

Moving Beyond Trauma

Understanding the Five Traits of Resiliency
February 17, 2021

Dr. Sandy Addis
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The National Dropout Prevention Center

A non-profit research and design studio for educators

- **Mission is to provide services and resources to support those who work to improve graduation outcomes.**
- **Founded in 1986. Nations oldest and most utilized dropout prevention resource.**
- **14 staff members – 30 consultants – 13 researchers**
- **Supports schools, districts, and states across nation.**
- **Research – strategies - publications – guides – films – reports – tools – conferences – institutes – professional development – program analysis and review – policy recommendations**

Today's Topics

The Trauma Problem

The Pandemic Context

The Resiliency Solution

IMPROVING SCHOOL OUTCOMES FOR TRAUMA-IMPACTED STUDENTS



National Dropout Prevention Center TRAUMA-SKILLED SCHOOLS MODEL

John Gailer
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Lynn Dunlap

with Introduction by Dr. Bill Daggett and Ray McNulty



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CENTER



“Over the last 15 years we have noticed a steady and at times overwhelming shift in the challenges that are presented to our schools. High numbers of students are negatively impacted by trauma and adverse childhood experiences.

The recent pandemic, school shutdowns, and social unrest have now dramatically increased the incidence and impact of trauma for our youth.

For trauma-impacted students, doubling down on instruction is not likely to produce increased content mastery.

Educators are attempting to become more “trauma informed” and “trauma sensitive”. Action, however, not just information and sensitivity, is required.”

Dr. Bill Daggett

Some Things We Concluded.....

- Trauma/stress among students is widespread and increasing.**
- Trauma/stress is a primary root cause of academic failure and dropout.**
- Schools are successful with some trauma-impacted students but not with others.**
- Current trauma solutions are good but insufficient.**
- Trauma-impacted students succeed when their basic resiliency is restored.**
- A trauma action gap currently exists.**
- The trauma/dropout issue can be resolved by a district-wide, tier-one, initiative that prepares all staff to impart essential resiliency skills to all students.**

We must assume that most, if not all, of our children are negatively impacted by childhood stress and trauma, and that the specifics of most traumas may never be identified.

School Outcomes for Many Trauma-Impacted Students

- **Unacceptable behavior**
- **Poor attendance**
- **Academic failure**
- **Grade retention**
- **Failure to graduate**

If A = B and If B = C

Then A = C

If Trauma = Behavior and Learning Problems

and

If Behavior and Learning Problems = Dropouts

then

Trauma = Dropouts

Complications of Pandemic and Shutdown

- Pandemic and shutdown add new traumas for students and educators.**
- Lockdown and isolation add new and magnify existing home and family traumas.**
- Virtual instruction denies educators the opportunity to spot traumas and to make referrals.**
- Virtual instruction makes educator behaviors that help students overcome trauma more difficult.**
- We may lose contact with some of our most at-risk students during school shutdown.**

SYLVA MAN CHARGED WITH CHILD ABUSE AFTER INCIDENT CAPTURED DURING ONLINE CLASS

Sylva police say the incident took place Aug. 19 during a remote learning session involving a 13-year-old child.

Sylva police say that a recorded class shows the girl at home and a man wrapping his arm around the child's jawline and squeezing tightly. After a few seconds, the child is released and begins to cry, then, they say she was struck in the head.

WLOS-TV, Asheville, NC

Recent Headline

The number of Greenville students failing has tripled this year, report cards show

