOCIOECONOMIC STATUS URBAN STUDENTS

Regina Lane
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IDENTIFYING EMERGING BEST PRACTICES FOR TEACHING LOW-SOCIOECONOMIC
STATUS URBAN STUDENTS

By

Regina Lane

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2021

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Regina Lane

DEDICATION

This dissertation is my unconditional love song for the voiceless, choiceless, and misunderstood, at-promise students that never crossed the academic finish line. I dedicate this dissertation to the teacher trainers and coaches (a.k.a. “Beacons of Light” & “Rebel Footsoldiers”) for your commitment to positively disrupt education to cultivate meaningful change agents. Without you, no teacher would be able to withstand our 21st-century classrooms.

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Abstract

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University of the Pacific
2021

This qualitative action research concentrates on examining the best practices for teachers in trauma-informed practices by producing an implementation guide to train the trainer. The theoretical framework utilized to help inform the development of this research was Bronfenbrenner's ecological systems theory (1989) in relation to human development for identifying the emerging best practices with being trauma informed. The scope of this research focuses on low-socioeconomic status (SES) urban youth, so cultural sensitivity is naturally always a component of a complete train-the-trainer, trauma-informed teaching program.

I identified the emerging best practices in two ways: (a) by gathering and summarizing supporting sources of literature and (b) by holding collaborative conversations with acknowledged experts in culturally competent trauma-informed training. The findings revealed six components essential to prepare the trainer on trauma-informed education training. First, culturally responsive pedagogy and culturally responsive teaching were identified to aid in bridging the gap in providing support. Social capital based upon lived experiences of students was recognized by acknowledging their needs through appropriate modeling of positive attitudes and behavior while increasing confidence in student learning using inclusive resources demonstrated throughout academic content. Next, the key principles of brain science were

acknowledged showing a relationship between impact of trauma and learning affects such as: processing, decoding, self-regulation, and impulse control. Then, mental health was addressed to show there is an impact of negative interactions and disciplinary actions, according to Bronfenbrenner's (1979) ecological systems theory. Attitude and language were acknowledged as both verbal and non-verbal and having an impact on instructional behavior, which influences student climate in learning and behavior. Lastly, the equity and accountability components were identified to require teachers to move away from implicit bias issues by creating more cultural-normative behavior through designing more restorative practices while building partnerships with students and families alike.

The result of this action research provided a set of emerging best practices embedded in the implementation guide to support the trainer in training educators on how to teach trauma-impacted youth in California's culturally diverse public-school classrooms.

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CHAPTER 1: INTRODUCTION

I was able to avoid the chair, but not the fists. I managed to duck the flying furniture, but my student kept coming at me, throwing rights and lefts. “Why was this happening?” I wondered. I knew this traumatized student could be volatile, but why this? And why now? I have never forgotten that day and that student. I know now that she was triggered by something in the immediate environment. Something I said or done? Some simmering event from home that boiled over in my classroom? That experience has ultimately led me to research how to improve the learning experience of traumatized students. Neither students nor teachers should have to live through such situations.

I was a returning teacher with a mild–moderate and moderate–severe education specialist credential and over a few years of special needs teaching invested at this specific school setting, unprepared to handle an explosive high-need student. All the pre-service classroom management training had instantly gone out of the window and did not apply when this crisis randomly appeared. I know now that this student had been diagnosed as a trauma-impacted youth and had needed skilled guidance. Something triggered her, and I did not know what. I wish I had been better prepared.

It is not just me. Most teachers go into their first classrooms unprepared for teaching trauma-impacted students (TiS). This research explores ways to effectively address the needs of low-socioeconomic status (SES), urban students impacted by trauma within the classroom.

Children who are secure in their identity, feel good about themselves, and are excited about what is happening in the classroom, are more likely to engage in learning activities and achieve higher levels of academic performance than those who find the classroom hostile, unfriendly, insensitive, and perpetually unfamiliar. (Gay, 1979, p. 327)

Statement of the Problem

“What is a trauma-impacted student? While not an exact diagnosis like autism or Attention deficit hyperactivity disorder (ADHD), the condition of TiS and the effects of trauma on them are widely recognized. According to Blaustein (2013, as cited in Rossen, 2020), traumatic experiences are “overwhelming, negative emotions, and threat to self are the effects of trauma. Blaustein noted a comparison of trauma to a hypothetical virus and its impact on students, professionals, and community (p. 5), which is similar to exchanges between levels of Bronfenbrenner’s ecological systems theory. “Blaustein revealed how TiS are recognized in communities touched by poverty, community violence, homelessness, racism, social vulnerability, and significant stress” (as cited in Rossen, 2020, p. 4).

All teachers in all schools are affected by student trauma. Pediatrician Nadine Burke Harris (2018) discussed the importance of how the brain is affected by childhood trauma, which contributes to the identification of students as trauma-impacted students (TiS); it:

is not something you just get over as you grow up, these episodes are repeated stress of abuse, neglect, and parents struggling with mental health or substance abuse issues. . . . Trauma-impacted youth are children and adolescents with an individual perception of an event as threatening to oneself or others. (Miller-Karas, 2015, p. 2)

A common theme surfaces. Disadvantaged home settings are usually the root cause for many TiS who often experience high levels of stress caused by trauma (Adams & Powell, 1995). Although youth impacted by trauma are not restricted by geographical region or socio-economic background, this dissertation focuses on low-SES, urban city youth. These youth are located in the inner city where they have experienced varying levels of trauma. In the state of California, the percentage of TiS experiencing constant exposure to chronic levels of trauma such as homelessness, achievement gap, English language learning, foster family experiences, incarceration, and special needs from low-SES communities makes up 71% (Legislative Analyst

Office, 2020, p. 4). While 10-15% of the urban classroom is made up of low-SES students who have incurred three or more Adverse Childhood Experiences (ACEs), less than 30% of new and returning teachers enter fully prepared to address their needs (Idaho Youth Ranch Organization, 2015). Over 40% of the behavioral issues are the direct result of trauma, demonstrating low engagement, trouble staying calm or in control, and difficulties completing tasks, and 23% are diagnosed with a learning disabling condition (Idaho Youth Ranch Organization, 2015).

Exposure to trauma has an extremely large variation per type of trauma; however, the primary forms are abuse, death, violence, or witnessing natural disasters (Winder, 2015). The Adverse Childhood Experiences study was produced as a result of a public health concern regarding weight-loss patients dropping out of treatment with obesity at 50%, which later confirmed a correlation with both children and adolescents at risk of increasing the number, due to exposure to trauma, for developing long-term behavioral, health, and social problems (Felitti et al., 1998). Copeland et al. (2007) revealed, “60% of children reported at least one traumatic event before or by the age of sixteen” (p. 577). ACEs are further discussed in the literature review section of Chapter 2.

It is important to understand the backgrounds of TiS and acknowledge what the educator faces inside the classroom daily. So much work remains to be done with regard to the full scope of ACEs. This research stays focused on low-SES, urban youth. Socioeconomic status is associated with how an individual or group is measured based on income, education, and resources according to the American Psychological Association (2020).

Low-SES, urban classrooms in California have many TiS, perhaps up to 35%, based on information from the Public Policy Institute of California (PPIC; 2000). The exact statistics are difficult to distinguish because categories often overlap in the official statistics; one result of this

research was to develop a reasonable estimate of the scope of TiS for teachers in low-SES, urban classrooms in California. One study identified major cases of ACEs, such as growing up in poverty, peer rejection and lack of friends, poor academic performance, property crime, and witnessing community violence, tend to indicate increased levels of risk for negative events and health outcomes (Oral et al., 2016). Social and environmental factors based on levels of toxic stress brought on by untreated trauma leads to chronic levels of trauma impacting neurological aspects and suppressing the immune system over long periods of time (Oral et al., 2016). More extreme trauma includes life-threatening childhood illness or injury, kidnapping, torture, horrible loss of loved one, pornography, frequent relocation, war, refugee camp living, and terrorism (Oral et al., 2016).

Examining the gap between student need and teacher preparation in low-SES, urban classrooms allowed me to acknowledge about 50% of the teachers in such classrooms are prepared by their pre-service training (Fensterwald, 2019) to work effectively with cooperative students; unfortunately, cooperative students make up only about 5% of a typical low-SES, urban classroom. High-need students, who are often non-compliant and disruptive, make up about 60% of these urban classrooms (PPIC, 2015). Only about 30% of their teachers are prepared for providing effective classroom management and an effective learning situation for these high-need students.

Finally, TiS, who are extremely non-compliant, combative, disruptive, and behave unsafely toward others and themselves, may make up over 35% of urban classrooms in low-SES communities. Lyndon Johnson's war against poverty, inspired Bronfenbrenner's theory design as result of frustration, prompted understanding of the impact of child development in relation to the influence of the neighborhood and community (Perry & Daniels, 2016; Shelton, 2018). Only

about 20% of the teachers in these communities are prepared to work effectively with TiS.

Clearly, there is a gap in teacher skill and preparation to be addressed such that low-SES, urban schools can provide a safe and effective education for their students (PPIC, 2000). The situation is critical when only about 30% of teachers are prepared to effectively work with about 95% of their students.

These estimates are based on official statistics, which often lump very different types of students into the same categories. For example, all ELL students are included in the same category as TiS, though these groups may need very different teaching strategies and methods. In personal communication with multiple administrative staff at the California Department of Education, officials support the assertion that the statistics for TiS are not officially kept and that estimates hard to make.

Conceptual Framework Model

The conceptual model data (see Figure 1) are based on interpreting official statistics and the experience of classroom teachers; currently, none of the official statistics adequately address identification of TiS. This research will help improve these estimates. The conceptual framework demonstrates behaviors of students with ACEs in correlation to teacher preparedness in serving low-SES, urban classroom settings.

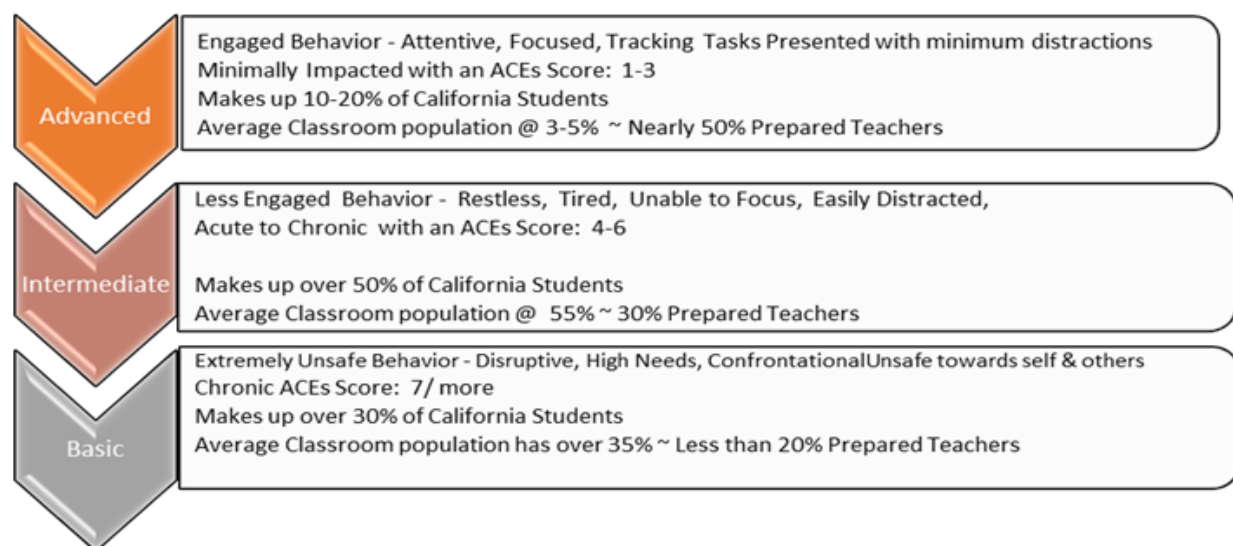


Figure 1. Conceptual framework model. (Based on estimates from official statistics). Adapted from “Implementing California’s School Funding Formula: Will High-Need Students Benefit?”, by L. Hill & I. Ugo, 2015, (<https://www.ppic.org/publication/implementing-californias-school-funding-formula-will-high-need-students-benefit/>), “Give Your Support: ACEs in Education,” by Aceresponse, n.d., (http://www.aceresponse.org/give_your_support/ACEs_in_Education_25_68_sb.htm), and “Educational Impact of ACEs,” by Idaho Youth Ranch Organization, 2015, (<https://www.youthranch.org/educational-impacts-of-aces>).

In Figure 1, the left-hand column refers to the level of teacher preparation or training needed for effective classroom management for specific level of student needs. Basic identifies minimally impacted students with compliant behavior: on-task, cooperative, and occasional distraction. Degree of trauma is significant, but not dominating the ability to access educational experience, with an ACEs score of 0-1. Intermediate identifies non-compliant student behavior of high need, confrontational, defiant, and disobedient with frequent exposure. Degree of trauma is acute to chronic with an ACEs score of 1-2 or more. Advanced identifies a TiS displaying extremely non-compliant student behavior of: disruptive, combative, unsafe towards self and others with constant exposure. Degree of trauma is chronic and consists of an ACEs score of 3+ (Idaho Youth Ranch Organization, 2015).

Most new teachers and many returning teachers are not prepared to teach TiS effectively. A recent case study described teachers feeling overwhelmed and helpless in their capability to improve TiS outcomes within the school, reaching burnout when addressing student behavior (Lanza, 2020). Another study correlated teacher burnout with being emotionally exhausted and exhibiting negative attitudes directed at students, which contributed to more disruptive behaviors within the first five years of their career (Lanza, 2020).

Teacher training coupled with in-service training or professional development generally only reaches the top level of classroom management after two years of experience with guided supervision (Shectman et al., 2005): the basic degree of trauma tends to relate to compliant students. Temple University and William Penn Foundation provided a report based on the quality of Preparing Teachers for Urban Schools, revealing the primary factor determining a teacher's effectiveness is the preparation and school setting working conditions, which ultimately has a critical impact on student achievement (Jordan et al., 2018).

An article by the Learning Policy Institute (Sutcher et al., 2018), "Understaffed and Underprepared: California Districts Report Ongoing Shortages," released new data addressing this problem. Sutcher et al. (2018) captured the view of Linda Tolladay, teacher and instructional coach in science, Madera Unified School District reporting that 85% of teachers are either interns or on special credentials, and 45 of them last set foot in a classroom when they left high school. New teachers trying to survive have no teacher education experience or pedagogical knowledge and lack classroom management skills (Freedberg, 2018).

The literature reveals situations that are most common in public and charter schools. Research shows school systems in urban communities with limited financial resources face a constant problem of training new teachers (Picus et al., 2012). New teachers are often not

successful because they lack sufficient preparation for working in challenging schools; thus, there are high turnovers, and student performance then suffers.

Scope of the Problem

Research indicates trauma-impacted youth who have experienced abusive environments and lack logical attachment relationships may be at risk of multiple academic and behavioral challenges (O'Neill et al., 2010, p. 190). Low-SES, urban classrooms in California have many TiS, up to 35%. Most new teachers and many returning teachers are not prepared to teach TiS effectively and student learning for the whole classroom can suffer, as demonstrated by Figure 1. Some schools may feel its teacher preparation curricula are overloaded; the subsequent evidence shows the critical need for prioritizing preparing new teachers to teach students with trauma.

O'Neill et al. (2010) expressed a concern with limited research and the consequences of trauma being linked to physical abuse and neglect of academic and social difficulties. As a result, many states, such as California, where the ACEs study was located, put guidelines and standards in place to recruit qualified educators who complete student teaching and pass specific tests and coursework (Feiman-Nemser, 2001). Nevertheless, the selection process for hiring qualified educators often overlooks factors such as knowledge of students impacted by trauma.

The Education Post (a national network of education advocates using a social media platform as a movement to improve schools) posted an article addressing why they struggle to keep teachers in most vulnerable schools, which comes down to two elements: adequate coaching and support (Wright, 2019). Wright (2019) mentioned the William Penn Foundation report on why teachers are lacking preparation for urban schools, unmotivated diverse students, and lesson planning for direct instruction. The author articulated how 25% of new teachers either resign from the school or leave the career after seeking opportunities based on whatever

vacancies are available, later being replaced by more recruits (Wright, 2019). The importance of geography and working conditions in teacher decisions suggests difficulty or extreme expense to solve the problem through recruitment and retention alone. Professional development, performance incentives, or other policies to improve the effectiveness of the existing workforce are important complements to recruitment and retention policies (Jacob, 2007).

In addition to the aforementioned factors, too many pre-service teachers have limited experience after completing their teaching credentials, and their limited experience is typically based on brief periods of student teaching. The student teaching may not prepare educators to instruct the kinds of students they often encounter when they are hired permanently (Darling-Hammond, 2000). Having unprepared educators entering the classroom can contribute to student failure, which can then contribute to problematic behaviors arising, along with the academic achievement gap. The achievement gap is based on educational performance on standardized tests comparing minority and low-income students to Whites and Asian students, sourced by the National Educational Association (Talbert-Johnson, 2004). Talbert-Johnson (2004) acknowledged, “disidentification shapes negative teachers’ expectations, academic tracking, punitive practices and limited teacher support” (p. 24). Talbert-Johnson (2004) defined disidentification as feeling alienated within the school and failing to see education as rewarding or valuable, which supports why African Americans and Latino students experience disidentification disproportionately.

As noted by Darling-Hammond (2010), “African American and Latino students have been disproportionately in classrooms with uncertified and inexperienced teachers” (p. 126). Darling-Hammond (2010) cited research exposing the inequities embedded in the testing and funding, an experiment known as the Texas Miracle, which led to No Child Left Behind.

Unequal funding among schools perpetuates and exaggerates the existing disparities. Darling-Hammond (2010) showed the negative effects of several factors related to poverty: limited early childhood development resources; unequal access to quality teachers; inadequate curriculum to increase literacy and technology usage; and disproportionate class placement in special education and remedial classes, which creates learning ghettos.

Throughout this dissertation, whenever I refer to training teachers in trauma-informed teaching practices, I also mean that cultural sensitivity must pervade the content and delivery of this training; the two must go together. The reason for this is highlighted in Bronfenbrenner's work on Project Head Start and his resulting ecological systems model (Shelton, 2018, p. 1); in ecological systems, causes and effects are not linear, but interrelated, as is further discussed in the Literature Review in Chapter 2. In a review of the series of problems within our educational system, it is imperative that we prioritize how to increase students' learning opportunities wisely when facing unexpected events that result in trauma.

Teacher preparation programs that lack relevant trauma-informed training may fail to prepare teachers to adequately support students from a wide range of cultural backgrounds and from family experiences rooted in trauma. The research shared provides evidence that this problem creates a gap in adequate support based on current practices. My goal is to understand why teacher training lacks focus on trauma in teaching cultural competency, which is a big issue in an urban school setting. Incidents related to school violence or bullying, suspensions, and drop-out are linked to varying levels of trauma based on exposure (Jordan et al., 2018).

Purpose Statement

The purpose of this analytical action research study was to identify techniques for creating effective learning environments for TiS. An implementation guide was created from the

research results to accompany effective trauma-informed teaching practices curricula. These practices represent cultural sensitivity and support inner city school environments.

Research Questions

1. What are the techniques for creating effective urban classrooms for TiS?
2. What is the best way to pass such techniques for teaching and supporting TiS on to new and returning teachers?

Significance of the Study

Current low-SES, urban classrooms are failing all of their students, but especially TiS. Preparing classroom teachers is one important element in building student success and learning in classrooms. Many other factors, such as funding, facilities, appropriate curriculum, and school climate impact learning. The biggest benefit of this study's findings is the identification of best practices of trauma-informed and design implementation guidance for training teachers. Assessment results showed that low-SES classrooms are failing students (Cano, 2020); when students are not learning, [one may conclude] it is not the fault of the student, it is the fault of the learning system. We need to create better and more effective classrooms in our low-SES, urban schools. My preliminary research for teacher preparation programs offering trauma-informed training, yielded few hits. Best practices should incorporate trauma-informed training into current coursework such as cultural competency or even classroom management. The best practices may influence the content and delivery of in-service training to teachers in the field.

Another advantage of the findings could change the way school systems respond to the needs of TiS. These findings may encourage teachers, administrators, and researchers to create a universal trauma-informed model of instruction and school culture for pre-school through post-secondary settings, which could contribute to more positive interactions within the school

community. Lastly, findings could directly impact teachers, encouraging them to assess their own past childhood trauma before working in a classroom of youth with impressionable minds.

Existing literature was reviewed with a focus on trauma-impacted youth. Feiman-Nemser (2001) showed when it comes to teacher education programs, teachers need to know about many things, including subject matter, learning, students, curriculum, and pedagogy. Feiman-Nemser acknowledged that teaching cannot remain in separate domains if it is going to be usable in practice. An important part of learning to teach involves transforming different kinds of knowledge into a flexible, evolving set of commitments, understandings, and skills (Feiman-Nemser, 2001).

Many teacher preparation programs lack trauma-informed training in relation to inner-city, lower-SES communities. SES is associated with how an individual or group is measured based on income, education, and resources, according to the American Psychological Association (2020). Zeichner (2015) explained one of the biggest pitfalls of teacher education within the traditional college track preparation credential is the lack of coordination between coursework and clinical experiences, including a lack of trauma-informed training. Teachers new to urban communities leave disadvantaged, low-performing, inner-city schools due to lack of safety, support, respect, and fair wages while handling disruptive student behaviors daily (Shields, 2009). The implication is numerous youth from low-SES, inner-city areas have experienced or witnessed trauma first-hand with select family, friends, or neighbors. Understanding the problem of limited resources, such as prepared teachers and more access to clinics in urban schools, impacts access to improving instruction, updated curriculum, and maintaining staff (Picus et al., 2012).

Theoretical Framework

This research focuses on Bronfenbrenner's (1989) ecological theory of human development and societal influences, such as the neighborhood and teacher engagement. Bronfenbrenner's ecological systems model points the way to creating effective classrooms and illustrates how all elements of an ecological system are interconnected. Prevailing "climate" sets the stage for effective work; clear expectations and reliable structure leads to a conceptual framework (presented in Figure 1) identifying degrees of trauma based upon behavioral traits and requires matching teaching strategies to these needs.

The origin of Bronfenbrenner's (1989) theory was in America and applied to developmental psychology where it materialized by understanding child development in relationship to the environment (Shelton, 2018). Shelton (2018) expressed how this theory design was inspired by Lyndon Johnson's war against poverty, implemented in the low-income Head Start preschool program. Bronfenbrenner's frustration was a catalyst to understand the impact of child development in relation to the influence of the neighborhood and community (Shelton, 2018). The major importance of the ecological theory was the creation of the elements of the ecosystem (Shelton, 2018).

As discussed above, Blaustein (2013) compared trauma to a virus afflicting an entire community (as cited in Rossen, 2013). Blaustein has noted a comparison of trauma to hypothetical virus and its impact reaching beyond effect on students, professionals, and community (as cited in Rossen, 2013, p. 5). Next, this theoretical framework demonstrates how trauma-impacted youth from urban communities lack adequately prepared teachers to meet their behavioral and academic needs. The ecological systems model-based theoretical framework provides the best structural approach to connect trauma-informed training for underprepared

educators in relation to how to best serve students impacted by trauma. Utilizing the societal ecological framework, Bronfenbrenner's (1989) ecological systems theory aids as a tool for framing the research in relation to trauma and its impact on youth by examining human development and the interaction with societal influences.

This research will be instrumental in understanding how human development and societal influences play an important role because their interactions help determine achievement within urban communities. Student socialization between home and school influences the ecological system and the two are dependent upon each other, according to Bronfenbrenner (1989). Also, trauma-impacted youth may experience less engagement or influence either from home or school; some of this may result from heavy technology use with video games and cell phones distancing them from their education at school or their connection to their families at home.

After analyzing several theories, it was clear Bronfenbrenner's (1989) ecological systems theory is invaluable in critically identifying how a researcher would look at an individual or a group or within a network. The foundation of this theory was established by understanding four environmental systems: microsystem, mesosystem, exosystem, and macrosystem. According to Bronfenbrenner (1989), these four components have an effect on and drive a child's development in layers. The first-layer microsystem reflects the environmental background directly connected to child interactions, which includes family, schoolteacher, neighborhood, or after-school care. The mesosystem refers to relations involving engagement or interactions where experiences with family, church, peers, and school are fostered. The mesosystem is the most critical related to students learning at school if they have issues at home. The exosystem is connected to the social environment, but not directly interactive with youth. In the exosystem, the child may be impacted by what occurs in contact with another household member like the parent(s) who

transfers experiences from outside settings like work. The macrosystem is influenced by the culture in which the individual lives and is associated with SES, poverty, and ethnicity.

Later, Bronfenbrenner (1989) added another layer to the ecological systems theory to include chronosystem. According to Tudge et al. (2009), the chronosystem was identified to reflect time in relation to the (human development) of the individual, the proximity of an event, the environment, and if the impact was absorbed internally or externally; it determines the level of trauma related to the ACE score over time. The higher the trauma (ACEs) score, the more adverse effects on the TiS. This theory is significant to the study because TiS' academic experiences are constantly spiraling between the ecological levels throughout the period of a day, week, month, or year. The exchanges a child encounters are relative to their specific environment and not controlled or dominated by the individual (Christensen, 2016). Connecting trauma-informed awareness with cultural competency bridges a gap for educators working in sensitive school settings and helps educators become familiar with youth from lower-SES environments.

Definition of Terms

The definition of terms are useful for the reader to understand the context of this study.

Allostatic load. Adverse effect on the body based on increased stress load. The accumulation of chronic stress creates wear and tear on the body. This relates to children who have encountered trauma while within the ecological system (Nurius & Hoy-Ellis, 2013).

At-Promise youth. A positive reframing of the term "at risk." The term "at-promise" contributes to empowerment and resiliency in youth who have been pre-identified at-risk for failing an academic institution. This newly adopted term has made history as a new bill to remove the term at-risk listed in California Education Code, signed by governor Gavin Newsom in mid-October 2019. Reframing the term at-promise, creates the expectation of success for vulnerable populations. Can also be recognized as a disadvantaged, urban, high-need student or known as difficult student. Varies in range from passive, aggressive, attention problems, perfectionist, to socially inept. These behaviors can exhibit a variety of levels such as passive: fear of relationships or failure; aggressive: hostility, oppositional and covert; and attention problems: hyperactive and inattentive (Marzano et al., 2003).

Classroom management. For general classrooms, classroom management is recognized as a short set of classroom rules and procedures to help in providing structure and safety using expectations to guide student learning experiences with predictability. For successful rules and procedures to work effectively, the classroom educator incorporates student involvement. (Marzano et al., 2005).

Cooperative students. Compliant students who are on task, cooperative, and have occasional distractions with minimal impact of trauma (see Figure 1).

Cultural competency. Interchangeable with cultural sensitivity, refers to a supportive, compassionate adult(s) who is able to recognize and understand student experiences and needs and is able to effectively communicate (preventing stereotypes) by encouraging positive attitudes and behaviors while increasing confidence in student learning (Darling-Hammond et al., 2018).

Disidentification. Teachers' negative expectations, academic tracking, punitive practices, and limited teacher support results in students becoming alienated over time and not seeing value in their learning experiences (Talbert-Johnson et al., 2008).

Diversity. Refers to mutual respect for differences in culture, gender, race, and socio-economic backgrounds with fair opportunity to relate to ancestry, building awareness and appreciation with empathy across unlimited demographic backgrounds using tolerance (Darling-Hammond & Cook-Harvey, 2018).

High-Need students. Also known as difficult students. Behaviors of such vary in range from passive, aggressive, attention problems, perfectionist to socially inept. These behaviors can exhibit a variety of levels such as passive: fear of relationships or failure; aggressive: hostile, oppositional, and covert; and attention problems: hyperactive and inattentive (Marzano et al., 2003). Also, can be identified as a positive reframing of the term "at risk."

Implementation guide. As used here, an implementation guide is a tool for guiding best practices in being trauma-informed teachers and effectively provides training with supported direction on basic awareness, knowledge, hands-on application skills, and resources.

Multicultural education. Raising awareness across cultures in society without (ethnocentricity) recognizing your select ethnic group being superior to others.

Pedagogy. A method of teaching theory and practice.

Socio-economic status (SES). SES, specifically low SES in this study, refers to a person or group of people with restricted resources, who also qualify for Title I funding for free and reduced lunch and or lack access to necessities to maintain average standards of living. Those of low SES are also identified as living below the poverty line. SES is associated with how an individual or group is measured based on income, education, and resources, according to the American Psychological Association (2020). This term is interchangeable with the term "urban."

Teacher induction. Is a select new teacher development program required by the state of which a teacher is a legal resident. An individual of this program would have already completed mandatory levels of education for specific subject matter in either general education or special education. Depending on the teacher career pathway, teacher induction is one of many ways to clear certification to teach after meeting state standards; a certificate is issued based on a set of conditions being met to provide instruction to students K-12.

Teacher training. Teacher training may also be referred to as professional development or in-service. Specific clinical or practicum skill(s) provided to both new educators and current teachers in the school setting supporting student learning. An example of an in-service would be training for a newly adopted common core curriculum for secondary English language arts.

Title I schools. Government funding source provided by the state department of education to local area schools for schools to qualify for financial support from the state to improve academic achievement for disadvantaged youth. The schools must have a high percentage of low-income students enrolled, which is regulated with accountability. The terminology of Title I may also be associated with the demographics of urban youth.

Trauma. An occurrence or series of occurrences in which either an individual or group of individuals have encountered any form of significant impact caused or created by another group or individual. (Examples: Life threatening events impacting stability: emotional, psychological, physical, neglect, no access or lack of food, unstable housing, inadequate hygiene.) A traumatic event is one that threatens injury, death or physical integrity of self or others and also causes horror, terror, or helplessness at the time it occurs. Traumatic events may include sexual abuse, domestic violence, community and school violence, medical trauma, motor vehicle accidents, acts of terrorism, suicide, and other traumatic losses (APA, 2008).

Trauma training for educators. Trauma-informed training educates teachers on student learning and behavior impacted by trauma. Teachers are shown ways to help students create safety and build skills in emotional regulation (Downing, 2015). This training prepares teachers to create an effective learning environment for TiS and all students.

Trauma-impacted student (TiS). Youth who have experienced first-hand trauma because of adverse events or toxic environments. There are many potential causes, such as caused or created by another group or individual. According to Blaustein (2013, as cited in Rossen, 2020), “overwhelming, negative emotions and threat to self are the effects of trauma” (p. 5).

Urban city youth. Urban city youth refers to low-SES community members with limited resources to overcome social and economic problems who are demographically located in the inner city. In many other select urban city communities, youth can be prone to being profiled by adult authority figures across institutions based upon the color of their skin or social class and are susceptible to higher levels of hardship. The term urban city youth may be interchangeable with Title I-funded schools. Minority children from vulnerable communities have experienced trauma due to large poverty rates, drug usage, and crime (Holmes et al., 2015).

Urban schools. Schools located within the disenfranchised, inner city with limited access to basic resources like a local library or access to affordable fresh produce within less than five miles.

Urban teacher. An inner-city school community where limited resources are available for teachers who either reside or commute to this setting.

Summary

In this chapter, it was important to share the background of the problem, purpose of the research, the research questions, the significance of the study, definition of terms, and theoretical framework. According to the research, lack of preparation in trauma-informed teacher training has been an ongoing issue, particularly for low-SES, urban schools. It is critical to understand the historical background of cultural competency in relation to trauma-impacted youth when facilitating teacher trainings. Most new teachers lack the skills to support the needs of TiS. The findings of this study helped construct an implementation guide representing best practices for educators in supporting TiS.

CHAPTER 2: LITERATURE REVIEW

Introduction

Statement of the Problem

Our current low-SES, urban classrooms are failing students, and especially trauma-impacted students (TiS). This chapter examines classroom management, high-need students in relation to classroom management, and traumatized students in relation to the need for emerging best practices in trauma-informed teacher training.

Scope of the problem. Research indicates TiS who have experienced abusive environments and lack logical attachment relationships may be at risk of multiple academic and behavioral challenges (O'Neill et al., 2010, p. 190). Low-SES, urban classrooms in California have included many TiS, up to 35%. Most new teachers and many returning teachers are not prepared to teach TiS effectively; hence, student learning for the whole classroom suffers, as demonstrated by Figure 1 located in Chapter 1.

The purpose of this analytical action research study was to identify techniques for creating effective learning environments for TiS. The research led to the creation of an implementation guide to accompany effective trauma-informed teaching practices curricula. These practices represent cultural sensitivity and support inner-city school environments. According to *Mental Health First Aid USA: For Adults Assisting Young People*, a training manual, studies have identified an estimated 50% of young adults have been diagnosed with a disorder in their lifetime for ages 18-54 (Kessler, 2005, as cited in Kelly et al., 2016). When examining youth ages 8-15, the percentages for mental disorders was approximately 20%, which is based upon accessibility to services (Kelly et al., 2016). The goal of this research was to

produce a universal classroom-based, school-wide implementation guide that aims to supplement current trauma-informed curriculum resources. This section examines classroom management, high-need students in relation to classroom management, and traumatized students in relation to the need for emerging best practices in trauma-informed teacher training.

This literature review begins with acknowledgement of what equates as good classroom management to improve the educational experience and learning for all students. Next, it reflects on the “higher needs/more difficult students” and the additional skills they require, along with techniques that help them learn better and help educators maintain the learning environment for the whole class. This section examines the importance of TiS, especially those in low-SES, urban settings requiring an additional layer of effective techniques and a higher skill level of teaching. Consequently, there is not yet enough practical guidance for teachers in these situations, especially given the magnitude of the problem, which was the focus of this research. This review utilizes the Bronfenbrenner ecological systems model (Paquette & Ryan, 2001) as the theoretical framework to guide the development of practical skills and techniques for classroom teachers based on research evidence and expert advice.

Classroom Management

During the early 20th century, classroom management was noted to be crucial for all teachers in 1907, but active research did not occur until the 1950s (Brophy, 2006). Classroom management historically began upon teachers first entering the classroom, but the study of it is a recent phenomenon dating back to the 1970s (Marzano et al., 2003). Marzano et al. (2003) cited a high-profile study conducted by Jacob Kounin who identified coding for classroom behaviors of both the student and teachers of first and second grades. The findings “revealed several critical dimensions of effective classroom management” (Marzano et al., 2003, p. 5). The meta-

analysis conducted by Marzano et al. (2003) identified four key components: (a) rules and procedures, (b) disciplinary interventions, (c) teacher-student relationships, and (d) mindset. Mindset here refers to the teacher's alertness to what is going on in the classroom and the readiness to intervene as needed.

Six years after Kounin, another major comparative study by Brophy and Evertson pointed out how effective teaching behavior influenced classroom management (Marzano et al., 2003). Another author defined classroom management from the same initial time period and stated that it includes the teacher establishing order or engagement or eliciting student cooperation (Emmer & Stough, 2001). Many strategies are rooted in a positive classroom environment and the clarity of routine practices.

According to Clement (2010), preparing teacher candidates with a foundation in classroom management theories and strategies before graduation is critical. An example is informing educators that discipline would not be a problem if they could write a good enough lesson plan (Clement, 2010). The research continued to express that as classrooms become more diverse, it would be critical for classroom management skills to be used for both the individual or group (Emmer & Stough, 2001). One more researcher suggested that outside of student teaching and master's college-level teacher education, new teachers will strive to manage the classroom as they were managed, which influences student learning (Clement, 2010). Clement shared a call for action "to prepare educator candidates with a foundation in classroom management theories and strategies before graduation" (p. 41). Clement provided an example of a new teacher who wants to know more about dealing with difficult students in addition to ways to deal with exceptionalities and special-need populations.

