

Stop the Violence

...

Start the Healing

Schools Responding to Trauma In & Out of Schools

engage. empower. enlighten.

Lovie J. Jackson Foster
PhD, MSW

~

In Collaboration with
Ray C. Logan, PhD



University of
Pittsburgh

School of Social Work



No end and no beginning

“My **life** is an ongoing
battle to hold onto my
child.”



Overview

- Student experiences and outcomes of emotional stress
- Trauma's effect on the brain
- Relationship-Boundary Behavior Model
- Preventive interventions in/outside of schools

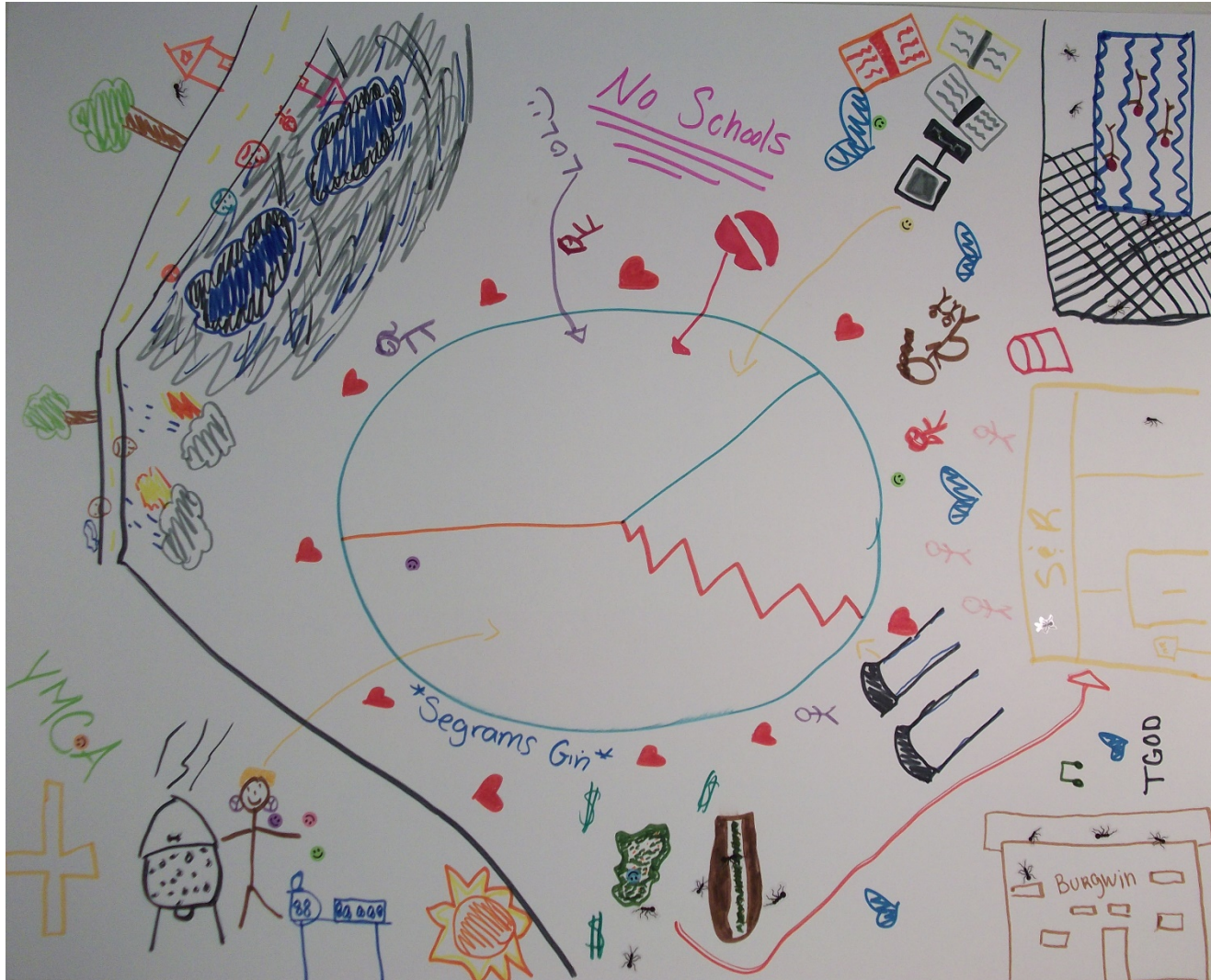


Pittsburgh's Black Boys/Young Men





Pittsburgh's Black Girls/Young Women

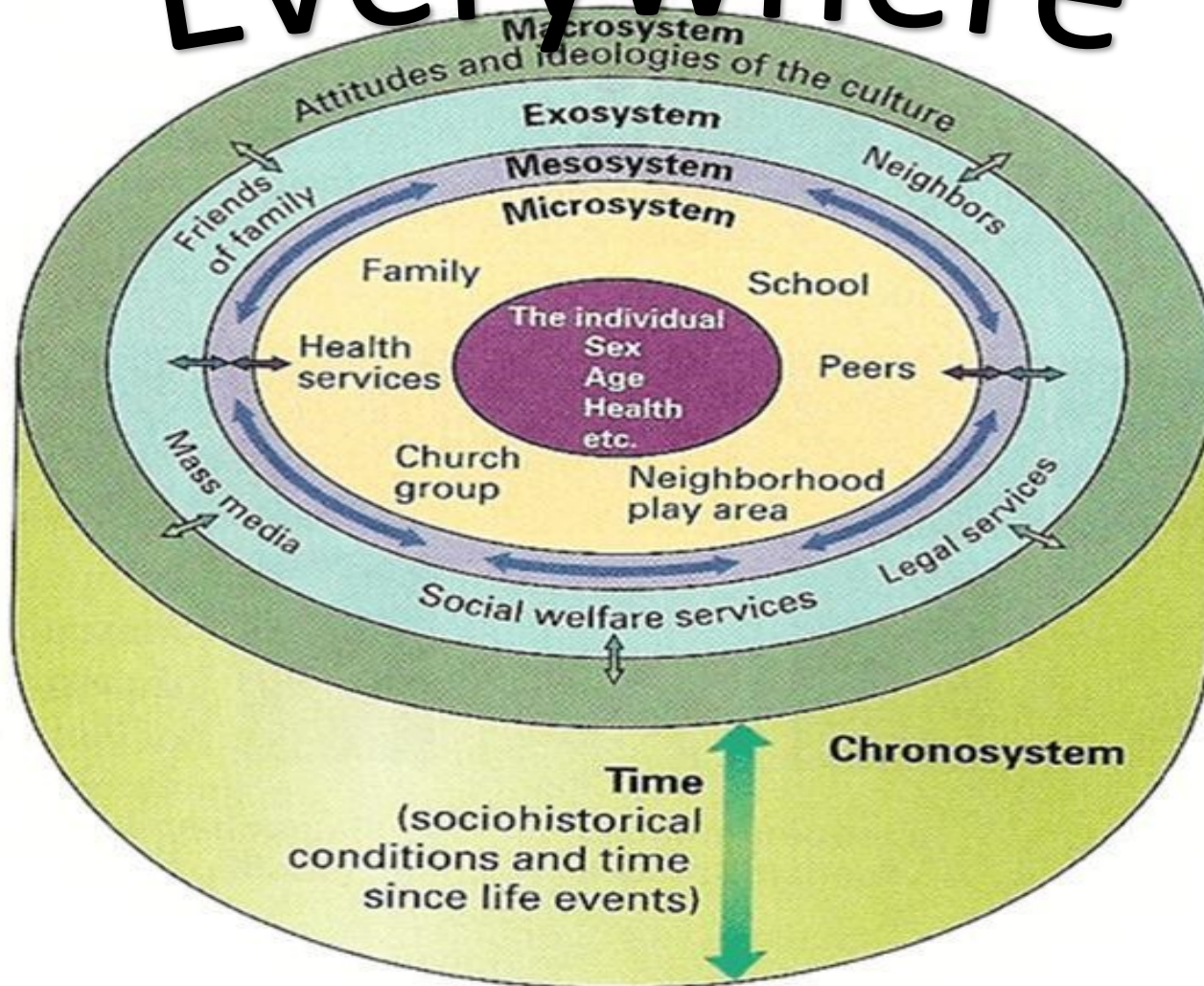




Stress & Systemic Trauma

are

Everywhere





University of Pittsburgh School of Social Work
**Youth, Families,
Communities...
Consumed**