Ariel Gilreath

Greenville News, Greenville, SC

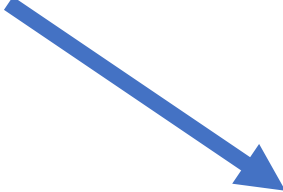
November 11, 2020

At-Risk Student's Return-to-School Experience

School was closed.
I did virtual instruction.
It was OK – I guess

At-Risk Student's Return-to-School Experience

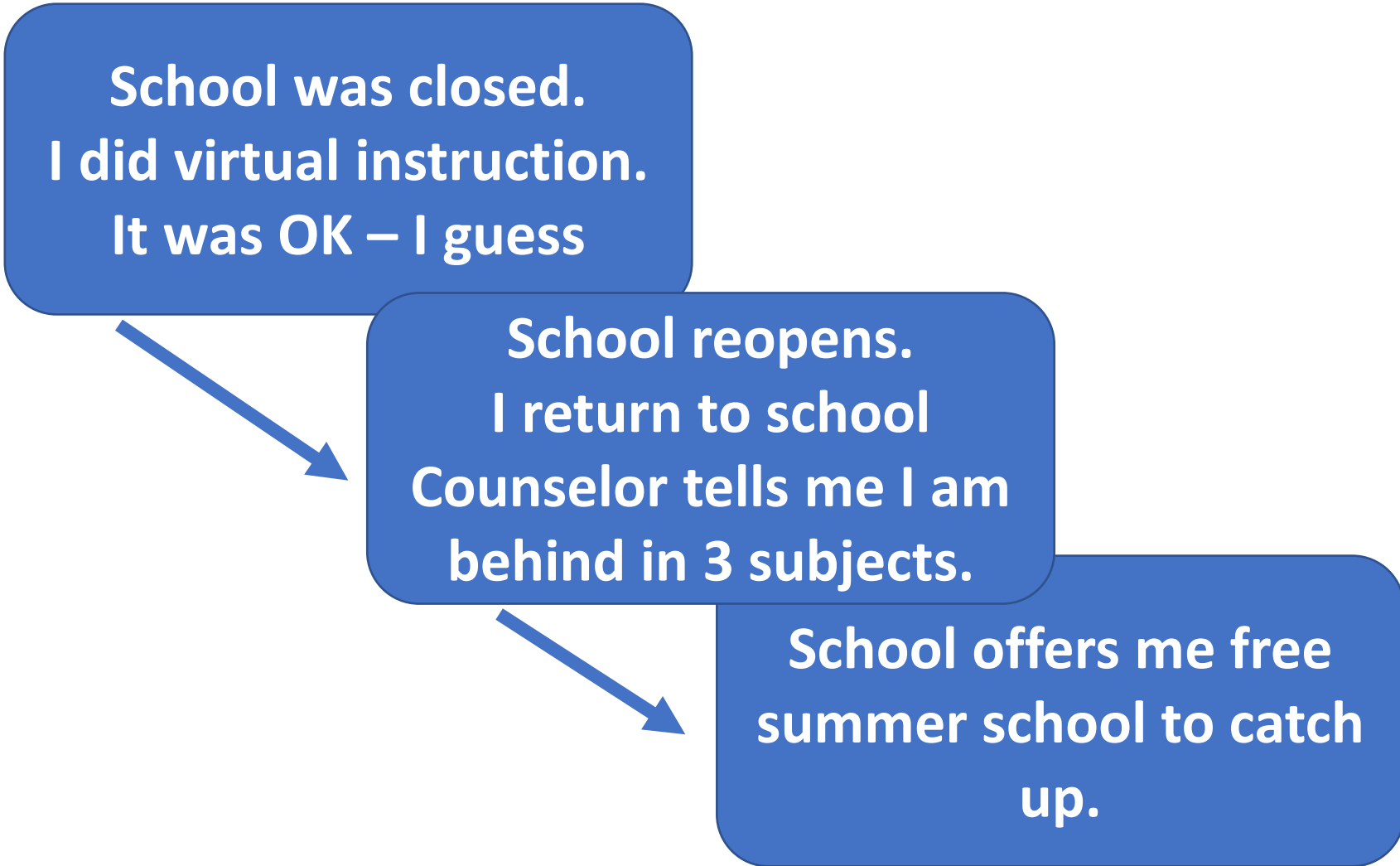
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School reopens.
I return to school
Counselor tells me I am
behind in 3 subjects.