High-Need Students/Difficult Students

High-need students are also known as difficult students and vary from passive, aggressive, riddled with attention problems, perfectionistic, to socially inept. These behaviors can exhibit a variety of levels such as passive: fear of relationships or failure; aggressive: hostile, oppositional and covert; and attention problems: hyperactive and inattentive (Marzano et al., 2003).

Teach.com's (n.d.) article *High Needs Schools: What is a High Needs School?* identified the high-need student who comes from a family with income below the poverty line at 30% facing various difficulties of social or economic magnitude that can detract from their academic focus. Many times, the high-need student has experienced overcrowding and higher crime, which overlaps with issues faced by trauma-impacted youth, foster youth, and homeless populations. As the example above from Clement (2010) showed, higher-need students are more difficult to manage and require additional techniques. Another example described California high-need students facing unique challenges as English learners, foster youth, homeless youth, and low-income students (D'Souza & Morquez, 2020). Thousands of students annually are removed from their homes causing significant disruption and are impacted by trauma at home, which takes a toll on their social-emotional, physical, and academic wellbeing (Montero, 2019). In addition to the foster youth, it is important to acknowledge that many of the Californian students come from families with incomes less than 185% of the federal poverty levels and face obstacles to succeeding in school (EdSource, 2020).

Educational Research Quarterly released a study conducted by Melnick and Meister (2008) comparing the first-year teacher to the experienced teacher and disclosed eight serious problems. New teachers reported, in order of importance, classroom discipline, motivating

students, dealing with individual differences, . . . and dealing with the problems of individual students being last.

In another study centered on the perceptions of secondary teacher experiences in urban public schools, educators expressed their frustrations with what they saw in students, parents, and administration (Kutcy & Schulz, 2006). The teachers in this study did not feel adequately prepared for the real world and addressing unmotivated students (Kutcy & Schulz, 2006). For example, outside the United States, a teacher shared how difficult it was to direct varying student levels and solve the problem of noise and children fighting (Anhorn, 2008). Another educator witnessed the cultural gap in understanding her students' background and language to connect in building a rapport (Anhorn, 2008).

Educators Working with Traumatized Students

Trauma-impacted youth generally experience acute to chronic exposures of trauma including neglect, abuse, homelessness, and violence (Miller, n.d.). TiS generally score 3 or more on the ACEs instrument and are often very disruptive or non-compliant in the classroom. Classrooms with one or more students impacted by trauma are the most difficult classrooms to manage effectively. Traumatized students require the most skill and understanding in teaching core academic content. The difficulty is often compounded by multiple traumatized students, a chaotic classroom environment, an inexperienced or unskilled teacher, and a school-wide climate of despair. The editorial director of the Child Mind Institute, Carol Miller (n.d.), recognized youth impacted by chronic trauma having serious problems learning and with behavior. The article, referencing a child and adolescent psychiatrist, acknowledged an example of how challenging it is for teachers to recognize students in crisis who are masters of hiding emotions, so no one is aware of them bleeding. The author indicated how important it is to be aware of

symptoms, so students are not misdiagnosed, in addition to recognizing the obstacles to learning, which include trouble interacting with the teacher, poor self-regulation, negative thinking, and executive function challenges. Unprepared teachers are unable to notice how or why students are very reluctant to have an exchange because of past unhealthy adult relationships (Miller, n.d.). This article helped bridge the gap by describing how traumatized youth lack trust in adults, their misbehaving leads to the use of the disciplinary system, and they are further pushed away (Miller, n.d.).

Other authors shared how Bronfenbrenner provided great evidence of the ecological systems theory by indicating how each student's crisis is experienced differently and has three levels of manifesting from the individual, school system, and surrounding community (Kataoka et al., 2012). The authors described how the impact of a violent incident or natural disaster, a school-wide trauma, is disruptive to daily functioning at school (Kataoka et al., 2012). The authors also expressed how interventions with traumatized students require a school mental health consultant for school campuses (Kataoka et al., 2012). Further investigation on this subtopic revealed how teachers who have worked with trauma-impacted youth face burnout because of the struggle to manage disruptive behavior of disengaged students causing problems within the profession (Brunzell et al., 2018).

Culturally Responsive Teaching and Trauma-Impacted Youth

Weinstein et al. (2003) emphasized how culturally responsive classroom management demands teachers to interpret or comprehend the way that schools mirror and perpetuate discriminatory practices of the larger society. Weinstein et al. (2003) addressed the importance of recognizing inclusion, structure, and practices of schools, which can privilege select groups of students and marginalize or segregate others. Gay (2006) purported the current high levels of

racial disproportionality in school discipline reflect teachers not understanding and incorporating the cultural values, orientations, and experiences of African, Latino, Asian, and Native American students into curriculum and instruction. For example, cultural synchronization in schools serving African American students must understand the relationship to disciplinary actions as opposed to focusing on curriculum (Monroe & Obidah, 2004). “Culturally responsive teaching is critical to effective classroom management of students of color” (Gay, 2006, p. 343). Milner and Tenore (2010) shared a similar perspective to author Freddie Silver (n.d.) saying to serve inner city youth, teachers need to be aware of the basic socioeconomics and its connection to poverty and violence. Students requiring a great deal of emotional support may face social problems related to criminal behavior and substance abuse and may not have learning as a top priority. The authors further implied that students who are less likely to complete assignments or be prepared are possibly transient.

Trauma is a widespread, harmful, and a costly public health problem (Blaustein, 2013, as cited in Rossen, 2020). It occurs because of violence, abuse, neglect, loss, disaster, war, and other emotionally harmful experiences. Trauma has no boundaries with age, gender, socioeconomic status, race, ethnicity, geography, or sexual orientation (Substance Abuse and Mental Health Services Administration, 2014). Since organizations and schools are ill-prepared to deal with youth with trauma, there are adverse outcomes on both the students and schools. Greater absenteeism, higher suspension, and larger dropout rates all point to a need for trauma-informed classrooms.

The purpose of this research was to explore, evaluate, and discover effective tools for providing trauma-informed best practices for our classroom educators and staff followed by suitable teacher preparation training. It was important to understand how students survive urban

communities and how it influences their individual experiences ranging from homelessness, food scarcity, high school dropout rates, addiction, abuse, neglect, violence, crime, and untreated mental illness. Since teacher credential programs are not placing priority on preparing educators on how to address students' needs in relation to varying levels of mental health, urban school settings are at a loss.

General educators expect all students to arrive at school prepared to learn while overlooking the personal challenges that could pose barriers to learning as discussed by Cohen and Mannarino (2008). Though, the general education teachers are unaware of how to address TiS or are unable to recognize triggers (Cohen & Mannarino, 2008). Many students may seem perfectly normal until behaviors, which may look like withdrawal, daydreaming, not paying attention and getting easily distracted, are exhibited (Cohen & Mannarino, 2008). The peer-reviewed literature further establishes how familiarity of ACEs pre-screening can be very useful for school systems.

Phifer and Hull (2016) suggested, “adopting a trauma-informed approach means creating shifts of thought at the organizational level” (p. 202). Ultimately, trauma-informed schools take on the responsibility of changing the system collectively, which better prepares teachers by raising awareness and providing ongoing professional development. As a result, California implemented (the) Every Student Succeeds Act (GovTrack.us, 2015), which acknowledges the importance of schools using “trauma-informed practices that are evidence-based” (§ 4108). As this research unfolded, I looked to discover many trauma-informed model institutions that demonstrated student support by way of supplemental professional development and developed an implementation guide to support training educators, which includes the general student population.

To truly grasp the basics of youth impacted by trauma, it was important to recognize ACEs, based on a set of factors in urban and rural communities that contributes toward trauma. ACEs include the parental issues of divorce or separation, death, and incarceration; violence among adults in the home or witness to neighborhood; living with a mentally ill adult or someone with a substance abuse problem; and experiencing economic hardship (Talbot et al., 2016). Familiarity with the pre-screening for ACEs is considered preventative treatment; however, it is not required for better serving the needs of trauma-impacted youth. To implement the ACEs pre-screening assessments, school systems would need to consider creating a process whereby supported training occurs and effective tools are developed to take on the role or responsibility of making decisions in addressing the mental health of its student population. Recognizing how to evaluate TiS through proper screenings can be crucial in obtaining support or resources for students.

Organization of This Chapter

This review of the literature begins with the historical background of student trauma and then presents a summary of Bronfenbrenner's (1989) ecological systems theory. This theoretical framework underlies and influences my research. Following that is a summary of the key literature on trauma-impacted youth and trauma-informed assessments. Then, this chapter covers how teachers are prepared for teaching trauma-impacted youth and the influence of teachers on these youth.

Historical Background

In this section, I explore the understanding of the foundational background of trauma and classroom management, allowing for support in the need for emerging best practices in trauma-informed teacher training.

Trauma

It is important for our viewer to know that before the 1990s, there was no significant record specifically addressing trauma-impacted youth. Although educators remain mandated reporters, there was nothing to really help in assessing, referring, or accommodating this population of trauma-impacted youth within the classroom setting.

Classroom Management

Acknowledging the foundation of trauma-informed practices is essential for building a background on this lack of guidance for educational systems. Thomas et al. (2019) showed the lack of empirical research on student trauma and teacher preparation for teaching TiS. A limited selection of peer-reviewed articles over two decades of trauma studies across disciplines emerged around year 2000 based on cognitive behavioral intervention for trauma in schools after the release of the initial ACEs study.

As societal consciousness began to focus on the overwhelming plight of many marginalized and vulnerable populations in the United States, trauma's definition began to expand to include interpersonal forms of violence as well as perceived threat or harm. Aiding in the development of this new definition, research began to illuminate the prevalence of such adverse events, particularly among young people (Thomas et al., 2019).

Some scholars have argued on behalf of educators that handling trauma-impacted youth can be complex, requiring adequate training (Brown et al., 2019; Freedberg, 2018; Picus et al., 2012). In 1998, a study was performed to assess exposure to violence in urban youth and revealed, based on extremity, older African American males with violent offenders living in high crime areas reported more exposure than young, female, White subjects with non-offenders (Selner-O'Hagan et al., 1998). Another study provided equally superior research with a specific

comparison of PTSD in soldiers and urban youth using a multi-contextual diagnostic criteria of PTSD, examining traumatic stressors, symptoms, social support, and incidence (Bertram & Dartt, 2009). The alarming results revealed a match set of characteristics in research previously conducted by Selner-O'Hagan et al. (1998) contributing that violence was the leading cause of death for African American youth, along with overall compounded community trauma (which is based on prolonged and repeated exposure to multiple violent stressors) equivalent to what is experienced by soldiers in war zones (Bertram & Dartt, 2009).

Based on this research, most urban youth given a psychological diagnosis do not list PTSD as the primary issue and go untreated as a result (Bertram & Dartt, 2009). Other authors have reported significant and lasting symptoms of avoidance, heightened arousal, and traumatic reexperiencing occur after the trauma event (Scott et al., 2003). The experience of trauma is often chronic and when a child lives in a violent family, the maltreatment is not based on one event, but on ongoing neglect and emotional abuse (Scott et al., 2003). An abundance of evidence implies that adverse environmental experiences acquired early in life may differentially alter neurobiology and behavioral systems and influence subsequent responses to stress (Yehuda et al., 2001). The American College of Surgeons (2019) identified the trauma system being created across America over a span of 20 years with accountability measures based on criteria. Although trauma weighs heavily on the behavioral science industry, Ko et al. (2008) stated, "Teachers, school psychologists, and school social workers receive little formal training about the impact of trauma on students and ways to help traumatized students increase academic achievement" (p. 398). Raising ACE awareness is imperative to recognize the students' behavioral needs when preparing for their academic outcomes. Media has constantly been helpful in exposing cases of direct and indirect bullying, gun violence on campus, and how social

media impacts student safety in school systems. Acquiring the background on trauma can aid in recognizing the appropriate theory to address the barriers or problems when connecting to our education systems.

Theoretical Framework

Dana Brown (2019) from ACEs Connection blogged about a newly released book of case studies on educational trauma by psychologist L. Gray, who described careless and unintentional harm in schools. The author followed up to share how the book is “grounded in trauma theory, feminist theory, ecological systems theory, mindful awareness and research in neuroscience” (Brown, 2019, p. 1). Brown (2019) described this phenomenon, which has the occurrence of ostracism, abuse, oppression, discrimination, with decent people disrupting the rights of kids. Gray (2019) exposed the cause as “low-income communities of color are being hurt by the imposition of minimum test scores for bonus funding” while being biased against in standardized testing with access to fewer resources (pp. 63, 114). Without holding back, Gray uncovered why “students of color are routinely suspended on testing days to preserve the school’s overall academic performance” (Brown, 2019, p. 223). Gray further explained the “cycle of educational trauma trickles down through systems of society disproportionately affecting students of color and channeling them out of the school to prison pipeline (STPP)” as she weaved in the mesosystem level later discussed in the ecological systems theory (Brown, 2019, p. 224).

Other researchers like Wade et al. (2014) dove deeper to examine how youth grow up facing ACEs in low-SES urban communities. This particular study focused on young adults who have grown up in urban neighborhoods in Philadelphia and generated a list of stressors by domain, linking portions to ACEs and beyond while creating a parallel for further review in a later section, Trauma Informed Assessments, acknowledging the expansion of the ACEs pyramid

(Wade et al., 2014). The study performed by medical practicing physicians recognized additional experiences of stress and trauma during childhood to include single-parent households, exposure to violence, adult themes, and criminal behavior; personal victimization; bullying; economic hardship; and discrimination (Wade et al., 2014).

Ecological Systems Theory

The major goal of Bronfenbrenner's ecological systems theory was "to understand how systems process and results of human development as a common equation of man and environment" (Paquette & Ryan, 2001, p. 4). Bronfenbrenner's original design of ecological systems theory was suitable in recognizing the quality and context of a child's surroundings coupled with the complexity based upon cognitive structures of a child's growth and maturity (Paquette & Ryan, 2001). Tudge et al. (2009) referred to Bronfenbrenner when he appropriately linked trauma-impacted youth and cultural competency training for educators. This theory has recently been adapted to bioecological systems theory, highlighting another layer that does not really get exposed, the neurological. What happens outside the environment when triggering happens is related to human development, what happens when TiS get attached (Bronfenbrenner, 1989). Some of Bronfenbrenner's former research revealed the struggle of positive influence on kids' collective development in the United States. Paquette and Ryan (2001) believed this theory "allows a better understanding of education and the problems attached to it" (p. 4).

Paquette and Ryan (2001) went on to suggest that Bronfenbrenner's theory was influenced by Kurt Lewin, a classical field theorist, who created a formula where behavior is dependent on the interaction between the individual and environment. For example, students from urban communities spending a large portion of their days attending school engage and

interact with peers and staff; Lewin recognized this as one uniform system. Bronfenbrenner's ecological model expands to many nesting systems (Paquette & Ryan, 2001).

Bronfenbrenner's theory has been divided into four systems of microsystem, mesosystem, exosystem, and macrosystem. The first level of the ecological model theory is *microsystem*, which involves physical interactions by pattern of activity or direct contact with the individual in each setting (Bronfenbrenner, 1989). An example of the microsystem would be home, church, school, or places of hobby. In a deeper review of the literature, Shelton (2018) revealed changes in the people sharing the microsystem can have a developmental issue or change whether small or large; it creates an adaptation to the participants' participation in the ecological systems theory. Crosby (2015) informed this research by understanding the direct contact the student has with child-parent interaction and child-peer relationship. The microsystem for foster care includes the caregiver-child relationships and attachment between (Hong et al., 2011).

The connection between trauma and impact of education is based on experiences of specific academic deficits, which transfers into low test scores and grades and can filter into higher chances of suspension, expulsion, and school failure (Anda et al., 2006, Hurt et al., 2001, & Wolpow et al., 2009, as cited in Crosby, 2015, p. 224). Another perspective on microsystem identified children from impoverished communities as having limited support with the school representing the safe physical space (Astor et al., 1996). While other youth facing more harmful negative relationships or nonexistent support in relation to home "may feel hopeless or overwhelmed by added burdens placed on them" (Astor et al., 1996, p. 340).

Next, the mesosystem comprises activity taking place between the child and the person they share other environments with like the schoolteacher and parents. A school classroom and a

child's home are examples of mesosystems. Unlike in other ecological systems, Crosby (2015) noted the mesosystem has been interwoven into multiple microsystems that exist in one's life and may include: parent-teacher communication or school-peer interaction, which involves all staff the student engages with from point of entry or exit. To further expand on the mesosystem, trauma-impacted youth are affected by the educational process based on negative interactions like teacher and mental health workers managing difficult disciplinary behaviors of the student or bullying and harassment by peer association (Crosby, 2015). In the case of the TiS, there is an extremely negative or absent mesosystem. These same TiS face either parents or peers with academic failure and dropout history, causing more strained relationships between the school and parent (Astor et al., 1996). An example was the avoidance of school due to aggressive engagement with the family with the exception of more severe issues (Astor et al., 1996). The biggest difference between the microsystem and mesosystem is that the mesosystem is a "process taking place between two or more settings containing the person" with direct contact in interactions; the mesosystem involves interaction between the different microsystems, such as home and school (Bronfenbrenner, 1994, as cited in Tudge et al., 2009). Shelton (2018) referred to how the microsystem can shift or rotate from meso or exosystem into any system away from home and it is not based on the geography, but the level of participation in any system.

Then there is the exosystem, which takes place between two or more settings. In this system, the child or youth is influenced by settings that do not physically link directly to the child (Bronfenbrenner, 1989). For instance, if there was a layoff at work and a parent comes home to dinner and seems irritable, it impacts how the youth interprets work relations. This could also be reversed for the parent to get a negative message from the school and increase the level of tension at home directly impacting the child. Another example of the exosystem would

be “a parent producing less at work because of their child’s difficulty in school” (Skinner, 2012, p. 3). According to Crosby (2015), when viewing the connection of trauma in relationship to the exosystem, it indirectly influences individual microsystems like the school policies and teacher professional development. Additional research has indicated other factors within the exosystem that includes examples of parental unemployment, underemployment, high rates of teacher burnout or stress, battles within the school district, and school services requiring access to technology (Astor et al., 1996). Eamon expanded on the exosystems by noting that poverty affects children’s socioemotional development so include the parents’ social support network and overall neighborhood background (Eamon, 2001). Lack of social support networks and distressed communities have negative influences on youth, destroying parent value systems (Eamon, 2001).

Last is the macrosystem, which was influenced by Vygotsky’s theory on the psyche’s socio historical evolution (Paquette & Ryan, 2001). The macrosystem is considered the outermost layer for the child, containing the micro, meso, and exosystem characteristics and directed by given culture, subculture, or belief systems influenced by societal norms. An example of how macrosystems would appear for youth is generational views adopted as a lifestyle based on parental views or coping skills based on educational experiences (Paquette & Ryan, 2001). The macrosystem is significant because the ecological systems theory model facilitates how TiS and teachers in urban communities are affected over time. Therefore, cultural sensitivity must be linked to effective trauma-informed teaching practice. Crosby (2015) made a point to include the purpose of the macrosystem as a cultural context greatly impacted by the legislative policies as well as the cultural awareness of socioeconomic status, race, and gender. Crosby shared the same view as Hong et al. (2011) on the macrosystem being “a cultural

blueprint, which influences social structures and activities” occurring within the microsystem from the perspective of the foster care system (p. 867). Astor et al. (1996) dove into the macrosystem focusing on the cultural differences using an example of how schools serving urban, minority, low-income students are underfunded at every level in comparison to those serving suburban, nonminority, middle to upper income students.

To further support and clarify this description, an image has been provided by Penn (2005) to aid in better understanding the model (see Figure 2). The adapted model indicates a child’s development being impacted by many environmental factors, which contribute towards their well-being. The ecological approach hypothesizes the layers of influence on a young child’s development (Penn, 2005).

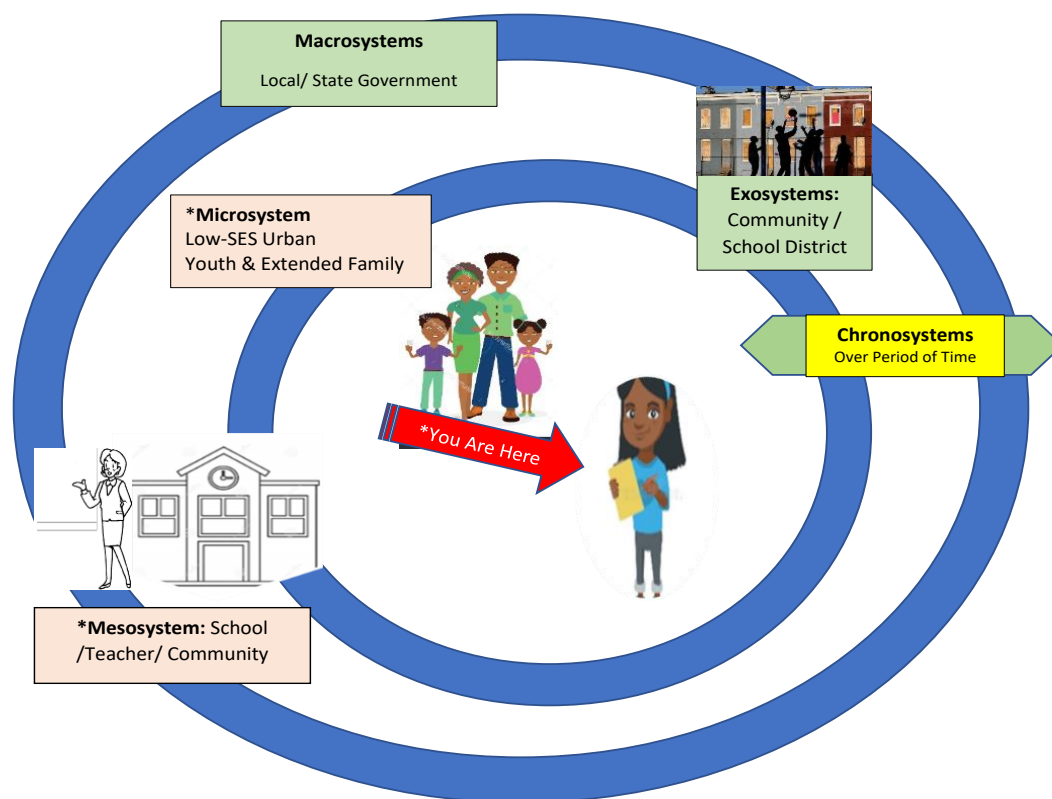


Figure 2. Adapted Bronfenbrenner ecological system model. From *Understanding Early Childhood Education: Issues and Controversies*, by H. Penn, 2005, Bell & Bain Ltd., p. 45.

Thus, utilizing the ecological systems theory model was timely and appropriate in addressing the needs of trauma-impacted youth by raising awareness in the industry of psychology and social work (Bronfenbrenner, 1989). In the *Journal of Child and Youth Care Work's* article on "Trauma-Informed Care: An Ecological Response," Guarino and Decandia (2014) stated, "It expresses traumatic stress that is recognized across delivery of service systems and reveals how environmental factors impact functioning and recovery" (pp. 12-13). Guarino and Decandia's approach of the ecological systems theory coupled with being trauma informed creates a fantastic fused intervention from a collection of organizations responding to the individual creating a village experience. It takes a community of caring people to support students impacted by trauma. The integrated theory and framework allowed for peer-reviewed literature to support the establishment of the need for best practices in trauma-informed teacher trainings.

Peer-Reviewed Research

In preparation for the research, it was imperative to identify the sub-headings that follow this section, as they identify scholars and acknowledge several studies related to specific research supported by at least four themes that connect literature references. The reviewed literature revealed rich and meaningful content identifying the urban community as connected with poverty, trauma-impacted youth, assessments, and strategies in trends to aid in teacher preparation. Every scholar has their own perspective on how to address varying types of trauma across domains; however, not all approaches may uniformly connect or synthesize the information into one place for the end user in application for the practice. The objective of this research was to examine a mixture of both current and former studies to further understand the urban school communities of TiS.

Low-SES, urban, trauma-impacted youth. We need to understand the wide range of behaviors of low-SES, urban youth. These urban youth have experienced *trauma* from their surroundings. Trauma within the urban setting is experienced by an individual or group of individuals who have encountered any form of significant impact not caused or created by the individual. While both rural and urban students indisputably suffer from trauma, this research focuses on urban students and communities. Some examples may include the life-threatening events impacting physical safety, which clearly endanger students, and emotional and psychological neglect, as well as physical neglect, such as lack of food, unstable housing, inadequate household hygiene harm students, too. All of these may affect self-regulation in many of our K-12 students. For urban city youth, increasing stability of the basic necessities reduces stress levels and insecurity. When students can anticipate their next meal or where they will sleep, they are better able to gain from their learning opportunities and better learning outcomes can be achieved.

While raising awareness on trauma-informed practices should be a goal of the research, it was important to acknowledge the absence of resources within student homes or community, which affect the learning of trauma-impacted youth. Authors Dombo and Sabatino (2019) introduced how trauma in children and adolescence can be recurring and impact on the learning capability. They showed that the ACEs tool could be used to demonstrate how negative trauma affects child development. Studies have shown child development being stunted due to the impact of poverty (McInerney & McKlindon, 2014). Low-SES students from inner cities fall behind in furthering their education and are less likely to make an effort, generationally becoming stuck in their academic pursuits.

Urban poverty clearly contributes to student trauma, both directly through deprivation, and in a second-order effect (mesosystem) through impact of interacting home-school-community environments. Finally, there is a macrosystem effect as a culture of poverty pervades many inner-city schools and communities.

Gray (2019) stated, “The current method of education, and evaluating academic achievement, are causing long-term damage to people and communities, with the greatest impact occurring in people of color, and in low-income areas” (p. 1). It is important to understand that the current educational system cannot close the academic achievement gap if students do not have equity in basic resources like books, school supplies, and technology. Current methods of instruction and assessment perpetuate and amplify these negative effects through a feedback loop.

Trauma-Informed Assessments

The next theme focuses on the need for assessments in helping identify trauma-impacted students. To truly illuminate the foundation of youth impacted by trauma, it is important to recognize ACEs. ACEs are based on a set of factors in communities, such as parental divorce or separation, parental death, and incarceration of a parent. They also include violence among adults in the home or witnessing violence in the neighborhood. In addition, living with a mentally ill adult or someone with a substance abuse problem is traumatic. Finally, experiencing economic hardship and deprivation is itself traumatic (Talbot et al., 2016). Unfortunately, if an ACEs is not pre-screened before puberty, the consequences result in poor health with a shorter life span reaching adulthood (Talbot et al., 2016).

ACEs is an accepted screening tool, although there are nine other measures for screening adverse childhood experiences amongst children. Out of all the other screenings, ACEs was the

easiest to use and has very few limitations compared to assessments based on Medicaid insurance. A Rapid Evidence Review was performed to identify effective tools (AcademyHealth, 2016).

An ACEs study was created by Dr. Felitti and colleagues and performed at Kaiser Permanente San Diego with 17,000 adult collaborative experts completing a self-report about exposure to ACEs and medical history (Felitti et al., 1998). According to ACEs Connection blog, Racing ACEs gathered in Richmond, California to expand the original ACEs screening tool to a wider audience to increase knowledge and gain access to resources with equity as a result of a listening campaign by helping add two new layers to the ACEs pyramid: social conditions/local context and generational embodiment/historical trauma (Stevens, 2015; see Figure 3).

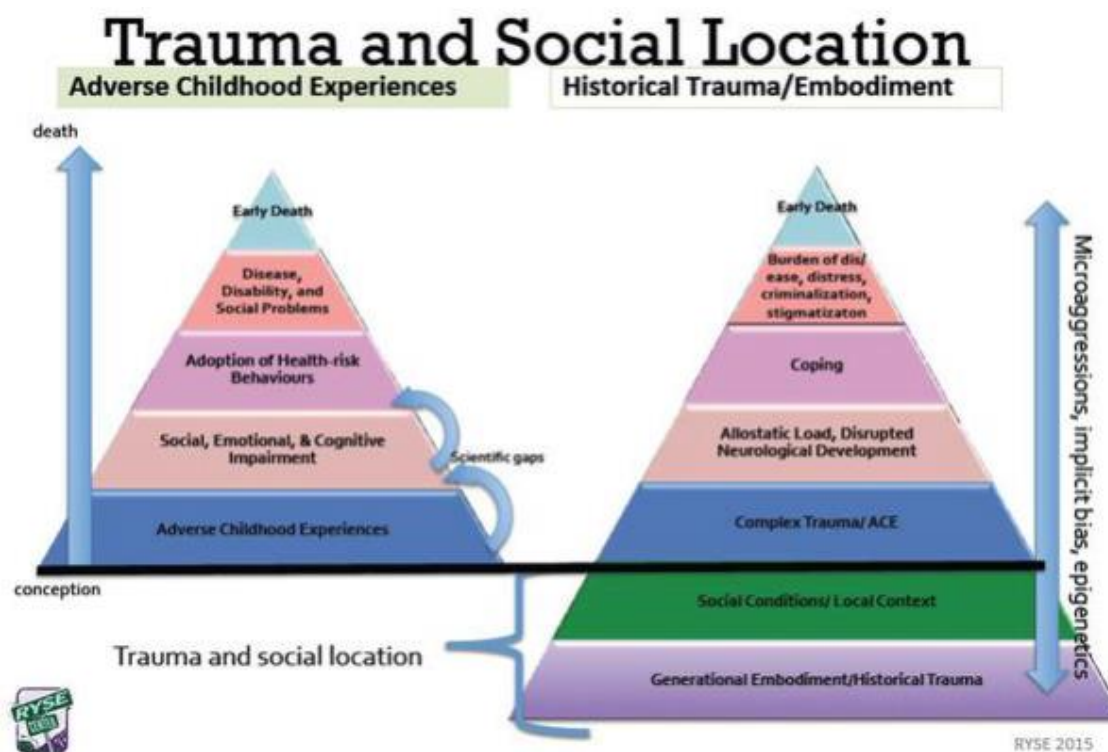


Figure 3. Concepts of expanded ACE pyramid. From “Adding Layers to the ACEs Pyramid – What Do You Think?,” by J. Stevens, 2015, (<https://www.acesconnection.com/blog/adding-layers-to-the-aces-pyramid-what-do-you-think>).

The purpose of this ACEs screening was to intervene, prevent, and reduce continued toxic stress and trauma leading up to significant negative health outcomes beginning at early childhood (Purewal et al., 2016). The reason for the ACEs screening was to identify maltreatment in children early to provide more preventative health care and positive support getting them back on track to having a safe and healthy development (Purewal et al., 2016). Research across industries like Pediatric Mental Health, Pediatric Health Care, and Child Serving Systems have adopted the ACEs tool. This includes the California Surgeon General, Nadine Burke Harris, and has been backed by legislative policy throughout several states within the United States (i.e., Alaska, California, Montana, Vermont, and Washington).

While a teacher might be aware of, or assume, trauma in their urban students, the use of the ACEs instrument lends more information and context to their understanding. Simply reading through the ACEs instrument helps new teachers increase their sensitivity to the experience of their students (J. Miller, personal communication, January 20, 2020).

Although trauma assessments are not currently mandatory in training an educator on being trauma informed, they are helpful. The ACEs screening tool was designed for audiences ages 0-19. Other comparable tools are the Child and Adolescent Needs and Strengths (CANS-MH), which measures assessment by a multi-rater, identifying youth outcomes with ACEs for ages 0-18; this tool needs more research for reliability and validity. Another comparable tool to ACEs is the Brief Assessment Checklist for Children and Adolescents (BAC-C; A) for ages 4-12, which is measured by the caregiver and is relatively new, requiring more research and validity. However, these assessments may be required in the near future (Burke Harris, 2018). Such assessments were advised to better inform teaching practices (F. Cofer, personal communication, October 17, 2018). Blitz et al. (2016) offered an article on trauma-informed

approaches in the early childhood education system, supporting a focus on social-emotional learning with a set of strategies, academic tools, and activities.

Ko et al. (2008) performed a study exposing how children and adolescents experience trauma assistance or care across sectors that service youth recovery. Furthermore, the article emphasized the importance of providing screenings for trauma exposure. In addition, Blitz et al. (2016) discussed bringing sanctuary to school: assessing school climate as a foundation for culturally responsive trauma-informed approaches for urban schools. Screening youth for trauma early could make stakeholders more aware and increase more accountability in addressing the educational needs of collective students. Having educators exposed to the how and why of the trauma assessment tool is useful and can add value to responding to students impacted by trauma more appropriately.

Teacher Preparation

Existing literature examined the pitfalls in teacher education curriculum and clarified the problems of trauma-impacted youth. *Preparing Teachers for Urban Schools* (Jordan et al., 2018) reported that the majority of the teachers completing their formal education feel underprepared to meet the demands of inspiring and encouraging students learning in low-performing urban schools. The William Penn Foundation revealed “new teachers needed specialized training and support to feel prepared; specifically, 72% felt unprepared to work in an urban classroom, 80% to teach unmotivated students, 62% felt unprepared to teach culturally diverse students” (Jordan et al., 2018, p. 6). Further evidence indicated “32% of new educators asked for extended time under supervision in field experience, hands-on work as part of pre-service preparation” (Jordan et al., 2018, p. 17). Research also proposed that supporting children who have experienced trauma can be mediated if supportive school environments provided more role clarity and gained

trauma-focused skills and knowledge to reinforce inside classrooms (Record-Lemon & Buchanan, 2017).

Research from collaborative conversations indicated some of the challenges of not feeling prepared and unable to handle the correlation of poverty on the environment or personal factors. An example, coping with the loss of food, varying from use of a credit card to travel to a food closet, will be handled differently based on socioeconomics and reconnects to the ecological systems theory model. In relation to special attention to how childhood trauma contributes to emerging discourse in school with relation to teacher education, Feiman-Nemser (2001) showed, “teachers need to know the subject matter, learning, students, curriculum, and *pedagogy*” (identified as a method of teaching theory and practice; p. 1048). Teaching cannot remain in separate domains to be usable in practice. “An important part of learning to teach involves transforming different kinds of knowledge into a flexible, evolving set of commitments, understanding, and skills” (Feiman-Nemser, 2001, p. 1048). The Carnegie Report on teaching revealed how a teacher teaches is based on the decisions of curriculum supervisors, teacher training experts, outside consultants and authors of teacher guidance (Carnegie Corporation of New York, 1986).

To better prepare our educators for incorporating practices from developed frameworks, McInerney and McKlindon (2014) helped define trauma, its importance to schools, who has experienced it, the impact on brain development, and how it changes how youth engage with each other. If a student’s brain development was affected by varying levels of trauma, this would impact their ability to learn or acquire academics successfully. The article featured varying diagrams, which includes the cycle of trauma (see Figure 4).

