

## Supporting EMU Student Success During Times of Tribulation

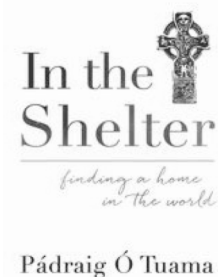


**Mays Imad, PhD :: @Irningsanctuary**

**We gather here, a room of strangers, to speak of our hopeland and talk of our danger...**

**To make sense of our thinking, to authenticate lives**

**To humanize feeling and stop telling lies**



## Adrienne Rich



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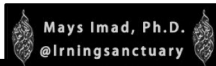
“When those who have power to name and socially construct reality choose not to see you or hear you...when someone with the authority of a teacher, say, describes the world and you are not in it, there is a moment of **psychic disequilibrium**, as if you looked in the mirror and saw nothing. It takes some strength of soul – and not just individual strength, but collective understanding – to resist this voice, this non-being, into which you are thrust, and to stand up, demanding to be seen and heard.”

– Bread and Poetry

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# Today, we will:

1. Define and consider the impact of traumatic stress, especially as it relates to work.
2. Examine practical strategies of equity-minded trauma-informed pedagogy.



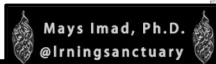
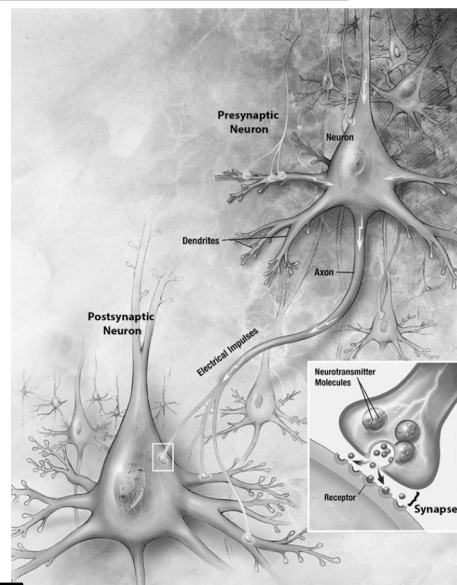
## APPROACHES TO BIOLOGY TEACHING AND LEARNING

### Teaching as Brain Changing: Exploring Connections between Neuroscience and Innovative Teaching

Melinda T. Owens and Kimberly D. Tanner\*

Science Education Partnership and Assessment Laboratory, San Francisco State University, San Francisco, CA 94132

**H**ow do you conceptualize learning? Do you think of learning as a contractual agreement: the instructor performs certain actions to facilitate learning, and the student, in turn, explicitly or implicitly promises to behave in ways to receive that learning? Or do you think of learning in sociological terms: the learner, through what he or she learns, transforms his or her beliefs and becomes a more emancipated citizen of the world? Or perhaps you think of learning in psychological terms: learners are motivated, store facts in their minds, and create mental knowledge structures. All of these ways of conceptualizing learning can be beneficial in understanding how students learn and what makes teaching effective.



MIND, BRAIN, AND EDUCATION

# We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education

Mary Helen Immordino-Yang<sup>1</sup> and Antonio Damasio<sup>2</sup>

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npj | Science of Learning

[www.nature.com/npjscilearn](http://www.nature.com/npjscilearn)

REVIEW ARTICLE OPEN

## Learning and memory under stress: implications for the classroom

Susanne Vogel<sup>1</sup> and Lars Schwabe<sup>1</sup>

Exams, tight deadlines and interpersonal conflicts are just a few examples of the many events that may result in high levels of stress in both students and teachers. Research over the past two decades identified stress and the hormones and neurotransmitters released during and after a stressful event as major modulators of human learning and memory processes, with critical implications for educational contexts. While stress around the time of learning is thought to enhance memory formation, thus leading to robust memories, stress markedly impairs memory retrieval, bearing, for instance, the risk of underachieving at exams. Recent evidence further indicates that stress may hamper the updating of memories in the light of new information and induce a shift from a flexible, 'cognitive' form of learning towards rather rigid, 'habit'-like behaviour. Together, these stress-induced changes may explain some of the difficulties of learning and remembering under stress in the classroom. Taking these insights from psychology and neuroscience into account could bear the potential to facilitate processes of education for both students and teachers.

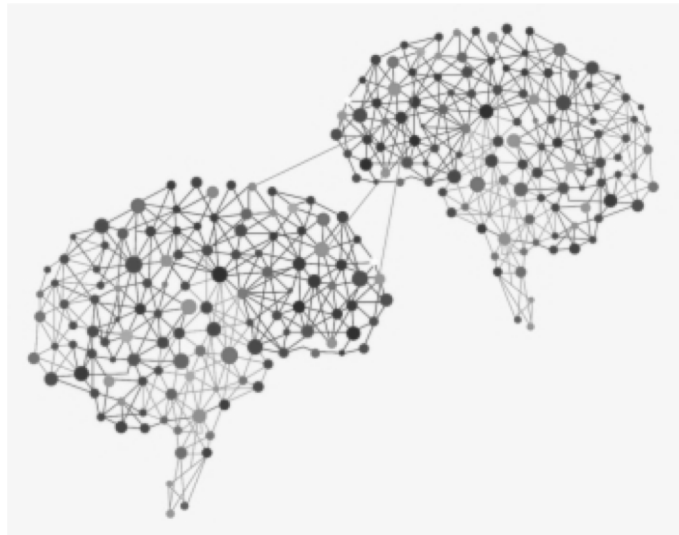
*npj Science of Learning* (2016) **1**, 16011; doi:10.1038/npjscilearn.2016.11; published online 29 June 2016

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## Why So Much Stress?