At-Risk Student's Return-to-School Experience

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graph TD; A["School was closed. I did virtual instruction. It was OK – I guess"] --> B["School reopens. I return to school. Counselor tells me I am behind in 3 subjects."]; B --> C["School offers me free summer school to catch up."];
```

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This is too much.....
I QUIT

Nevada 4-Year Cohort Graduation Rates

2016	2017	2018	2019	2020
73.6 %	80.9 %	83.2 %	84.1 %	82.6 %

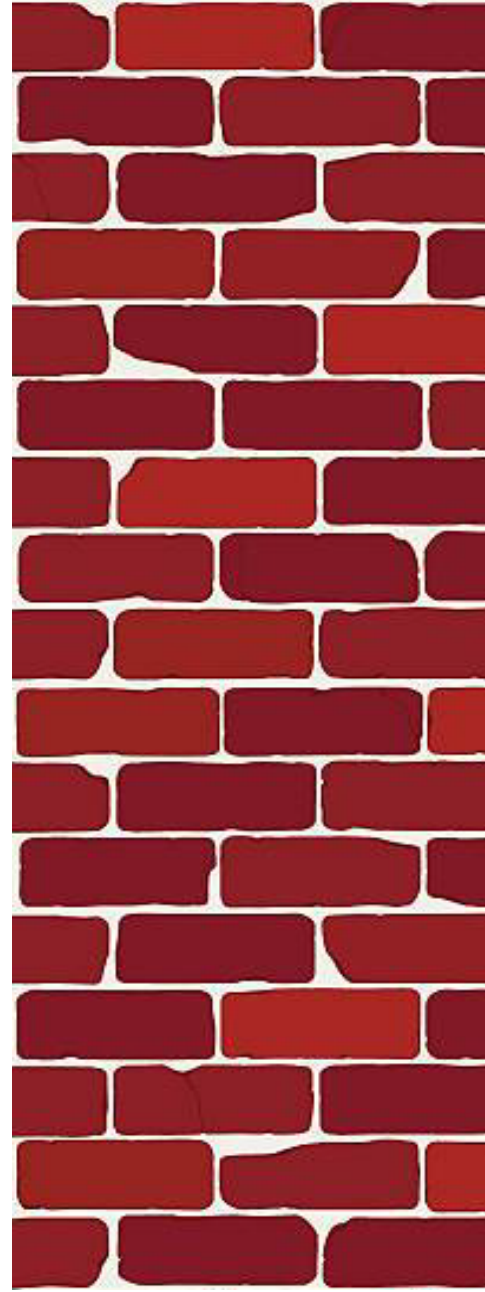
Clark County 4-Year Cohort Graduation Rates

2016	2017	2018	2019	2020
74.2 %	83.2 %	85.2 %	85.8 %	83.2 %

Trauma & Stress



Trauma-Impacted Student



Desired Behavioral Outcomes



Desired Learning Outcomes

Some trauma-impacted students learn and succeed and some do not?

Why?

Some educators and schools understand the impact of trauma.

Some do not.

Some educators interact successfully with trauma-impacted students.

Some do not.

Some schools rebuild resilience of trauma-impacted students.

Some do not.

Typical School Response to the Issue.....

Train Teachers on the Issue

Hire a Specialist