by Terror

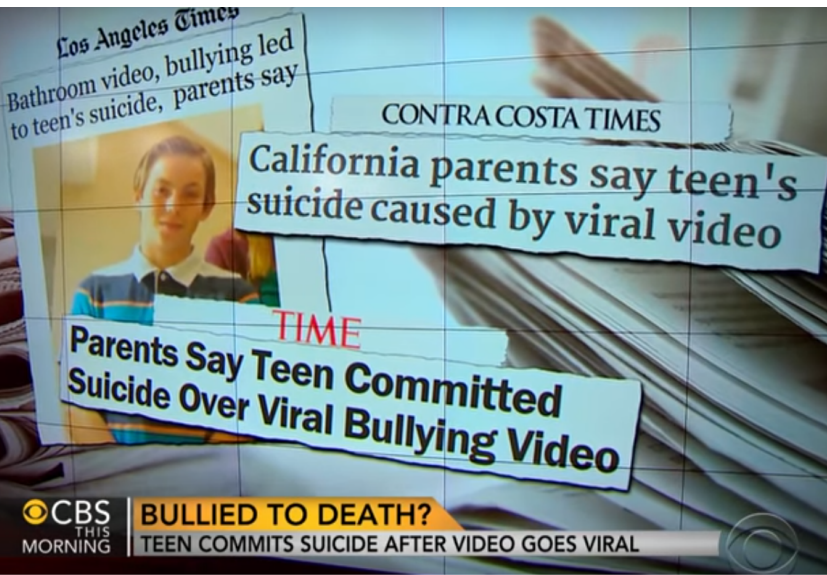


Officer who killed Texas teen Jordan Edwards has been fired, police say

Balch Springs police Officer Roy Oliver, a six-year veteran, can appeal his termination, the police chief said Tuesday.