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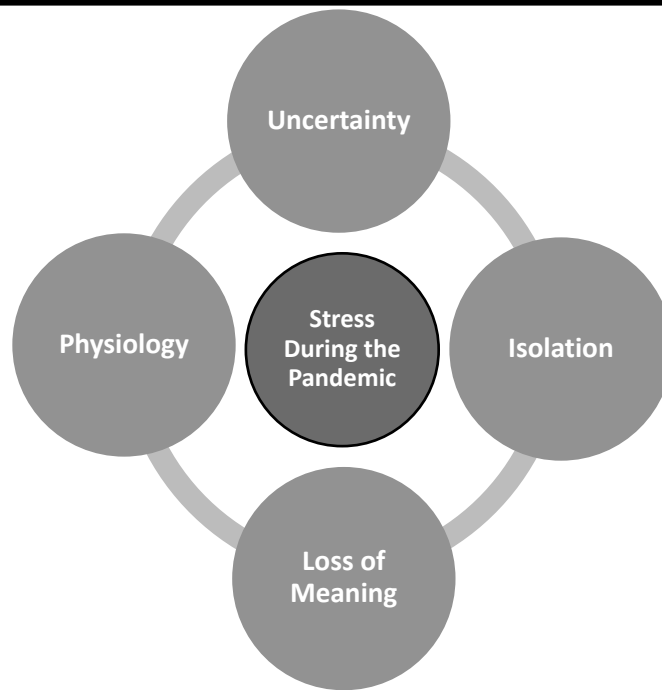
## Our Brains Evolved to Connect



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## What Prevents Connection & Integration?

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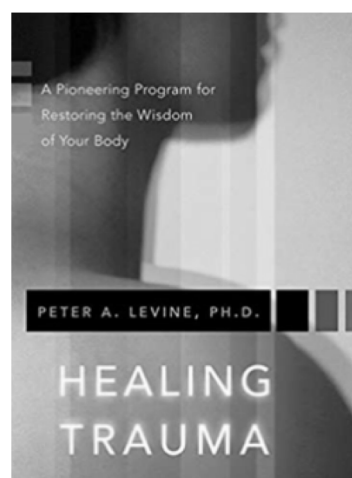
It's not typical stress.  
It's traumatic stress.

# What is Trauma?

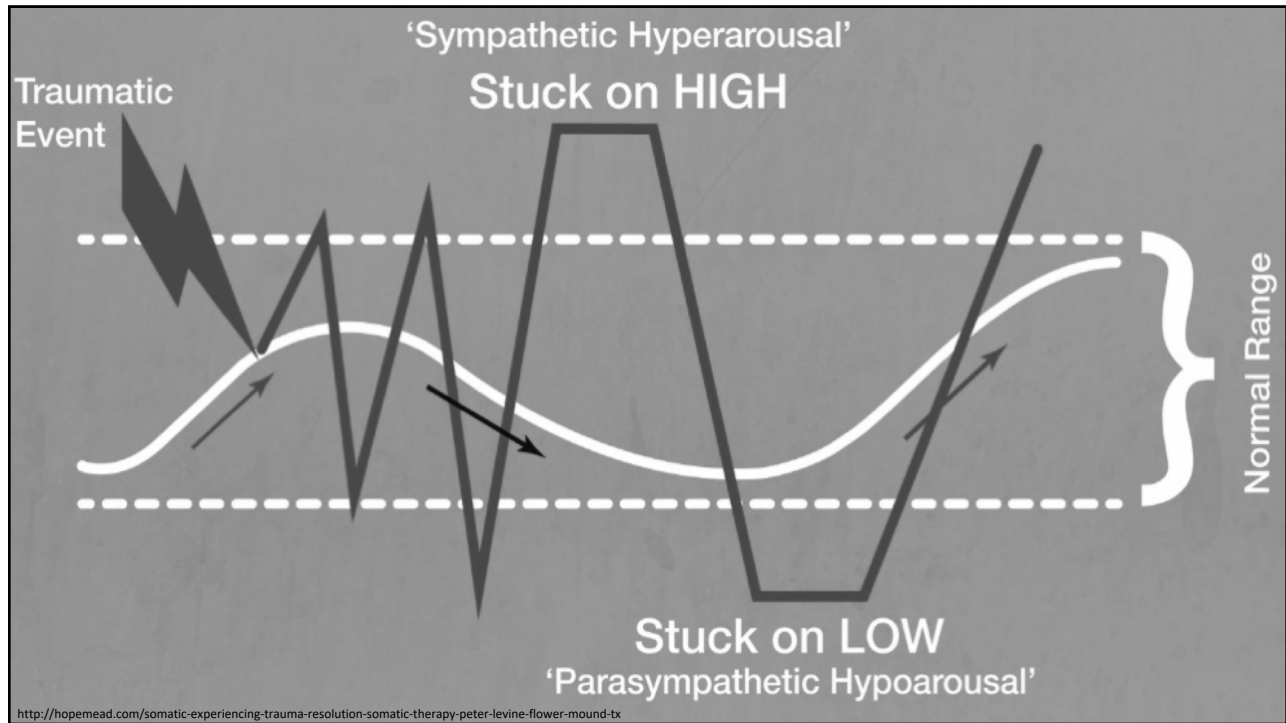
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# What is Trauma?