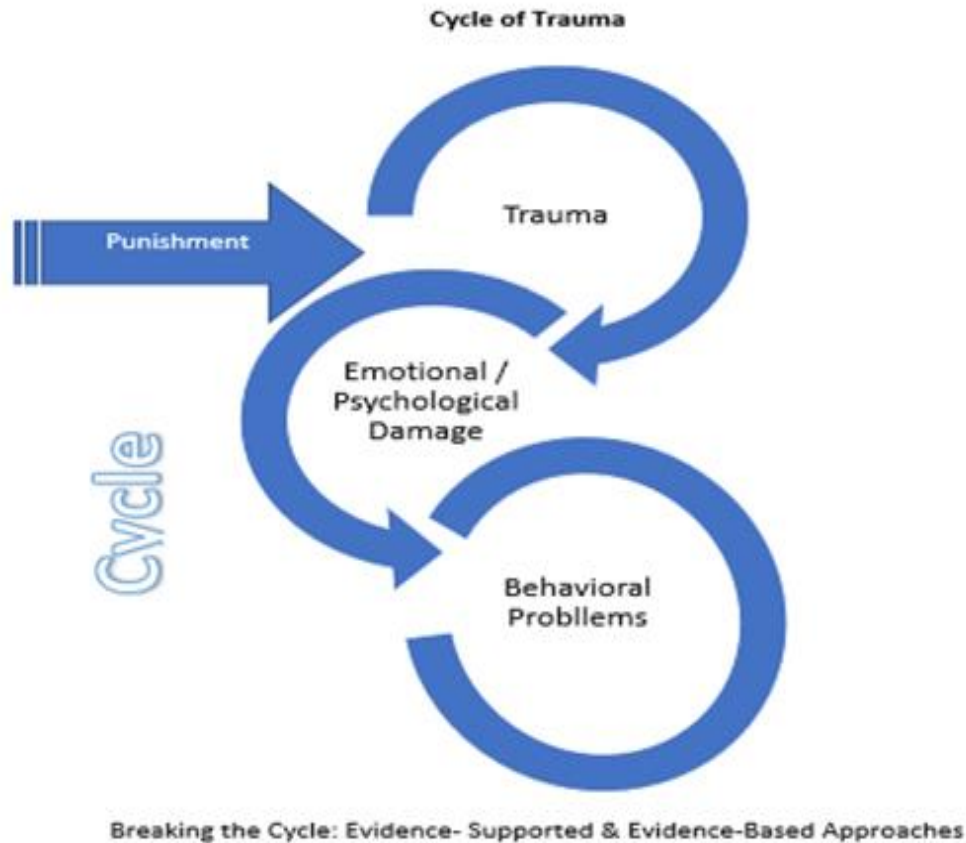


Figure 4. Illustration of cycle of trauma model. From “Democratizing Teacher Education,” by K. Zeichner, K. A. Payne, & K. Brayko, 2015, *Journal of Teacher Education*, 66(2), 122-135.

The authors provided both evidence-supported and evidence-based approaches, which includes a flexible framework, resources, models, and classroom tools.

To further expand on teacher preparation, Picus et al. (2012) discussed measuring the cost effectiveness of rich clinical practice (referencing to student teaching) in teacher preparation, arguing that the preparation of effective teachers requires programs be “grounded in clinical practice and interwoven with academic content and professional courses (National Council for Accreditation of Teacher Education [NCATE], 2010)” (p. ii). The NCATE (2010, as cited by Picus et al., 2012) report further argued that such practices in teacher education may require more resources, but that such an approach will, in the long run, be more cost effective.

However, relatively little is known about both the costs and the effectiveness of greater reliance on rich clinical practice (referring to student teaching) in teacher preparation.

One of the biggest pitfalls of current teacher education lies in the use of the dominant model of training teachers for college-track students and the lack of coordination between coursework and clinical experiences (Zeichner et al., 2015). Many schools must set aside professional development days to onboard new teachers who misalign with the needs of the school. For example, Title I Schools are recognized as a government funding source provided by the state department of education to a local area school. Schools qualify for financial support from the state to improve academic achievement for disadvantaged youth. In the past two years, millions of dollars have been poured into initiatives to address shortages with blended teacher training being done in a shorter time frame (Freedberg, 2018).

The newly blended teacher programs are allowing employees and undergraduates incentives for pursuing a teaching credential. Although the blended teacher program will take time to see results, decreased teacher shortages, this effort may hopefully provide more stability for our vulnerable students requiring some consistency. To maintain funding, Title I schools must have a high percentage of low-income students enrolled, be regulated with accountability, and be able to maintain diversity. Diverse students and or teachers of color from unequal socio-economic backgrounds provide a fair opportunity to build and enrich language; culture and traditions related to ancestry build awareness and appreciation with empathy across unlimited demographic backgrounds of teachers. Regardless of social problems, urban schools are losing teachers from the inner city due to other offers of safety, support, autonomy, respect, higher pay, and freedom from managing disruptive student behaviors daily (Shields, 2009).

The loss has grave consequences for TiS, as they are often left to enter classrooms with less well trained and less capable teachers in urban schools. For instance, in California, teachers on “emergency style” credentials are three times as likely to teach in California’s high-minority schools and twice as likely to teach in high-poverty schools (Freedberg, 2018). Freedberg (2018) believes numerous youths from lower-SES, inner-city areas have experienced or witnessed trauma first-hand with select family, friends, or neighbors.

In addition to this concern, understanding the problem of limited resources [like clinical and behavioral] in urban schools impacts access to improving instruction, updated curriculum, and maintaining staff (Picus et al., 2012). The next segment summarizes what has been gathered and investigated during this research. Brown et al. (2019) conducted a comparative case study of the United States and Canada pre-service teacher certification standards for mental health, which influenced how students were assisted. The authors recognized the lack of teacher training and how this negatively impacts how teachers respond to student needs. The article clearly acknowledged a need for policy and identified how the national standards omit attention on student mental health. As a result of this dilemma, many educators are not required to have trauma-informed training prior to getting certifications (T. Clark, personal communication, September 6, 2019). The Brown et al. (2019) article essentially supported this research on best practices of trauma-informed training for working professionals who engage with adolescents.

Classroom management in urban schools is extremely hard for both new and returning teachers who require a special set of skills to address behavior needs throughout the day. Most teacher education training programs do not differentiate what classroom management feels like in bedroom communities versus inner city.

Caldera et al. (2019) proposed a classroom management course specifically for urban settings providing educators with preservice training with appropriate cultural relevance. The authors began with a discussion of the cultural and linguistic diverse student backgrounds and the misalignment with White teachers. Caldera et al. (2019) informed the reader on the connection among poverty, mishandled zero-tolerance disciplinary approaches, and gap in academic achievement. The article highlighted urban teachers by discussing designing a curriculum that builds teacher abilities in developing positive relationships with students. The five-unit curriculum suggests areas in trauma-informed and trauma-sensitive classrooms, cultural conflicts in the classroom, culturally informed care, culturally relevant or responsive classroom management, and restorative discipline. Each learning objective has at least three outcomes. Caldera et al. were intentional in identifying the benefits to varying stakeholders who include the teacher prep program, teachers, and students. This interconnection between cultural competence and being trauma informed sets the tone with best practices when viewing both overall content and accountability, which was referenced earlier by Blitz et al. (2016). Blitz et al. (2016) gave an indicator that disproportionality, school climate, poverty, and trauma-informed awareness have been linked to the school-to-prison pipeline as a result of students not having access to mental health services when facing social-emotional setbacks, which was discussed earlier under the trauma-informed assessments section.

Dombo and Sabatino (2019) introduced how trauma in children and adolescence can be recurring and its impact on learning for trauma-impacted youth. The authors shared how creating safe learning environments in schools has three pillars and implements 10 principles in application to school settings. Followed by this, Dombo and Sabatino (2019) provided interventions with supporting evidence, how to drive engagement by use of collaborations, and,

most importantly, how to strategically evaluate a trauma-informed school for defining success of the program. The three pillars are crucial in building a foundation for providing a trauma-informed school focused on safety, connection, and managing emotions (Dombo & Sabatino, 2019). Amazingly, these authors shared a common theme with McConnico et al. (2016) when it comes to supporting the educator providing trauma intervention, which is essential to providing best practices with self-care. The Dombo and Sabatino book supports best practices by usage of strategies, interventions, and evaluation of best practices in a trauma-informed setting.

Teacher Influences on Trauma-Impacted Students

Benard (2004) shared how teachers influence behavior through acknowledgment and achievement, building youth up without labeling. The author expanded on how educators approach standardized and general testing, focusing on identifying what our children are lacking. Knowing how learned helplessness generally perpetuates itself is a challenge for youth, and it does not create optimism. Benard provided guidance to understand how language drives our perspectives when viewing strengths and what role that plays in students' learning. The author referenced multiple studies, which promotes advocacy and guidance with proven methods to empower how the educator identifies with the individual learner. As we connect with the author, it was apparent that educators influencing behavior by acknowledging student achievement determine how students perform based on motivation. The counter opinion is referenced by Gray (2019), who believes standardized testing and value-added modeling for teacher evaluation contributes to a spectrum of educational trauma. Child development and learning is contradicted by testing and standardized assessment scores, which is traumatic, according to Gray (2019). Teacher performance is judged as a result of the test scores, based on several variables in measurement (Gray, 2019).

Bannister (2019) recognized how teachers who have experienced significant levels of traumatization that work with trauma-impacted youth can become traumatized themselves. When teachers have not addressed their own prior experiences with trauma, it becomes harder for them to maintain the safety of the student. Trauma-informed training for educators was very important to raising awareness, while educators sort out their inner emotional well-being by examining content like ACEs.

Sullivan et al. (2014) shared how teachers respond to fixing low-level classroom disruptions. The research clearly recognizes teachers' views and opinions of unproductive students when it comes to addressing unwanted behaviors in the classroom. The research recognized several recurring themes related to high student engagement. The authors validated that classroom management, teacher burnout, and student misbehavior impact the educator as well as the student truancy. Although the research took place in Australia, the content is very relevant to the issues experienced in the United States regardless of socioeconomic and urban communities. The research has an opposing view on ineffective discipline policies aimed at teachers finding other outlets that encourage student engagement. The authors believe that if teachers gained a better understanding of the ecology of the classroom, it might shift the perspective (Sullivan et al, 2014).

Summary

This chapter has explored the literature of students impacted by trauma and their classroom experiences through four main themes: trauma-impacted youth, trauma-informed assessments, teacher preparation for teaching students impacted by trauma, and teacher influences on students impacted by trauma. Based on all the information provided in this chapter, we know there are several ways to increase best practices in trauma-informed settings.

The introduction took the reader back to the purpose, recognizing some weaknesses in the teacher training while providing understanding on being trauma informed. Next, historical background of trauma was examined, followed by a discussion of the theoretical framework.

The overall strength of this research pushes for a creation of accountability, for safe and sensitive schools, which influences the student(s)' overall success as a community and individual. This chapter analyzed a series of holistic literature reviews addressing several concepts that future educators or staff can utilize to increase awareness before entering a classroom by creating stability for TiS and holding the entire school setting accountable. The primary thing missing from this research would be a review of trauma-informed curriculum usage in the teacher trainings. Access to trauma-informed school settings was a secondary area missing from this research. The next step in reaching this research goal would be to locate supporting sources of literature and have collaborative conversations with experts to gain emerging best practices for trauma-informed education and training for trainers, producing an implementation guide.

CHAPTER 3: METHODOLOGY

Focus of the Inquiry

The main issue explored in this study was to identify emerging best practices in trauma-informed teaching and to produce an implementation guide for training classroom teachers in these practices. These practices incorporate cultural sensitivity and support inner city school environments.

Overview

This chapter includes the focus of the inquiry and inquiry approach, methodology and methods, along with the description of the expert for the collaborative conversations. Data collection and analysis are covered. Finally, the trustworthiness, ethical considerations, limitations, and delimitations are examined.

Inquiry Questions

1. What are these techniques for creating effective urban classrooms for TiS?
2. What is the best way to pass these techniques for teaching and supporting TiS on to new and returning teachers?

Inquiry Approach

“Action research aims to solve real problems in real human environments” (O’Brien, 1998, p. 2). This practical action research study was conducted to improve practice of classroom management for teachers working in urban, low-SES communities (Creswell, 2012). The Glossary of Education Reform (Action research, n.d.) provided a simple understanding on how action research in schools is associated with a large array of research methods designed to diagnose problems or weaknesses, which may include organizational, academic, or instructional support for educators developing solutions promptly and efficiently. According to the Glossary

of Education Reform, action research can be applicable for educators seeking to learn or improve strategies without experiencing any direct problems within the classroom (Action research, n.d.).

“Like all forms of inquiry, action research is value laden. Although most practitioners or communities hope that action research will solve pressing problems or improve their practice, what constitutes improvement or a solution is not self-evident” (Herr & Anderson, 2014, p. 19). The inquiry approach was for using practical action research to improve practices of classroom management for teachers working in urban, low-SES communities (Creswell, 2012). The Glossary of Education Reform website included reference to organizational, academic, or instructional support for educators developing solutions promptly and efficiently. Action research was applicable because it referenced to educators seeking to learn or improve strategies without experiencing any direct problems within the classroom (Action research, n.d.).

Adelman (1993) cited Lewin (1946) indicating the inquiry process in relation to understanding how action research applies with Bronfenbrenner’s (1989) ecological systems theory, “Ideologies and stereotypes govern inter-group relations should not be viewed as individual character traits but anchored in cultural standards, their stability and their change which depends largely on happenings in groups as groups” (p. 16). In addition, Adelman (1993) expressed, how “budgets for intervention programs in education . . . were intended to raise the life chances, achievement, and expectations of the poor, otherwise called disadvantaged” (p. 16).

Furthermore, this inquiry approach examined a literature review and held collaborative conversations with experts (Herr & Anderson, 2014) with the goal of the action research to improve practice by refining the understanding of how to better prepare educators for students impacted by trauma living in low-SES communities. Gaining insight or perspective into the

phenomenon on how to effectively train teachers with relevance to trauma and low-SES youth included producing an implementation guide.

Therefore, investigating emerging best practices for trauma-informed education teaching and teacher preparation, I used a qualitative action research method allowing for a clear focus on the problem, coupled with a process, in addition to creating an explanation for a potential solution (Stringer, 2014). Creswell (2012) emphasized the intent of qualitative research is to establish detailed information versus generalizing results and responses. In this research, the responses from the experts and sources of supporting literature produced a holistic balance (Creswell, 2012). In qualitative research, and in this case, action research, the researcher engages with others “to share ideas and build general themes based on feedback” (Creswell, 2012, p. 128).

While there is much research on student trauma and some curriculum on trauma-informed teaching practices, there is little guidance for educators delivering training to teachers in classrooms or to those about to enter inner-city classrooms. This action research combined the experience and crystalized knowledge of experts with the literature in this field. As a result, this research produced a concise implementation guide for teacher educators and trainers.

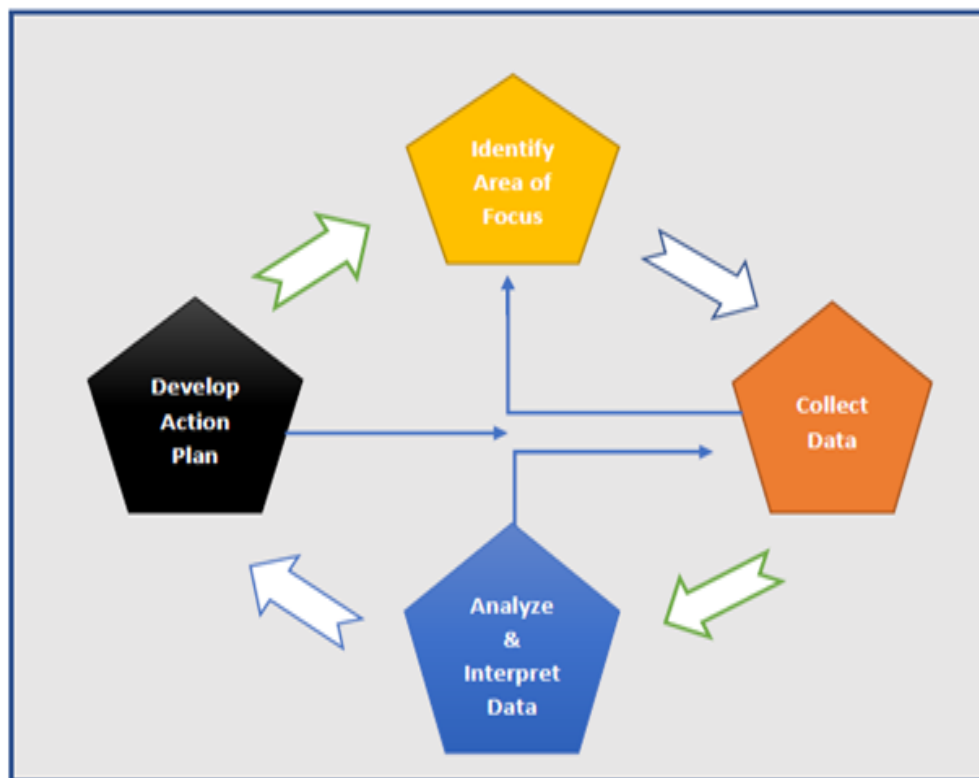


Figure 5. Dialectic action research spiral. Adapted from *Action Research: A Guide for the Teacher Researcher*, 6th ed., by G. E. Mills, 2018, Pearson, p. 457.

Figure 5 provides an illustration of a four-step process used as a practical guide on action research in how to proceed with inquiries as a responsive model adapted. Mills (2014) described action research as data collection used as a narrative or descriptive approach with the goal to understand things as they are, which includes the perspective of experts in this research. Mills (2014), Lewin (1947, as cited in Adelman, 1993), and Stringer (2014) indicated how action research involves a systematic approach to investigate effective solutions to everyday lives. Mills (2014) provided more specific content pertaining to the “teaching or learning environment and its relationship to how schools operate, how they teach, and how well their students learn” (p. 7). Creswell (2012) helped further understand a list of key characteristics of action research to include “practical focus, educator-researcher [perspective], collaboration, dynamic process,

plan of action, and sharing research (p. 586). Stringer indicated, “collaborative exploration helps practitioners, . . . students, and stakeholders develop increased understanding of the problem and issues, which leads to formulating a constructive analysis” (2014, p. 15). According to Mills (2014), action research “goals are to improve the lives of students and learn the craft of teaching” (p. 12). The process of this action research made up two iterative elements, which were based on related literature and conversations utilizing semi-structured dialogues of select experts.

Supporting Sources of Literature

This research utilized data collection in the form of supporting sources of literature. The term Supporting Sources of Literature refers to literature discovered in the course of data collection, as well as literature first identified in the Literature Review in Chapter 2. Sources of literature include key documents from the Literature Review, as well as others.

Mills (2018) recognized that the expert influence can add value. It is equally important to have data collection to support the research with reference to literature sources as a form of data collection. Mills (2018) indicated how to use the [source] literature review to aid in identifying themes, which is later explored in Chapter 3 under Data Analysis. Stringer (2014) revealed that literature reviews expand and provide examples of how things are applied in context. Stringer continued to state that the literature review assisted in understanding the way authors explained or described action research. The process of action research was further explored by Mills (2018) by applying a dialectic [investigative] process based on four phase steps: focus, data collection, data analysis and interpretation, and action planning (p. 456).

Collaborative Conversations with Experts

Collaborative conversations with experts were essential to this research in helping me further understand my practice as an educator and consultation through interaction (Creswell,

2012). These experts can be individuals outside the university or professional association groups (Creswell, 2012). In this research, experts, Stringer (2014) suggested, “can contribute to an understanding of elements of the social world, in and of itself it cannot provide a comprehensive explanation of events” (p. 43). Herr and Anderson (2014) referenced the outsider within “collaboration being specialized, . . . provides a unique standpoint on self and society” (p. 58). The beauty of this action research was having developed transformational expertise to be transferred to additional clinical practice issues (Eather et al., 2013).

Action Cycle Description

The foundation to the action research process was to identify an area of focus, data collection, data analysis and interpretation, and action plan. This section describes the action research cycle depicted in Figure 5.

Identifying an area focus. During the first phase of action research, I identified the area of focus of inquiry (Mills, 2018), which is supported by Creswell (2012) who emphasized “researchers studying practical issues that have immediate benefits for education” (p. 586). Mills (2018) and Creswell (2012) both stated a need for self-reflection in exploring my educational practices by means of observation. Herr and Anderson (2014) similarly believed that “the goal is improving practice or developing individuals, whereas others see its goal as transforming practice, participants, organizations, or, in some cases, even society” (p. 23). To continue the action research process requires information gathering, which includes descriptive and explanatory activities that produce a framework that can improve the situation (Mills, 2018).

Collect the data from both source literature and experts. The second phase was data collection, which involved both collaborative conversations with experts by means of semi-structured questions and reviewing sources of supporting literature (Mills, 2018; Stringer, 2014).

While the gathering of data occurs, the data analysis takes place to either inform or intervene (Herr & Anderson, 2014). Mills (2018) suggested journaling would aid in capturing the natural occurrence, which played a key part of performing the study. The data collection was instrumental in understanding why a change did or did not occur in the result of investigating or improving the study (Eather et al. 2013). The observation and documentation of unexpected occurrence was critical in the process of data collection. In an action research clinically based study, Eather et al. (2013) revealed how transformation focuses on creating expertise that can be transferred to clinical practice issues.

Analyze and interpret data. The third phase of action research was to analyze and interpret or return to the second phase if more data are required. Miller (2018) instructed how data are analyzed by a combination of describing themes and concepts to formulate an interpretation based upon collaborative conversation in addition to the supporting sources of literature that surface during the data collection process. Herr and Anderson (2014) further informed that immediately after the data analysis starts, it guides the collection of data and decision making. The action follows behind this decision making to help the researcher determine if they will investigate the data or expand by the influence of what is revealed during the process of collaboration based upon having adequate time to reflect, which occurs in cycles (Herr & Anderson, 2014). When the researcher explores the decision-making process, it can inform an intervention or lead to taking action (Herr & Anderson, 2014).

Interpretation. Mills (2018) shared that an interpretation-based investigative process presented through the description of themes revealed the notations of personal reactions within the reflection and coded accordingly. Stringer (2014) referred to the interpretation as an opportunity to categorize, code, and review the data connection. Mills (2018) suggested a

strategy in guiding the interpretation of data by using four questions to determine what is important and why, what can be learned from it and what is the big deal?

Develop an action plan. Stringer (2014) recognized how the action planning is a golden occasion for formulating actions that lead to resolution of the problem. Stringer mentioned that action research is based upon systematic ways of planning and implementation. Mills (2018) acknowledged action planning as the final step in action research; it can be iterative in going through the writing and or sharing the process of taking actual action to improve the problem. Mills (2018) implied that producing a new understanding based upon questions generated is the real foundation of action research.

Methodology

Context of the Inquiry

“Methodology is inevitably interwoven with and emerges from the nature of particular disciplines” (Lincoln & Guba, 2000, as cited in Herr & Anderson, 2014, p. 62). Lincoln and Guba (2000, as cited in Herr & Anderson, 2014) discussed how they can follow controversy on teachers as researchers leading up to teacher empowerment and democratization of schooling practices. This research was based on and drawn from my classroom experience, my doctoral studies, and my professional activities, though this study was not situated in classrooms. This postmodern action research utilized epistemology with a focus relying upon sources of supporting literature, identifying patterns from experiences, peer review literature and authoritative sources, and a pragmatic approach in providing an implementation guide. However, this research helps urban teachers provide better instruction and a more sensitive classroom learning environment to their trauma-impacted students (TiS). In doing so, all their

students can benefit from a better classroom experience, which accounts for those impacted by trauma.

The focus of this study was on TiS in the classroom and making the learning experience most successful for them. Action research is grounded in real-life problems and situations, which is the foundation of Bronfenbrenner's work on Project Head Start, resulting in the ecological systems model (Shelton, 2018). This research combines theory and best practices to produce the most useful methods for improving learning experiences—that is the standard, how to make the classroom better, rather than simply reporting on the problem itself. Herr and Anderson (2014) expressed that knowledge is transferable when it generates a new theory that can be used to explain similar problems in another context or expand what is in existence. Herr and Anderson (2014) and Mills (2018) stated the rationale behind this action research is to go through the iterative cycle process to gather data producing an improvement in three objectives: gain techniques for creating effective urban classrooms for TiS, discover the best way to pass these techniques for teaching and supporting TiS on to new and returning teachers, and design an implementation guide to support trauma-informed education curriculum. Mills (2018) also indicated that theory can provide a rationale or sense of meaning to the work we do.

Design of the Study

The design of this action research study aimed to capture the key supporting sources of literature ideas of experts in the field of trauma-informed teaching through collaborative conversations of experts and careful review of the literature. “Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives” (Stringer, 2014, p. 1). Action research proceeds in an interacting spiral of observing, planning, researching, implementing, and evaluating.

For me, this spiral began in my former years in the classroom observing my students affected by trauma, our school, and the community. Reflecting on these experiences led me to plan how to improve the educational experiences of these students and the professional capabilities of their teachers. Researching best practices in trauma-informed teaching and in training classroom teachers in trauma-informed methods logically followed. These findings have been implemented in a guide for teacher training as part of this action research project. The evaluation of this guide and its revision, while beyond the scope of this study, will occur as part of my post-doctoral professional work.

Goals, Aims, and Appropriateness of This Methodology

Mills (2014), Lewin (1947, as cited in Adelman, 1993), and Stringer (2014) indicated how action research is a systematic approach to investigate effective solutions to everyday lives. Mills (2014) provided more specific content pertaining to the “teaching or learning environment and its relationship to how schools operate, how they teach, and how well their students learn” (p. 7). Creswell (2012) helped further understand a list of key characteristics of action research to include “practical focus, educator-researcher [perspective], collaboration, dynamic process, plan of action, and sharing research” (p. 586). Stringer indicated “collaborative exploration helps practitioners . . . students, and stakeholders develop increased understanding of the problem and issues, which leads to formulating a constructive analysis” (p. 15).

According to Mills (2014), action research “goals are to improve the lives of students and learn the craft of teaching” (p. 12). The collaborative conversations format helped focus the plethora of data about student trauma on practical classroom practices and the best ways to transmit these practices to teachers. The collaborative conversations were guided and focused on further reviews of the literature to distill best teaching practices from the research. Document

analysis was included in evaluating relevant literature and event programs (Bowen, 2009). This analysis was an iterative process, as appropriate to action research. The goal was to capture emerging best practices for an implementation guide that supports trauma-informed education for trainers and educators alike.

Positionality

Role of the researcher. Herr and Anderson (2014) stressed how the positionality of the researcher is crucial to how the data are interpreted, which directly influences the analysis of the data. Through reflecting on my positionality at each phase of this study, I mitigated my researcher bias, as I had retired from working inside the classroom two years prior to the research process. This research grew out of personal experiences as a dual credentialed Education Specialist teaching primarily in a low-SES, urban traditional and least restrictive classroom settings from the migrant farm working community to the inner-city throughout multiple counties—Sacramento, Solano, and San Jose—over the course of 20 years. As a classroom teacher, I lived and observed the impacts of trauma on students at varying levels. I recognize that although I have witnessed much, I have not seen everything. This research and these experiences influenced my strong point of view about emerging best practices in preparing teachers to teach TiS.

Postmodern epistemology. According to the Dudovskiy (n.d.) and Greene (1994), epistemology evaluates what constitutes knowledge and makes it valid. For the sake of this study, epistemology was used in examining the criteria utilized to filter what is relevant to findings with reliability. The post-modern epistemology perspective was incorporated into this action research to help examine the gaps, silences, conflicts, and contradictions in understanding the need for change based upon the findings (Jennings & Graham, 1996).

While performing the research, I captured patterns from reflective views based upon personal experience, peer-review literature, and authoritative sources, which was the most pragmatic approach in providing an implementation guide. To further the postmodern epistemology approach, I focused on a specific interest in the voice of Greene (1994). The research process began by usage of triangulation, which compares the collaborative conversations of experts and the literature to each other. Then I examined and compared collaborative conversations of expert to expert, followed by collaborative conversations with expert to literature, then literature to expert, and finally from sources of supporting literature to other sources of supporting literature. This implementation guide has practical benefits for trainers, educators, and student teachers alike. The goal of this research was to create effective urban classrooms focusing on TiS, in addition to collecting the best ways to pass these techniques for teaching and supporting TiS on to new and returning teachers.

Methods

Tools for Collecting Data

For this study, the supporting sources of literature presented the outcomes previously investigated (Stringer, 2014). Stringer (2014) recommended the literature review originated from academic disciplines and professions such as journals, government agency policies, and programs. Stringer also stated that the literature sets the stage for comparing the academic view with the research [collaborative conversation with experts] perspective. I used Creswell's five-step approach (Creswell, 2012).

The collaborative conversations targeted emerging best trauma-informed teaching practices in addition to the training of teachers on trauma-informed education. The form of the collaborative conversations was open-ended (Creswell, 2012) and responsive (Rubin & Rubin,

2011). Creswell (2012) explained how open-ended questioning helps collaborative experts convey their expertise without undue influence from the collaborative conversations. This form of collaborative conversations creates an authentic conversation with the expert to generate a meaningful connection to the topic of the research (Rubin & Rubin, 2011). The format allowed for follow-up and clarification of interesting points using main questions, follow-up questions, and probes leading to additional supporting sources of literature and experts. The collaborative conversations guiding questions are presented in Appendix A. The collaborative conversations were taken in the form of teleconference via the Internet or by telephone and were recorded and transcribed.

Description of Collaborators

This study held collaborative conversations with acknowledged experts in the field of teacher preparation, program design supporting teachers, student trauma, and the educational effects of trauma. They were selected based on contributions to this field of research and or on their contributions to developing teachers (see Appendix B for the expert panel selection criteria). Selection criteria were based upon current and or related position or experience and or publication related to the subject matter. Their research and experience gave great perspective on the larger issue and on how to prepare teachers to improve the educational experience of TiS.

Data Collection

The review of related literature pertained to content related to emerging practices in effectively preparing teachers in addressing the needs of Low-SES TiS. This study used sources of supporting literature in addition to qualitative collaborative conversations for analysis. The literature review followed standard methods and practices. Stringer (2014) suggested this section report professional literature learned about the issue from recent studies reported.

The collaborative conversations with expert data were collected based upon some pre-identified questions in addition to following a thread of the discussions. This semi-structure guided discussion ensured that all experts were asked the key questions, while allowing the expert to add new and important information (see Appendix A). The collaborative conversations were conducted at mutually agreeable times by teleconference via Internet and by telephone. The collaborative conversations with experts were audio recorded and transcribed. During the collaborative conversations, fieldnotes were collected to capture the experiences of the experts. Following this, I examined highlighted themes to direct supportive sources of literature, which follows the literature review guidelines. The collaborative conversations with expert data and supporting sources of literature occurred from August to October 2020.

Data Analysis

According to Creswell (2012), organizing the information, transferring it from spoken to written, is the initial preparation of data. The research data were analyzed using an open-coding method for both selected supporting sources of literature and collaborative conversations data. The process for open coding helped in making sense of the data by dividing it into segments through capturing categories, which are labeled into themes (Creswell, 2012).

Once the codes were established, I looked for overlaps or repetition to conduct the qualitative research to form a description of central phenomenon (Creswell, 2012). A data analysis was incorporated to determine if more evidence would require supporting the position of the research. References to literature interpretation showing findings may aid or counter or both (Creswell, 2012). The action research findings collected from both supporting sources of literature aided in reporting views and concepts found in relation to emerging best practices of trauma-informed teaching for educational systems and training trainers and preparing teachers.

The supporting sources of literature aided in reporting views and concepts found in relation to emerging best practices of trauma-informed teaching for educational systems and training trainers, preparing teachers, and collaborative conversations data. From the findings, I compared existing literature to the expert opinions to generate an interpretation, which was included in the triangulation to validate accuracy (Creswell, 2012). In examining the sources of literature, the data analysis was incorporated to determine if more evidence would be required to support the position of the research. The collection of supporting sources of literature and collaborative conversations with expert data took approximately 4 weeks following the data collection process. Triangulation occurred through asking questions, evaluating collaborative conversations with experts, and analyzing supportive sources of literature to help in integrating the analysis, which is iterative in nature for the action research process for data collection. The next area of importance is the data analysis in more detail with the identification of cycles.

Identification of cycles.

Cycle 1.

Step 1 – Conduct collaborative conversation with 1 to 2 experts during a semi-structured collaborative conversation extracting references and data.

Step 2 – Review and analyze collaborative conversations with experts and compare to supporting sources of literature. Utilize reflective journal to capture the data recording.

Step 3 – Reflect and interpret data outcome of Step 2 and complete Cycle 1 if there is no evidence of new information or interventions.

* Parallel Opportunity: Collect resources and tools for the implementation guide

Cycle 2.

Step 1 – Review and analyze supporting sources of literature to collaborative conversation with experts. Utilize reflective journal to capture the data recording.

Step 2 – Conduct collaborative conversation with 1 to 2 experts during a semi-structured collaborative conversation, extracting references and data.

Step 3 – Reflect outcome of step 2 and compare Cycle 1 to Cycle 2, if there is no evidence of new information or interventions.

* Parallel Opportunity: Collect resources and tools for the implementation guide

Cycle 3.

Step 1 – Collect, review, and analyze supporting sources of literature compared to literature review from within the research. Utilize reflective journal to capture the data recording.

Step 2 – Extract deeper value from literature for interpretation and utilize reflective journal.

Step 3 – Reflect on outcomes from Cycle 1 and Cycle 2 and reveal findings. After saturating evidence of information or interventions, move forward to Cycle 4.

*Parallel Opportunity: Collect related sources of literature for implementation guide

Cycle 4.

Step 1 – Conduct collaborative conversation with 1 to 2 experts during a semi-structured collaborative conversation, extracting references and data.

Step 2 – Review and analyze data from conversations, expert Cycle 2 and expert Cycle 3.

Step 3 – Reflect outcome of Step 2 and compare Cycle 2, Step 3 with Cycle 3.

* Parallel Opportunity: Collect resources and tools for the implementation guide

The proposed timeline for analyzing the data after exhausting expert views from collaborative conversations and supporting sources of literature was based upon an iterative nature with a comparison process, as this was revealed from the action research conducted between October and November 2020.

Trustworthiness/Quality/Credibility

Steps the Researcher Took to Ensure Trustworthiness

I was sure to use measures that were dependable and consistent by generating clear and direct questions and upholding consistent guided collaborative conversation tools and procedures to direct the collaborative conversation sessions, by way of observing responses based on how closely related comments are shared in the same way (Creswell, 2012). In addition to this described process, I looked for evidence based on examining previous cycles comparing how each expert responded to the collaborative conversation questions (Creswell, 2012). Basically, the trustworthiness and credibility come from the reputation and track record of the experts coupled with the supporting sources of literature. Herr and Anderson (2014) cited Lincoln and Guba (1985) stating that trustworthiness is demonstrated through the researcher's interpretation of data to those who provide the data. Creswell (2012) shared how the more triangulation you have, the more you will understand the problem and develop a viable action plan. Anderson and Herr (2014) suggested that triangulation is used to gain inclusion of multiple perspectives, so the work is not limited to only one view or method. In this research, Mills (2018) provided an example of how I could use triangulation to build trustworthiness of my data collection, in answering my research questions. For my process of triangulation in this specific action research, I began with comparing the collaborative conversations of experts and the literature to each other, then examined and compared collaborative conversations of expert to expert, followed by collaborative conversations with expert to literature, then literature to expert, and finally from sources of supporting literature to other sources of supporting literature (see Figure 6).