Outcomes

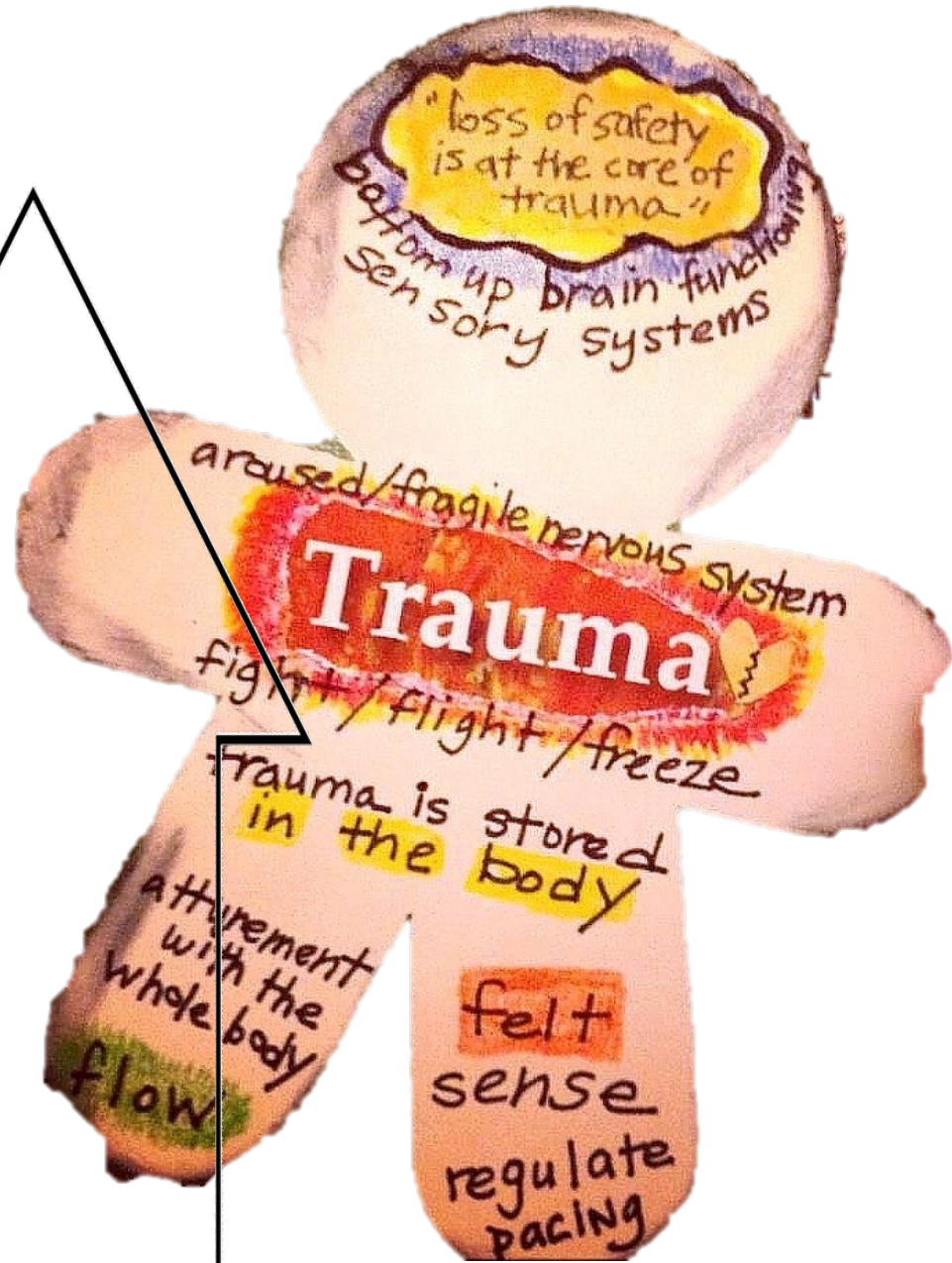


Seven-year-old autistic girl attempted suicide after alleged bullying at elementary school





Traumatized students in the context of Schools



Fearful
Anxious
Depressed
Angry
Spaced-out
Distracted
Disorganized
Uneasy
On edge
Not ready to Learn !

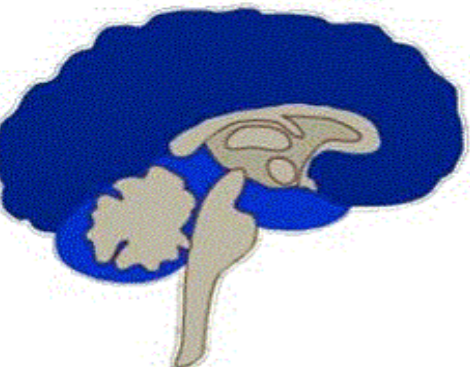
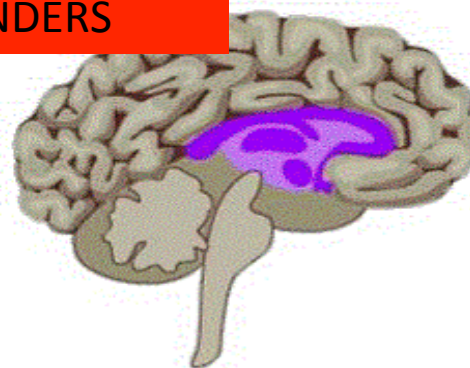
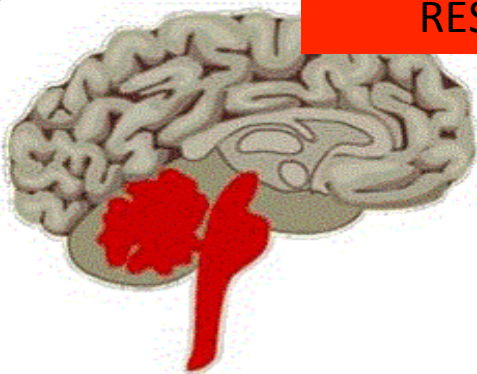


Trauma + School ≠ Academic Success

Triune Brain Theory

Lizard Brain	Mammal Brain	Human Brain
Brain stem & cerebellum	Limbic System	Neocortex
Fight or flight	Emotions, memories, habits	Language, abstract thought, imagination, consciousness
Autopilot	Decisions	Reasons, rationalizes

↑TRAUMA
RESPONDERS



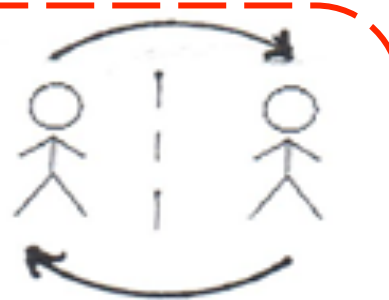
↓cognitive functions



Relational Trauma Needs Relational Healing

Relationship-Boundary Behaviors

- 1. Too far in /Violation
- 2. Appropriate Space/Here for me
- ○ 3. Too far away /Abandonment



- 1. Too far in /Violation
- 2. Appropriate Space/Here for me
- ○ 3. Too far away /Abandonment