“It’s about being  
frightened or  
overwhelmed  
**beyond our capacity  
to rebound.”**



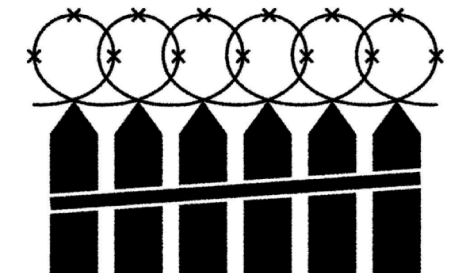
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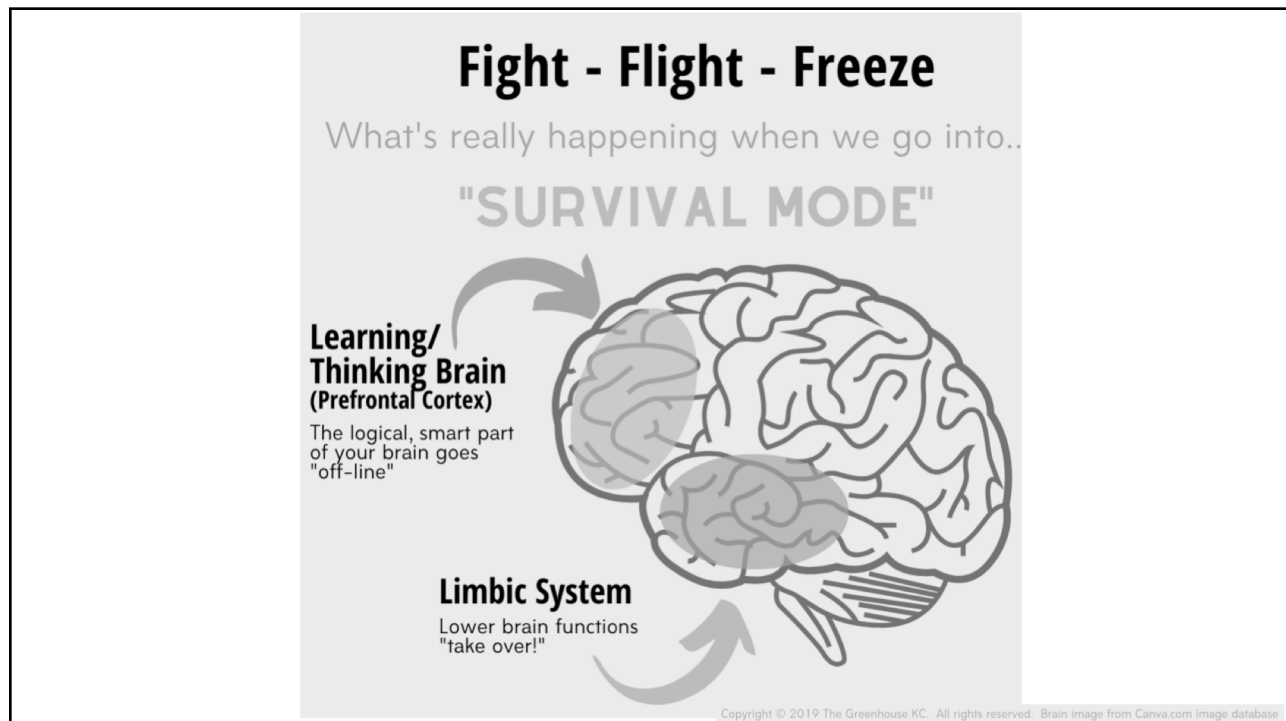
## I'm Sick of Asking Children to Be Resilient

It's time for reparations and resources and to not expect kids to  
"rise above."

