



Creating Safe & Supportive Learning Environments

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Welcome and Introductions

- I.
- II.



Our Objectives



TRAUMA & HISTORY



VARIOUS BEHAVIORS

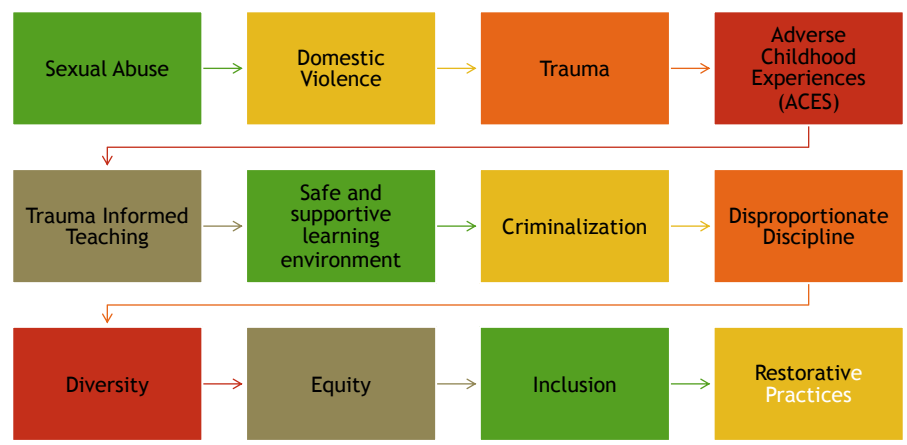


STRONG
RELATIONSHIPS

Ground Rules



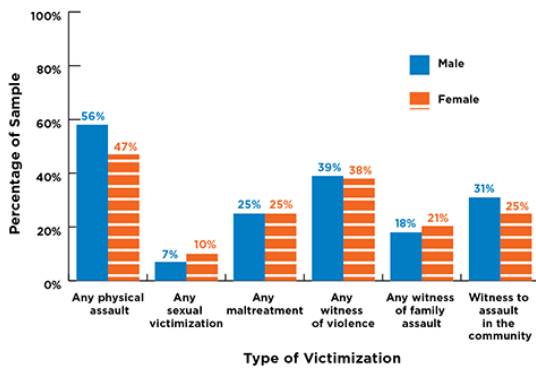
Defining Terms & Phrases





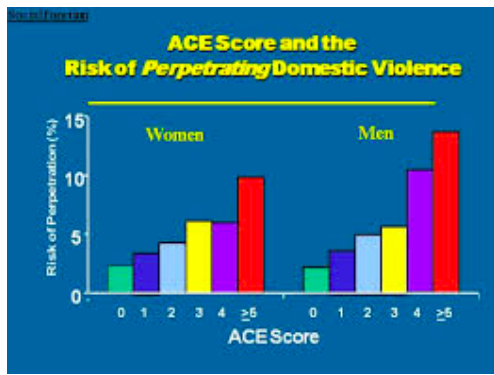
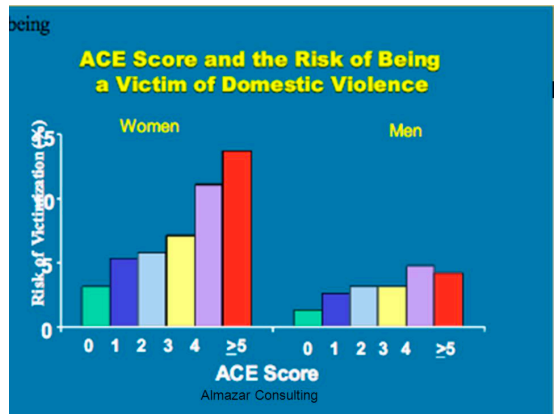
Trauma and History

Children's Exposure to Violence: Percentage Victimized, 2014



*Excludes indirect exposure to violence
 Source: Finkelhor, D., Turner, H. A., Shattuck, A., & Hamby, S. L. (2015) Prevalence of childhood exposure to violence, crime, and abuse: Results from the national survey of children's exposure to violence. JAMA Pediatric, 169(6), 746-754.

childtrends.org



National Average of child abuse in 2015—683,000 or 9.2 victims per 1,000 children.


Number of children requiring hospital treatment fill every seat in 9 stadiums.

1 in 4 high school students was in at least 1 physical fight.

1 in 5 high school students are bullied at school, 1 in 5 experienced cyberbullying.

19% of injured and 12% of physically ill youth have post-traumatic stress disorder.

More than half of U.S. families have been affected by some type of disaster (54%).



Case Study: Part I.



Recognizing Signs of Trauma and Impact In:

- Preschool Children
- Elementary School Children
- Middle and High School Children

Trauma & Impact on Preschool Children

Fear being separated from their parent/caregiver

Cry or scream a lot

Eat poorly or lose weight

Have nightmares

Trauma & Impact on Elementary School Children

Become	Become anxious or fearful
Feel	Feel guilt or shame
Have	Have a hard time concentrating
Have	Have difficulty sleeping

Trauma & Impact on Middle and High School Children

Feel	Develop	Begin	Become
Feel depressed or alone	Develop eating disorders or self-harming behaviors	Begin abusing alcohol or drugs	Become involved in risky sexual behavior

Long Term Impacts of Trauma on Children

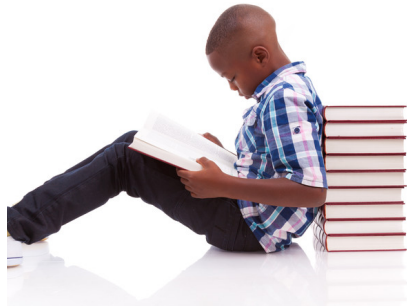
Learning problems, including lower grades and more suspensions and expulsions

Increased use of health and mental health services

Increase involvement with the child welfare and juvenile justice systems

Long-term health problems (e.g., diabetes and heart disease)

Case Study: Part II.



Creating Safe and Supportive Learning Environments



How Do We Do This?

- Build a strong classroom community by building strong relationships.
- Build self-esteem and self-efficacy.
- Use positive communication.
- Motivate students.
- Restorative discipline practices.



Strong Relationships



Self Esteem

Empowerment

Build Student Voice

Power Equity

Positive Communication





Resources

- ▶ Allen, B. J. (2011). *Difference Matters*. (2nd ed.). New York: Waveland Press.
- ▶ DiAngelo, R. J. (2019). *White fragility: Why it's so hard for white people to talk about racism*. London: Allen Lane, an imprint of Penguin Books.
- ▶ Leary, J. D. G., Holmes, F., Stafford, D., & Muro, G. (2004). *Post-traumatic slave syndrome: The residual impacts of trauma on African descendants in the Americas*. New York: JDLA, Inc.
- ▶ Oluo, I. (2018). *So you want to talk about race* (First ed.).
- ▶ Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton & Company.
- ▶ Sue, Derald Wing, Capodilupo, Christina M., Torino, Gina C., Bucceri, Jennifer M., Holder, Aisha M. B., Nadal, Kevin L., & Esquilin, Marta. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 62(4), 271-286.

Resources cont.

- ▶ <https://www.samhsa.gov/child-trauma/understanding-child-trauma>
- ▶ <https://www.acesconnection.com/>
- ▶ <https://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>
- ▶ <https://kasb.org/wp-content/uploads/2017/04/Vol22No15May17.pdf>
- ▶ <https://www.ksde.org/Portals/0/SES/SEAC/16-17/16-11-09-SchoolMentalHealthInitiative-TASN.pdf?ver=2018-02-16-183929-033>
- ▶ <http://traumasmart.org/>

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