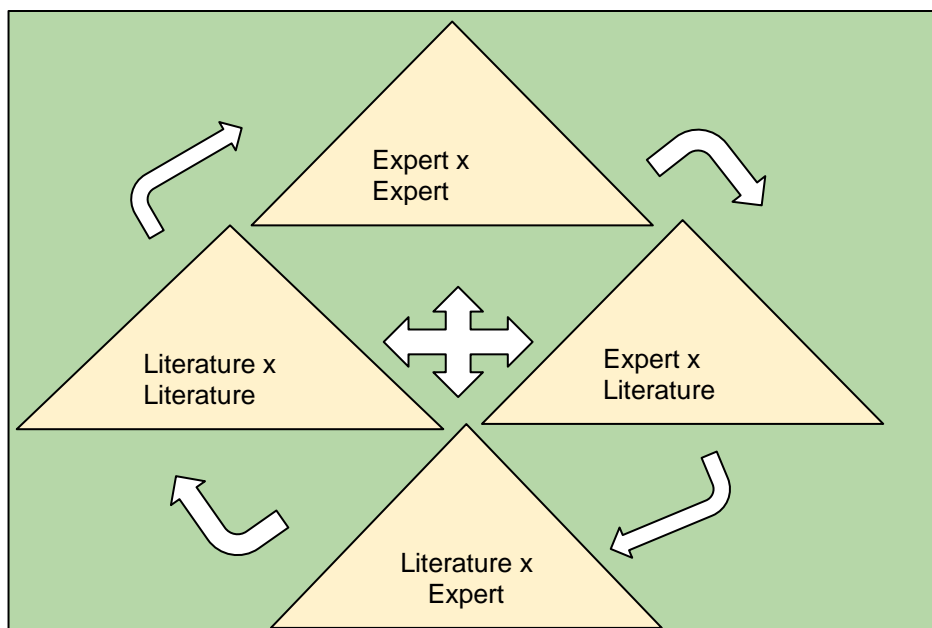


Figure 6. Triangulation of data analysis of expert conversations and literature review.

Ethical Considerations

The ethical considerations in this action research study were those of professional responsibility and respect. Although this research did not ask any personal questions during the collaborative conversations, Stringer (2014) suggested the value of upholding ethical procedures and its importance of having rules and regulations covering conduct by taking steps to prevent harm. Mills (2018) recommended obtaining permission and assuring confidentiality or anonymity is necessary when administering a basic research study. With the experts' permission, their contributions were noted. No subjects, participants, or students were involved in this study.

My main responsibility was to accurately portray the supporting sources of literature, followed by views of the experts who influence the fieldwork of teacher preparation programs, teacher training, and literary content pertaining to trauma-impacted youth or youth-serving systems based upon current role, years of experience, or publication. The collaborative conversation guidance tool provided by both Stringer (2014) and Creswell (2012) informed me

to provide the right for refusal to hold a conversation, withdrawal from any or all of the study, anonymity, and transparency. This research was not funded and there were no conflicts of interest related to funding or sponsorship. The overall action research purpose was to solve or find ways to effectively improve how teachers support classroom environments for low-SES TiS.

Limitations and Delimitations

Limitations

There were several limitations of this study. First, the best practices gathered were limited by the experts consulted. Limitations are a natural link for contributing to “recommendations for future research investigation, addressing issues with data collection, and unanswered questions (Creswell, 2012, p. 259). The expert opinion helped filter and focus the key ideas; the literature search helped illuminate any main practices not identified by the experts.

Second, like all qualitative research, its replicability was limited, though these findings can be compared and cross-referenced to other expert studies and other published literature. Third, as is true of all qualitative research, the findings and conclusions are inductive. They were not deductively derived from empirical research, though the experts consulted have formed their expertise based on a mixture of qualitative and quantitative research, as well as considerable field experience. Related to this, this study does not claim to be statistically representative of all practitioners of trauma-informed teaching. Likewise, it does not empirically test any hypotheses about trauma-informed teaching.

Delimitations

Roberts (2010) indicated that the delimitations section of research is to interpret the boundaries of the study to narrow down the extent determined by the researcher. There were primarily three main delimitations of this study. First, the recommendations were based on

supporting sources of literature as well as a collaborative conversation with a small set of experts in the field. The decision to delimit the study to a small set of experts necessarily limited the findings to those of the expert group. As such, this research describes the focused and selected ideas, theories, and experiences of these experts, rather than the generalized, broad impressions of many practitioners. The research adheres to the findings of the expertise literature that the few, but important, insights of experts have very large explanatory power when compared to median practitioners across a wide range of fields (Ericsson & Pool, 2016). Second, the study focused on inner city or urban communities of lower SES, leaving out high SES, rural communities of high and low SES, and Native American Reservations. Third, the best practices in this research focus on TiS and not the general student population.

Chapter Summary

This qualitative action research identified a focus on the inquiry for the research and research questions and reviewed an inquiry approach which sought emerging best practices for educators seeking to learn or improve strategies for creating classroom cultures for effective learning with low-SES TiS. Next, I described the four-step process of Mills's (2018) dialectic action research. To further this research, supporting sources of literature and collaborative conversations with experts were utilized to aid in collecting data in the action cycles: identifying areas of focus, collecting data, analyzing, and interpreting data. Next, I reviewed the methodology, the design of the study's appropriateness, positionality, method for collecting the data, and analyzing with the iteration process.

Following this sequence, I discussed the trustworthiness of upholding action research in relation to the collaborative conversations amongst experts and ethical considerations. Finally, I provided the limitations and delimitations of the action research with identified parameters of the

study. Chapter 3 gives guidance for moving this action research study into collecting best practices in trauma-informed teaching from supporting sources of literature and acknowledged experts. This study translated this knowledge into an implementation guide for professionals providing training for classroom teachers.

CHAPTER 4: DATA ANALYSIS AND RESULTS

Introduction

Problem Statement

Our current low-SES, urban classrooms are failing their students, but especially trauma-impacted students (TiS). The purpose of this qualitative action research study was to produce a way to improve practices of classroom management for teachers working with TiS in urban, low-SES communities. In this action research, the researcher engaged with others “to share ideas and build general themes based on feedback” (Creswell, 2012, p. 128). Using the qualitative action research design was found to be the most practical after comparing many other styles of research. “Action research aims to solve real problems in real human environments” (O’Brien, 1998, p. 2). This action research pursued specific ways to improve classroom management practices of teachers working in urban, low-SES communities (Creswell, 2012).

Research Questions

The two specific questions threaded continuously throughout all four cycles of the triangulation analysis are:

1. What are the techniques for creating effective urban classrooms for TiS?
2. What is the best way to pass such techniques for teaching and supporting TiS on to new and returning teachers?

Method Description

Two central approaches reliant upon sources of supporting literature and collaborative conversations with experts focusing on overarching questions drove this action research. Information for this guide was collected in two ways. First, data were collected in the form of supporting sources of literature. The second method of research utilized data collected from

professionals in the field of education, mental health, and youth-serving systems to explore emerging best practices in preparing trainers to train educators on trauma-informed education and by development of an implementation guide.

According to other scholars like Carver and Klein (2013), action research, also known as practitioner inquiry and teacher self-study, is the process by which practitioners systematically examine authentic problems of practice using the inquiry process of problem posing, data gathering, and data analysis for the purpose of improved practice (Cochran-Smith & Lytle, 1993; Dana & Yendol-Hoppey, 2008). In action research, the researcher studies his or her practice for the purpose of improving that practice. Conducting action research allows for further investigation on ways to improve current practices in addressing TiS. James et al. (2008) shared the value of action research is an iterative process during data collection. In each cycle of triangulation that involved literature and or collaborative conversations with experts helped in refining a revised conceptual framework model and implementation guide. Hammond shared that action research has become a common strategy for professional learning in pre-service and in-service teacher education (as cited in Carver & Klein, 2013). In addition, “research results would be of immediate value, as findings could be implemented immediately for the purpose of improving practices at the course and program levels” (Carver & Klein, 2013, p. 165).

Data Collection

I acknowledged the process of action research by Mills (2018) by applying a dialectic [investigative] process, which was based on four phase steps: focus, data collection, data analysis, and interpretation, and action planning (p. 456). The data collection for this research was to process this action research making up two iterative elements, grounded in a review of related literature and conversations utilizing semi-structured responsive dialogues (see Appendix

A) of select experts. Mills (2014) described action research as data collection using a narrative or descriptive approach with the goal to understand things as they are, which includes the perspective of experts in this research. During the data collection, audio phone conference; two online video conference platforms, Zoom and Google Hangouts; and audio recordings were captured in a combination of field notes, Zoom recording feature, and a personal digital recorder, which were then transferred onto a hard drive for easier management and for safe securing.

Overview of the Chapter

A summation on how the data collection and analysis process was completed is presented. A review of the triangulation cycles and procedures, which aided in the synthesis of the rich data from sources of supporting literature, in addition to collaborative conversations of experts revealed six overarching themes are located in the descriptive findings section. Chapter 4 concludes with a summation of the chapter findings. Appendix B contains the expert selection criteria and Appendix C contains a description and demographic profile of the collaborative experts. In addition to providing the background of the experts, I highlighted samples of supporting literature representing diversification in scholarship in Table 2 of Appendix C. Appendix E contains the implementation guide.

Information Collected from Expert Sources

The data of collaborative conversations with experts were collected based upon some pre-identified questions in addition to following a thread of the discussions. This semi-structured guided discussion was ensured through asking all the contributing experts the key questions, while allowing the expert to add new and important information. This guided conversation tool is provided in Appendix A. The collaborative conversations were conducted at mutually agreeable times by teleconference via Internet or by telephone. The collaborative conversations

with experts were audio recorded and transcribed. During the collaborative conversations, fieldnotes were collected to capture the experiences of the experts.

Information Analyzed for the Implementation Guide

The action research findings collected from both types of supporting literature helped aid in reporting views in addition to concepts found in relation to emerging best practices of trauma-informed teaching for educational systems and training trainers and preparing teachers. The supporting sources of literature aided in reporting views and concepts found in relation to emerging best practices of trauma-informed teaching for educational systems and training trainers, preparing teachers, and collaborative conversational data. From the findings, I compared existing literature to the expert opinions to generate an interpretation, which included triangulation to established credibility suggested by Creswell (2012). In examining the sources of literature, the data analysis was incorporated to determine if more evidence would be required to support the position of the research. From each triangulation cycle, I collected resources and or tools recommended for utilization of the implementation guide. To conclude the implementation guide usability, additional experts were consulted. One local teacher preparation program (TPP) faculty member who specialized in education policy and implementation design reviewed the design and evaluated it for constructiveness with training the trainer and educator. In addition, the tools were examined by a licensed behaviorist (a behaviorist is a licensed specialist who provides functional assessments and makes recommendations within a public preschool to secondary school settings according to the student in needs in partnership with the teacher, parent, and student specific to special needs) to be sure all the elements were appropriate and measurable.

The Expert Sources: People and Literature

I utilized the findings to identify best practices of trauma-informed curricula and design implementation guidance for training teachers. The goal of the findings was to change the way school systems respond to the needs of TiS. The outcome of these findings encourages teachers, administrators, and researchers to create a universal trauma-informed model of instruction and school culture for pre-school through post-secondary settings that could contribute to more positive interactions within the school community. Finally, the findings demonstrate direct impact on teachers, encouraging them to assess their own past childhood trauma before working in a classroom of youth with impressionable minds.

Description of the collaborative experts.

Expert group. To bring this action research forward, I was very careful in discovering sources of prospective experts by referrals and reviewing books and articles, in addition to attending workshops and conferences related to community of practice fieldwork weekly sessions with the California Community Colleges Teacher Preparation Program. As well as seeking out credible experts, I communicated with and attended several community collectives like Resilient Sacramento and Black Teacher Project located in Oakland, California for a series of text study group sessions.

To capture other prospects, I virtually attended and personally participated in many grassroots and non-profit organizations driven by Adverse Childhood Experiences (ACEs), ACEs Connection and ACEs Aware, both located throughout the state of California spreading across multiple communities. ACEs is based on a public health concern regarding weight loss and patient dropout correlated with both children and adolescents who are at risk of increasing the number of exposures to trauma for developing long-term behavioral, health, and social

problems (Felitti, 1998). Special note: The ACEs term is used throughout the implementation guide and has been adopted nationally across industries serving youth ages 0-18.

This study included views of 10 collaborative experts who represent influence in the fieldwork of private teacher preparation programs; teacher training; mental health; literary content pertaining to trauma-impacted youth; or who work in administration with youth-serving systems based upon current role, years of experience, or publications. Although many of the collaborative conversations with experts were restricted in time, I managed to register some incredible introspection, which was reflected in the data collection. In other instances, the rich and diverse backgrounds of collaborative experts surprisingly and coincidentally revealed very similar views across industries and also provided meaningful contributions to this study. Saturation was reached after the 10th collaborative conversation session.

Description of the supporting sources of literature. Though Mills (2018) recognized that expert influence can add value, it is equally important to have data collection to support the research with reference to literature sources as a form of data collection. This research utilized data collection in the form of supporting sources of literature (see Appendix D). The term “supporting sources of literature” refers to literature discovered during data collection, as well as literature first identified in the literature review. Supporting sources of literature include key documents from the literature review, as well as others. Mills (2018) indicated how to use the [source] literature review to aid in identifying themes, which was further explored in Chapter 3 under the data analysis. Stringer (2014) revealed that a literature review expands and provides an approach or insight into approaches along with examples of how things are applied in context. Stringer continued to state that the literature review will assist in understanding ways authors explain or describe action research.

Analysis of the data from sources.

Data analysis procedure. In this component of the research design, I utilized Mills's (2018) dialectic action research spiral which was discussed in Chapter 3 (see Figure 7).

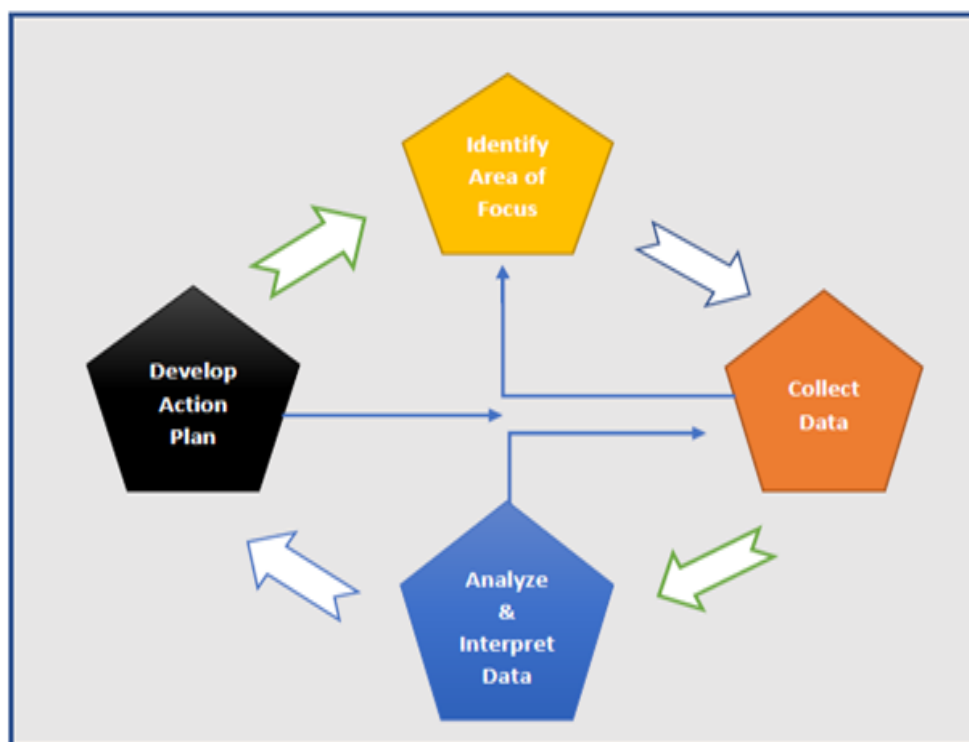


Figure 7. Dialectic action research spiral. Adapted from *Action Research: A Guide for the Teacher Researcher*, 6th ed., by G. E. Mills, 2018, Pearson, p. 457.

This four-step process was used as a practical guide on action research in how to proceed with inquiries as a responsive model (Mills, 2018).

Mills (2018) indicated how to use the [source] literature review to aid in identifying themes, which are discussed in the section of the results. Herr and Anderson (2014) further informed that immediately after the data analysis starts, it guides the collection of data and decision making. The action follows behind this decision making to help the researcher

determine if they will investigate the data or expand by the influence of what is revealed during the process of collaboration based upon having adequate time to reflect, which occurs in cycles. When the researcher explores the decision-making process, it can inform an intervention or take a call to action (Herr & Anderson, 2014). First, once the expert was contacted for a time to meet and collaborate on a conceptual framework model, we reviewed a series of semi-guided questions. After having the discussion, the information collected was transcribed using an online transcription service to transfer the audio into a typed transcript. Once the transcription was confirmed, I took the raw transcript to extract deeper value behind the driving questions to interpret and condense information, which was converted into a digital spreadsheet for a comparative analysis for coding by key terms and themes. From the analysis, I moved forward into the triangulation cycles.

Triangulation Process

The research process previously discussed in Chapter 3 began by usage of four cycles of triangulation (see Figure 8).

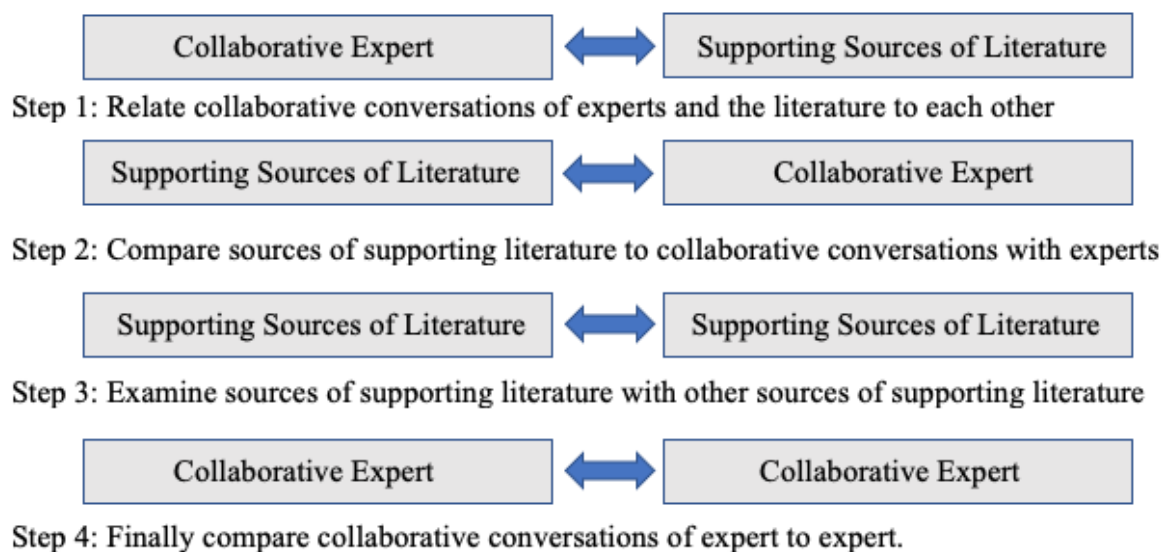


Figure 8. Four cycles of triangulation.

Each cycle provided a parallel opportunity to collect additional resources and tools for development of the implementation guide. From the findings, I compared existing literature to the expert opinions to generate an interpretation which included triangulation to enhance accuracy (Creswell, 2012). Triangulations occurred among asking questions, evaluating collaborative conversations with experts, and analyzing supportive sources of literature to help in integrating the analysis, which was iterative in nature for the action research process used in data collection.

Key Findings

In this segment of the chapter, I present a principal summation and analysis of consolidated data utilizing triangulations in a non-objective, non-judgmental, and systematic order that relates to the research questions. The two specific research questions threaded continuously throughout all four cycles of the triangulation as the main analysis. The

conversations with the collaborative experts varied in length of time, and not all responses were addressed uniformly.

The key findings of my research are listed here and subsequently explained.

- Culturally Responsive Pedagogy & Culturally Responsive Teaching
- Brain Science
- Mental Health & School Behavior
- Communication & Student Success
- Attitudes & Meaningful Language Influence Classroom Management
- Equity & Accountability

Culturally responsive pedagogy and culturally responsive teaching. In reviewing collaborative conversations with academic administrative experts, I discovered perspectives from inside-out and from outside-in, which indicated the whole school method requiring critical training related to response to interventions. The trainer should place a high emphasis on how the teacher must be able to see from the student standpoint with a trauma-informed lens of who they are (as students). They also need to have an awareness of the same impact on them as the adult educator in shaping relational engagement or attachment responses to stress of what previously happened to them that occurs within the classroom, especially with children who remind them of themselves, without victimizing them. Another added point made reference to recognizing how addressing the surface behaviors like disruptions or task refusal cannot be fully approached without reflecting upon the environment that produced the context for that trauma. It was highly recommended that the trainer needs to aid educators with understanding that we do not all respond the same way, and this is instrumental in teachers being more equipped in creating a holistic supportive environment.

The foundational content for supporting sources of literature (Spencer, 2007) showed the need to recognize the tensions in expectations for competence and its correlation to structural conditions associated with race, racism, and White privilege and how they are overlooked in child psychology literature or problems associated with youth of color. Following this, I reviewed culturally responsive pedagogy as indicated by Franita Ware (2006) and cultural competency education and how, when used effectively, it can shift the mindset for both the teacher and students alike. Ware related how the urban educators challenged their students to assume a culture of achievement and overcome their personal limitations to achieve as the other teacher fostered achievement. Trainers need to incorporate the value behind teachers building relationships with their students despite the adversity by using resources to close the gap and incorporating a warm demander pedagogy that demonstrates firm, caring, expectations that African American students will achieve academic success (Ware, 2006, p. 443).

It is critical to recognize impactful factors with students having medical or academic impairments, which contributes to their behavior and prevents students from gaining access to learning. Two suggestions were shared regarding the first training blending trauma-informed practices using a clinical application to address behavior escalation or de-escalation tactics to provide more concrete procedures without causing unnecessary triggers by actions or body language. Second, a suggestion was offered for the need for more modeling of a diverse classroom, demonstrating different needs with cultural backgrounds that are inclusive.

The techniques shared from the experts require more inter-reflection from both the trainer and educator to understand the community inside-out using a lens that welcomes diversity, uniqueness, and uses social capital to incorporate into learning objectives. Gay (2013) further attributed culturally responsive teaching to being “a technique for improving performance of

underachieving ethnically and racially diverse students” (p. 69). Gay (2013) referenced such “students as Asian, African, Native, and Latino American ancestry, living in poverty, attending schools in urban and rural areas” (p. 69).

Brain science. Pediatrician Nadine Burke Harris (2018) discussed the importance of how the brain is affected by childhood trauma, it “is not something you just get over as you grow up, these episodes are repeated stress of abuse, neglect, and parents struggling with mental health or substance abuse issues” (Miller-Karas, 2015, p. 2). Perry (2016) and Schore (2005) both said that when children have their basic holistic needs met with their guardian, their stress-response system is well regulated, which shapes healthier emotions. However, when youth are faced with many unknowns contributed by poverty or racism, their ability to respond to stress adequately becomes impaired, causing significant impact in their processing and decoding skills due to trauma (Perry, 2016). As a result of the high stress levels, a student’s neocortex may become blocked, which prevents students from learning important tasks like reading (Perry, 2016). Understanding the foundation of brain science and its impact on child development is very crucial in preparing educators for educating students who have experienced trauma or who have undiagnosed mental health needs. Additional information on this topic is further discussed within the implementation guide.

Trauma and mental health shapes learning and school behavior. I examined how TiS can experience levels of impact. Crosby (2015) referred to Bronfenbrenner’s ecological systems theory, demonstrating how TiS within the educational process can experience negative interactions ranging from disciplinary actions to bullying or harassment by peers in relation to mesosystem, as mentioned in Chapter 1. Other scholars like Picus et al. (2012) and Brown (2019) described when teachers were provided proper training, they improved instruction,

updated curriculum, and influenced how students were assisted. Another study in southern California recognized the same concern in regard to receiving little formal training or continuing education about the impact of trauma on students and ways to help achieve better academic outcomes, previously mentioned in Chapter 2 (Ko et al., 2008). Recognizing trauma and mental health adds extreme importance to this research, as I examined how relationships are fostered through communication in our low-SES communities serving TiS.

Communication and teacher-student relationships are key to TiS academic success.

For communication and teacher-student relationships to be effective, one must understand how race and relational ideals connect. J. B. Carter (2007) expressed, “cultural codes render overtly racial language in many white dominated contexts” (p. 10). DiAngelo (2018) indicated that racial power codes appear to develop as early as preschool, which has been identified by larger bodies of research. Educators who cannot see outside of themselves “the hallmarks of the normal whiteness teach white racial meaning without appearing to; was referenced to viewing statues and normal sexuality from the early 1900’s” (J. B. Carter, 2007, p. 12).

The cultural climate of a school setting begins with communication and how well the educator builds safety and trust, without producing toxic stress for TiS. Shonkoff et al. (2012) suggested that investments in interventions that reduce adversity are likely to strengthen the foundation of physical and mental health. Basic awareness of the child’s ecology can measure the effects on their developmental trajectory with consequences for educational achievement, economic productivity, health status, and longevity (Shonkoff et al., 2012). DiAngelo (2018) provided a very colorful parent perspective, stating, “Parents understand that the predominantly white teaching force has little if any authentic knowledge about children of color and has been socialized (often unconsciously) to see children of color as inferior and even to fear them”

(p. 53). DiAngelo (2018) posed that a shift to happen in building relationships and trust requires authenticity, which is rarely experienced by people of color.

One expert shared that validation is key in how we see students as human beings with a contribution to the learning experience. He said, if educators expect a better buy-in from students, it will be helpful to provide instant success without depending on busy work. The expert informs the research by recommending more involved intentional scaffolding of projects, papers, and increasing intensity of reading. He believes student success is based on teachers being highly compassionate with expectations, having empathy with students, and, most importantly, incorporating family involvement.

In the collaborative conversations, the experts felt the trainer needs to be mindful that teaching educators how to be accountable for their actions in handling high-risk students requires more advanced support for mental health needs while making sure the school is held responsible. Moreover, the experts believed the teacher trainer needs to emphasize that educators who lack the ability to build trust increase toxic stress while decreasing safety. A variation of literary pieces on the topics include: *Heart of Whiteness* (Jensen, 2005), *White Fragility* (DiAngelo, 2018), and *Toxic Stress* (Jack Shonkoff, 2012) to support teachers of non-color backgrounds. The trainer and teacher alike need to change their perspectives to a culture of care as a whole climate for the school, which would transform the classroom climate that exist within the school setting.

Attitude and meaningful language influence classroom management. Teacher attitude(s) are projected by both verbal and non-verbal language, which really matters when addressing the needs of TiS who live in concentrated low-SES communities. One scholar informed that changing attitude, beliefs, and behaviors will need them to critique their own

(teacher) beliefs about culturally diverse students, in addition to how this affects their instructional behaviors by examining how they (teachers) are influenced by their attitudes and beliefs of student diversity (Gay, 2013). Teachers having a positive perception of the various dimensions of student diversity produces positive outcomes as opposed to those who hold negative views impacting teaching abilities and learning behaviors (Gay, 2013). Adesina (1998) recognized this in his research when describing how college faculty and student teachers should be able to promote diversity and help create a climate in which pluralism is accepted and appreciated, but only if they carry into their work attitudes, which are consistent with those values and behaviors. Adesina referred to teachers as “role models to their students [in that they] reflect anti-racist multicultural values in all aspects of life” (p. 70).

When investigating how young children acquire prejudice, Allport (1954) hypothesized that children treated harshly, severely punished, or continually criticized are more likely to develop personalities influenced by group prejudice. The author indicated the opposite for more relaxed children who come from secure homes, with openness and affection demonstrating more tolerance. The teacher trainer needs to raise awareness on how the attitude of the educator directed towards students is a social responsibility beyond preparing a lesson.

Language reflects the relationship to power when managing a classroom. Shashkevich (2019) informed us on how speaking, writing, and reading are integral to everyday life, where language is the primary tool for expression and communication. When trainers express this point to educators, they need to consider how language is a cultural, social, and psychological phenomenon and how it influences us as it also corresponds to particular behaviors (Shashkevich, 2019).

This content is invaluable because it has become clear the California State University program needs to train its teacher candidates on anti-racism. Several situations suggest

that many of our teachers and teacher candidates either cause or exacerbate some of the trauma students bring or experience in the classroom. As a result of this imminent concern, all of their faculty will be participating in the Center for Reaching and Teaching the Whole Child yearlong professional development. It has become clear that our program needs to train for our teacher candidates on anti-racism. Several situations suggest that many of our teachers and teacher candidates either cause or exacerbate some of the trauma students bring or experience in the classroom. So, we have started by having all of our faculty participate in the Center for Reaching and Teaching the Whole Child yearlong PD. (E. Black)

Equity and accountability. According to one of the experts who has dual roles as an administrator and professor at a private college for a teacher preparation program, the one way to increase equity is by increasing a diverse teaching force. Dr. Assisi (TPP-Professor) thinks to get educators to move away from the sort of implicit, subconscious systemic bias issues is key to training a diverse teaching force. She said for addressing younger populations, it is important to get teachers to remove judgement and simply adjust their mindset to a label of “expected” or “unexpected” because what teachers expect most of the time is their own cultural normal behavior. The expert recommends equity by design with a blend of unconditional relationships bringing community together to heal with restorative perspective and giving students multiple chances to work through their problems with accountability. In addition, building accountability requires parents as partners with equity. She believes White teacher preparation programs should review “White Fragility” literary content to raise awareness without causing harm and having a middle ground of high expectations, but not with a militaristic attitude. To increase accountability, many experts believed we need to bring parents and kids into the collaborative conversation to hear their voice, in addition to building a partnership as a part of training. A few references were made to the California Consortium of Educational Equity for Educational Excellence as a statewide agency designed to deliver equitable education. Other references were

made to Chris Argyris in the Ladder of Inference, which is used as a tool to help learn to get the facts and draw conclusions realistically (MindTools, n.d.).

The triangulation process as previously discussed in Chapter 3 is recaptured in Figure 9, a completed diagram illustrating how each cycle was examined in viewing the data analysis.

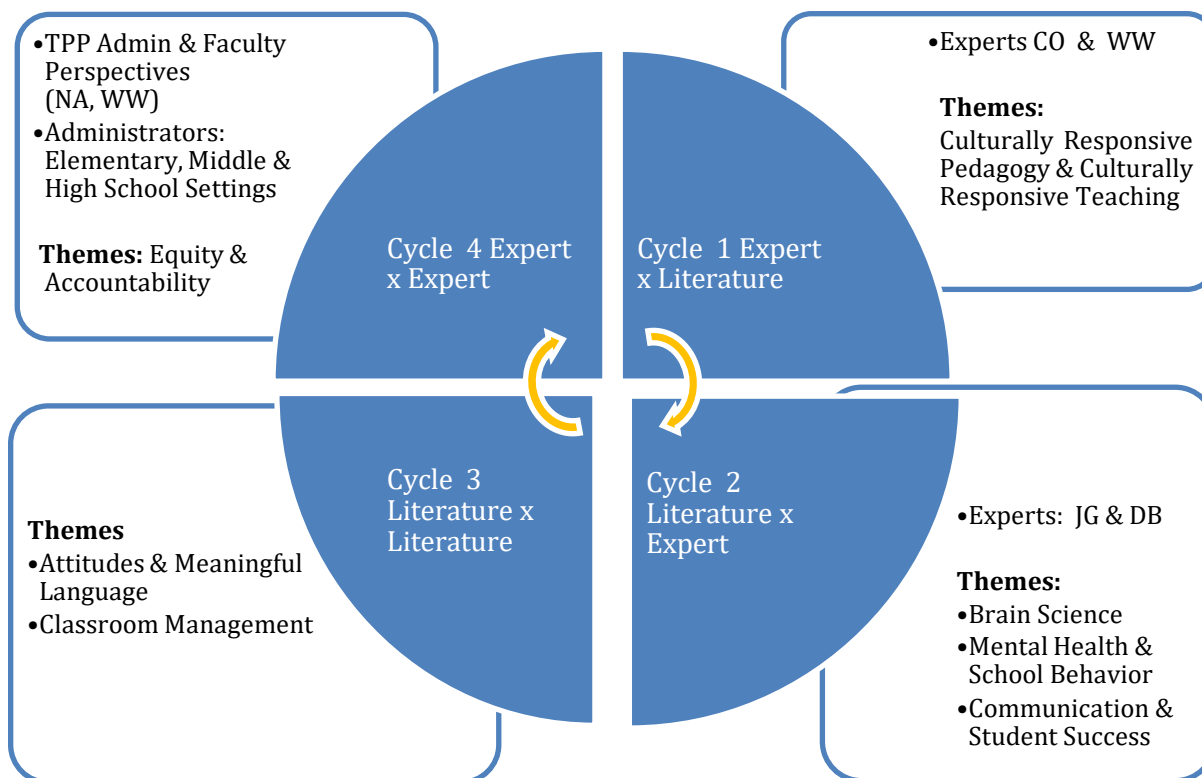


Figure 9. Completed triangulation per cycle from Figure 6.

Summary

This action research was an iterative process including posing the problem, data gathering, and data analysis for the goal to improve practices on how teachers create classroom culture for effective learning for TiS in low-SES communities. To back this action research, I collected supporting sources of literature and conducted collaborative conversations with experts (Cochran-Smith & Lytle, 1993; Dana & Yendol-Hoppey, 2008).

Key Findings of the Research

- Culturally Responsive Pedagogy & Culturally Responsive Teaching
- Brain Science
- Mental Health & School Behavior
- Communication & Student Success
- Attitudes & Meaningful Language Influence Classroom Management
- Equity & Accountability

The implementation guide located in Appendix E provides the essentials and strategies divided into 10 sections, which are based upon new development from recent research further discussing the value behind the key findings. Chapter 5 provides conclusions and recommendations based on answering the research questions.

CHAPTER 5: CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

Introduction and Summary of Study

This chapter summarizes the research, discusses implications of this study, and recommends future practices and future research. The purpose of this qualitative action research study was to produce a way to improve practices of classroom management for teachers working with trauma-impacted students (TiS) in urban, low-SES communities. Drawing from background research, school systems in urban communities with limited financial resources face a constant problem of training new teachers. New teachers are often not successful because they lack sufficient preparation for working in challenging schools, thus there are high turnovers. Research indicates TiS who have experienced abusive environments and lack logical attachment relationships may be at risk of multiple academic and behavioral challenges (O'Neill et al., 2010).

This study examined many elements to produce best practices to raise awareness, gather essential tools, and develop strategies to address ongoing classroom issues faced by new and returning teachers. This research has the potential to impact ways to better prepare teacher trainers how to prepare classroom teachers in building student success and learning in their classrooms. Next, the use of this study can influence the content and delivery of in-service training to teachers in the field. Furthermore, this research could potentially impact change in the way school systems respond to the needs of TiS. Lastly, this research may encourage teachers, administrators, and researchers to create a universal trauma-informed model of instruction. In addition it may facilitate developing a school culture for pre-school through post-

secondary settings, which could contribute to more positive interactions within the school community.

This action research investigated the emerging best practices for creating classroom culture for effective learning for low-SES TiS throughout the State of California by addressing these two specific questions:

1. What are the techniques for creating effective urban classrooms for TiS?
2. What is the best way to pass such techniques for teaching and supporting TiS on to new and returning teachers?

This study examined supporting sources of literature and collaborative conversations with experts to aid in collecting data utilized in the action cycles: identifying areas of focus, collecting data, and analyzing and interpreting data. The collaborative conversations with acknowledged experts in the field of teacher preparation illuminated topics including program design supporting teachers, student trauma, and the educational effects of trauma. They were selected based on contributions to this field of research and or on their contributions to developing teachers.