May 12, 2020



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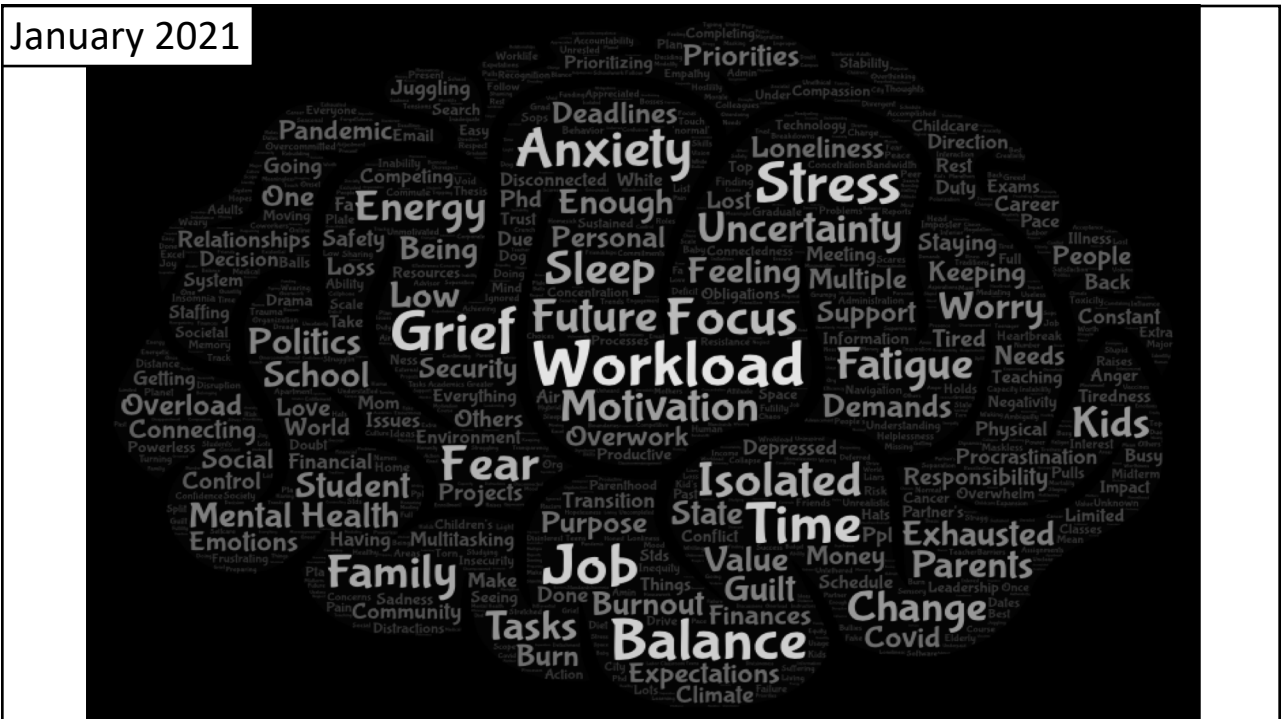


## “Helping the Helpers”

July 2020

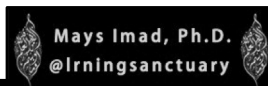


January 2021



## **Secondary Traumatic Stress (STS)**

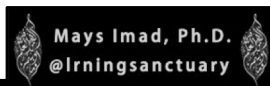
“It is the stress resulting from helping or wanting to help a traumatized or suffering person” (Figley, 1995).



**How do you know if you are  
experiencing STS?**

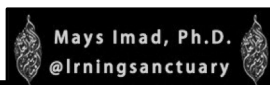


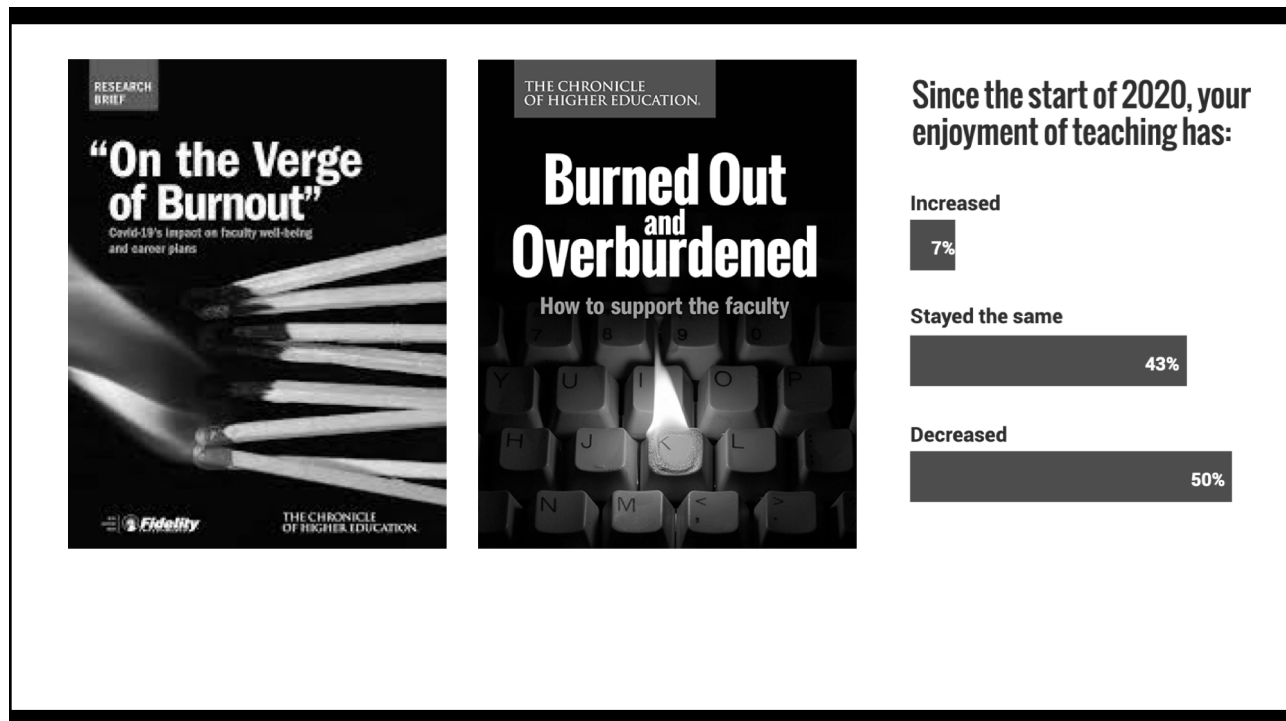
“[A]nyone who has extended contact with trauma victims or traumatic material is at risk of vicarious traumatization”  
(Wasco & Campbell, 2002).