Trauma-Informed

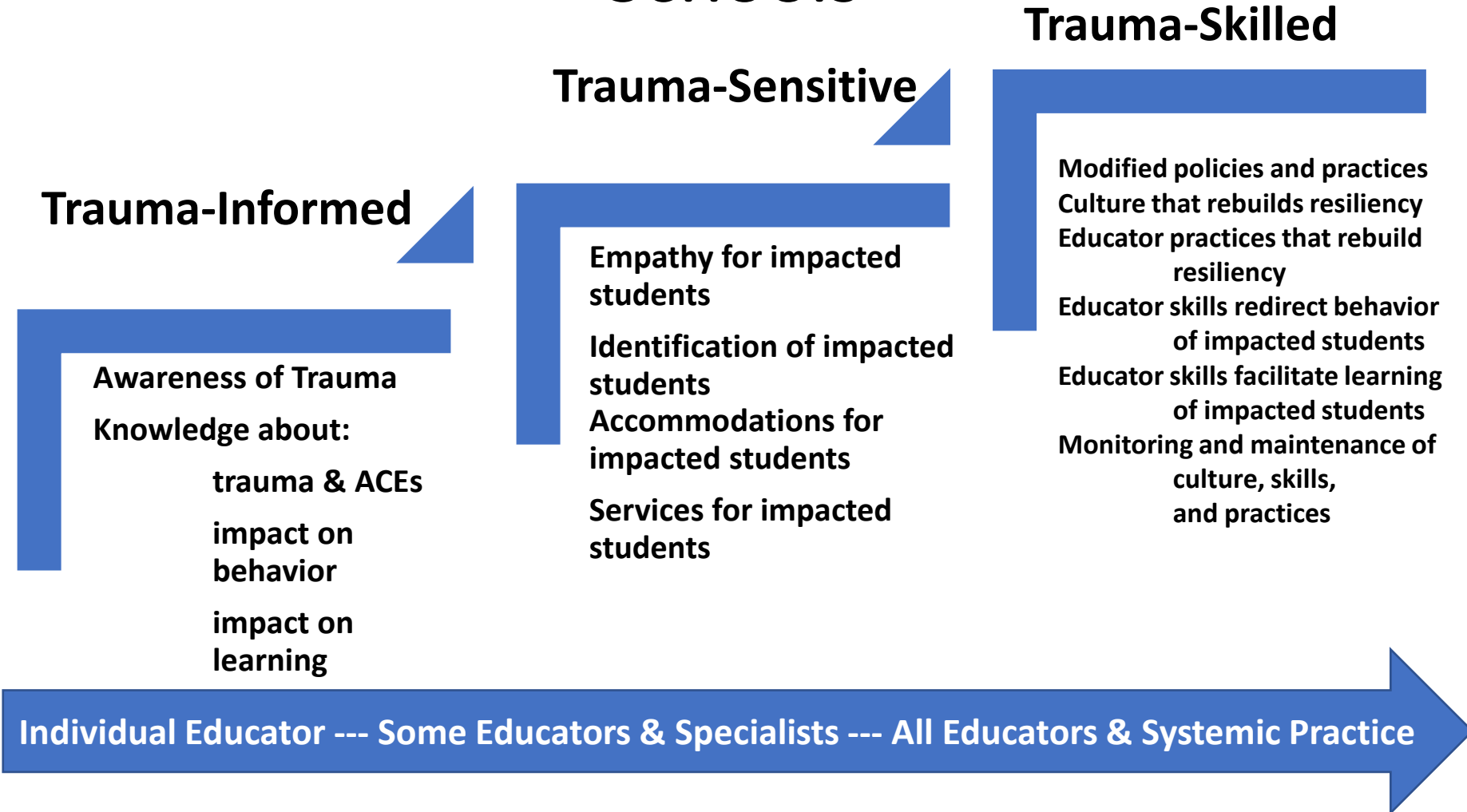
vs.

Trauma-Sensitive

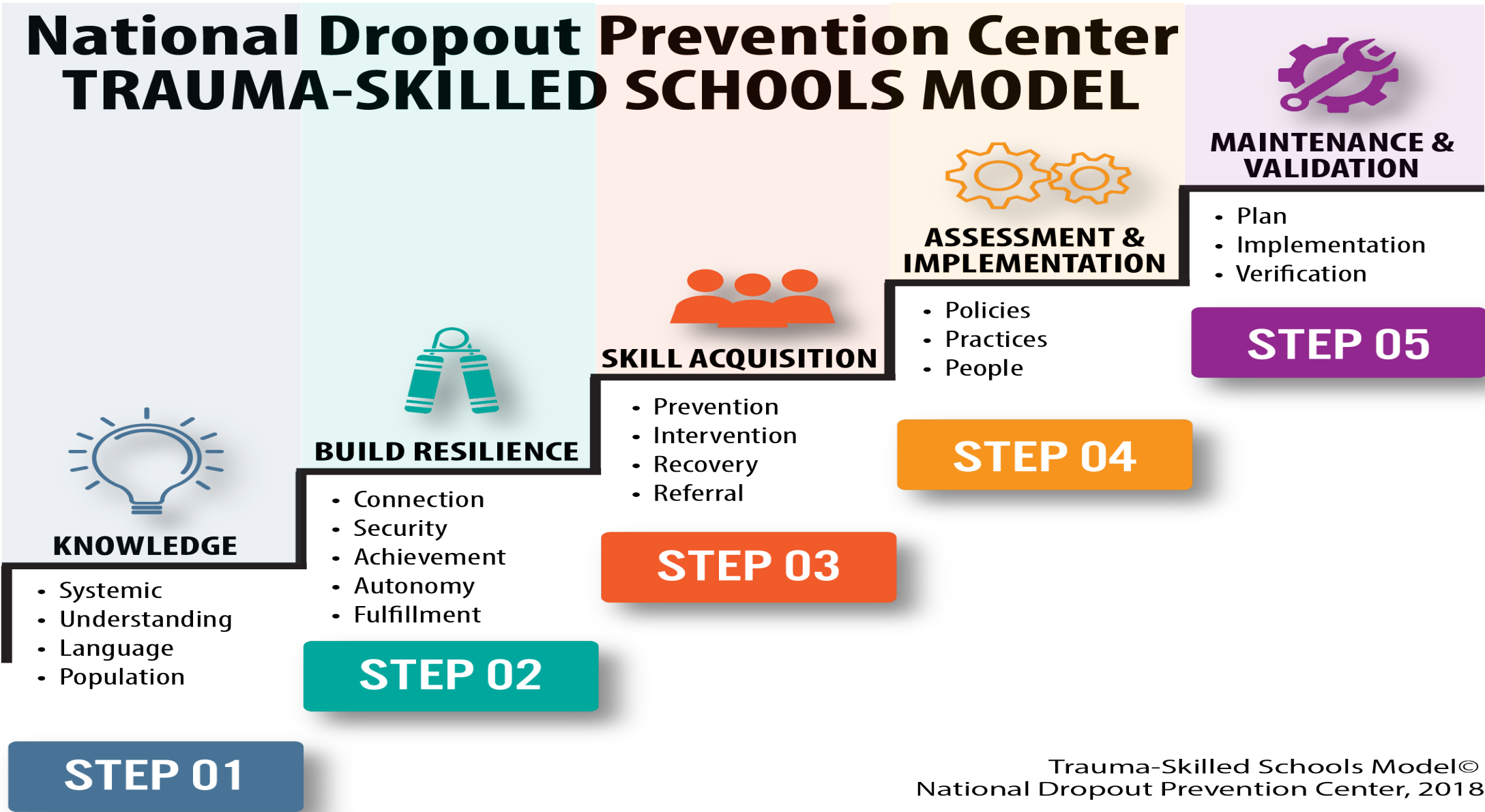
vs.

Trauma-Skilled

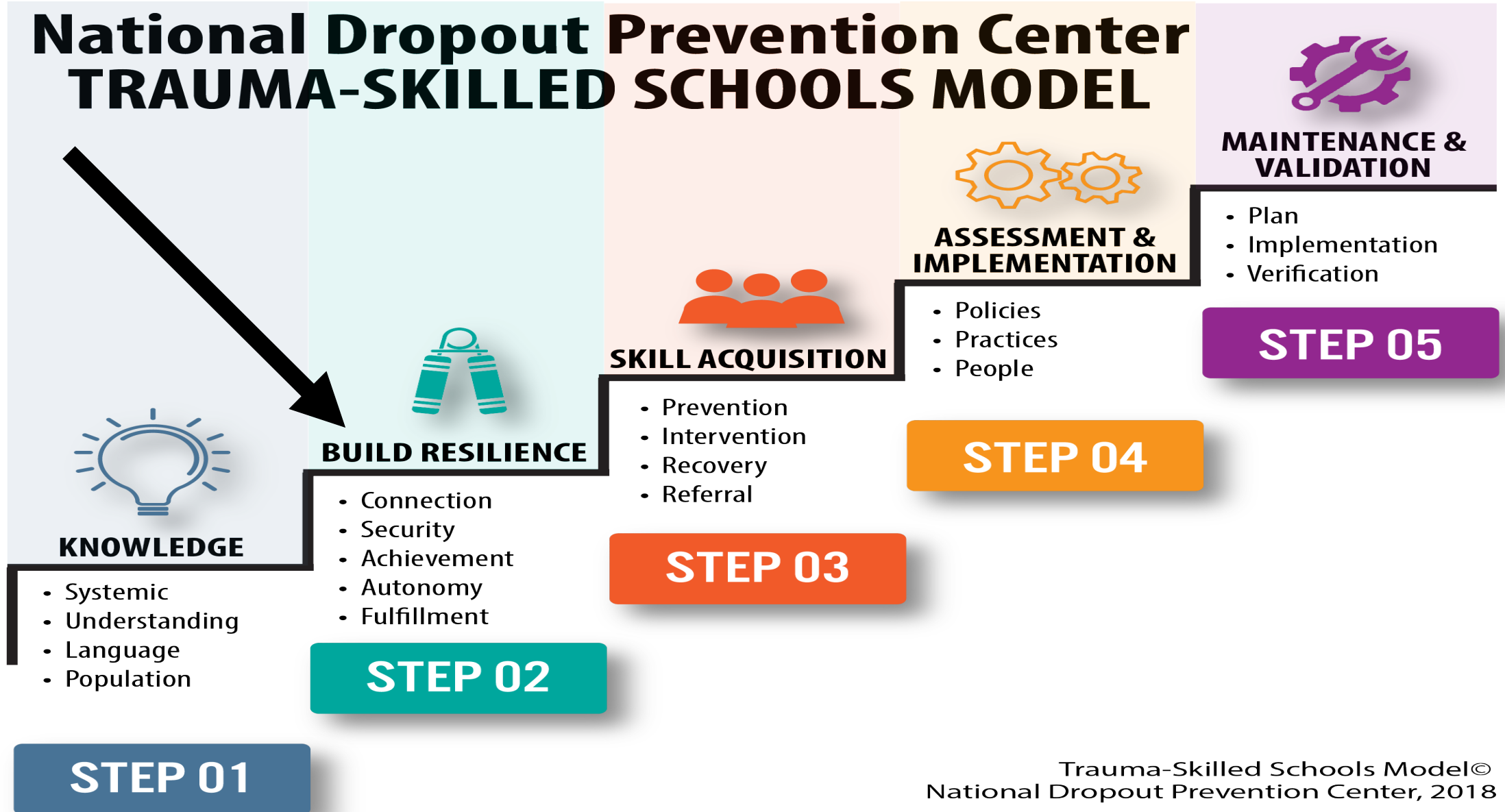
Trauma-Skilled Continuum for Educators & Schools



National Dropout Prevention Center TRAUMA-SKILLED SCHOOLS MODEL



National Dropout Prevention Center TRAUMA-SKILLED SCHOOLS MODEL



Trauma-Impacted Students Tend to Be Deficient in (but need) 5 Essential Resilience Factors

- Connection
- Security
- Achievement
- Autonomy
- Fulfillment

Resiliency Factor - Connection

- Trauma-impacted students tend to have difficulty establishing positive interpersonal connections with caring adults.
- Trauma-impacted students are more likely to succeed if they can achieve positive connections with educators.
- Positive connections are more difficult to establish in a virtual environment.

Building Connections in A Virtual Environment

- Use live instruction whenever possible.
- Mix one-on-one instruction with group instruction.
- Make time for off-content communication.
- Establish and maintain personal availability.

Resiliency Factor - Security