Too far in /Violation

1. ○

Appropriate Relationship
Boundary Space/
Here for me

2. ○○

Too far away
/Abandonment

3. ○ ○

“Abusive”

Being Dis’d
Criticizing
Hitting
Shaming
Name calling

“Responsive”

Here-for Me
Respecting
Nurturing
Connecting
Comforting
Responding

“Neglectful”

Ignoring
Rejecting
Isolating
Withdrawing



School Responses to Trauma

- Education/Curriculum
- Awareness and Connection
- Relationship Models
- Youth-Engaged Communities



Honest History for Educators & Students

Re-write history RIGHT

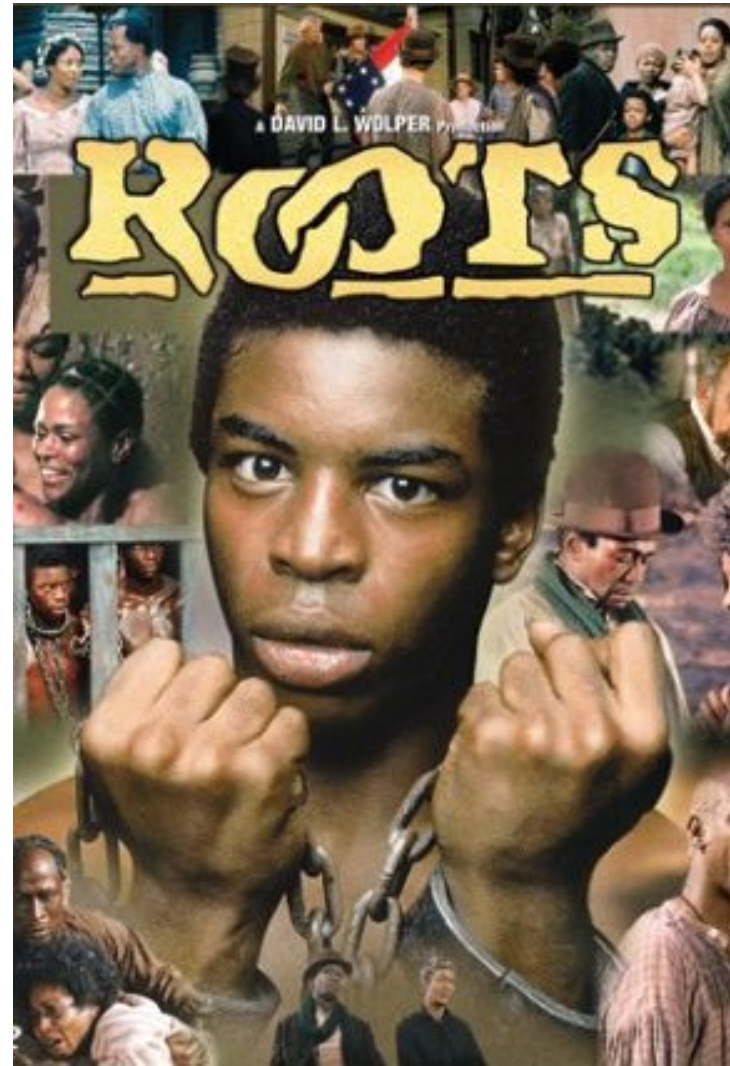
Educate educators

Educate students,
families, communities

New lenses on
inequality

New perspectives on
prevention and
intervention

New relationships that
bring about discovery
and innovation

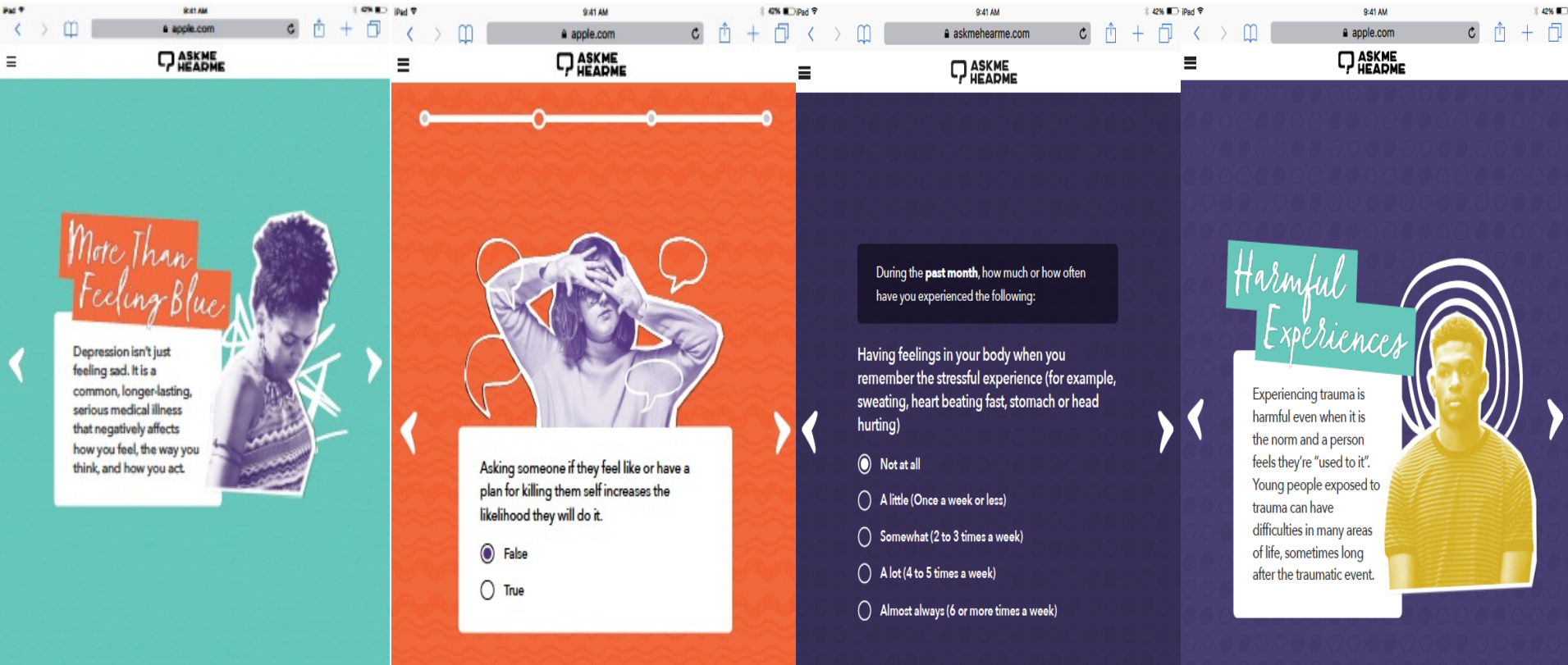




Mental Health & Wellness Resources



Screen, Educate, Engage, Connect, Reconnect





What's in a SCARF?





Key to Relational Healing

The brain evaluates social needs in much the same way as the need for food and water



A perceived threat to one's **STATUS** activates the same brain networks as when one's life is threatened

A perceived increase in **FAIRNESS** activates the same reward circuitry as when receiving money as a reward





SCARF Threats in the Context of School *Examples*