## Risk Factors

1. Repeated exposure to students' adversities and trauma.
2. Personal trauma.
3. Chronic stressors.
4. Workload.

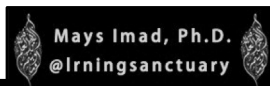




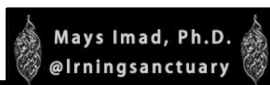
## Protective Factors

1. Intentional self-care.
2. Education about trauma.
3. Emotional competency.
4. Social support & advocacy.

# NOT ONLY ABOUT SELF-CARE

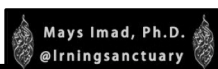


# Transforming Systems



**Trauma shatters our assumptions  
about the benevolence of the world,  
the meaningfulness of the world, and  
our sense of self and self worth.**

**Trauma is Relational**



## **Trauma Impacts:**

Our sense of safety.

Our sense of self and autonomy.

Our sense of place in the world and belonging.

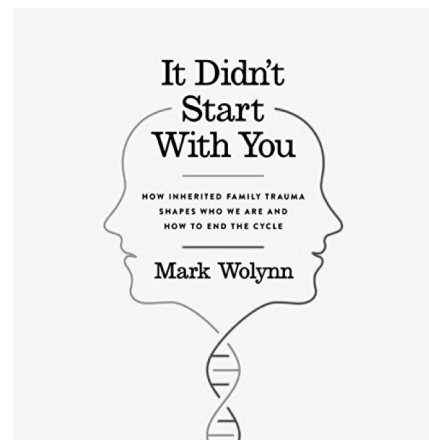
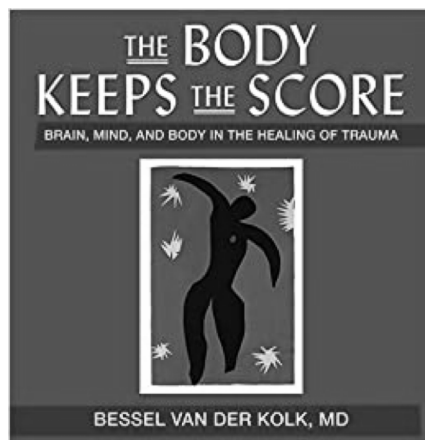
Our sense of meaning and purpose.

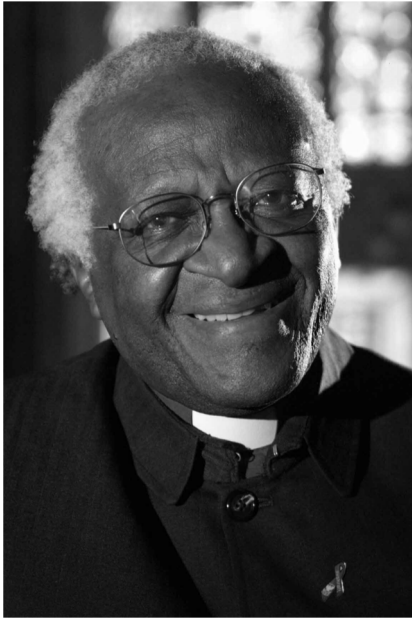
Our communities, today and in the future.



## Why this Matters?

## Why this Matters?

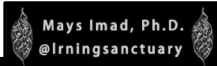




## Desmond Tutu

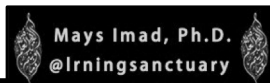
"We have hardships  
without becoming hard.  
We have heartbreak  
without being broken."

– *The Book of Joy*



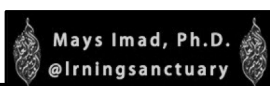
## We can choose to:

1. Do Nothing.



## **We can choose to:**

1. Do Nothing: Remain passive, ambivalent, romanticize hopelessness.



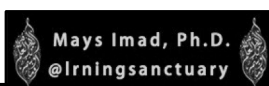
## **We can choose to:**

1. Do Nothing: Remain passive, ambivalent, romanticize hopelessness.
2. Do Something.



## **We can choose to:**

1. Do Nothing: Remain passive, ambivalent, romanticize hopelessness.
2. Do Something: (a) repeat what we've been doing

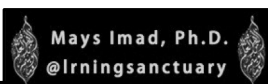


**We don't just “get over it” and go on as business as usual—we need an intervention.**

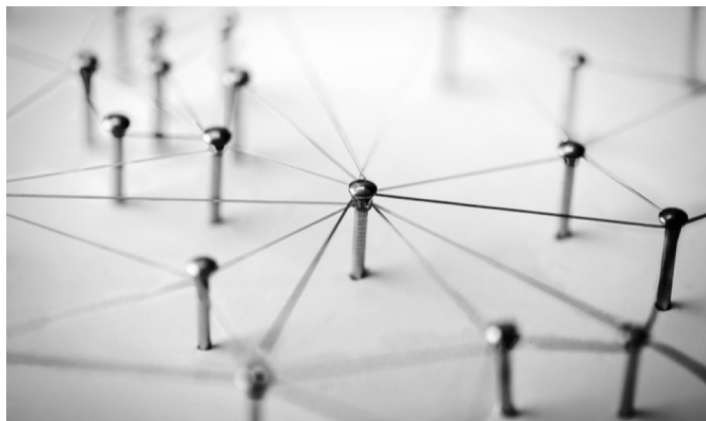


## We can choose to:

1. Do Nothing: Remain passive, ambivalent, romanticize hopelessness.
2. Do Something: (a) repeat what we've been doing, or (b) **forge a new way.**



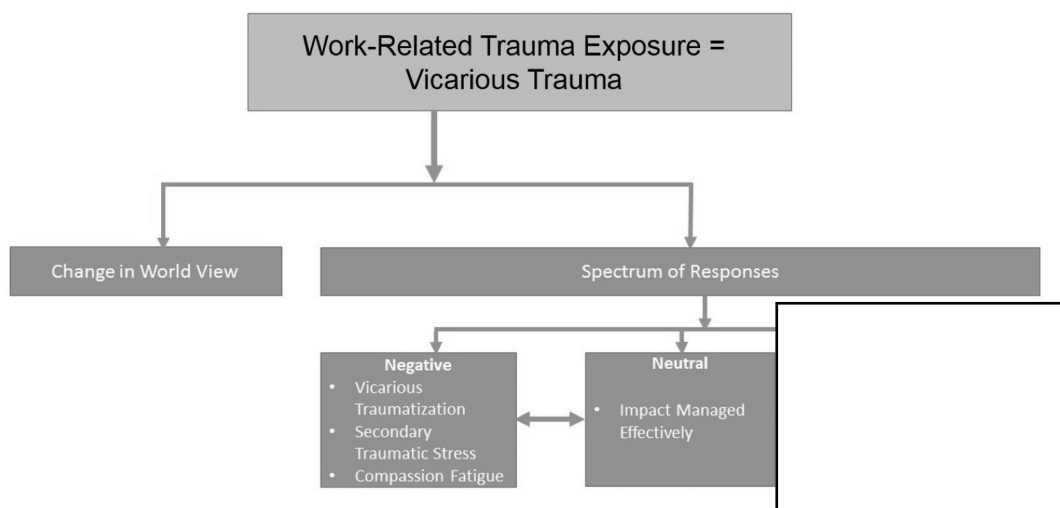
## Healing Through Relationships



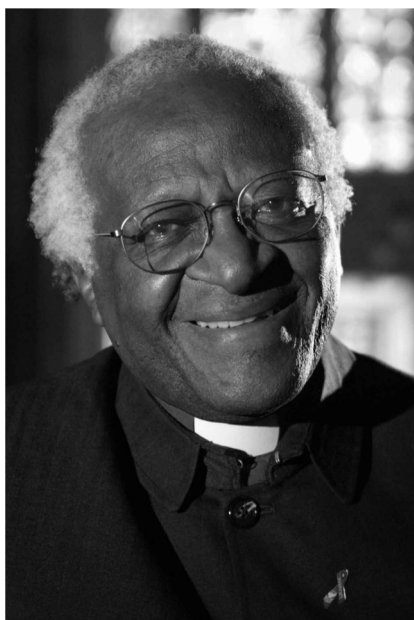
Interdependent Relationships with  
the Earth & its Inhabitants



## Vicarious Trauma Toolkit Model



<https://ovc.ojp.gov/program/vt/what-is-vicarious-trauma>



**Desmond Tutu**

**“I learned to be a human  
from other human beings.”**

“We are bound up together. We  
are bound up and can be human  
only together.”

– *The Book of Joy*



Trauma-Informed Education requires having an awareness of our students' past and present experiences and the effects of those experiences on students' well-being and their ability to engage with the materials and learn. We must be able to recognize trauma in ourselves and our students. We need to be intentional to promote safe environments that cultivates connectedness, meaning , and empowerment.