The data collection utilized sources of supporting literature following the literature review guidelines as well as collaborative conversations with experts by teleconference via Internet and telephone. The semi-structure guided discussions ensured that all experts were asked the key questions, while allowing the expert to add new and important information. During the data analysis process, I compared existing literature to the expert opinions to generate an interpretation, which included a triangulation to validate accuracy. Multiple categories were created based upon reoccurring themes identified between supporting sources of literature and collaborative conversations with experts illustrated in Figure 10.

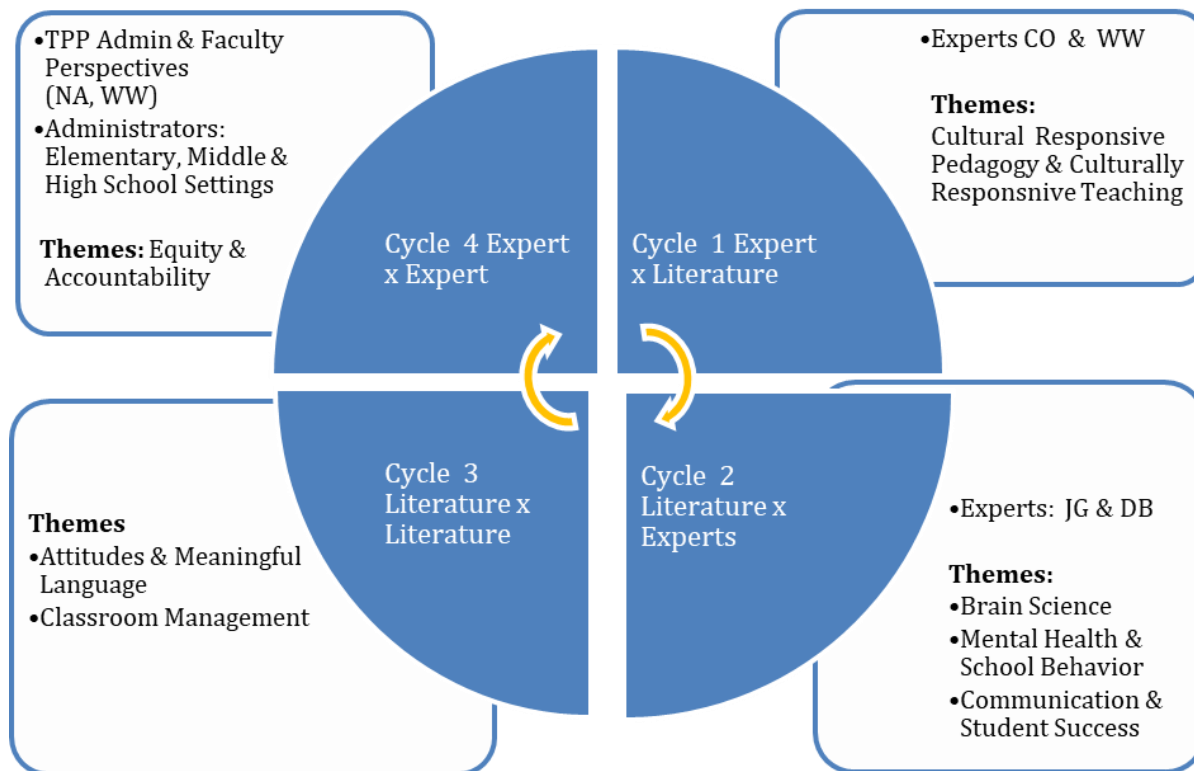


Figure 10. Completed triangulation per cycle.

Six best practices to train educators in becoming trauma informed emerged, leading to the development of a supplemental implementation training guide for the trainer (see Appendix E). The reoccurring themes were aligned significantly well with the original literature review and supporting sources of literature. The remainder of this chapter unveils the implications and recommendations.

Linkage to Previous Research

One of the initial goals of this action research was to understand and find evidence on why teacher training in trauma education lacked cultural competency related to addressing urban, low-SES school settings. Miller-Karas (2015) expressed that cultural competency or sensitivity shapes how interventions are used in responding to a specific event or series of events, which cannot rely on the one-size-fits-all model. In other words, one should not overgeneralize because

within one culture there can be many variations of effective interventions (Miller-Karas, 2015). Milner and Tenore (2010) mentioned the conception of culturally responsive classroom management is the necessity for teachers to understand equity and equality.

Saltzman et al. (2003) suggested the consideration of adaptation and accommodation that provide programmatic recommendations or interventions that are culturally and ecologically suited for a specific trauma profile. The other factors later addressed in this research revealed from the *Teacher Education Journal* an article proposing a classroom management course specifically designed for urban settings and providing educators with preservice training with appropriate cultural relevance (Caldera et al., 2019). Caldera et al. (2019) began with a discussion of the cultural and linguistic diverse student backgrounds and the misalignment with White teachers. They informed the reader on the connection between poverty, mishandled zero-tolerance disciplinary approaches, and the gap in academic achievement.

Implications

This section of the action research describes what could have occurred and examines the theoretical framework and an evaluation of future implications. The outcome of the findings could have expanded by encouraging teachers, administrators, and researchers to create a universal trauma-informed model of instruction. In addition to increasing inclusive trauma-informed school cultures for pre-school through post-secondary settings, this research could have contributed more ways to create safer, positive interactions within rich, diverse, urban school communities. If this action research had been funded, I would have explored more lived-in scenario video simulation training options with more realistic characterization. Finally, the findings could have furthered in directly impacting teachers by encouraging them to self-assess their own past childhood trauma before working in impressionable low-SES classroom settings.

Theoretical Implications

In further interpretation of the dissertation findings in relation to the theoretical framework and research questions, two important concepts surfaced. First is a review theory followed by the investigation of who and where are the urban TiS?

Theory. Selecting Bronfenbrenner's (1989) ecological systems theoretical framework for this research design was extremely appropriate and beneficial. The original background to Bronfenbrenner's foundational work began as a result of a frustration prompted during former President Johnson's war against poverty, which inspired Bronfenbrenner to understand the impact of child development in relation to the influence of the neighborhood and community (Perry & Daniels, 2016; Shelton, 2018). The ecological systems theory aids as a tool in framing the research in relation to trauma and its impact on youth by examining human development and interacting with societal influences. It facilitates understanding how human development and societal influences play an important role in helping determine achievement within urban communities. Student socialization between home and school influences the ecological system and they are dependent upon each other, according to Bronfenbrenner (1989). Figure 11 demonstrates a child's development being dependent upon many environmental factors that contribute towards their well-being. This framework repeatedly appeared several times (at a rate of 75%) throughout every portion of the research layout from the review of literature, collaborative conversations with experts, and influential supporting sources of literature.

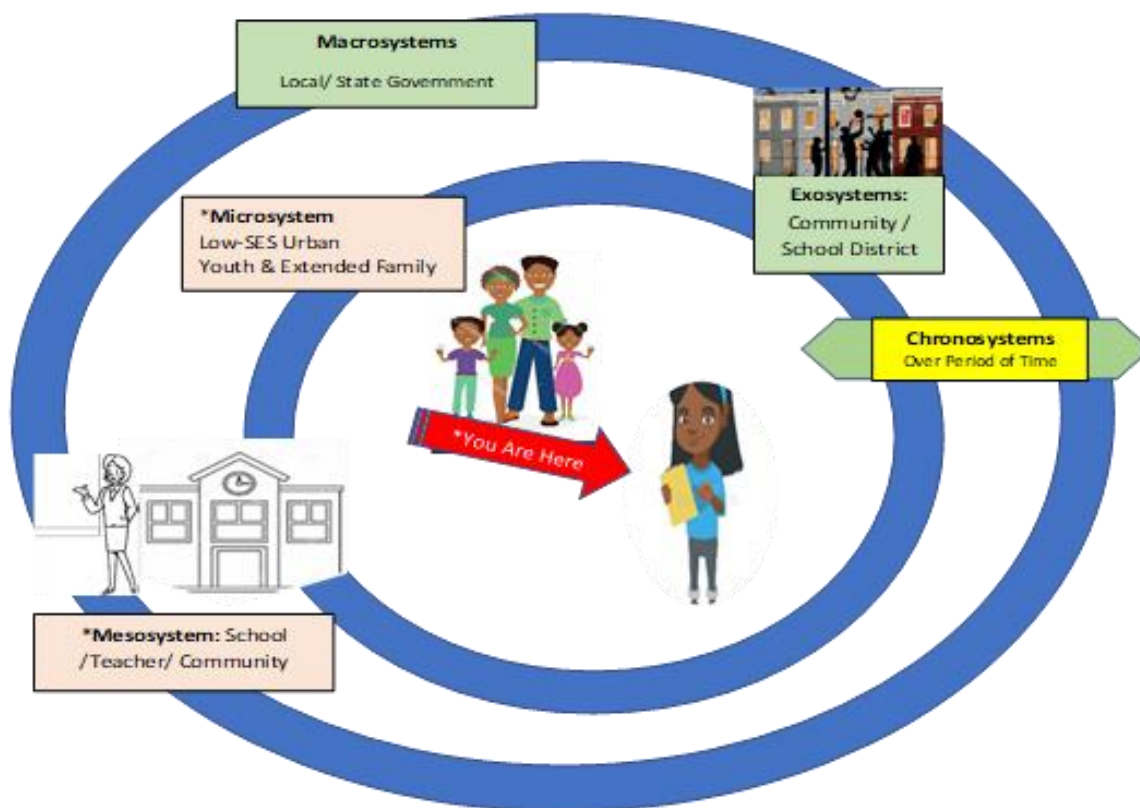


Figure 11. Adapted Bronfenbrenner ecological system model. From *Understanding Early Childhood Education: Issues and Controversies*, by H. Penn, 2005, Bell & Bain Ltd., p. 45.

Significant theory insight. Spencer (2007), in reference to Bronfenbrenner's (1989) theoretical framework, discovered expounding information on the ecosystem with a phenomenology perspective in that the way we experience our roles defines what our strengths are as well as our vulnerabilities. The intersectionality between phenomenon and the ecological system is an important part of "complex structures and social positionality that power dynamics and interconnected systems lead to differential outcomes like class, race, and gender" (Spencer, 2007, p. 73). Spencer (2007) believes "adolescent outcomes should be understood at all angles which includes how they cope and comprehend their vulnerability, based upon experiences of interlocking systems of oppression" (p. 73). Mills College School of Education Dean Wendie

Williams expressed that although trauma is the detriment, it informs strength-based thinking to navigate through varying experiences, creating more resiliency, which is not addressed within the original theoretical framework of Bronfenbrenner. Had Bronfenbrenner looked for resiliency as a result of the trauma from more impoverished communities, he would have influenced a corrective response to how a person survives their environment. This significant insight derived in the dissertation to solve how we respond to the current and rising concerns with TiS, which could help in how we currently address raising awareness and provide essential training to future educators. As the ecological framework applied to the research questions within the data collection, a domino effect occurred forcing me to re-examine how we categorize students of color as urban.

In review of the research questions, one of the biggest consistent concerns to surface during data collection was the usage of the term “urban.” During the collaborative conversations with experts, many responded with a neutral disposition recognizing the term urban as a reflection of a select geographic area, pertaining to the city. However, others felt this term was a distinct way of defining a Black person without being racist. To further evaluate this term of concern, I discovered the term “urban” began during the 1970s referencing Black contemporary music or used to describe Black musicians by former New York disc jockey Frankie Crocker, according to Forbes reporter McEvoy (2020). After seeking more clarification, I was able to make a quick reflection back to the early 1980s, recalling my mother actually working for the Bay Area Urban League, which was established to enable African Americans to safely secure work, economic development, and advocacy.

To dispel this “urban” term, I was asked by some of the experts to describe where urban communities are located and who do they represent by demographics. Once I acknowledged the

term “urban” referencing to inner city, I was then asked to identify and track where these students resided to further establish validation. After investigating this phenomenon, I discovered the former gentrified inner-city communities over the past 20-30 years had displaced many original residents, while wealthier owners moved in wanting to be closer to the hub of the city life. This implication has revealed another important opportunity for future investigation.

Rethinking Schools editorial associate and graduate school of education assistant professor at Lewis & Clark College Watson (2011) suggested, after surveying teachers from urban and non-urban backgrounds, that this term is code for race, specifically Black, Latino, and poor. Watson continued to share that teachers equated urban with students of color, which did not include White, Asian, or Native American students based upon larger cities. As a result of this sensitive “urban” term usage, the trauma-informed implementation training guide for trainers has included an opening key to terminology and supporting article for a resource to the trainer to take into consideration. Many of the diverse set of experts who took part in the collaborative conversations expressed concerns on how school systems and teacher behaviors show historical excusal of a tolerated systemic racism and micro-aggressions.

The implications provided a retrospective examination of the theoretical framework, research questions, and findings to recognize strengths and weaknesses, which helped aid in results of this action research. Next, I acknowledge important future research, policy regulation, and practitioner reflection.

Practical and Future Research

Lack of Diversification with Equity in Teacher Demographics

First, I reviewed the overall problems identified in addressing the techniques for creating effective urban classrooms for TiS: lack diverse teaching staff reflective of the cultural background or inclusiveness of students supported.

Demographic mismatches. Demographic mismatches between teachers and students may hinder teachers' efforts at effective management when making judgements regarding behavior and deciding their response through their cultural lenses (Schafer & Barker, 2018).

The lack of diversity among our educators working with TiS from urban environments. To further examine this problem, it is important to read the "Retaining Teachers of Color: A Pressing Problem and a Potential Strategy for Hard-to-Staff Schools" (Achinstein et al., 2010), with the authors explaining the need to increase the racial and cultural diversity of the teacher workforce in the United States. Educators and policymakers cite a "demographic imperative" to counter the disparity between the racial and cultural backgrounds of students and teachers and address concerns about a predominantly White teaching workforce (Achinstein et al., 2010). The authors stated:

An underlying assumption of the demographic imperative is that in a pluralistic society it is problematic that public school students (students of color and White students alike) experience a primarily White teaching population (Carnegie Forum on Education and the Economy, 1986; Villegas & Irvine, 2009). (Achinstein et al., 2010, p. 71)

Such an argument is sometimes linked to equity of professional opportunities for people of color to remedy the ethnic/racial gap within a labor market.

Decrease of teachers of color. With the huge decrease in teachers of color entering the classrooms supporting K-12 settings, role models and mentors have been lost. It has become more obvious that White teachers are able only to derive their educational experiences from post-

secondary and teacher preparation programs. Our K-12 school system is only duplicating what is the reality of post-secondary learning, the background of our unprepared (Zeichner et al., 2015). Having a more diverse faculty, staff, and administration changes the equity, in addition to cultural connections of urban settings. Building authentic relationships is critical to providing a balanced school environment for a modern reflected society. Ollison (2020) shared how we need a more equitable and just society through equity-driven teacher preparation and teachers of color. Ollison went on to mention the need for preparing educators to teach California's diverse student population effectively, with a philosophy of teaching that is anti-racist.

Due to the current issue at hand with the huge drop in the selection pool of African American teachers, the State of California could make more incentives for fee waivers and or scholarships for required assessments and teacher work experience. In addition, the State could expand its recruitment efforts for historically Black colleges to increase teacher demographics for schools with a population greater than 50%.

Incorporation of Students of Asian American Pacific Islander Perspective

According to the Asian American Psychological Association (AAPA; Thakar Meghani, 2014), when examining Asian American Pacific Islander students who have encountered childhood trauma in comparison to other ethnic groups there is a lack of systematic research within their communities. Thakar Meghani (2014) exposed two things, first, lower rates of non-fatal victimization, sexual abuse, and neglect. Second, higher rates in physical abuse, family violence, and PTSD with depression are observed in southeast Asian refugees. Cross culturally, southeast Asian views and definitions vary significantly on what generates child abuse, maltreatment, and neglect (Thakar Meghani, 2014).

Policy Regulation to Increase Accountability

Since there is an urgency to address the issue between TiS and enriched learning, our policymakers, school district superintendents, teacher induction program directors, local school administrators, and colleges stakeholders need to consider coming together to reform our educational system. Perry (2016) referred to a Substance Abuse and Mental Health Services Administration-based trauma approach to correlate a “link between socioeconomic development and academic success” (p. 177). Adopting a universal model to help address the acute to chronic effects of untreated students with mental health was established in a pilot study implementing trauma-informed practices in New Haven (Perry, 2016). Within the New Haven city was pressure to meet this national expectation because of the varying levels of impact incurred in many schools. Parent and student participation would be required for the state educational system to improve how it addressed diverse communities. Mandating policy that raises awareness and provides training by increasing TPP and employer accountability on how students are being handled could truly change how we handle trauma-impacted families through building resiliency by means of communities of practice.

Based upon my synthesis of the research of the experts of this study, raising awareness in academic institutions by acknowledging TiS could be a helpful way to intervene in reducing high school absenteeism, suspensions, and dropouts. Next, adopting a universal screening for TiS through interagency wrap-around service models. Then, push the local area and state teacher prep program agencies to adequately prepare future teachers, which will help reduce high teacher burnout and turnover before they enter classrooms. Following this up with requiring both new and returning staff a refresher training on trauma-informed practices with resiliency could make a significant difference in how frequently students are being put out of the classroom.

Providing policy regulation would help in preventing youth, especially minority youth, from future incarceration. Schools in impoverished communities could consider providing trauma-informed training essentially to help teachers deal with such youths in a more sensitive manner.

Recommendations

This section of the research provides recommendations for future study based on the results of this action research. The purpose of this portion of the chapter is to provide a summation of the recommendations from the findings. In general, for practitioners and future research, gaining access to students during the primary years before their basic behaviors are at an advanced level would be a huge preventative and intervention measure. A parallel of recommendations and gaps for the study are acknowledged.

First, I recommend the six emerging best practices for creating classroom culture for effective learning for trauma-impacted, low-SES students contained in the Train the Trainers Implementation Guide be a supplemental tool to current adopted trauma-informed education training (see Appendix E). In review of current training resources for training the trainer, there was very little evidence to help prepare the trainer in addressing what is essential and strategic in meeting the needs of the students, families, and school.

Next, to help address those resistant to trauma-informed training, I highly recommend reviewing evidence previously presented in Chapter 1 to address the concern with teachers being asked to take on additional requirements. Prioritizing trauma-informed education is essentially about creating a safer and culturally sensitive education for all students, especially those impacted by trauma. Trauma-informed education training needs to be equivalent to mandated child reporting, sexual harassment training, or First Aid and CPR training. In addition to

obtaining this training, trainers will be able to refer to the Stress Buster model (self-care activities) designed by the California Surgeon General, provided in the implementation guide located in Module 2, which could assist in reducing compassion fatigue experienced by teachers feeling underprepared in supporting TiS.

I recommend the trainer adopt terminology that best fit the setting of services to prevent using generalized statements that promote the narrative of stereotypes in how TiS are categorized as urban. Supporting sources of literature and collaborative conversations with experts indicated an approach that teaches students from a holistic community mindset. Humanizing students and celebrating them for their differences with inclusivity is one way to build resiliency.

I recommend the trainer take part in annual training with quarterly inserts of updated trauma-informed state trends. In addition, the trainer is recommended to collaborate with at least one representative as from the student conduct team: school psychologist or licensed behaviorist (a behaviorist is a licensed specialist who provides functional assessments and makes recommendations accordingly to the student in need in partnership with the teacher, parent, and student specific to special needs. Additional information can be located at the California Department of Education website: <https://www.cde.ca.gov/sp/se/ac/bipleafaq.asp>). The vice principal or dean rotate in playing an active role in participating in the training as well as assessing how their teachers or staff are getting the practicum. It would be most advantageous for the trainer to take a refresher on trauma-informed education annually with quarterly updates on the latest content to build into future training.

To measure the success and effectiveness of the training, it would be advisable to see the annual performance in review to identify how the school or district previously performed on reducing suspensions and expulsions and increased the attendance rates. Once the trainer has

assessed those results, they can better project the new measurable behavior goals with more specifics when consulting the administrative team to target the latest deficits. Then the school could take its high-level incidents to align into a format adapting the newer training in conjunction with the latest statewide updates. Teachers should receive annual refresher training after the introduction to the original training provided at the onset. The Implementation Guide can be spread out over 3-5 months or yearlong with 1-2 activity sessions per month to focus mastery and increase accountability as teachers determine how they would like to blend these essentials and strategies into their current adopted Trauma-Informed Education Training for Teachers.

Having expert staff present during the module training will help with more staff buy-in and affirm the best way to respond to the specific campus needs beyond the recommended guidance. Later, I recommend the future research consider adding short video samples to aid or expand on each of the six emerging best practices to the Train the Trainer Implementation Guide for working exclusively with low-SES TiS.

Finally, to increase accountability of our school systems, I recommend California Department of Education and California Teaching Credential agencies could push for a call to action in creating a mandate pushing for collaboration to developing state-level standards for trauma-informed education accountability. Having a legal mandate would increase more training and require credential inserts and continuing education credits for recognizing classroom management and trauma informed as annual inserts for credentialing. Teacher preparation programs would then be required to embed trauma-informed education training into curriculum throughout with rigorous drilling beyond pre-service training (which are ineffective according to experts representing multiple TPP sites throughout the state).

The Bronfenbrenner ecological systems theory (1989) as a theoretical framework was invaluable in developing a firm foundation to incorporate within the methodology. The only adjustment to the framework would be to begin with resiliency building in relation to the six emerging best practices. Taking on this integrated approach could help the TiS navigate through the ecosystem the same way one goes through the iterative triangulation process in cycles to find a best outcome.

The action research methodology allowed me to proceed with this study to gather meaningful supporting sources of literature and collaborative conversations with experts. This specific qualitative action research design helped influence a conceptual model, the implementation guide, and tools within the guide based upon rich data.

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APPENDIX A: COLLABORATIVE CONVERSATION GUIDANCE INSTRUMENT

Project: Emerging Best Practices for TPP's: Creating classroom culture for effective learning for Trauma Impacted Low-SES Youth

Collaborative Expert:

Time of collaborative conversations:

Date:

Place:

Position of collaborative conversations:

The purpose of this action research is to inform and recommend identified emerging best practices in improving trauma-informed teaching and to produce an implementation guide for training classroom teachers in these practices or administrators can have educational coordinators to facilitate on campus.

Information collected during the collaborative conversation will be used solely by the researcher to complete this dissertation and research project.

The primary questions you will be asked are pertaining to identify best practices in two ways.

1. What are these techniques for creating effective urban classrooms for TiS?
2. What is the best way to pass these techniques for teaching and supporting TiS on to new and returning teachers?

It is anticipated that the research results could be shared with the public through presentations and / or publication. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your expressed permission. Measures to ensure your confidentiality for the collaborative conversations include: your anonymity will be maintained throughout the data collection and analysis process.

The collaborative conversations data will be using semi-structured guided questions. This semi-structure will ensure that all collaborative experts are asked the key questions, while allowing the expert to add new and important information. The collaborative conversations will be conducted at mutually agreeable times by telecommunication via internet or telephone. You will be given access to the study at its conclusion.

Your participation will take 30 minutes, not to exceed 45 minutes.

[Turn on the tape recorder and test it.]

* Required

1) How long have you been in the field? What inspires you to maintain your pathway?

*2) Collaborative Activity: In viewing the Conceptual Model: Degrees of Trauma

(Based upon ACEs)

*3) What are the emerging best practices of **trauma-informed education** for teachers? What are the essential elements to prepare our incoming and current teachers? Are there any special considerations for low-SES urban classrooms?

*3B) What are the emerging best practices in the **training teachers on trauma-informed education**? What are the essential elements to training our incoming and current teachers? Any special considerations for teachers in low-SES urban classrooms?

*4) What are the current barriers to preparing teachers to enter low-SES urban classrooms?

5) How do school systems find the right people to train teachers in trauma-informed teaching practices?

6) Do you have any **recommended literature or reference** I can further investigate on this specific content related to trauma informed educators? Are there any select organizations or models using impactful programs in CA or U.S.?

7) Any other questions about this topic that I should have asked?

Thank you for your cooperation and participation in this collaborative conversation. I want to reassure you of the confidentiality of your responses. I do look forward to having potential follow-up and sharing outcomes.

APPENDIX B: EXPERT SELECTION CRITERIA

Brief Statement of Selection Criteria for Experts

Expert Selection Criteria: collaborative experts must have a minimum of three of six categories.

If needed, additional experts may be added to the panel, if they meet the criteria below.

Category	Expert Position: Experience as Practitioner or Scholar or Collaborator
1	Published publication or content
2	Educational Faculty or Administration of Higher Education Institution or Educational Organization supporting Youth Serving Systems
3	Educational Trainer / Facilitator in relation to Cultural Sensitivity and / or Trauma
4	Host, Manage or Produced Conference(s) related to teacher training or trauma training
5	Work Experience in the Field related to Education or Mental Health with 5 years or greater
6	Direct / Support / Facilitate Teachers by: Direct Instruction, In-Service, or Professional Development or Program Evaluation of youth serving systems

APPENDIX C: COLLABORATIVE CONVERSATION EXPERTS

Brief Statement of Selected Expert Demographics

Although many of the collaborative conversations with experts were restricted in time, I managed to register some incredible introspection, which was reflected in the data collection. In other instances, the rich and diverse background of collaborative experts coincidentally revealed very similar views across industries; also provided meaningful contributions to this study. Saturation was reached by the 10th collaborative conversation session.

Figure C1 illustrates the demographic spread of experts who collaborated in this study throughout California ranging from areas of Lodi, Oakland, Sacramento, San Diego, San Leandro, and Stockton areas.

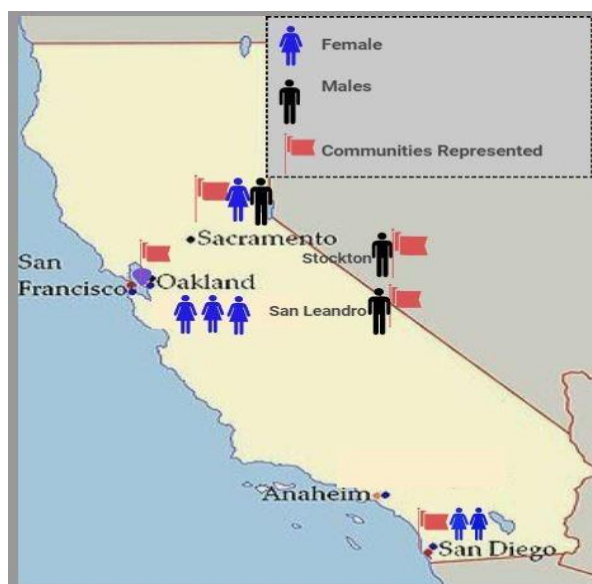


Figure C1. Demographic contributions from collaborative experts. Created by author.

Figure C1 illustrates the profile of the collaborative experts across gender, ethnicity, and industry serving trauma-impacted students.

Table C1
Collaborating Experts Profile

#	Expert	Gender	Ethnicity	Total Years of Experience	Areas of Expertise					
					Mental Health	School Administrator	Education or Mental Health Consultant	Higher Education Leader	Teacher Training/ PD	Publication
1	CO	M	B	10		•			•	•
2	WW	F	B	14+	•	•	•	•	•	•
3	JG	M	B	22	•		•		•	•
4	DB	F	W	20	•		•		•	•
5	NA	F	W	20	•	•		•	•	•
6	LD	F	W	20	•		•		•	•
7	TW	F	B	5.5		•	•		•	
8	NE	M	B	3		•	•		•	
9	EM	F	W	9		•	•		•	
10	JT*	M	W	2.5		•	•		•	

Note: Data in this table was constructed from a combination of both online websites and information informally collected from the Collaborative Experts who contributed in this study.

(Exception to rule: collaborative expert meeting below original criteria provided very useful content that captures another important lens on how triangulation cycle four and implementation guide was formed.)

APPENDIX D: DIVERSE SUPPORTING SOURCES OF LITERATURE

Table D1

Sample Description of Diverse Sources of Supporting Literature

Author	Ethnic Background	Topic	Source of Literature Content
Paulo Freire	Brazilian-Portuguese (Progressive Educator / Philosopher in Critical Pedagogy)	Critical Pedagogy: Relationship between teacher, student, & society	Pedagogy of the Oppressed (1970)
Kanwarpal Dhaliwal - 2015	East Indian	Expanded ACEs w/Ryse Conceptual Framework	Trauma and Social Location
Geneva Gay	African American	Teaching to and through cultural diversity	Article
Franita Ware	African American	Culturally Responsive Education	(Several) Publication
Roy Wade, 2014	African American	ACEs & Low- Income Youth	Research
Sonia Nieto	Latino-Puerto Rican Educator/Prof TPP	Multicultural	<ul style="list-style-type: none"> • Language, Culture, and Teaching: Critical Perspectives (2010) • The Light in Their Eyes: Creating Multicultural Learning Communities (1999b), • Affirming Diversity: The Sociopolitical Context of Multicultural Education (2008)
Ko et al., 2008	Asian	Mental Health & Cultural Responsiveness	Creating trauma informed systems: Child welfare, education, first responders, health care, juvenile justice.
Kataoka et al., 2012	Asian +	Mental Health	Responding to students with posttraumatic stress disorder in schools. Child and Adolescent Psychiatric Clinics

Sample of Diverse Supporting Sources of Literature. This chart reflects diverse scholars utilized for this research to support the content in both Chapters 2 in addition to Chapter 4, third cycle triangulation.

Train the Trainer Implementation Guide



Trauma-Informed Education

Supplemental Toolkit

By Regina Lane

Image conceived by Regina Lane, created upon commission.

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Overview

Why I Wrote the Implementation Guide

First, being a practitioner with over 20 years in education has helped me recognize many gaps in meeting the needs of both special and general education low-socioeconomic (SES) student populations. Second, I could only find a very limited amount of supplemental curriculum on training the trainer. Many of the training tools did not express the purpose of designing the guidance or a decent amount of background to grasp the foundation to the essentials to link with the strategies. Besides, there was nothing holistically connecting the trainer with the content from a genuine space and that helped propel developing this content. Last, pursuing doctoral action research inspired the foundation of this implementation guide to improving the educational experience of trauma-impacted students (TiS): identifying emerging best practices for teaching low-SES, urban students. In pursuing the creation of this content, I could not find an existing supplemental curriculum specifically designed to prepare the trainer in training the new teacher for low-SES, trauma-impacted, urban youth.

The goal of the research findings was to change the way school systems respond to the needs of TiS. Next, the outcome of this implementation guide was to encourage teachers, administrators, and researchers to create a universal trauma-informed model of instruction and school culture ranging from pre-school through post-secondary settings, which could contribute to more positive interactions within the school community. Finally, the research findings would directly affect teachers, encouraging them to reflect or assess their own past childhood trauma before working in a classroom of youth impacted by trauma with impressionable minds.

This implementation guide comprises evidence-based content utilizing **supporting sources of literature**. According to the website www.everystudentsucceedsact.org, this guided

material meets the criteria of the Every Student Succeeds Act (ESSA; Govtrack.us), Title II – Section 2103(I), which allows local use of funds towards “in-service training” for educators “in the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of mental illness” (para. 10). The benefit of this implementation guide was comparing a data analysis of existing published literature to the collaborative conversations with experts to collect opinions to generate the 6 Emerging Best Practices for Creating Classroom Culture for Effective Learning for Trauma-Impacted, Low-SES Youth.

The action research study I conducted included **views** from 10 **collaborative experts**, who represent influence in the fieldwork of private teacher preparation programs; teacher training; mental health provider and training; literary content pertaining to trauma-impacted youth; or work in administration with youth-serving systems based upon current role, years of experience, or publications.

The Problem of Classroom Trauma

Many schools restricted in funding sources may not be able to provide access to training in low-SES communities with limited resources, which typically have larger numbers of families with undiagnosed or untreated mental illness. Generally, students who reside in impoverished communities have Adverse Childhood Experiences (ACEs) and tend to have higher ACE scores unlike those in more affluent neighborhoods. Ten to fifteen percent of the urban classroom is made up of low-SES students who have incurred three or more ACEs (Idaho Youth Ranch Organization, 2015). Furthermore, fewer than 30% of new and returning teachers enter the profession fully prepared to address their needs (Idaho Youth Ranch Organization, 2015). Over 40% of the behavioral issues are the direct result of trauma, demonstrating low engagement,

trouble staying calm or in control, and difficulties completing tasks, and 23% are diagnosed with a learning disabling condition (Idaho Youth Ranch, 2015). Exposure to trauma has an extremely large variation per type of trauma; however, the primary forms are abuse, death, violence or witnessing natural disasters (Winder, 2015).

The implementation guide recognizes 6 Emerging Best Practices to guide ways to implement trauma-informed education training centered specifically towards low-SES communities as the result of the research indicating many essential gaps, which are further discussed in Section 5. The 6 Emerging Best Practices of Creating a Classroom Culture for Effective Learning for Trauma-Impacted Low-SES Youth are as follows:

- Culturally Responsive Pedagogy & Culturally Responsive Teaching
- Brain Science
- Trauma and Mental Health Shapes Learning and School Behavior
- Communication and Teacher-Student Relationships are Key to TiS Academic Success
- Attitude and Meaningful Language Influence Classroom Management
- Equity & Accountability

Intended Usage of Implementation Guide

Target Audience

The creation of this supplemental implementation guide was intended to support adoption of a trauma-informed training curriculum for trainers who are preparing incoming and returning educators or to be used as a refresher for addressing the needs of students in low-SES, urban communities. This implementation guide can be useful in underfunded schools seeking to design

their own in-house training or budget for professional development series. Non-Title I schools may not find all of this content applicable but may encounter perspective student crisis.

This training guide may apply to personnel such as administrative staff, department heads and classroom teacher's assistant, coaches, special education teachers, and support staff. The content of this implementation guide is not meant for a trainer without a previous background in trauma-informed education or used independently, as it may not cover enough foundational components required to be qualified as fully trauma informed. This guide may not be intended for schools who have already purchased comprehensive trauma-informed training outside of low-SES communities. When addressing resistant teachers or staff alike, two things must be acknowledged: First, teaching the content only is not their duty, but they teach students impacted by trauma. Second, there is an emphasis that this training is equivalent to the training of mandatory trainings in child abuse, sexual harassment, or first aid in reducing higher levels of trauma. Please be advised, excusing a participant would be equivalent to releasing a student for acting out to avoid an unwanted task.

Important Note on Terminology

An important key term used in this guide refers to the term *urban* to reference to geographics, *Title I schools* (a school receiving federal funds to assist schools with low-income or poverty-stricken students reach their educational goals) that are underfunded schools, which is interchangeable with low-SES to prevent any miscommunication or misunderstanding. Other terms referenced throughout this guide are italicized and located inside the glossary under Section 9.

Acknowledgements

First, a very special thank you goes to my 4th generation grandmother Susan Merritt for having the determination to learn how to read and write at 16, prior to the emancipation of slavery from plantation owner Andrew Watt. Yetman (1984) recaptured a huge collection of slave narratives and revealed Susan's experience of surviving intergenerational trauma in Rusk County, Marshall, Texas. Followed by the interpretive artwork "Trauma Trapped Scholar" cover designed by Allan Creary.

Next, I thank the experts who took part in this collaborative conversation from K-12 school administrators: Dr. Chad Owes, Johnathan Ticcoli, Nicholas Easter, Toneisha Webb, and Erin Marston. Private teacher preparation program (TPP) and Licensed clinical psychologist dean Dr. Wendi Williams; private TPP faculty Dr. Nicole Assisi; school psychologist Dr. Jahmon Gibbs; psychotherapist & trainer, trauma-informed trainer, behaviorist (a behaviorist is a licensed specialist who provides functional assessments and makes recommendations within a public preschool to secondary school settings according to the student in need in partnership with the teacher, parent, and student specific to special needs), California community colleges teacher preparation program fieldwork community of practice, retired veteran (urban) campus monitor Donald Mann (Front Line Responders), private university education consultants: Dr. Fred Estes and Dr. Angela Pasqual (Implementation Guide Design), licensed behaviorist Geoffrey Munch (Preliminary Assessment, Minimal Trauma Response Tree, & Levels of Trauma Scenario Chart); mental health therapist Dr. Le Pierrot and youth supporting agencies Dana Brown for their contributions to this Levels of Trauma Scenario Chart.