- **Status:** “Dis’ing”—reprimanding a student in front of his/her peers
- **Certainty:** Students living in poverty and unable to buy lunch
- **Autonomy:** Students needing hall passes to take restroom breaks
- **Relatedness:** Teachers overly focused on disciplining African-American boys in class
- **Fairness:** African-American boys receiving a greater number of disciplinary detentions and expulsions



What's in a SCARF?

Valued
Secure
Trusting
Happy
Peaceful
Attentive

~~Fearful~~
~~Anxious~~
~~Depressed~~
~~Angry~~
~~Spaced-out~~
~~Distracted~~
~~Disorganized~~
~~Uneasy~~
~~Uncertain~~

Not
ready
to
Learn
!



Determine
d

Analytical
Calm

Confident
Ready
to
Learn



Advocate for/Develop Youth-Engaged Communities

- Community-planning (*Addressing spatial inequality; moving to opportunity*)
- Connecting with elders as mentors/proxy grand parents
- “Making” worth marketing (*Almighty \$\$*)
 - Networking with educators and industries
 - Paid internships
- Youth and educators collaboratively identifying and transforming SCARF-related *threats* to SCARF-related *rewards*



Thank you for the work you do!

I am because we are



Dr. Lovie J Jackson Foster

lj10@pitt.edu

412-624-1469

In collaboration with:

Dr. Raymond Logan

rclogan2@loganconsultingassociates.com

sociates.com

412-608-0013