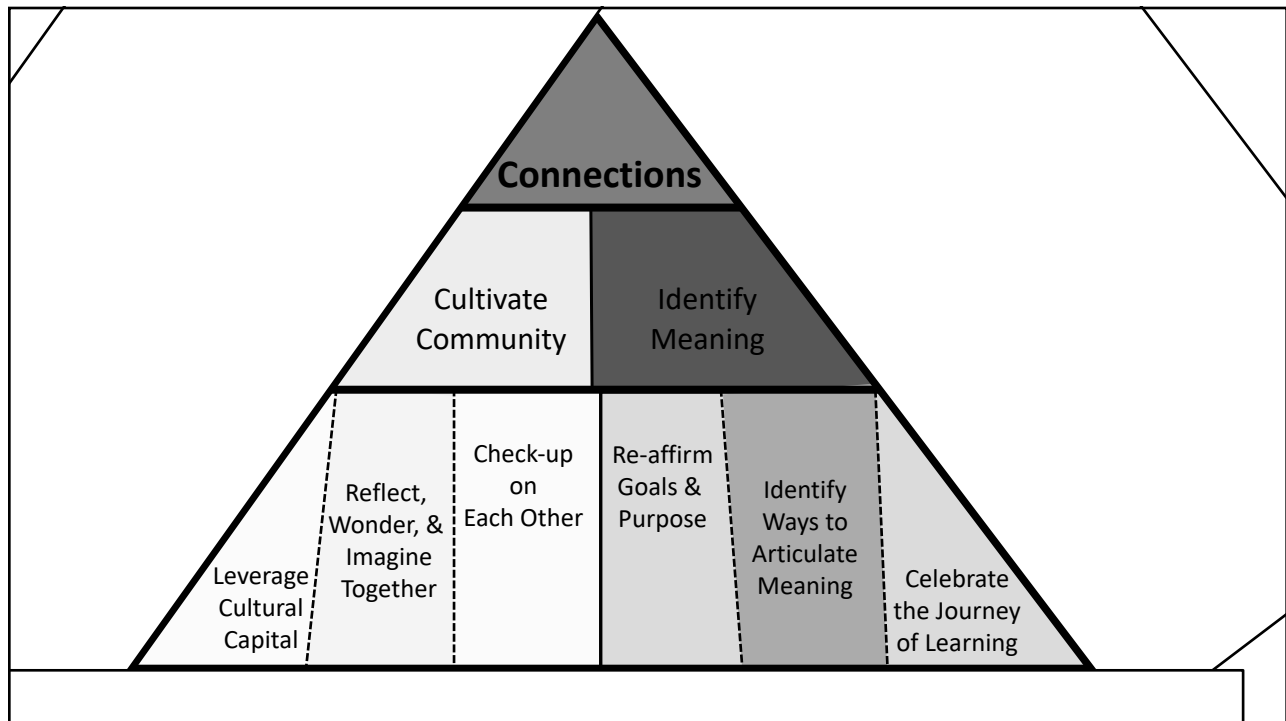
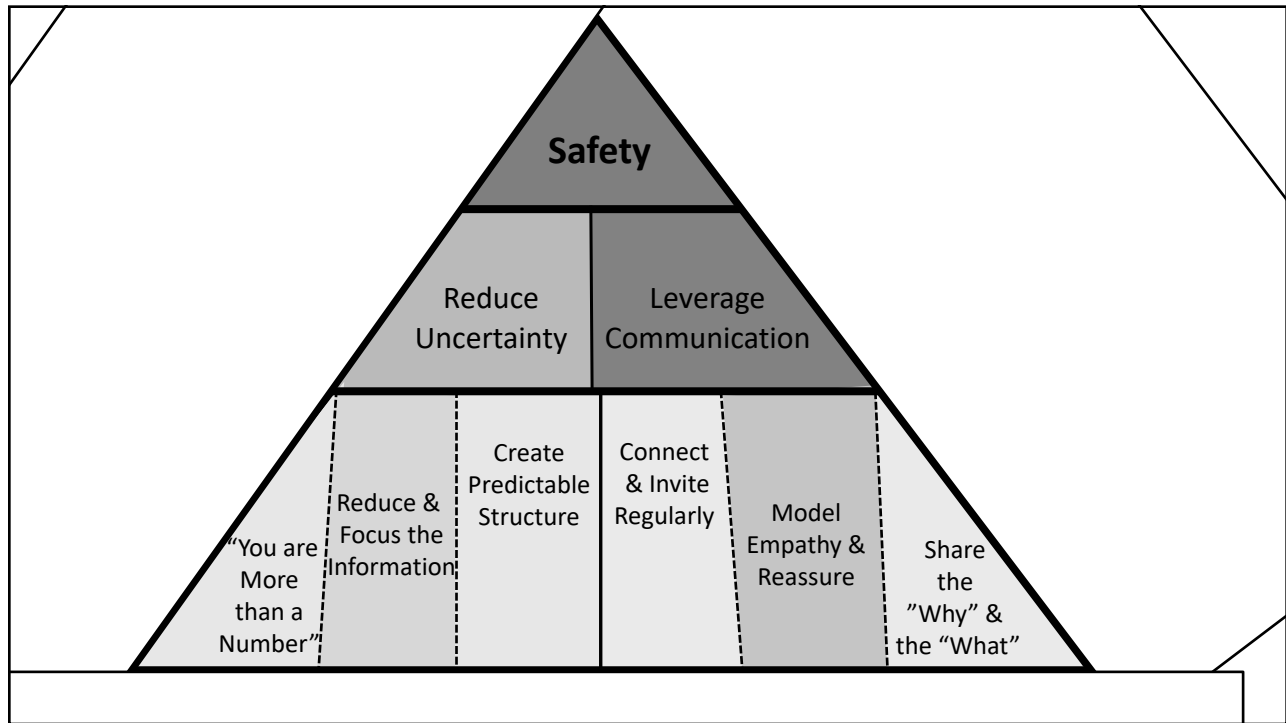
## 6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