Section 1. Train the Trainer Overview

I developed this tool to break the cycle of school-to-prison pipeline for low-SES students impacted by trauma and from witnessing new and incoming general education teachers trigger students impacted by trauma, creating unsafe spaces to thrive. This guide attempts to organize the information into 10 sections under two major categories based upon new development from recent research.

The two categories to guide the trainer are:

1. The Basic Essentials to Trauma-Informed Education for Low-SES School Settings
(Provides guided overview of how to use the guide located in Sections 3-5)
2. Strategies on How to Implement Trauma-Informed Education for Teachers (how to apply the guide is in Section 7)

Learning Goals

- To help raise awareness of trauma-informed practices for educators in low-SES urban settings
- Understand why the 6 Best Practices in Creating Classroom Culture for Effective Learning are **essentially important** when strategically handling low-SES urban TiS circumstances
- Build more sensitivity/compassion of trainer(s) & new educator(s)
- To uniquely assist future educators in doing more inner reflective work as they approach the many tasks expected to perform as classroom teachers with TiS
- How to navigate varying levels of trauma with impacted students

Section 2. Trauma Informed Teacher Trainer – Educational Purpose

Improving how to create classroom culture for effective learning for trauma-impacted, low-SES youth has surfaced as one of the root causes to the school-to-prison pipeline. The implementation guide attempts to organize the information into more collective development in producing tools to aid the trainer in supporting or guiding educators' trauma-informed learning experience based on several experts in industries across both education and mental health services.

Background – Prior Knowledge

Note to Trainer

Most of the teachers completing their formal education feel under-prepared to meet the demands of inspiring and encouraging students' learning in low-performing urban schools, according to Jordan et al. (2018). New teachers are often not successful because they lack sufficient preparation for working in challenging schools, thus there are high turnovers. Therefore, student performance suffers.

- Teacher preparation programs lacking relevant trauma-informed training fail to prepare teachers adequately in supporting students from a wide range of cultural backgrounds. Besides not understanding the root cause of families experiencing trauma. The research shared provides evidence that this problem creates a gap in adequate support based on current practices.
- It is imperative that we prioritize how to increase students' learning opportunities wisely when facing unexpected events that result in trauma.
- Teachers will need to have an open, **adaptable way of thinking** about teaching and how students learn.

- Educator Expectation: An urgency for teachers needing to **see students as human beings** and to value their teacher-student relationship. In addition to understanding that managing a group of 15+ students requires many skills/experience.

Section 3. Basic Essentials: Trainer Approach to Training Teachers in Low-SES Communities

Recognizing how students **communicate** their needs through behavior and social cues.

Know how students respond when they feel safe without the MISTAKE of a penalty, thus preventing the cycle of school-to-prison pipeline using more alternative options.

Approach

Training for classroom management needs a deep **instructional coaching model**—where we think about our teacher-student classroom community and the community of teacher-to-teacher. At the administrative level, the coaching model prepares educators with one another, to be a community in terms of viewing and thinking about what’s happening as they enter the classroom as a leader. The strategy from a collaborative technique helps teachers make adaptations or implement what works based on measured goals through workshops, videos to help improve classroom culture (Khalifa, 2010). For **increasing value of a cultural experience**, be sure students feel a part of our classroom with equity. By show of action through **authentic relationships**, this genuinely lets students know or feel you are working hard to support them.

- Teacher must be willing to provide a welcoming reception, advocate with authority, and treat students as **meaningful agents**. Meaningful agents are students being viewed as human beings contributing to their learning experiences.
- Provide validation by inviting student cultural experiences into learning to demonstrate integration. **Cultural and social capital** and background of at-risk

- students can be leveraged based upon value of student background and capacities. Instead of schools responding to students negatively based upon their swagger, language, dress, music, and threatening behavior, school leaders accommodate the cultural and social capital as norm as a sign of validation, as Khalifa suggests (2010).
- Teachers need to know how to listen, show empathy, and understand student needs. According to Robinson (2018), teachers must have empathy that children in poverty require a high level of understanding and be knowledgeable of distressed circumstances that may occur daily. Poverty-stricken students are often exposed to disturbing conditions or trauma involving loss of stable housing, food, and even family members (Robinson, 2018).

Create inclusivity making sure students feel included. Knowing the developmental phases of your students can make them feel you are looking forward to presence. Adopting a trauma-informed approach means creating shifts of thought at the organizational level (Phifer & Hull, 2016, p. 202).

3.1. Impact of Childhood Trauma

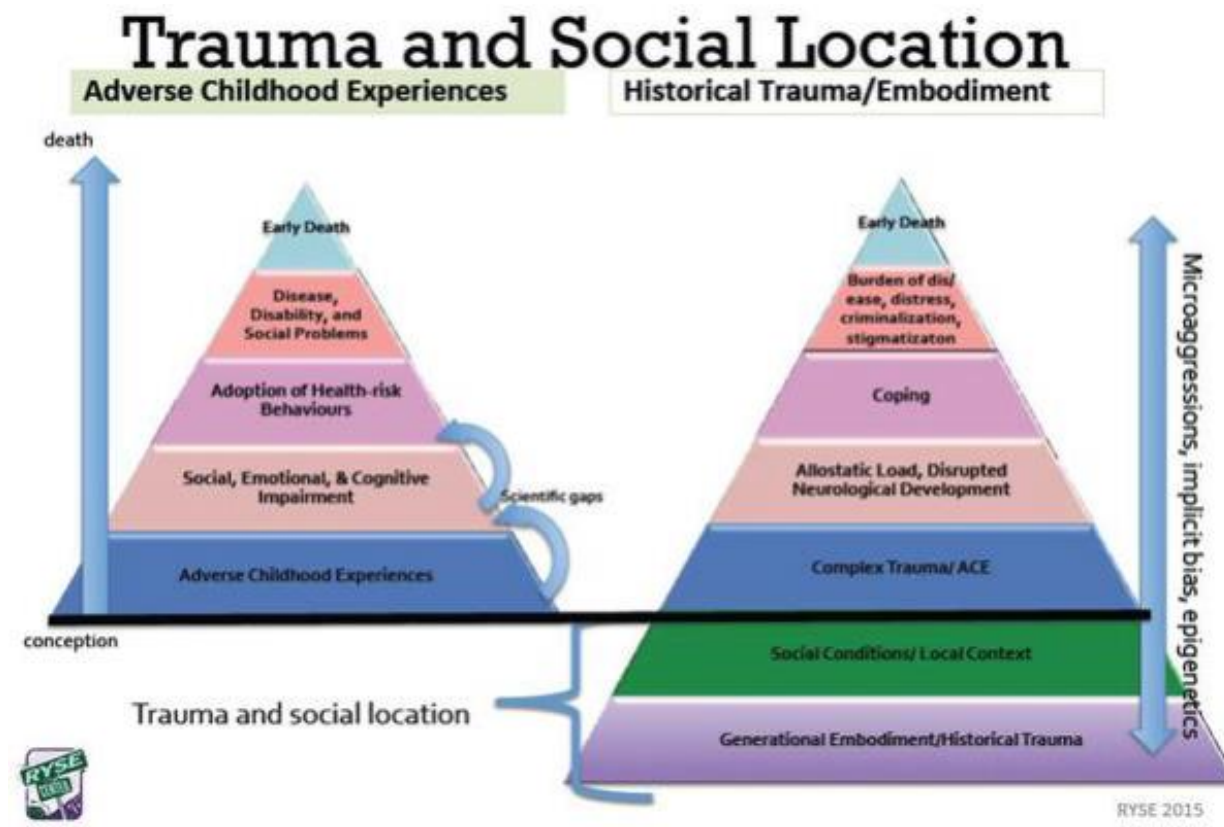


Figure E1. Concepts of expanded ACE pyramid. From “Adding Layers to the ACEs Pyramid – What Do You Think?,” by J. Stevens, 2015, (<https://www.acesconnection.com/blog/adding-layers-to-the-aces-pyramid-what-do-you-think>).

The purpose of this ACEs screening is to intervene, preventing and reducing continued toxic stress and trauma leading up to significant negative health outcomes beginning at early childhood (Purewal et al., 2016). The reason for the ACEs screening is to identify maltreatment in children early to provide more preventative health care and positive support getting them back on track to having a safe and healthy development (Purewal et al., 2016). Research across industries like Pediatric Mental Health, Pediatric Health Care and Child Serving Systems have adopted the ACEs tool.

Feeling Safe & Trusting Relationships is the epicenter I feel all of life fits in every relationship and across sectors in a social ecological model. Establishing a safe, trusting relationship needs to include authentic caring and use appropriate teaching content that demonstrates acknowledgement. To truly understand the foundation of youth impacted by trauma, it is important to recognize ACEs, based on a set of factors in urban and rural communities that contribute toward trauma. They are parental: divorce or separation, death, and incarceration; violence among adults in the home or witnessed in the neighborhood; living with a mentally ill adult or someone with a substance abuse problem; and experiencing economic hardship (Talbot et al., 2016). Familiarity with the **pre-screening for ACEs is considered preventative treatment**; however, it is not required in better serving the needs of trauma-impacted youth.

Key Priorities

First, to unlock the many weights of trauma for our students, it is important for the trainer to know the science behind the TRAUMA—Neurobiology, Resiliency Building & *Strength-Based Thinking*, ACEs Science Training with Accountability (Assessment). Next, acknowledgement of accumulative levels of both historical & cultural trauma, which require equal tools and resources such as Holocaust of Jews & Japanese Internment. There is abundant evidence implying that adverse environmental experiences acquired early in life may differentially alter neurobiological and behavioral systems and influence subsequent responses to stress (Yehuda et al., 2001, p. 117).

- Youth who have experienced first-hand trauma as a result of adverse events or toxic environments. There are many potential causes, such as caused or created by another group or individual. According to Blaustein (2013, as cited in Rossen, 2020),

- traumatic experiences are “overwhelming, negative emotions, and includes feelings of threat to self are the effects of trauma” (p. 5).
- Toxic stress, *epigenetic trauma*, is the epicenter and crosses sectors in relationship to the social barrier as an aspect of the Bronfenbrenner ecological systems model. Toxic stress can produce a chemical response based upon varying experiences of trauma over time. Epigenetic trauma is based upon a genetic mark registered in a person’s genes from previous generations. Examples of epigenetic trauma would be historical and generational trauma like slavery of African Americans in the United States.
 - **Resilience building:** It must be **strengths-based** thinking because those children sitting in those classrooms are highly resilient because they’re survivors. An approach to addressing resiliency for students to refocus on the victories and successes over outcomes while building up value to redirect feelings of negative defeat. (An illustration is captured in Section 7).
 - **High-Need Students** are also known as difficult students and vary in range from passive, aggressive, attention problems, perfectionist, to socially inept. These behaviors can exhibit a variety of levels such as passive fear of relationships or failure; aggressive: hostility, oppositional, and covert; attention problems: hyperactive and inattentive (Marzano et al., 2003, pp. 49-56).

3.2. Benefits of Addressing Teachers

Having previous knowledge of ACEs Science, Pre-screening, and Resiliency is critical to addressing the needs of TiS. Raising ACEs awareness is imperative to recognize the students’ behavioral needs when preparing for their academic outcomes. Acquiring the background on trauma will aid in recognizing the appropriate theory to address the barriers or problems when

connecting to our education systems. If teachers gained a better understanding of the ecology of the classroom, it might shift the perspective, according to Sullivan (2014). This interconnection between cultural competence and being trauma informed can really set the tone with best practices when viewing both overall content and accountability, which is referenced earlier by Blitz et al. (2016). The value of training is to bridge the gap. Raising awareness on how traumatized youth lack trust in adults, misbehaving leads to use of disciplinary system and being further pushed away (Miller, n.d.).

- Teachers need to be willing to respond with care, which is a process where the provider or educator uses their personal life condition and or circumstances to relate to the students with appropriate boundaries.
- Educators must be aware of problematic behaviors, be able to recognize how the behavior(s) manifest and use effective tools to redirect students with the least amount of stress possible.
- It is important for teachers to understand how trauma expresses itself within the body and its association to at-risk and underserved students. According to some collaborative conversations with mental health experts, many signs associated with trauma can be masked by varying levels of behavior such as attention deficit disorder (ADD), may display difficulty focusing or completing tasks. Or exhibit attention deficit hyperactivity disorder (ADHD), demonstrating a range of impulsivity and hyperactive behaviors.
- Acknowledge the body and breath. In addition to the use of posture and movement
—> Review Basic Needs

Documentation of TiS

Note to Trainer

Before a teacher feels prompted to refer a scholar for help, they should know how to be flexible, but intentional in adequately documenting their scholar to get immediate mental health help, if there is evidence that the student is going through a crisis and all the above has not been affective. Educators are highly encouraged to work closely with their school disciplinary team.

3.3. Acknowledge Teacher Behaviors

Educators who are defensive towards students acting out are not willing to be vulnerable or transparent in modeling an appropriate response of compassion with struggling students. Many experts across the field of administration and mental health services have shared how common low-SES students are issued a consequence by White teachers who give a cold response or are accused of making the teacher feel threatened by students' behaviors. As a result of the students' unexpected reaction, they are typically forced to be dismissed from the classroom or school site all together.

- **Behavior.** Teachers who target student behaviors after provoking or profiling them further into crisis are unaware of how students respond to trauma within the body.
- **Environment.** Another point that needs to be recognized is the over-structured environment coupled with too much rigidness resulting in students being too over-stimulated or mentally drained. Administrators have shared how the cold, unwelcoming, classroom environment contributes to rudeness of the student(s). Many mental health professionals agree that students lacking trust in the educator plays a huge factor in students not gaining access to academic success.

- **Testing.** Teacher influence on TiS, through acknowledgment and achievement building youth up without labeling. The author expands on how educators approach standardized and general testing, focusing on identifying what our children are lacking (Benard, 2004). Gray (2019) additionally mentioned how standardized testing and value-added modeling for teacher evaluation contributes to a spectrum of educational trauma.

3.4. Materials

Training Materials Included:

- Guided Practice Applications
- Journal Writing Prompts
- Scenario Trauma Chart
- Trauma Response Decision Tree
- Resources
- References

Section 4. How to Implement the Training Guide for Trainers

First, the trainer is encouraged to have an open mind

- Know your why?
- How you would like to communicate and the amount of time you want to engage in this content with participants.
- What kind of impact do you want to have on your participants? How will you build and maintain SAFE SPACE and Create COMMUNITY?

Acknowledge who is your accountability partner in reaching outcomes of the training and determine if you're willing to DISRUPT the EDUCATION SYSTEM with the approach used to train incoming educators.

Next, be sure to have **a collection of foundational tools** and or resources pertaining to:

- Familiarity of Terms such as Child Trauma, ACEs Screenings, and Resiliency Building
- An ACEs Screening is used to identify maltreatment in children early to provide more preventative health care and positive support getting them back on track to having a safe and healthy development (Purewal et al., 2016). Building resiliency is an intervention process to aid in rebuilding students' well-being through culturally relevant communication and problem solving when addressing low-SES populations (Ijadi-Maghsoodi et al., 2017).
- Anticipate the needs of low-SES student & family population serviced
- An awareness of administrator school needs
- Know what you want to measure by providing a Pre & Post-Assessments for your participants to increase accountability

In preparation of the training, the trainer is advised to:

Set aside a minimum of few weeks prior to the scheduled training to review/assess the adopted trauma-informed curriculum and identify which sections of this guide will be most applicable with a design thinking approach (a creative way of problem solving by educational practitioners; Henriksen et al., 2017). A brief discussion of this concept is offered in Sections 6 and 7.

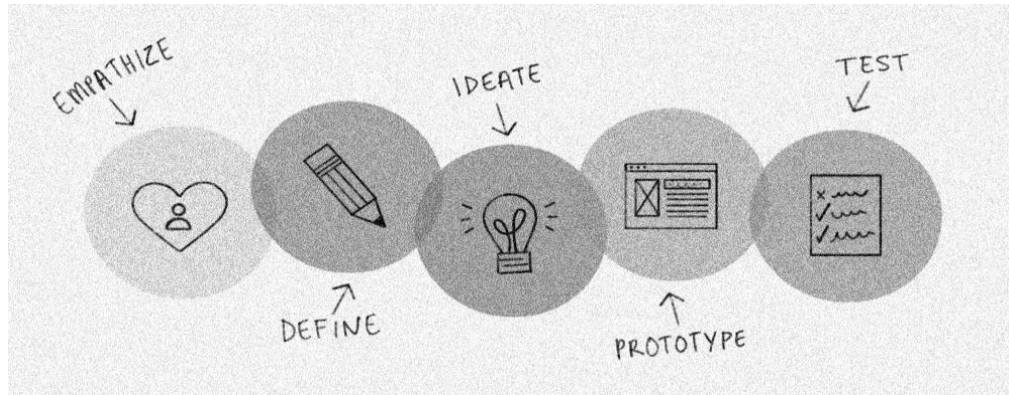


Figure E2. Design thinking 5-step process. From “User Experience is . . . Design Thinking,” by I. Heath, 2019, (<https://uxdesign.cc/user-experience-is-design-thinking-2428a0a360c2>).

- Modify purpose, time, and procedures in conjunction with your main trauma-informed curriculum.
- Be sure to identify how you want to model or coach your training sessions, which includes passive or REFLECTIVE WORK?
- Incorporate room for self-care to gauge necessary transitional breaks in between content presented.
- Recognize where your emotions are regarding uncomfortable content and be prepared to acknowledge it appropriately without too much bias.

Be mindful of the participants’ needs so there are check-ins and parking lots to capture the levels of concern or sensitive spaces that arise during the training. Assess how your participants are processing the guidance if overwhelmed.

- Establish at least 1-2 focus sessions to aid in organizing the structure and techniques most useful to your select setting.

Last, the trainer should consider:

Build community by having a partner co-facilitator. Invite special online mental health guests to help build more support. Evaluate how you would like to measure how much time it will require to cover the essentials spread out over time and **have a technical practice session.**

Section 5. Strategies: 6 Emerging Best Practices for Creating Classroom Culture for Effective Learning for TiS, Serving Low-SES Urban Communities

This segment of the Implementation Guide is based on emerging best practices using supporting sources of literature and collaborative expert opinions to guide and support the trainer in preparing the educator from the perspective of both administrator and teacher preparation program leadership in California PK-12 and post-secondary school settings.

5.1. Culturally Responsive Pedagogy & Culturally Responsive Teaching

Recommendations for the trainer. Place a high emphasis on how the teacher must be able to see from the student's standpoint with a trauma-informed lens of who they are (as students). In addition, having an awareness of their own same impact as the adult educator in shaping relational engagement or attachment responses to stress of what previously happened to them that occurs within the classroom, especially with children who remind them of themselves without victimizing them. Another added point made references recognizing how to address the surface behaviors like disruptions or task refusal cannot be fully approached without reflecting upon the environment that produced the context for that trauma.

- Experts from the field highly recommended the trainer needs to aid educators in understanding we do not all respond the same way, and this is instrumental in teachers being more equipped in creating a holistic supportive environment.

- Trainers need to incorporate the value behind teachers building relationships with their students despite the adversity by using resources to close the gap and incorporating a warm demander pedagogy that demonstrates firm, caring, expectations that African American students will achieve academic success (Ware, 2006, p. 443).

In reviewing collaborative conversations with academic administrative experts, the techniques shared from the experts require more inter-reflection from both the trainer and educator to understand the community inside-out, using a lens that welcomes diversity, uniqueness, and uses social capital to incorporate into learning objectives. Gay (2013) further attributed culturally responsive teaching as being “a technique for improving performance of underachieving ethnically and racially diverse students” (p. 69). Gay references these students as “Asian, African, Native, and Latino American ancestry, live in poverty, attend schools in urban and rural areas” (p. 69).

The foundational content for supporting sources of literature showed Spencer (2007) recognizing the tensions in expectations for competence and its correlation to structural conditions associated with race, racism, and White privilege and how it is overlooked in child psychology literature or problems associated with youth of color (p. 735). Following this, I reviewed culturally responsive pedagogy by Franita Ware (2006) and cultural competency education and how when used effectively can shift the mindset for both the teacher and students alike. Ware relates how the urban educators challenged their students to assume a culture of achievement and overcome their personal limitations to achieve as the other teacher fostered achievement.

5.2. Brain Science

Impact of Trauma on Learning

- Processing and Decoding
- Inability to Control Impulses
- Regulation of Cognition

Video: Brain Hero (3-minute) <https://developingchild.harvard.edu/resources/brain-hero/>

Note to Trainer

Having a consciousness on the foundation of brain science and its impact on child development is very crucial in preparing educators to educate students who have experienced trauma or have undiagnosed mental health needs. Please be aware there are whole books on this topic; this summary is intended to target the specific population of low-SES TiS.

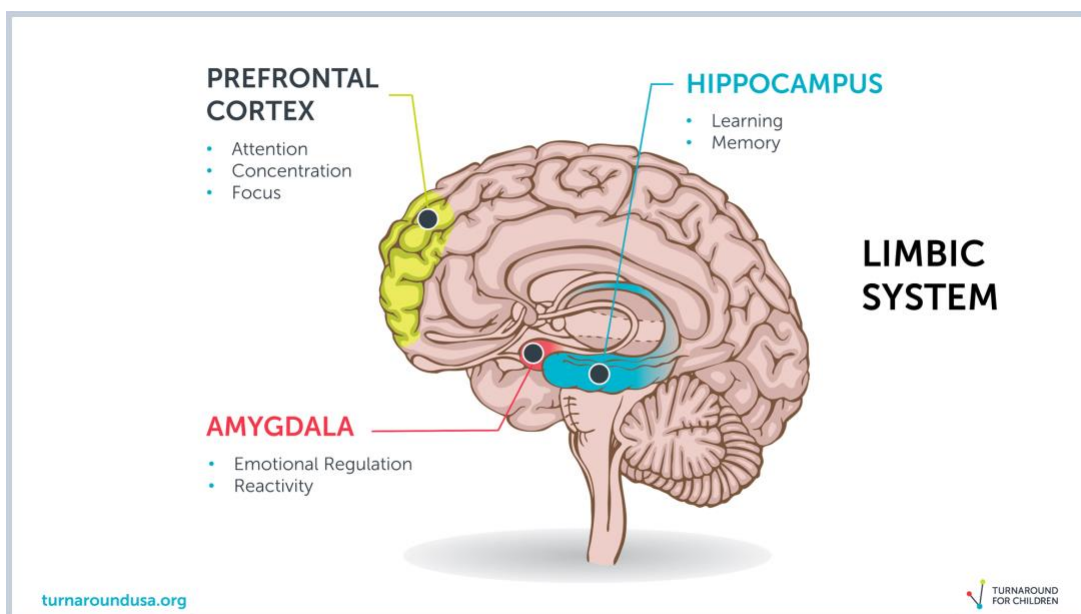


Figure E3. Brain science at work. From *The Stress of This Moment Might Be Hurting Kids' Development*, by P. Cantor, 2020, (<https://www.educationnext.org/stress-of-coronavirus-might-be-hurting-kids-development-but-relationships-routines-resilience-can-help/>)

Figure E3 is a brain diagram demonstrating what happens inside the brains and bodies through the biologic mechanisms of stress according to neurobiology of toxic stress related to ACEs study presented by Dr. Pam Cantor (2020) as an overview of ACEs.

Pediatrician Nadine Burke Harris (Burke Harris, 2018) discussed the importance of how the brain is affected by childhood trauma, which contributes to the identification of students as TiS; it:

is not something you just get over as you grow up, these episodes are repeated stress of abuse, neglect, and parents struggling with mental health or substance abuse issues. . . . Trauma-impacted youth are children and adolescents with an individual perception of an event as threatening to oneself or others. (Miller-Karas, 2015, p. 2)

Perry (2016) and Schore (2005) both said that when children have their basic holistic needs met with their guardian, their stress-response system is well regulated, which shapes healthier emotions. However, when youth are faced with many unknowns contributed by poverty or racism, their ability to respond to stress adequately becomes impaired, causing significant impact in their processing and decoding skills due to trauma (Perry, 2016). As a result of the high stress levels, students' neocortex may become blocked, which prevents them from learning important tasks like reading (Perry, 2016). The same scholar reveals that when a child has experienced trauma-related incidents, it alters the brain from control impulses of the neocortex (a 6-layer dorsal region of the cerebral cortex, which functions to coordinate sensory and motor information) causing blockage.

Furthermore, it limits stimulation of the neural connection which provides social and cognition results in significant impairment of the prefrontal cortex (which plays a role in regulation of cognition, emotional and behavioral functioning) (Perry 2016; Van der Kolk, 2003). Thus one-third of public schools are represented by domestic violence, abuse, neglect,

poverty, and other adversities in the United States, according to Perry (2016) and Van der Kolk (2003).

Brenner (2006) suggested when cortisol increases due to impact by traumatic stress and subsequent stressors, it has a lasting change to the brain's ability to respond, as do several other regions like the amygdala (region of brain that allows a child to experience self-protection, fear, and danger) and hippocampus (this part of the left cerebral cortex if chronic exposure to fearful stimuli impacts brain development affecting sensory input). On the other hand, when the cortisol decreases significantly, it will indicate a more chronic case of post-traumatic stress disorder (PTSD) referenced by Brenner (2006). The overall effect is that learning may be more difficult and take time. The good news is that plasticity allows new pathways to develop.

5.3. Trauma & Mental Health Shape Learning and School Behavior

Note to Trainer

Recognizing trauma and mental health adds extreme importance to this implementation guide, as the researcher examines how relationships are fostered through communication in our low-SES communities, serving TiS.

Here the researcher examines how TiS can experience levels of impact; Crosby (2015) refers to Bronfenbrenner ecological system theory, demonstrating how youth impacted by trauma within the educational process can experience negative interactions ranging from disciplinary actions to bullying or harassment by peers in relation to the mesosystem. Other scholars like Picus et al. (2012) and Brown et al. (2019) described through investigation how when teachers were provided proper training, improved instruction, updated curriculum, and influenced how students were assisted. Another study in southern California recognized the same concern

regarding receiving little formal training or continuing education about the impact of trauma on students and ways to help to achieve better academic outcomes (Ko et al., 2008).

5.4. Communication & Teacher – Student Relationships are Key to TiS Academic Success

Note to Trainer

- For communication and teacher-student relationships to be effective one must understand how race and relational ideals connect.
- The trainer and teacher alike need to change their perspective to a culture of care as a whole climate for the school, which would transform the classroom climate that exists within the school setting.

According to J. Carter (2007), educators who cannot see outside of themselves “the hallmarks of the normal Whiteness teach white racial meaning without appearing to” (p. 10). J. Carter shared how “rich cultural codes expressed obvious racial language in many white-dominated contexts, which took place as ‘race evasive’ (also referred to as color blindness) during the 1920s and 1930s” (p. 10). For instance, when reviewing “normal” Whiteness of statues represented through normal sexuality demonstrates and teaches White racial meanings without appearing to do so. The same sexualized images of White beauty displaying White women globally represent and perpetuate her glamorized perfection as a connotation of exemplary civilized sexual ideal.

Studies have found a correlation between levels of stress and coded language illustrated by racial discrimination, racial harassment, and discriminatory harassment experienced indirectly or through symbols or codes (R. Carter, 2007, p. 84). Research has indicated that psychological stress may involve one insult triggering the trauma by coded language or action causing the individual more stress (R. Carter, 2007). Many People of Color who have experienced

discriminatory practices attend school or work in hostile settings through subtle language or symbols used to communicate racial messages.

Some sample of demeaning terms may include: “another one,” “one of them,” “at-risk,” “inner city,” “boy,” and so on. Schools and classrooms alike lacking culturally responsive teaching and trauma-informed awareness may be endorsing or blindly implementing institutional racism through gross and unequal outcomes in social systems in education by the removal of language and religious practices which are forbidden among People of Color (R. Carter, 2007). Many scholars are not aware how their use of terminology communicates racial messages, such as the more modern terms “People of Color” and “Urban,” can be offensive.

DiAngelo (2018) indicates that racial power codes appear to develop as early as preschool and has been identified by larger bodies of research. Adams (2018) quoted James Baldwin saying, “The plea is simple — look at it.” He continued on by saying, “Words can be a mirror that reflects the world as it is, or they can be prisms that have the potential to amplify but also to distort. Our struggle as a society is to find mirrors” (Adams, 2018, para. 13).

The cultural climate of a school setting begins with communication and how well the educator builds safety and trust, without producing toxic stress for TiS. Shonkoff et al. (2012) suggested that investments in interventions that reduce adversity are likely to strengthen the foundation of physical and mental health (p. 2). Basic awareness of the child’s ecology (based upon the social and physical environment under the basic science of pediatric frameworks in relation to science of the brain and toxic stress) can measure the effects on their developmental trajectory with consequences for educational achievement, economic productivity, health status and longevity (Shonkoff et al., 2012). DiAngelo (2018) provides a very colorful parent perspective, stating, “parents understand that the predominantly white teaching force has little if

any authentic knowledge about children of color and has been socialized (often unconsciously) to see children of color as inferior and even to fear them” (p. 53). DiAngelo posed that for a shift to happen in building relationships and trust requires authenticity, which is rarely experienced by people of color (pp. 92-93).

One expert shared that validation is key in how we see students as human beings with a contribution to the learning experience. He said if educators expect a better buy-in from students, it will be helpful to provide instant success without depending on busy work. The expert informs the research by recommending more involved intentional scaffolding of projects, papers, and increasing intensity of reading. She believes student success is based on teachers being highly compassionate with expectations, having empathy with students and most importantly incorporating family involvement.

5.5. Attitude & Meaningful Language Influence Classroom Management

Note to Trainer

Teacher attitude(s) are projected by both verbal and non-verbal language, which really matters when addressing the needs of TiS who live in concentrated, low-SES communities.

- The teacher trainer needs to raise awareness on how the attitude of the educator directed towards students is a social responsibility beyond preparing a lesson.
- When trainers express this point to educators, they need to consider how language is a cultural, social, and psychological phenomenon and how it influences us as it also corresponds to particular behaviors (Shashkevich, 2019).
- Several situations suggest that many of our teachers and teacher candidates either cause or exacerbate some trauma students bring or experience in the classroom. So, we have started by having all of our faculty take part in the Center for Reaching and

Teaching the Whole Child yearlong professional development (E. Black, personal communication, 2020)

One scholar informed that changing attitude, beliefs, and behaviors will need to critique their own (teacher) beliefs about culturally diverse students; in addition to how this affects their instructional behaviors by examining how they (teachers) are influenced by their attitudes and beliefs of student diversity (Gay, 2013, p. 56). Teachers having a positive perception of the various dimensions of student diversity produces positive outcomes as opposed to those who hold negative views impacting teaching abilities and learning behaviors (Gay, 2013, p. 56). Adesina (1998) recognized this in his research when describing how college faculty and student teachers should be able to promote diversity and help create a climate in which pluralism is accepted and appreciated, but only if they carry into their work attitudes which are consistent with those values and behaviors. Adesina (1998) referred to teachers as “role models to their students and reflect anti-racist multicultural values in all aspects of life” (p. 70).

When investigating how young children acquire prejudice, Allport (1954) hypothesized that children treated harshly, severely punished, or continually criticized are more likely to develop personalities influenced by group prejudice (p. 286). The author indicated the opposite for more relaxed children who come from secure homes, with openness and affection demonstrating more tolerance.

- Language reflects the relationship to power when managing a classroom.

Shashkevich (2019) informed us on how speaking, writing, and reading are integral to everyday life, where language is the primary tool for expression and communication.

- This content is invaluable because it has become clear that California State University as well as University of California teacher preparation programs need to train for its

teacher candidates on anti-racism. Several situations suggest that many of our teachers and teacher candidates either cause or exacerbate some of the trauma students bring or experience in the classroom. As a result of this imminent concern, all of their faculty will be participating in the Center for Reaching and Teaching the Whole Child yearlong professional development. It has become clear that our program needs to train for our teacher candidates on anti-racism (E. Black, personal communication, 2020) in correspondence with the Community of Practice for Fieldwork of the California Community College Teacher Preparation Program.

5.6. Equity & Accountability

According to one of the experts who has dual roles as an administrator and professor at a private college for a teacher preparation program, the one way to increase equity is by increasing a diverse teaching force. She also thinks about how you get people to move away from the sort of implicit subconscious systemic bias issues, for example, teachers just in their mind carry a label “expected” or “unexpected,” and most of the time is our own cultural normal behavior. The expert recommends equity by design with a blend of unconditional relationships bringing community together to heal with a restorative perspective, giving students multiple chances to work through their problems with accountability. In addition, building the accountability requires parents as partners with equity safely. She believes White teacher preparation programs should review “White Fragility” literary content to raise awareness without causing harm and having a middle ground of high expectations, but not with a militaristic attitude. To increase accountability, many experts believe we need to bring parents and kids into the collaborative conversation to hear their voice, in addition to building a partnership as a part of training. A few references were made to the California Consortium of Educational Equity for Educational

Excellence as a statewide agency designed to deliver equitable education. Other references were made to Chris Argyris in the Ladder of Inference, which is used as a tool to help learn to get the facts and draw conclusions realistically (MindTools, n.d.).

Section 6. Timeframe for Implementation

6.1. How to Plan

As the trainer, it is important to have a vision for your educators that motivates and excites your staff for the training. It would be most advantageous for the trainer to take a refresher on trauma-informed education annually with quarterly updates on the latest content to build into future training.

To measure the success and effectiveness of the training, it would be advisable to see the annual performance in review to identify how the school or district previously performed on reducing suspensions, expulsions, and increased the attendance rates. Once the trainer has assessed those results, they can better project the new measurable behavior goals with more specifics when consulting the administrative team to target the latest deficits. Then the school could take its high-level incidents to align into a format adapting the newer training in conjunction with the latest statewide updates.

Again, prioritizing the school needs and assessing your time to create an effective training would be invaluable to your strategic planning. Consider incorporating a Design Thinking Approach (previously described and further in Section 7, Activity 4) for a variation of options to meet your needs in either pre-service sessions, cohorts, professional learning community, or professional development series for successful implementation. As a trainer, it will be best to use a coaching model to gain more buy-in with your participants.

6.2. Setup of Time

Be sure to set up a plan and determine if you will be collaborating with other team members like the school behaviorist, therapist, dean, or vice principal as a guest or for co-facilitation, especially when reviewing richer levels of trauma at the intermediate and advanced models, which is discussed in the decision tree (Section 7). **Customization of the plan is based upon your access to resources and unique challenges.** Your **training could** include using a **virtual option with hybrid interactive sessions** that includes individual work and small group activity breakout rooms for strategic team building (which may include feedback survey polls).

Be sure to set up sessions to include a minimum of 1.5 hours, which should include at least two 5-minute breaks. The average amount of time to perform an activity will be best determined by the size of participants, if you have a co-facilitator, and if your materials are already distributed upon the allotted timetable. This training can be spread out over one semester or more sessions based on the interweaving of your adopted trauma-informed curriculum being used. If you are looking to jigsaw some areas separately, you could possibly choose 2-3 activities within a 90-minute time slot.