- Trauma-impacted students tend to experience insecurity in uncertain situations.
- Trauma-impacted students are more likely to succeed when they feel secure.
- Pandemic, school closure, and unrest make students feel more insecure.

Establishing Security in A Virtual Environment

- Security means safety, belonging, and predictability.
- Maintain routine and consistency of practice.
- Let students know that you are their advocate.
- Maintain optimism for secure future.

Resiliency Factor - Achievement

- Trauma-impacted students tend to perceive themselves as low achievers.
- A sense of individual achievement fosters success of trauma-impacted students.
- Individual achievement is more difficult to reinforce in a virtual environment.

Fostering Achievement in a Virtual Environment

- Remember that achievement is an individual perception.
- Create achievement recognition for every individual student.

Resiliency Factor - Autonomy

- Trauma-impacted students tend to believe that they lack choices and control.
- Trauma-impacted students are more likely to succeed when they develop a sense of choice and control.
- Individual student options and choice are difficult to offer in a virtual environment.

Building Autonomy in A Virtual Environment

- Allow students to chose how they will demonstrate mastery of content.
- Allow students options for how they complete assignments.
- Reinforce the choices that students make.

Resiliency Factor – Fulfilment

- Trauma-impacted students typically do not experience doing good for others.
- Trauma-impacted students are more likely to succeed when they experience reinforcement for doing good.
- Creating opportunity for doing good (service learning) is difficult in a virtual environment.

Fostering Fulfillment in A Virtual Environment

- Integrate service and good deeds with instruction.
- Individualize the opportunities for service and good.
- Reinforce individual service and good.

Trauma-Impacted Students Tend to Be Deficient in (but need) 5 Essential Resilience Factors

- Connection
- Security
- Achievement
- Autonomy
- Fulfillment

Trauma & Stress



Trauma-Impacted Student



Desired Behavioral Outcomes



Desired Learning Outcomes



Trauma-Skilled Schools
VIRTUAL INSTITUTE

<https://bit.ly/022021TTSVI>



March 9, 11, 16, 18

3:30–5:00 pm ET



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