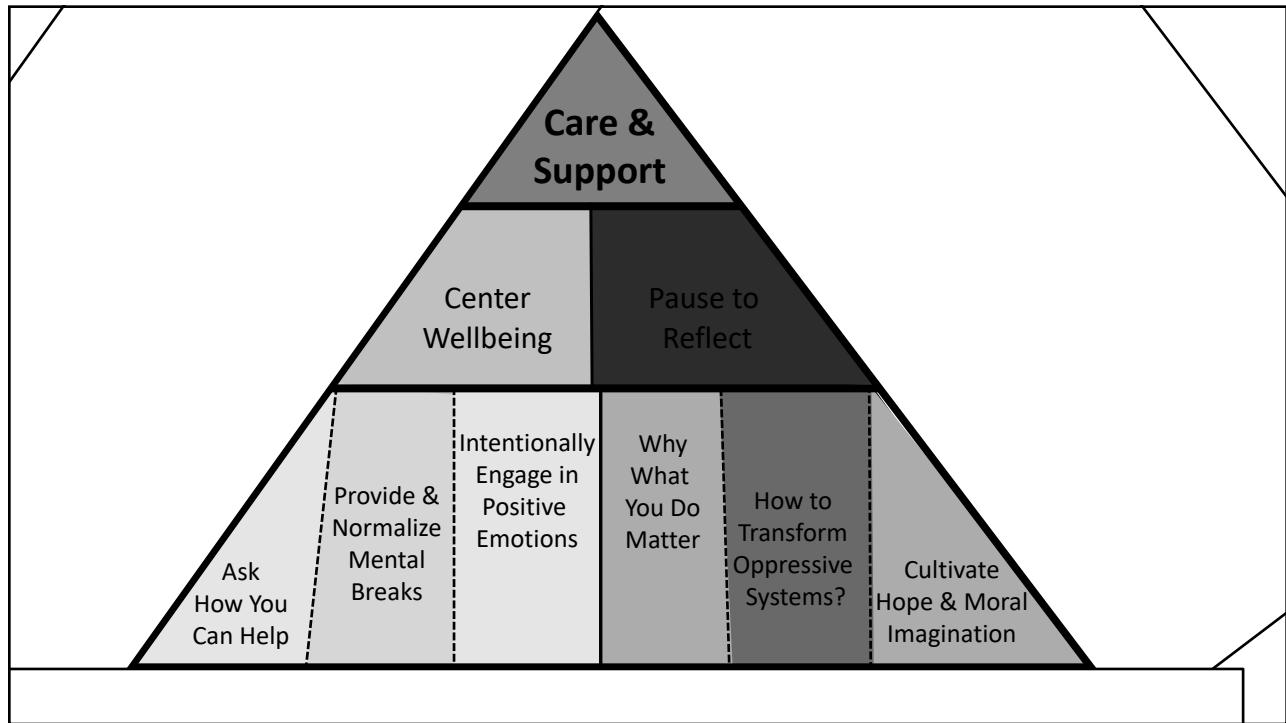
The CDC's Office of Public Health Preparedness and Response (OPHPR), in collaboration with SAMHSA's National Center for Trauma-Informed Care (NCTIC), developed and led a new training for OPHPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work. Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



Adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level. On-going internal organizational assessment and quality improvement, as well as engagement with community stakeholders, will help to imbed this approach which can be augmented with organizational development and practice improvement. The training provided by OPHPR and NCTIC was the first step for CDC to view emergency preparedness and response through a trauma-informed lens.

Three preconditions for every student to thrive in life: feeling safe, experiencing meaningful connections, and having support & resources.





“I live a hope despite my knowing better”



James Baldwin

Questions

STOP HERE

## What is Your Coping Plan?

1. What it means to negotiate with your brain? Is this worth your cortisol? Will this matter in 6 months?
2. Give yourself permission to not be perfect. Allow for incremental movement forward.
3. Ruminates on the positive. I am a good person because \_\_\_\_\_.
4. Have a distraction plan to break your worry loop when it shows up.
5. Develop back up plans. Anticipate rather than expect.
6. Move. Laugh. Create. Write your story.
7. Hold your hand. Hug yourself.
8. Document hope and Beauty.
9. Taper your empathy. Lovingly saying “no”
10. What happens when you are about to crash? Whom will you contact?
11. Check up on your colleagues.
12. Detach from the outcome.
13. Don't take things personally.

## Trauma-Informed Pedagogy **MISCONCEPTIONS:**

- **M#1:** Trauma-informed pedagogy requires that we have training in social work or clinical psychology.
- **M#2:** There are no rules and students can “get away” with anything.
- **M#3:** Trauma-informed pedagogy means having lower academic expectations.
- **M#4:** Trauma-informed pedagogy is a model only for high-poverty schools.
- **M#5:** Trauma-informed pedagogy is just for students who have experienced trauma.