6.3. Possible Training Time Slots

- Before/After School
- During Summer Vacation (may be the most difficult)
- Half or Full days (built into school calendar), no Students on site*
- Half or Full days (during school day), utilizing substitute teachers

It is vital that you prepare for enough time for the professional development pre-service session with the least number of disruptions. This Implementation Guide can be spread out over 3-5 months or yearlong with 1-2 activity sessions per month to focus mastery and increase

accountability as you determine how you would like to blend these essentials and strategies into your current adopted Trauma-Informed Education Training for Teachers.

*It may be more advisable to hold these trainings during half or full days to maximize learning appropriately. Using prep periods may not be advisable because it will be harder to manage collectively.

6.4. Modules of Training Overview

Module 1: Foundations

Module 2: Reflection Activity #4-6

Module 3: Coach Model (Basic Trauma) + Reflection Activity #6

Module 4: Coach Model (Intermediate Trauma) + Reflection Activity #6

Module 5: Coaching Model (Advanced Trauma) + Reflection Activity #6

Module 6: Reflective Scavenger Hunt Assessment + Reflection Activity #6

Section 7. Guiding Models, Frameworks, & Standards

Bronfenbrenner's (1989) ecological systems model points the way to creating effective classrooms, which illustrates how all elements of an ecological system are interconnected.

Prevailing "climate" sets the stage for effective work: clear expectations and reliable structure leads to a conceptual framework (presented in Figure E4) identifying degrees of trauma based upon behavioral traits, which requires matching teaching strategies to these needs.

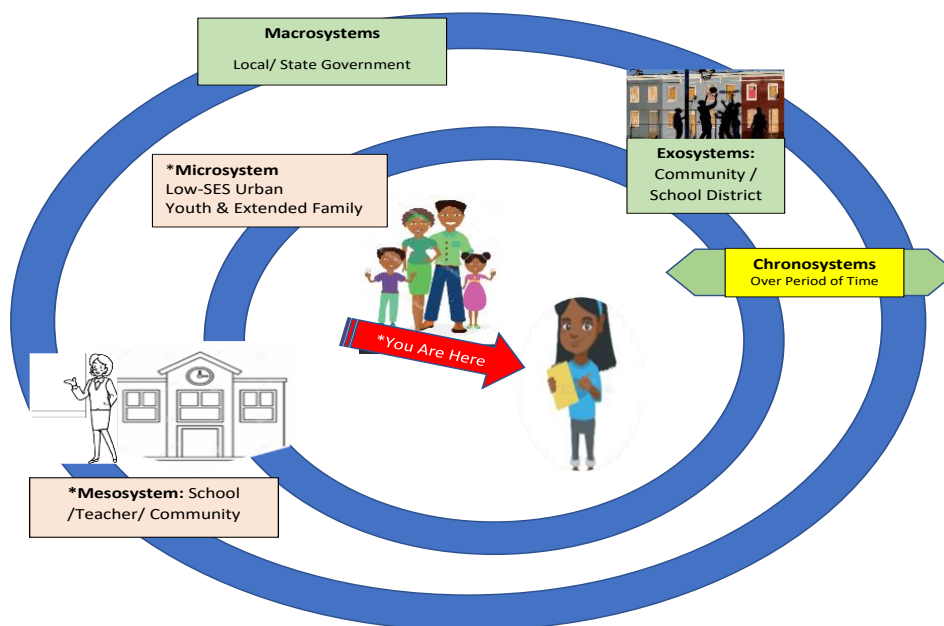


Figure E4. Adapted Bronfenbrenner ecological system model. From *Understanding Early Childhood Education: Issues and Controversies*, by H. Penn, 2005, Bell & Bain Ltd., p. 45.

7.1. Model

Though there are many statewide models to select from to drive this specific implementation guide, the model used is Bronfenbrenner ecological systems theory (1989) in relation to human development and four environmental systems: *microsystem*, *mesosystem*, *exosystem*, and *macrosystem*. The first-layer microsystem reflects the environmental background directly connected to child interactions, which includes family, schoolteacher, neighborhood, or after-school care. The mesosystem refers to relations involving engagement or interactions where experiences are fostered with family, church, peers, and school. The mesosystem is the most critical towards students learning at school if they have issues at home. The exosystem is connected to the social environment, but not directly interactive with youth. In the exosystem, the child may be impacted by what occurs in contact with another household member like the parent(s) who transfers experiences from outside settings like work. The macrosystem is

influenced by societal culture in which the individual lives and is associated with socioeconomic status, poverty, and ethnicity. The theory was designed as the result of an inspiration to understand the impact of child development and the influence of neighborhood and community (Perry & Daniels, 2016; Shelton, 2018).

7.2. Framework

Although California does not have any specific established frameworks for being trauma informed, the State has recently passed Amended Proposition 63 to support Mental Health Student Services Act (MHSA). According to the Department of Health Care Services, this act was designed to expand the behavioral health system to serve individuals with and at risk of serious mental health issues and their families. In addition, it provides public mental health by means of prevention, early intervention, treatment, and infrastructure supports. When reviewing the closest guidance on addressing mental health of our California Public Schools, I discovered a checklist intended to help Local Education Agencies (LEAs) in planning, established into three tiers.

Tier 1: Community and Family Engagement Support, which addresses community partnership supporting mental wellness of staff and students. Next, Tier 1, Part 2: Universal Supports: Staff Wellness, which puts an emphasis on promoting staff wellness to address burnout, compassion fatigue, and secondary stress. Similar to the State's finding, Ollison (2019) stated, compassion fatigue is experienced by teachers when working with traumatized students at urban schools. Then Tier 1, Part 3: Classroom Strategies, which promotes safety and consistency in person and remotely. Tier 2/3: Early & Targeted Intervention for Students & Staff, which aims to assist students and staff with mental health issues and creative ways to deliver mental health services. According to the California Department of Education website, 2019 Health Education

Curriculum Framework, there are no mandates that require schools to use the Health Education Framework (More information can be viewed in Section 9: Models, Services & Screenings).

7.3. Standards

Currently, there are no specific national standards for providing trauma-informed education or training for adults working in or around school settings outside of the mental health industry. The majority of the standards being accounted for are related to medical and mental health services, which guide and inform this tool. The information presented in this Implementation Guide is a reflection of the current guidance of private and state-level mental health organizations, such as: ACEs Connection, ACEs AWARE, SAMSHA, The National Child Traumatic Stress Network (NCTSN), California Department of Health Services, and California Department of Education.

With regard to the California content standards for addressing students making decisions, modifying behaviors, and changing the way they respond to social conditions, this can be found under health literacy for teachers who have access to the content through the State website for Health Education. The Health Education Curriculum established in 2005, provides eight standards taught in six content areas for kindergarten through twelfth grades. To further examine the website, I discovered Standard Identifiers for Kindergarten, Grades: 2-3, and 6-12 with the primary focus on Content Area: Mental, Emotional, and Social Health, which falls under Overarching Content Standard 7: Practicing Health-Enhancing Behaviors. In a continuous effort to locate more specifics with Content Area: Personal & Community Health, I discovered Overarching Content Standard 4: Interpersonal Communication addressing all grade levels.

When it comes to trauma-informed care and practices, a majority of the content is directed by mental health services. The California Education Code – EDC 51900 indicates that

the department shall prepare and distribute to school districts in cooperation with the county if they desire to participate. If the county participates, then the California State Department of Education will assist in the development of curricula and creates collaborative resources linking to the State Department of Health. This law spells out much more detail on who assumes specific functions and duties to support health education (more detailed information can be viewed in Section 10 in relation to California State Department of Education)

Learning Goals

- To help raise awareness of trauma-informed practices for educators in low-SES, urban settings
- Understand why the 6 Best Practices in Creating Classroom Culture for Effective Learning are **essentially important** when strategically handling low-SES urban circumstances
- Build more Sensitivity / Compassion of Trainer(s) & New Educator(s)
- To uniquely assist future educators in doing more inter-reflective work as they approach the many tasks expected to perform as classroom teachers with students impacted by trauma
- How to navigate varying levels of trauma with impacted students

Section 8. Training Segment

8.1. Things to do Before Setting Up the Training

Traditional Training Option

Establish pre-approved or reserved space for facilitation. Preview setting to identify enough space for participants and setup of demonstration. Invite a colleague or co-facilitator to

arrive 45 minutes to 1 hour early to practice layout of resources (whiteboards, cables, lighting, chair spacing) and distribution of activities provided. Use the practice time to gather feedback from your peer, which can help in solving technical issues. Or have a student volunteer to help with moderating controls during the session.

Distance Learning Option

If hosting **Virtual Classroom** such as: (Zoom/Square Space/Google Classroom/GoToMeeting/Team Viewer)

For Guidance: <https://blog.zoom.us/bring-zoom-into-your-classroom/>

Arrive Early (up to 30 minutes) for setup of tools and navigation of activities. Be sure to **check lighting, audio and video, microphone**, and other devices that will be utilized or need to be silenced preventing unwanted distractions. **Press Record** (If you plan to assess activities presented and engagement). Close other applications to **prevent delays in bandwidth**.

- Create more than 1 Session (If using Zoom without breakout rooms to have students to participate and include into the modules for the relevant week/topic)
- Email participants the class link and allow students to arrive 10 minutes early
- Be familiar with breakout rooms, whiteboard, Google jam boards, MURAL, polls, your PowerPoint slides or any demonstration files.
- Welcome participants, speak clearly, smile, and do not rush your content
- Avoid gradient background colors. Be sure font is easy to read and font size above 12.
- Avoid long bulleted text. Use clear visuals and instructions.

Items Required & Module Layout

- Timer
- Use Clear Visuals
- List of tools participants will need to participate
- **Journals** (Virtual Session) have participants make digital folder to keep files for reference
- **Flip Chart & Markers**
- **Color Pens**
- Index Cards
- Name Tags (If Virtual- have participants label their identity online)
- **6 Emerging Practices** (Figure E5)

8.2. Modules 1-6

Module 1: Foundation

Preliminary Assessment + Activities #2-3

- **Figure E6.** Unsettled Classroom (Image 1)
 - Atypical of Middle – High School low-SES Populations
- **Figure E7.** Unsettled Classroom (Image 2)
 - Atypical of Elementary School Populations
- **Figure E8.** Minor TiS Decision Tree (Chart)
- **Figure E9. Stress Buster** (Diagram)

Activities # 4-6**Module 2: Reflective Work****Activities #6-7**

- Activity 7: Video Clip – We Can Prevent ACEs (<https://youtu.be/8gm-INpzU4g4>)
- Figure E10. Resiliency in Students
- Figure E12. Ways to Examine ACEs in Correlation to Student Experiences

Module 3: Coach Model – Basic Trauma Levels**Activity #8**

- Figure E11. Conceptual Model
- Coach Log
- Journal Activity
- Stress Buster

Module 4: Coach Model – Intermediate Trauma Levels**Activity #9**

- Figure E13. Optional Images to help build character for Scenario Activities
- Coach Log
- Journal Activity
 - Stress Buster

Module 5: Coach Model – Advance Levels of Trauma**Activity #10**

- Figure E13. Optional Images to help build character for Scenario Activities
- Coach Log

- Journal Activity
- Stress Buster

Module 6: Scavenger Hunt Assessment Tool

Mixed Activities (Prepare Materials Below)

- 6 Emerging Practices for Creating Classroom Culture (Figure E5)
- Minor Trauma Decision Tree & Stress Buster-Figures E8-E9
- Resiliency in Students -Figure E10
- Conceptual Model & ACE Score + Health Chart - Figures E11-E12
- Build Character Chart - Figure E13
- Coach Log – Figure E14
- Scenario Charts – Figures E15-E17
- 8x10 (Pastel) or Plain Construction Paper (If Virtual – 1PPT Slide)
- Markers, Crayons, Pencils

Preliminary Assessment for Unexpected Situations

Note to Trainer

To prepare for the scenario segment, the two images below can be utilized to help build the perspective of the student or improve on ways to get the teacher to engage more appropriately. Walking up to a student or throwing a student's cell phone away during a lesson will create a chemical reaction also appearing as a trigger in undiagnosed or untreated students of trauma. To begin this pre-assessment, you will have the individual or group of participants utilize the 6 Emerging Best Practices for Creating Culture for Effective Learning for Trauma-Impacted Low-SES Youth.

8.3. Training Segment

Module 1: Foundation

Preliminary Assessment + Activity 2-3

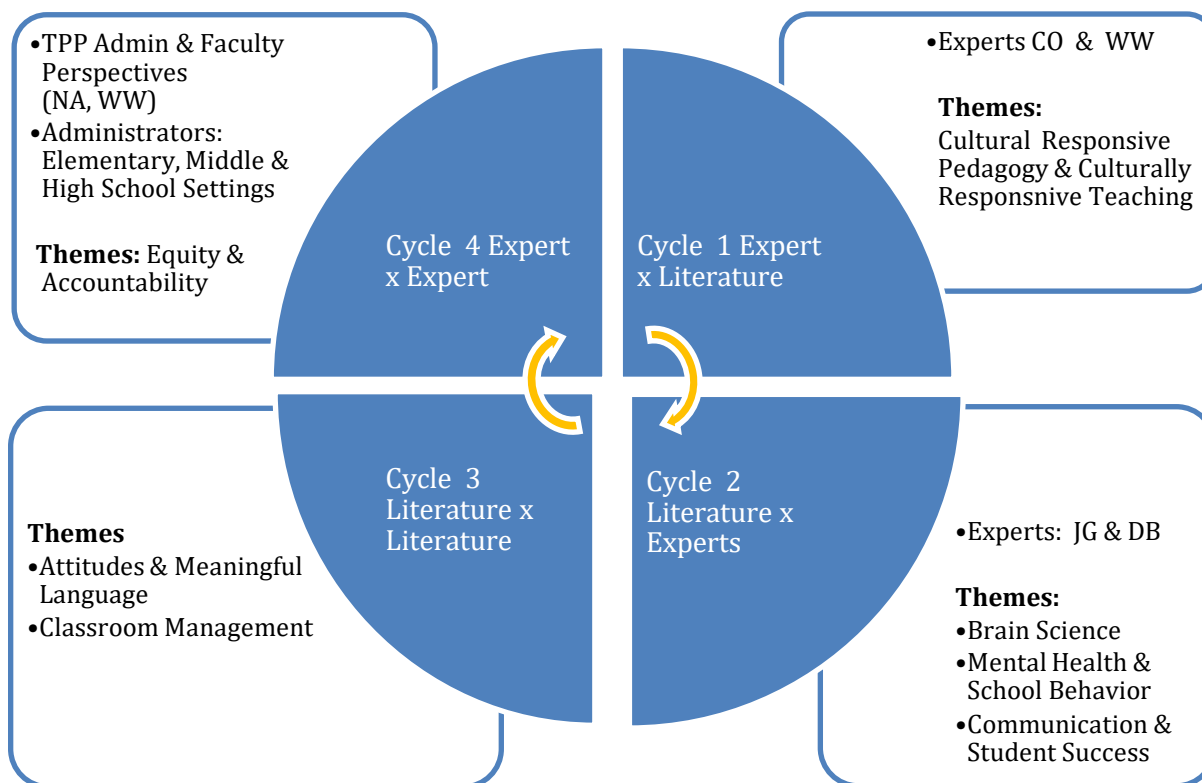



Figure E5. Emerging best practices. Created by Regina Lane.

Activity 1: Group Session

	Preliminary Assessment Assessing the Un-Settled Classroom
Purpose	<ul style="list-style-type: none"> • Recognize what the educator could be contributing to the student(s) inability to focus during instructional learning session. • Raise awareness of how the 6 Emerging Best Practices are applicable to varying behaviors • Critical Decision-Making Skills
Time Required	25-30 minutes (with possible 5-minute break to transition)
Facilitator Note	<ol style="list-style-type: none"> 1. Part 1- This activity begins as individual 2. Part 2- Make sure participants have all materials with them before breaking into groups of 3, not more than 6 groups total.
Materials	<ul style="list-style-type: none"> • Journal (Part 1 Only) • Flip Chart & Markers • Emerging Best Practices • Figure E6 - TiS Atypical Images to Assess (pages 48-49) Also linked below. (Middle/High School) https://images.app.goo.gl/indXBmRTTruBruq36 • Figure E7 - TiS Atypical Images to Assess (pages 48-49) (Elementary) Also linked below. • http://images.clipartpanda.com/class-clipart-classroom-scene-finished.jpg • Figure E8 - Responding to (TiS) Decision Tree (Chart) • Figure E9 - Stress Buster Diagram
Instructions	<p>(Part 1) <u>Individually</u></p> <ol style="list-style-type: none"> 1. View images #1-2 2. Based on 1st Impressions, Identify, Assess, & Record in your journal exactly what is going on in the scene(s), what the does this teacher need before attempting to handle redirecting the students without adding on more resistance. (3-mins) <p>(Part 2) <u>Breakout Group Session</u></p> <ol style="list-style-type: none"> 1. Create a group of 3 other participants and discuss your answers from Part 1 (1 min. per person) 2. Using a chart determine what responses were alike & different (3-mins) 3. Next using Emerging Best Practices, using your flip chart to help expand or support your first response as a group. Identify and tag which (6) Best Practices applies to each response and why selected for the previous responses shared in #1-2 (5-mins) Example; Sleepy Student = 5.2 Brain Science 4. Determine top priority students and how you ranked them in regard to where your resources will go to support the student. *You can option for participants to create an answer key (3-5 mins) 5. Last, take the Decision Tree & Stress Buster Tools to provide a solution to the (TiS) and what would you recommend(s) for the teacher to reset the space? (5-mins)

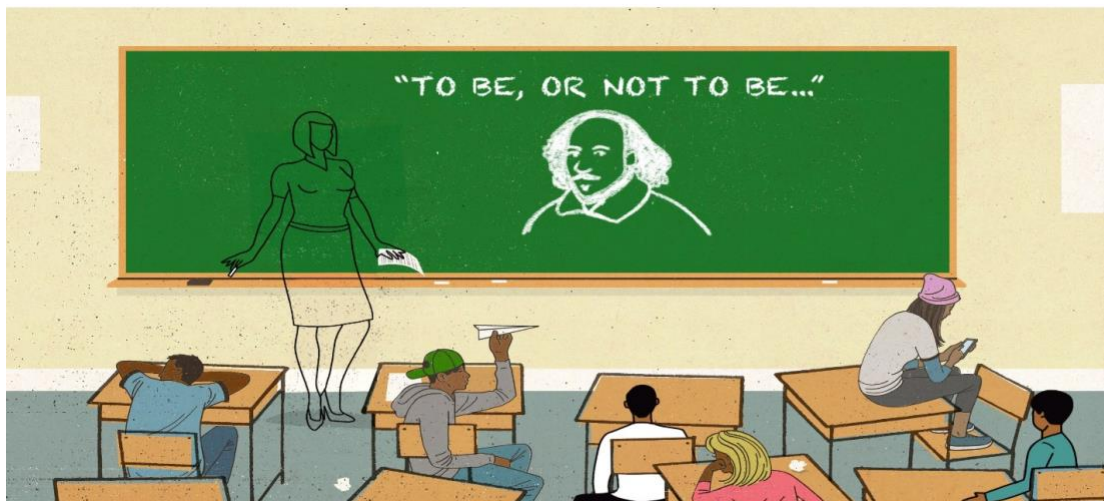


Figure E6. Unsettled classroom image 1. Adapted from “7 Classroom Management Mistakes – and the REsearch on How to Fix Them,” by Y. Terada, 2020, (<https://www.edutopia.org/article/7-classroom-management-mistakes-and-research-how-fix-them>).

Figure E6 shows low-SES, atypical classroom with under-prepared teacher with a middle-high school population.



Figure E7. Unsettled classroom image 2. From Free use images, n.d., (<http://images.clipartpanda.com/class-clipart-classroom-scene-finished.jpg>).

Figure E7 shows a low-SES, atypical elementary school classroom.©141

This low-SES TiS Decision Tree represents possible outcomes based upon minor levels of trauma in students with ACEs scores of 1-4.

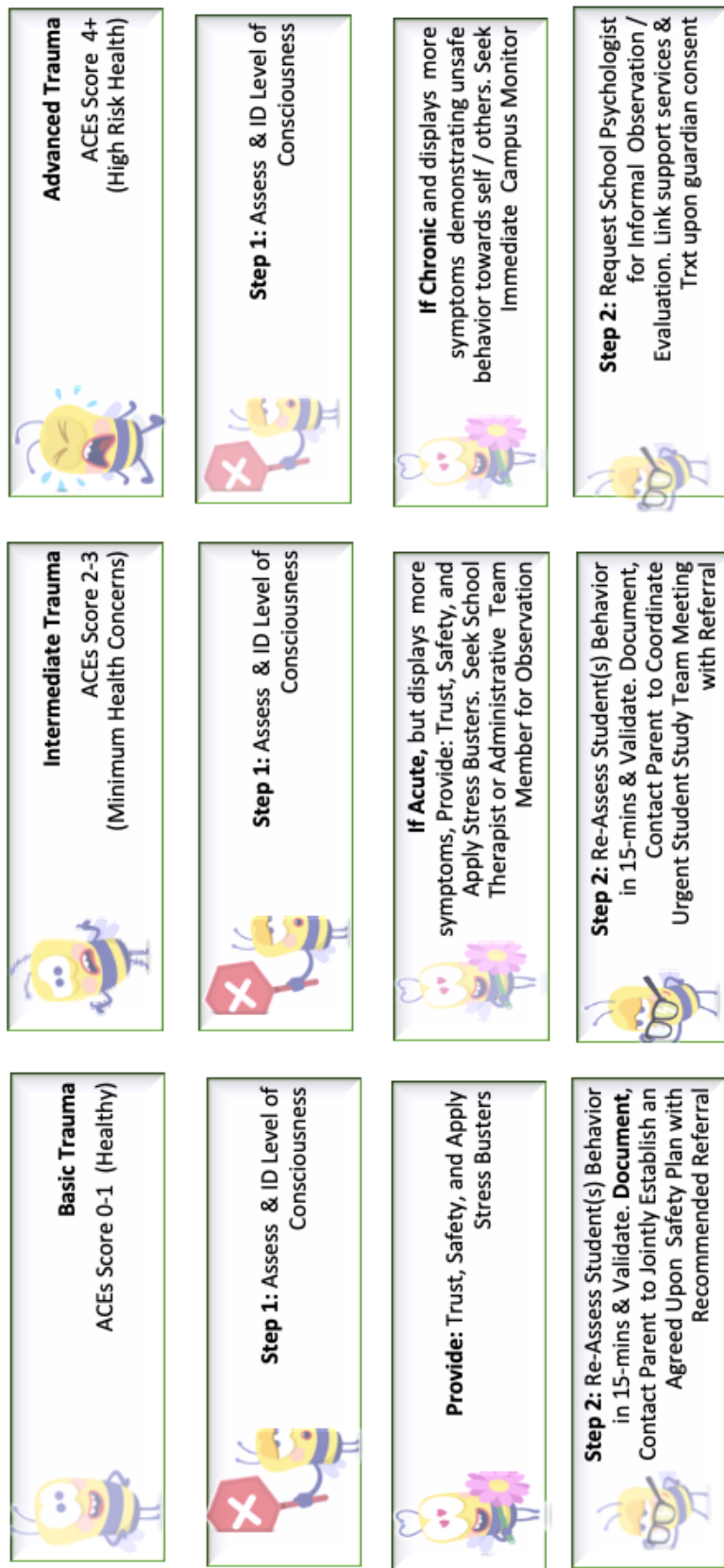



Figure E8. Low-SES (TiS) Decision Tree. Created by Regina Lane.




Figure E9. Stress buster. From *California Surgeon General's Playbook: Stress Relief During COVID-19*, by the State of California, Office of the Surgeon General, n.d., p. 3, (https://files.covid19.ca.gov/pdf/wp/california-surgeon-general_stress-busting-playbook--en.pdf).


Activity 2: Group Session

	Introductions (Warm-Up)
Purpose:	<ul style="list-style-type: none"> • To identify participants • Discover and share what they know about the topic • Build Opportunity for Metacognition • Aid trainer in getting a gauge of the overall knowledge of the group
Time Required	5 minutes
<u>Facilitator Note:</u>	<ul style="list-style-type: none"> • Reflectively, this topic can be overwhelming for many, because of experiences that have occurred first-hand or distant encounters. We may be familiar with individuals or people who have been impacted by trauma or severe adversity whom we have concerns. Our main goal before diving into this content is to place importance on self-care as a priority while unpacking the importance of trauma informed content. We encourage people to self-assess your immediate needs in taking breaks, moving around, recording your views or questions that pop-up in a private journal or digital folder for safe keeping. • Introduce trainers and participants • Provide an overview of training and sequence of content
Procedure:	<ul style="list-style-type: none"> • Introduce yourself, role, and why trauma and trauma-informed education training is important in raising awareness and addressing our students needs adequately.
Materials	<ul style="list-style-type: none"> • Pass out Index Cards, Color Pens, Name Tags • Have participants record their names and break up into groups based on unique traits (color of clothing, shoes, etc.). If online, have the participants list their name
Time:	Group Warm-up activity (5-6 minutes) In small groups of 3- 5 have participants to
Instructions	<ol style="list-style-type: none"> 1. Identify themselves and record and verbalize #2 2. List what is their fear in relation to meeting student needs 3. List what they would like to: either learn or achieve in being trauma informed and drop / place the index card into the hat or container.

Activity 3: Group Session

	Expectations How Trauma Informed Are We?
Grouping:	Remain in Same Group (Min. 3) (Max 5)
Materials:	Flipchart Poster Sticky & Markers
Time Required:	<ul style="list-style-type: none"> • 10 minutes, Small Group • 20 minutes total
Purpose	<ul style="list-style-type: none"> • Provide participants opportunity to share what they know about Trauma Impacted Students based upon reading or hearing • Investigate truth without shame or blame • Identify importance of trauma informed training for Low-SES students • Inform trainers on level of experience of the group (Items #1-3)
Procedure:	Select a Scribe & Reporter. Using Assigned Flip Chart per group and answer questions with reporter.
Discussion Questions	<ol style="list-style-type: none"> 1. What do we think we already know about Trauma Impacted Students? 2. Why is trauma informed training important to supporting Low-SES students? 3. How can your routine responses of language, tone, or body language have cause and effect on trauma impacted students?

*Transition: Remain in warm-up group

	Know Your ACEs Score to Understand Your Student
Instruction	Before taking the ACEs self-assessment, think about the type of childhood you were afforded and estimate how you think your general outcomes occurred as a child and record any evidence of your setbacks that arises. Then take the self-assessment and evaluate your ACEs Score results in your journal.
Material	<ul style="list-style-type: none"> • Journal for self-scoring • Visit Website: https://acestoohigh.com/got-your-ace-score/
Time Required	Minimum of 5 – minutes; 10-15 minutes total
Purpose	<ul style="list-style-type: none"> • Raise Awareness Inner Reflection on Role of Trauma and Learning • Understand the Impact of Trauma on low-SES Students
Journal Activity	Be sure to have recorded both your pre- and post-reflections. <ol style="list-style-type: none"> 1. See Instructions above for the prewriting 2. Why is the ACEs Score relevant to how you are approaching your engagement with student learning? 3. Is there anything you can do differently to meeting your students' needs academically with social-emotional sensitivity?

Module 2: Training Reflective Journal Prompts

Special Note to Trainer


Remember that Trauma-Informed Training should not be taken as another item to check off the list! A diverse and rich representative sample of Administrators/TPP Faculty/Trauma-Informed Trainers highly advised this segment to be emphasized in addressing special populations in two parts specifically for: (White) New & Returning Teachers-


White Fragility Awareness is very urgent, yet a relevant topic to address the needs of TiS low-SES population. To break down the racial barriers by using the lens of racial inequality and push educators in the direction of Anti-Racism as a “reflexivity of critical practice” (Corrigan, 2016). Corrigan suggests, critics must rigorously interrogate their relationship to Whiteness and fragility in response to massive divestment and re-emergent structures of educational segregation. How can White educators use their privilege to disrupt the norm into the opposite direction?

The additional focus should aim at trying to NOT cause harm. An important conversation needs to occur before proceeding to train teachers to help genuinely bring together parents, students, and educators. Many of the diverse set of experts who took part in the collaborative conversations expressed concerns on how school systems and teacher behaviors show historical excusal of a tolerated systemic racism and micro-aggressions.

Training Segment


Activity 5: Group Session

	Design Thinking - Role Playing
Note to Trainer	Think about how you get people to move away from the sort of implicit, subconscious systemic bias issues and getting teachers just in their mind a label expected/unexpected and most of the time what is expected is our own cultural normal behavior.
Purpose	<ul style="list-style-type: none"> • Reflect on low-SES Population Stereotypes • Understand your role in student behaviors & guardian response • Collect outside perspective by using coaching model
Material	<ul style="list-style-type: none"> • Flip Chart & Markers • 6 Emerging Best Practices for Creating Culture • Figure E8 (Optional Figure E13)
Time	60 – 90 Minutes
Procedures	<ol style="list-style-type: none"> 1. Select a Scribe & Reporter. 2. Using Assigned Flip Chart per group and answer questions with reporter. 3. Rotate Per each question so everyone gets to participate with equity.
Instructions	<ol style="list-style-type: none"> 1. As an individual have both parts 1-2 answered 2. Group participants (Role- Guardian / Student, Teacher, Coach) 3. Open prospective dialogs in addressing academic or behavioral needs of students by grade level per each question based upon your assigned role rotation. The coach will lead the questions and record the interactions between each pair
Discussion Questions	<p><u>Part 1</u></p> <p>a. (Teacher / Student) What does this (learning experience / environment) need to look like in an equitable way?</p> <p>b. (Teacher – Student) What does this (learning experience / environment) need to look like in a safe way?</p> <p>c. (Teacher – Parent / Student) What feels safe to you when addressing your learning needs / supports that would contribute for you as parents and as student?</p> <p>d. (Parent or Coach – Addressing the Teacher) What feels safe to educators to address the needs of the scholar in the safest and respectful manner?</p> <p><u>Part 2</u></p> <p>e. (Teacher – Group) What feels supportive to all of them (Child/Parent/Teacher)?</p> <p>f. Are you able to recognize how White supremacy culture can show up during demonstrations from curriculum, classroom management, and interactions with low-SES student needs?</p> <p>Conversation of Support:</p> <p>Will White educators’ feelings of guilt prevent them from holding kids accountable? Or with they have more empathy towards students who are genuinely trying to apply themselves?</p>

	Design Thinking - Role Playing
	<p><u>Part 3</u></p> <p>What's Next?</p> <ul style="list-style-type: none">• How Racism Can Affect Child Development https://developingchild.harvard.edu/resources/racism-and-ecd/• Video: The Resilience Effect: https://youtu.be/GKimm_Sx8LE (4.40 minutes)• Video: We Can Prevent ACEs: https://youtu.be/8gm-INpzU4g (4.32 minutes)

Training Segment

Activity 6: Individual & Group Lesson

	<u>Reflective Journal Questions</u>
<u>Facilitator Instruction</u>	While you are preparing the next activity. <ul style="list-style-type: none"> • Have the Participants to write in their journals for a (minimum of 5) • You can select which cluster of questions to use per your activities used in a series of sessions. Then have them to group up in 3 members to discuss their reflections in a speed dating format.
(3) Questions	<ul style="list-style-type: none"> • What is compliance? • Why and How do you uphold your Role of COMPLIANCE?
(2) Questions	<ul style="list-style-type: none"> • Why is safety important to our TiS? How do you assure your students they can experience this in your learning setting and demonstrate it in your environment (or online)?
Reflective Question	<ul style="list-style-type: none"> • Can you look at the negative student behavior as a reflection of how well - equipped the lesson was presented? • Use the pedagogical content knowledge lab using your teacher preparation, lesson planning, instruction and assessments to the reality of the classroom holistically where students are nurtured and tie into the community / society like COVID.
(2) Questions	<ul style="list-style-type: none"> • Know your data for Urban / Inner City Youth. • Who and Where are these students?
(3) Questions	<ul style="list-style-type: none"> • Know your WHY? • Why is Trauma Training Essential to our Work & Solidify? • How does it relate with your vision? And your school vision?
(3) Questions	Souers and Hall says, "It's Not About You" and developed a set of three questions to help focus on the students that she works with (2016, p. 77) <ul style="list-style-type: none"> • What is my role? • Who am I working for? • What is about to drive my behavior? • Keeping a list of questions such as these can help you to remind yourself why you are helping students with ACEs and that what you are doing is for the students' benefit.
(3) Design Questions <u>Note to Trainer:</u> Use for Scavenger Hunt Post-Assessment	Based upon what you have learned from this guide, what questions have not been addressed and provide (1-3) questions you would like the group to brainstorm on the subject matter presented.


Trauma Level Scenario Chart


Note to Trainer

These key points should be an **opening to the Scenario Activities** to help connect perspectives from teacher to educator, helping teachers examine their roles as teachers when addressing the needs of students with ACEs Scores of more than 1 ACE.

Training Segment

Activity 7: Individual & Group

	Trauma Awareness - Review and discuss with Teachers:
<p>Note to Trainer</p>	<p>First Step Accepting these 3 truths about trauma. Fostering Resilient Learners (Souers & Hall, 2016, p. 10)</p> <ol style="list-style-type: none"> 1. Trauma is real 2. Trauma is prevalent 3. Trauma is toxic to the brain and can affect development
<p>Note to Trainer</p>	<p>Second Step:</p> <p>The very important reference to anchor the teacher’s comprehension on the significance of the impact trauma has on students by recognizing ACEs in students means a better understanding of mental health in school systems.</p> <p>Simpsoem (2020) describes how: Usually what behaviors a student exhibits in the classroom resemble what they see at home. Disrupting the class or angry behaviors could be a call for help. As a teacher, it is your job to recognize this and figure out the next steps to help.</p>
<p>Materials:</p>	<ul style="list-style-type: none"> • Journal + Activity 6 • Flip Chart & Markers • Video Clip: We Can Prevent ACEs https://youtu.be/8gm-INpzU4g4 • Figure E10, Resiliency in Students
<p>Time: (Minimum 30-minute allotment)</p>	<p>Opening discussion referring to Steps 1-2, Video Clip, individual journal (10-mins) and group discussion (20-mins)</p>

	Trauma Awareness - Review and discuss with Teachers:
Instruction 1. Start: Opening Video (See Materials) 2. Individually Journal Entry 3. Next, creating groups of 3 and examine / discuss (Figure E10) on “Resiliency in Students” and summarize per rotation, their individual responses to questions #1-3	Have Teachers to Respond as A. Individual B. Group 1. How will this info impact the way I plan curriculum? 2. What can I do differently in the way I engage with learners? 3. What ways can I respond as an educator to minimize the chemically charged social-emotional state of students?

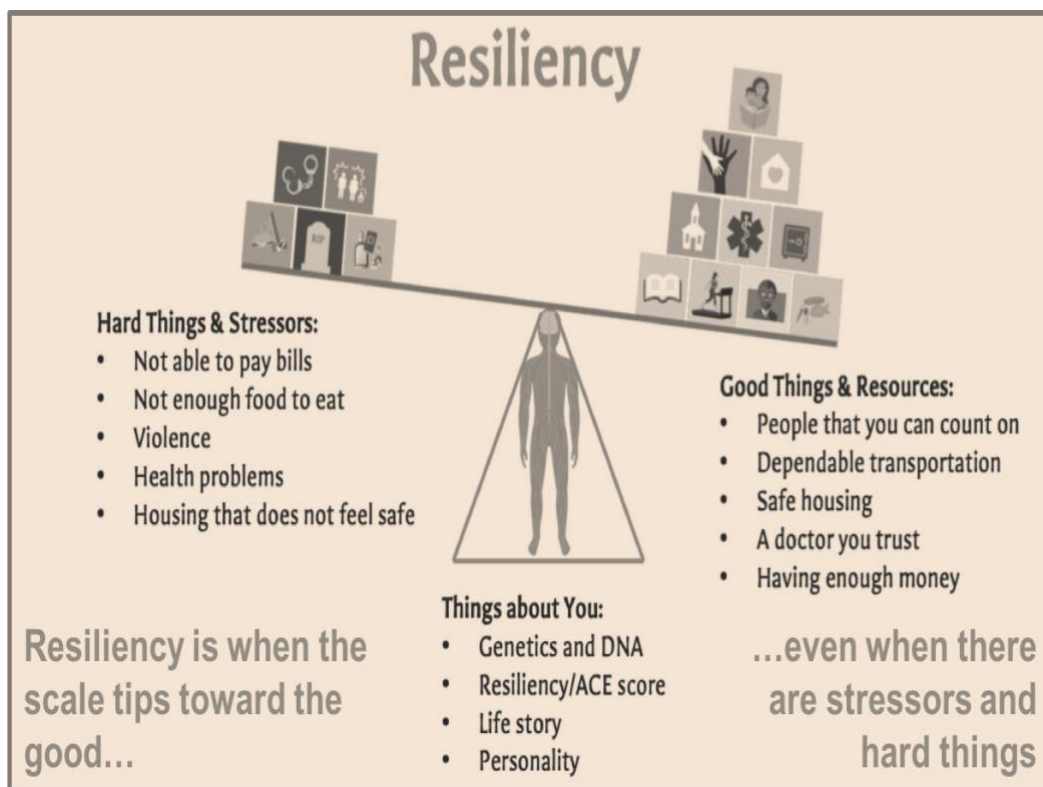


Figure E10. Resiliency in students. From “Trauma Informed Classrooms,” by University of Nebraska – Lincoln, n.d., (<https://k12engagement.unl.edu/trauma-informed-classrooms>).

Conceptual Framework Model provides a level of ACEs in correlation to teacher ability in addressing TiS (Term High Needs can be referenced in Glossary)

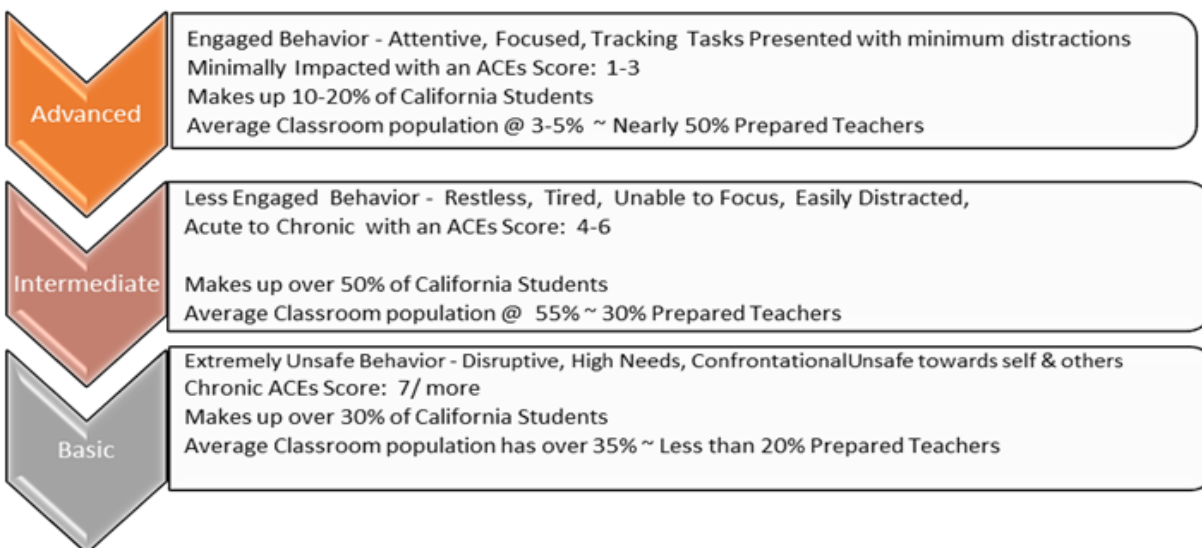


Figure E11. Conceptual framework model. Diagram created by Regina Lane.

	Attendance	Behavior	Coursework	Health
3+ ACEs	4.9	6.1	2.9	3.9
2 ACEs	2.6	4.3	2.5	2.4
1 ACE	2.2	2.4	1.5	2.3
No known ACEs	1.0	1.0	1.0	1.0

The more ACEs a student experienced, the more likely he or she was to experience serious school and health issues.

Figure E12. Correlation between number of ACEs & struggles with school and health. Adapted from “How Adverse Childhood Experiences and Trauma Impact School Engagement,” by C. Blodgett, 2012, Presentation delivered at Becca Conference, Spokane, WA.

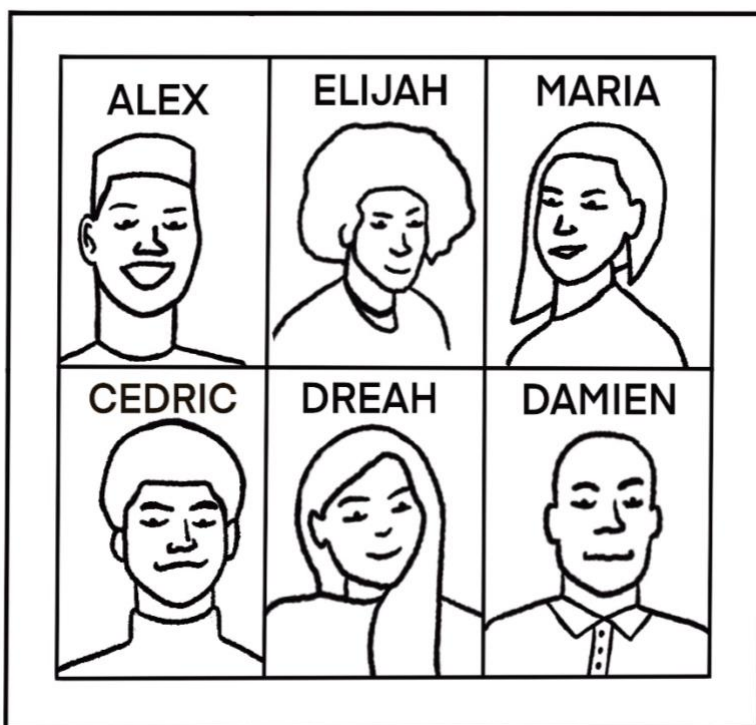


Figure E13. Design thinking sample images of non-atypical low-SES, trauma-impacted students. Created by Reginal Lane.

Modeling & Coaching Session

Note to Trainer:

Modules #3-5 Varies by Level of Trauma

Module 3: Activity #8 Basic Levels of Trauma	<ul style="list-style-type: none"> • Activities Scenarios: • Use Figure E15 • Journal Activity
Module 4: Activity #9 Intermediate Levels of Trauma	<ul style="list-style-type: none"> • Activities Scenarios: • use Figure E16 • Journal Activity
Module 5: Activity #10 Advanced Levels of Trauma	<ul style="list-style-type: none"> • Activities Scenarios: • Use Figure E17 • Journal Activity
Note to Trainer	<ul style="list-style-type: none"> • Anticipate the Needs of your Participants and be Mindful in acknowledging their efforts to maintain and gain wisdom from this interface opportunity • Encourage them to have water nearby or take small two 5-minute breaks at the mid-way moment of the first 3 scenarios and after the remainder • Know when to pull back from scenarios after first 3 have been successfully completed per every participant • Be sure to only issue out 1 scenario at a time per coach so participants are not willing to put forth genuine effort in role playing
Purpose	<ul style="list-style-type: none"> • Strengthen & Build Critical Thinking Skills • Assess & Understand TiS Needs & while maintaining classroom setting • Determine the most effective Best Practices & Supporting Tools
Time	<ul style="list-style-type: none"> • 50-60 minutes in total 5 scenarios • (10- mins) per scenario @ Trauma Level 1 • two 5-minute breaks per scenario #3 and concluding scenario • (10- mins) Deescalating from Scenarios
Materials	<ul style="list-style-type: none"> • Single Scenario with Prompt & Answer Key – (for Coach Use Only) • Coach Log (Coach Only) • 6 Best Practices Guidance (Group) • Figures E8-E12 (Images) Teacher / Student

Procedure	<p style="text-align: center;"><u>First - Select Roles</u></p> <ul style="list-style-type: none"> • Coach gives prompt of incident separately per student & teacher • Teacher needs to engage with the student to address scenario incident • Debrief each participant to see what did/ did not go well in the scenario • Repeated Continuously for Rounds 2-5, Rotate Roles
Directions	<ul style="list-style-type: none"> • <u>Part 1</u> In Rotation of Roles: • Coach Collect Scenario and Provide Separate Prompt to each the Student & Teacher • Coach Records how problem is being resolved from scenario • Low-SES Student- Determines which character using (Figure E13) to play out for teacher to interact based on the behavior identified by the Coach • Teacher pre-determines which 6-Emerging Best Practices (Applicable) and any other additional tools to face the scenario • Coach Uses Scorecard to determine which A-C Response was appropriate <p style="text-align: center;"><u>Transition</u></p> <ul style="list-style-type: none"> • <u>Part 2</u> (Debrief) Use Stress Buster Tool to Decompress Ideas: Select 2 • Mindfulness Meditation & Breathing Exercises • Body Scan & Gentle Stretches in /out of seat • Water & Bathroom Break

To increase accountability for scoring the scenarios, use log to help in coaching the scenarios per rotation for each participant changing roles

Scenario 1	Role	Participant Name	(Coach Completes) Resolution	Best Practices Utilized 5.1.1 - 5.1.6	Scenario Response (A – C) How close was the response to the possible responses provided?	Additional Tools Used (Figure 5-9)	Which BP was most effective? Did Any of the Additional Tools help & how?
Trauma Level 1B	Coach:						
	Student:						
	Teacher						

Figure E14. Coach log sample. Created by Regina Lane.

Note to Trainer:

Activity 8: Follow Directions in Module Table

Be sure Participants plug in **Figure E14**

Implementation Guide: Fictionalized Composite Scenarios of Trauma Triggers within the Classroom (Basic Level)					
Trauma Levels	Incident	Student(s) Behavior	Response A	Response B	Response C
1-B	Students Struggle Closing with Lectures (Students Playing Distractions - Low-Cost) (Teacher and peers cannot keep up with pace of instruction, have low reading skills and comprehension to maintain tasks. They are playfully goofing off to avoid being called on to participate in any form of reading or model expectations.)	Tasks Avoidance & Class Disruption between 2-5 students	With an obvious smirk, you approach ring leader student after calling on him twice during instruction and thump top of his head with a few rolled up sheets of paper tapping him in front of the entire class as a warning. Then brag how both guardians gave permission for you to take actions whenever necessary. By end of class, At arm distance from student sitting, hold students (B) ear w/ a push, until he apologized to other student for speaking loudly.	If it's a first infraction, Review classroom and school policy regarding student misconduct and give student a clear opportunity to produce a written task on the consequences of their actions. Change seating arrangements and notify guardian to determine what may be contributing to the behavior in the class. Be sure to keep digital log attached to attendance immediately so your able to document for patterns of task avoidance without profling. In addition, require both students to participate in Restorative Justice	Have private conversation with ring leader student, offer him some clear choices that promotes redirecting their behavior, by demonstrating model leadership for success. Identify if there's been any patterns and assess if there's something in the context that is contributing to the students behavior concern. * Teacher Needs to Keep Lesson Engaging to reduce behaviors.
2-B	Student has parent (recently hospitalized with Sickle Cell, Diabetic Coma, Drug Rehab, Prostitution). This student is distraught, uncompletable, and emotionally withdrawn. You notice a huge shift in behavior. You attempt several conversations for a wellness check with the student to no avail and decide to call their home. To your surprise, the phone number is disconnected and the student has been bouncing between family members and trusted adult friend's homes. (The student finally reveals that the parent is away from home. How do you proceed?)	Withdrawn & Tasks Avoidance	Permitted ignoring, until student demonstrates expected tasks. Make gentle threat to call student home for consultation. The student is free to place head on desk and no academic.	Allow the student to remain in class without assigned tasks sitting quietly to doodle with headphones or for music.	Contact the Grade level Dean or VP to pop-in and offer him to support another classroom in need of remote student TA
3-B	Student is caught begging his peers to eat food in class.	Food Insecurity	Make innervate and distant eye contact. Approach student to have 1:1 private conversation to assess situation if student appears hungry and sleepy. Stop class and give student food voucher and flyer for family to qualify for free and reduced meals.	Recognize the student's body language and if any sudden changes in behavior. If student is unable to focus, you can call campus monitor to excuse student as long as it is not before transition periods.	You have a decent rapport and recognized this is the first time your Diabetic student (with pre-identified health risks) has been unable to focus and drifting off. You have already managed a special arrangement to collect a few pieces of leftover produce and beverages from campus lunch monitor. You approach student to offer orange juice as result of the student's low blood sugar.
4-B	Solicitation of Validation & Encouragement (Teacher's Pet)	Seeking Acceptance & Truited Mentoring	Remember to NOT allow student data access to prevent you from your teacher duties. Call for special parent-teacher conference meeting and design a behavior contract for special rewards.	If student makes daily effort, Set clear boundaries and keep classroom hours locked down.	Don't Turn student Away. Show genuine interest in well-being
5-B	Pop-up Students from other periods	Academic seeking for External work during outside class period	Allow the student to hang around class, wait at your personal seat.	Deny the student access to cell during class of current instruction and encourage them to get an appt. to address their academic needs.	Lock classroom door and proceed to teach without allowing student to interrupt classroom period setting a clear boundary. When student arrives for next period, you can discuss how to access your after school office hours for more appropriate support.

Figure E15. Basic level of trauma scenarios.

Note to Trainer:**Activity 9: Follow Directions in Module Table**Be sure Participants plug in **Figure E14**

Implementation Guide: Fictionalized Composite Scenarios of Trauma Triggers within the Classroom (Intermediate Level)					
Trauma Levels Intermediate	Incident	Student(s) Behavior	Response A	Response B	Response C
1-I	Students shares cell phone with class peer without causing any distraction / disruption	Off-Tasks Behavior: Cell Phone Usage	Privately Address Student 1:1 with warning to put phone away before it's discarded. Allow student to put phone away.	Draw negative attention to the student phone by confiscating it and throw into garbage while in your work space in front of the classroom during lecture.	Allow natural consequences to occur with student academic performance. Request student conference and invite the parent to create a strategic plan to prevent future disruption.
2-I	Addressing entire class - to reduce behaviors	Unruly Class	Make Reference to grades- indicated that students could easily repeat 10th Grade English - not that you would do that. Students respond alarmed and asked if it was a threat.	Assign class detention for lunch break.	Do some reflective work and sit with the classroom as a community to determine what part of the tasks is causing difficulty and how we can shift gears to work as a collective to accomplish tasks. Or setup teams for pair/share work so students do not feel so overwhelmed. Invite your supervisor or Grade Level Dean to sit in your class for observation the following day.
3-I	Explicit Vulgar Language Directed @ Students Referenced to student as "N-Word"	Student Triggered by another student / teacher	Planned Ignoring & continue to teach	Burned Out Teacher decided to defended himself verbally on a BAD Day	Request a Self-Care Break of 15-30 minute break.
4-I	Indirect Threat to cause harm	Student Provoked by peer gesture btwn 2-rivalry gangs	Remain Calm, Investigate and Make Report while contacting campus security, dean. If after 911- this would be escalate to high level alert	If student gave teacher a bad time, just ignore and let the natural consequences occur	If the teacher is the school football or wrestling coach and has a lot of respect is able to possibly de-escalate / diffuse the incident with restorative justice, document a report and follow-up with a aag excusal with student transfer.
5-I	Negative Attn. Seeking by Teacher	Racial Statement directed towards Blacks	Make blanket statement about Blacks not being smart enough to receive the Pulitzer Prize back during the day when one of scholars inquired about its importance in relation to African Americans contributions	To help students better understand the value behind literary content, take opportunity to express that African Americans began writing since the beginning of Egyptian Times and have many almanacs and books published by us and for us since many Anglo organizations did not want to recognize our labor.	Use this conversation as a teachable moment so you can gain insight on what students already know about their rich legacy historically. Make this statement into an actual lesson so it draws relevance to the value of having an education is to make a social impact and be sure other trailblazers can take their career oportunities to further contributions to Language Arts, Peer-Reviewed Literature, & leave meaningful footprints beyond their predecessors.

Figure E16. Intermediate level of trauma scenarios.

Note to Trainer:

Activity 10: Follow Directions in Module Table

Be sure Participants plug in **Figure E14**


Implementation Guide: Fictionalized Composite Scenarios of Trauma Triggers within the Classroom (Advanced Level)					
Trauma Levels	Incident	Student(s) Behavior	Response A	Response B	Response C
Advance	Escalated Student enters classroom refusing any of Directions for Tasks	Tasks Avoidance	Be sure the whole class has a specific tasks and have private 1:1 discussion to refocus student on breathing exercises, incorporate some small movements, assess & determine root of problem. If student is not able to express their level call for additional adult trusted support without it being a penalty.	Allow student to refuse taking seat and pace the floors in class	Invite Supervisor, VP or Campus Security to drop-in for an observation IMMEDIATELY
1-A	Student (sexual identity crisis) seeks Self Harm with mutilation to escape.	Seeking Peer Acceptance	Develop opportunity for students to design a safe space within the classroom to assist with self-regulation. Produce learning session that helps students explore who they are and why it matters. Select literary or historical content that demonstrates story line on how to make decisions and finding balance. Provide lesson plan that helps student reach empowerment building equity and diversification.	Know and make movement across classroom to (indirectly observe with discretion) pay attention to all students, if student suspected (with evidence of fresh wound) or attempting self-harm, immediately provide independent student tasks, Report and contact campus security, Dean, VP for an escort excusing student to visit front office for an informal assessment.	Be mindful of managing safe space where student will engage and work independently. Make sure he does not sit near bulletin board with staples or pushpins and keep all sharp away (fork, ruler, scissors, pencil sharpeners). From a distance, observe any significant changes to their wrist and mid arm for unusual marks, new bands or bangles. Watch choice of words in relation to death. Be care of your body language and tone.
2-A	Sexually Abused / Molested Student, Mom's boyfriend has sexually assaulted repeatedly and eventually moves to live with other family member outside of home	Acting Out if SCARED, Embarrassed & Tryig to Keep up w/the rest of the students	if you have established a rapport with the students, you can recognize that the student has been accosted. Be sure student feels safe. Show you care genuinely. File Mandated Child Abuse Report and notify school social worker immediately of the report.	Assume student is simply seeking attention to avoid writing assignment. Used planned ignoring, resume regular interaction and teach routine lessons	Give Reassurance that student is now safe, grades will not be impacted in passing class. Try to encourage the student to speak and determine if mandated report should be filed.
3-A	Student under the influence of narcotics, raised by father's girlfriend after mom committed suicide. Uses drugs and attempts suicide several times per year to be closer to his mother. (Not listed in student file)	Escape (Suicidal)	Teach and Model Value, Watch for patterns. Document and report to supervisor and keep boundaries so it does not impact your work.	Recognize the student is self-medicating to avoid feeling grief, have student to exercise, build him up with encouragement and help increase his value	Focus on you lesson, be sure to use your content to help breakthrough the trauma. Continue to plan ignored
4-A	No exhibited Behavior (Homeless Student Withdrawn) sulks over incarcerated mother during holidays throughout year and displaced living with maternal grandmother and never knew his father.	Withdrawn	Give appropriate compliment acknowledging student being on tasks. Assess for chemical use & sexual exploitations	Pull student hoodie up over his head to let him know you're acknowledgin his presence. (Increasing less safety)	Provide a simple note at end of class to acknowledge student success for class period
5-A					


Figure E17. Advanced level of trauma scenarios.

Module 6: Post-Assessment / Closing Activity

Training Segment

Activity 11: Individual & Group

	How Will You Respond & Disrupt the Norms in Addressing TiS Pop?
Note to Trainer According to experts and TPP trainers, many times after a participant has concluded their training requirements, they will throw the materials away.	To prepare for this Mixed Activity: <ol style="list-style-type: none"> 1. Participant will be creating a Personal Toolkit through a Scavenger Hunt presented from all content used. 2. Upon completion of the Toolkit, they will do a pair and share of how they will be using this within their classroom space. 3. When complete the participant will design a poster like Self-Agreement Contract for Supporting TiS
Purpose	<ul style="list-style-type: none"> • To help increase their invested interest with critical thinking when addressing needs of TiS • To increase accountability
Time	60 - 90-minutes + (2) 5-min breaks
Materials	<ul style="list-style-type: none"> • 6 Emerging Practices for Creating Classroom Culture • Minor Trauma Response Tree & Stress Buster-Figures E8-E9 • Resiliency in Students -Figure E10 • Conceptual Model & ACE Score + Health Chart - Figures E11-E12 • Build Character Chart - Figure • Coach Log – Figure E14 • Scenario Charts – Figures E15-E17 • 8 x 10 (Pastel) or Plain Construction Paper (If Virtual – 1PPT Slide) • Markers, Crayons, Pencils
Procedure	<ol style="list-style-type: none"> A. Complete Activity Individually (15-20 mins) B. Complete last Journal Activity #6 C. Individually design a poster Self-Agreement Contract for Supporting TiS 5-10 mins D. Pair & Share Trauma Informed Toolkit (minimum of 2) 10-mins E. Select De-escalating Stress Buster (Not Previously Used)10-mins

	<p>How Will You Respond & Disrupt the Norms in Addressing TiS Pop?</p>
<p>Directions</p>	<p><u>Part 1</u></p> <ol style="list-style-type: none"> 1. Participants will individually create a toolkit by selecting 1 most difficult scenario per Trauma Level 2. Using the 6 Emerging Practices for Creating Classroom Culture 3. Select 1 difficult scenario per level of trauma and using the Coach Log 4. Next the participant needs to determine a ranking order of how they will apply each tool and why 5. Last, the participant needs to identify which additional tool(s) were used to support the scenario and why it was selected <p><u>Part 2</u></p> <ol style="list-style-type: none"> 1. After reflecting on Part 1, create 8x10 Mini-Poster Session-Design Trauma Informed Self-Agreement in creating safe spaces <p><u>Part 3</u></p> <ol style="list-style-type: none"> 1. Pair & Share in groups of 2 review and share exchange of Parts 1-2 2. Select Unused Stress Buster

8.4. Current Trends of Sequenced Models for Training Incoming Teachers

Note to Trainer

Special Treat: **Low-SES Models** (Based on Current Trends of Administrative Techniques used in stages of training incoming teachers). The purpose of administration providing the current trends utilized in urban school settings was to create a preventative measure as a result of most new and returning teachers not being familiar with how to handle TiS.

- Uses Sources of Literature and Guest Speakers – has contributed to mindset shift in teachers who are open to other possibilities—are giving great feedback
- A diverse and rich representative sample of Administrators / TPP Faculty / Trauma-Informed Trainers **highly advised** this segment included so the trainer understands that emphasized Teacher Reception may **Not** be very open or receptive

Model 1: Preparatory School Urban Setting K-8

Stage 1: Social-emotional learning (SEL) Framework 5 Core Competencies

- Social Emotional Learning
- Self-Management
- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision Making

Stage 2: Goal Planning

- School —> Teacher Driven
- Teacher —> Student Driven

Stage 3: Cultural Competency – Equity in the Classroom

- Points of Emphasis- Relational Capacity
- Empathy without Imposing Personal Views

Stage 4: Intervention Training

Model 2: (Minority Perspective) Urban Setting High School

1. Ethnicity & Cultural Acclimation
2. Cultural Training
3. Paying Attn. & Pacing
4. Classroom Management

*Ongoing Trauma-Informed PD Training Series
Anti-Racism / Cycles of Biases & Trauma

Section 9. Glossary of Terms

Coaching Model. The coaching model can be reflected in a classroom community with peer learning exchanges and can be demonstrated in a community of teachers with department meetings. At the administrative level, the coaching model prepares educators with one another, to be a community in terms of viewing and thinking about what's happening as they enter the classroom as a leader. The strategy from a collaborative technique helps teachers make adaptations or implement what works based on measured goals through workshops and videos to help improve classroom culture.

Cultural and social capital and background of at-risk students can be leveraged based upon value of student background and capacities. Instead of schools responding to students negatively based upon their swagger, language, dress, music, and threatening behavior, school leaders accommodate the cultural and social capital as norm as a sign of validation (Khalifa, 2010).

Design Thinking Approach. An approach utilizing a creative way of problem solving by educational practitioners (Henriksen et al., 2017).

Epigenetic Trauma. Epigenetic trauma is based upon a genetic mark registered in a person's genes from previous generations. Toxic stress can produce a chemical response based upon varying experiences of trauma over time. Traumatic experiences can have such a great impact on children because they have little control over what happens, unlike adults. An example of epigenetic trauma would be historical and generational trauma like slavery in the United States (McIntosh, 2019).

High-Need Students. Also known as difficult students. Behaviors of such vary in range from passive, aggressive, attention problems, perfectionist to socially inept. These behaviors can exhibit a variety of levels such as passive: fear of relationships or failure; aggressive: hostile, oppositional, and covert; and attention problems: hyperactive and inattentive (Marzano et al., 2003). Also, can be identified as a positive reframing of the term "at risk."

Meaningful Agents. Students being viewed as human beings contributing to their learning experiences.

Strength-based thinking. An approach to addressing resiliency for students to refocus on the victories and successes over outcomes while building up value to redirect feelings of negative defeat.

Title 1 School. A school receiving federal funds to assist schools with low-income or poverty-stricken students reach their educational goals that are underfunded, which is interchangeable with low-SES to prevent any miscommunication or misunderstanding.

Urban. In reference to demographics of the inner-city; it is not to be interchangeable with low-SES or low-income population. Others may feel this term is a way of defining a Black person without being racist.

Section 10. Resources

10.1. Toolkit Resources

- ACEs Aware <https://www.acesaware.org/heal/resources/>
- ACEs Connection (<https://www.acesconnection.com/>)
- Anti-Racist instructional Practices for Math (California)
<https://west.edtrust.org/press-release/new-toolkit-provides-antiracist-instructional-practices-for-math-education/>
- Trauma-Informed Classrooms <http://affcnny.org/wp-content/uploads/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf>
A 24-page evidence-based resource to help build trauma informed practices
- Sanctuary Model (<http://www.sanctuaryweb.com/schools.php>)
Focuses on changing organizational culture to meet the needs of individuals impacted by trauma sensitively while addressing families and staff.
- Risking Connections (<https://www.riskingconnection.com/>)
Focuses on importance of RICH Relationships. Working with individuals and providers who have experienced trauma.
- Racial Equity Resource Guide
<http://www.racialequityresourceguide.org/guides/guides-and-workshops/issuefilterType/Education>
- Equity Model- SDCOE: Model of Improving Educational Equity
<https://www.sdcoe.net/lls/equity/Documents/CIPEquityModelFINAL.pdf>
- Equity Model- California Department of Education - Quality School Framework: Equity <https://www.cde.ca.gov/qs/ea/index.asp>
- Equity Model- CUE - Center for Urban Education
<https://www.losmedanos.edu/accreditation/documents/CUEEquityModelFAQs.pdf>
- The National Child Traumatic Stress Network (NCTSN)
<https://www.nctsn.org/audiences/school-personnel>
- SEL for Educators (<https://transformingeducation.org/resources/sel-for-educators-toolkit/>)
- School Reform Initiative (SRI) <https://www.schoolreforminitiative.org/who-we-are/>

10.2. Strategic Support & Training

- Teaching on Zoom Checklist
<https://zoom.us/docs/doc/Tips%20and%20Tricks%20for%20Teachers%20Educating%20on%20Zoom.pdf>
- Bring Zoom into your Classroom! <https://blog.zoom.us/bring-zoom-into-your-classroom/>

- Class Size for Online Distance Learning <https://www.edsurge.com/news/2019-04-16-live-online-video-classes-are-the-new-face-to-face-so-how-many-students-can-they-handle-at-a-time>
- Tipping Scales Game -Designed for Resiliency Education Video
Tipping Scales Game Content -
https://developingchild.harvard.edu/resources/resilience-game/?utm_source=Center+on+the+Developing+Child%27s+mailing+list&utm_campaign=a582e373da-August+2015&utm_medium=email&utm_term=0_b803499e01-a582e373da-105505777
Tipping Scales Game <https://developingchild.harvard.edu/resilience-game/>
- Department of Health Care Services – www.dhcs.ca.gov
(Screenings- Identified by County: Specialty Mental Health Services for Children & Youth)
- California Department of Education (Mental Health)
<https://www.cde.ca.gov/ls/cg/mh/>
- California Department of Education Health Education Standards -
<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
- Health Education Curriculum Framework <https://www.cde.ca.gov/ci/he/cf/>
- Health Education Content Standards:
<https://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
- Mental Health First Aid - <https://www.mentalhealthfirstaid.org/>
- National Council for Behavioral Health

10.3. Books (Consider Starting A Book Club)

- *Hope & Healing in Urban Education* (Radical Rebel Framework) Dr. Shawn Ginwright (ISBN: 1138797574)
- *Yoga 4 Trauma* (2019) Lisa Danylchuk (ISBN: 978113707207)
- *How You Can Heal?* (2017) Lisa Danylchuk (ISBN: 9781683091639)
- *Fostering Resilient Learners* (2016) Kristin Souers & Peter Hall (ISBN:9781416621072)
- *Strategies for Creating Trauma-Sensitive Classroom* – (See E-Resource #13)
- *Sensitivity in Educating the Culturally Different* (Handbook for Developing Cultural Sensitivity) 1998 (Adesina Kehinde) ISBN: 1894169042
- *Ghetto Nation-* Cora Daniels (2007) ISBN: 9780767922401
- *Body Keeps the Score* (2015) Bessel van der Kolk (ISBN: 9780143127741)
- *Intersectionality* (2019) Patricia Hill Collins (ISBN: 9781478006466)
- *The New Jim Crow* (2010) Michelle Alexander (ISBN: 978159558530)
- *Why Are All the Black Kids Sitting Together in the Cafeteria?* (2017) Beverly Tatum (ISBN: 9780465060689)
- *White Fragility* (Oppression demonstrated with White Privilege) 2018 DiAngelo (ISBN: 9780807047415)

- *Building Equity* (2017) <https://g.co/kgs/dKKwdx> (ISBN: 978-1-4166-2426-4)
- *Building Resilience to Trauma* (2015) Elaine Miller-Karas (ISBN: 9780415820585)
- *Shattering Inequities* (2018) Robin La Salle ISBN: 9781475844177
<https://g.co/kgs/Lae43k> (Leadership Driven)
- *Coherent School Leadership* (2019) Michael Fullan (9781416627906)
<https://g.co/kgs/FzCkQv>
- “Ladder of Inference Explanation” Chris Argyris

10.4. E-Resources

1. California Surgeon General Report (Webinar Video): Roadmap for Resilience: ACEs, Toxic Stress & Health <https://youtu.be/hVgaktVaS9Y> (Report is available as of 12/12/2020) – <https://osg.ca.gov/sg-report/>
2. *(NCTSN) Addressing Race & Trauma in the Classroom
https://www.nctsn.org/sites/default/files/resources/addressing_race_and_trauma_in_the_classroom_educators.pdf
3. *SEL for Educators (Companion Guide) All the activities are appropriate with articles, videos, and podcast to support topics related to White Privilege, Anti-Racist Education & Oppression
<https://transformingeducation.org/resources/sel-for-educators-toolkit/>
4. Video: Childhood Trauma & Brain Development (5 minutes)
<https://youtu.be/EFrfBJrVLbE>
5. Video: The Science of Adversity (9-minutes) <https://youtu.be/SNZvMZkzg28>
6. Teaching Tolerance – Free Resource of materials to supplement curriculum using a diverse democracy practices to build social justice and anti-bias.
<https://www.tolerance.org>
7. Understanding Behavior as Communication: A Teacher’s Guide
<https://www.understood.org/en/school-learning/for-educators/classroom-management/understanding-behavior-as-communication-a-teachers-guide>
8. Blog: *Leadership from the Middle: A System Strategy* (2015) Michael Fullan
<https://michaelfullan.ca/books/coherent-school-leadership-forging-clarity-from-complexity/>
https://michaelfullan.ca/wp-content/uploads/2015/12/LeadershipfromtheMiddle_EdCan_v55no4.pdf
9. Chris Argyris: https://www.mindtools.com/pages/article/newTMC_91.htm
10. Self-Care Tool for Pediatrics –
<https://www.acesaware.org/wp-content/uploads/2019/12/Self-Care-Tool-for-Pediatrics.pdf>

11. ACEs & Toxic Stress Risk Assessment Algorithm (Trauma Decision Tree)
<https://www.acesaware.org/wp-content/uploads/2019/12/ACE-Clinical-Workflows-Algorithms-and-ACE-Associated-Health-Conditions.pdf>
12. Student Voices: Their Perspective on How Schools Are and Should Be
13. Foster Resilient Learners – (ASCD Study Guide) has a study guide to enhance your understanding and application.
http://www.ascd.org/publications/books/116014/chapters/An_ASCD_Study_Guide_for_Fostering_Resilient_Learners@_Strategies_for_Creating_a_Trauma-Sensitive_Classroom.aspx
14. When Schools Cause Trauma (article)
<https://www.tolerance.org/magazine/summer-2019/when-schools-cause-trauma>

10.5. Building Resiliency Activities

1. Article: Edutopia: Does Your Classroom Cultivate Student Resilience?
<https://www.edutopia.org/blog/8-pathways-cultivate-student-resilience-marilyn-price-mitchell>
2. Article: Edutopia: 8 Pathways to Every Student’s Success
<https://www.edutopia.org/blog/8-pathways-every-students-success-marilyn-price-mitchell>
3. Connecting SEL to Academic Outcomes
<https://www.edutopia.org/article/connecting-sel-academic-outcomes>

Section 11. Disclaimer

The information contains results from extensive research and review. The recommended content provided in this training was prepared to supplement current trauma-informed curriculum to bridge gaps for trainers, administrators, and educators serving students exposed to varying degrees of trauma. This guide captures recommended emerging and accepted practices for addressing creative classroom culture for effective learning for trauma-impacted, low-SES students from experts representing K-12 settings and Teacher Preparation Programs. This tool was **not** designed to replace any trauma-informed education curriculum independently. These recommendations cannot be considered universal or complete. This implementation guide is not responsible for any unfavorable effects that result from the presented information, undetected

omissions, or errors. Trainers using this guide are encouraged to research other original sources of authority as well. Upon completion of this training for trainers, participants will be permitted fair use of this implementation guide to supplement current curriculum and all associated materials provided within the licensed organization and not for commercial use.

11.1. Trainer Survey

To provide training content feedback, please access the link below.

<https://forms.gle/BtbuCtNJ7Yo59Nt19>

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APPENDIX F: LETTER OF EXEMPTION FROM IRB

September 11, 2020

Good Morning Regina,

After speaking with Dr. Estes yesterday and seeing your explanation in your email, a determination has been made that this project does not meet the Federal definition of Human Subjects Research and does not require additional IRB review and approval.

Feel free to contact me if you have any questions regarding this determination.

Sandy Ellenbolt
IRB Administrator

CC: Dr. Fred Estes