TRAUMA INFORMED TEACHER EDUCATION

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- Teachers are the second largest reporting source (17.7%) of child maltreatment (HHS, 2016).

- Studies documented teachers' limited knowledge of the signs and symptoms of child maltreatment (Kenny, 2004; Walter, Gouze & Lim, 2006).

- Mandatory reporting laws, as well as signs of abuse and neglect, are addressed in some (but not all) teacher education programs (Farrell & Walsh, 2010; Goldman & Grimbeek, 2014).

- Teachers typically rely on school psychologists to address issues trauma related issues faced by students (Alisic, 2012; Viezel & Davis, 2014).

- Teachers are in the best position to report suspected child abuse and neglect due to their daily contact with children (Alisic, 2013; Brubacher, Powell, Snow, Skouteris & Manger, 2016; Kenny, 2004; Walkley & Cox, 2013).

- Teachers are often reluctant to report suspected abuse and neglect due to limited understanding of maltreatment (Walter, Gouze & Lim, 2006), state laws and definitions of reporting (Flaherty et al., 2006), and the incorrect belief that their role is to investigate suspected abuse or neglect (Kenny, 2001).

- Kenny (2004) recommended "standardized training in child maltreatment" for all teachers.

- Brubacher et al. (2016) identified "interviewing" skills as important for teachers since they are in direct contact with children on a daily basis.

- Alisic (2012) found teachers to struggle with the balance between meeting the needs of all students with the needs of children who had experienced trauma.

- Alisic (2012) also found teachers to struggle with the "emotional burden" of working with children/students who had experienced trauma.

LEGISLATED CHANGE ON THE HORIZON

Every Student Succeeds Act of 2015

- Foster Care Provisions within ESSA take effect on December 10, 2016 with the goal of "promoting educational stability".

- State and school level expectations:
  - Required collaboration and joint decision making with child welfare agencies.
  - Child stays in his/her *school of origin*, unless that placement is not in the best interest of the child.
  - If not retained in *school of origin*, the child is to be enrolled in a new school immediately (whether or not school records are available).
  - The new school is responsible for contacting the home school to obtain records.

- Foster Care Provisions within ESSA take effect on December 10, 2016 with the goal of "promoting educational stability".

- State, school and *teacher level* expectations:
  - Children in foster care have been added to the list of subgroups by which standardized test data must be analyzed.
  - Schools and teachers will be held accountable for the academic performance of children in foster care.

UNIVERSITY OF MARYLAND

A bit about our context

TEACHER EDUCATION STRATEGIES

Collaborative Program Development

Early Childhood/Early Childhood Special Education (B.S. degree, dual MD certification in ECE and ECSE)

- Stakeholder input before and after curriculum development:
  - Need to prepare teachers to respond to challenging, aggressive and even violent behaviors:
    - Interventions for Children with Behavioral Challenges
    - Interventions for Children with Social Communication Challenges
  - Need to teach pre-service teachers case management skills

The mission of the Early Childhood & Early Childhood Special Education program is to prepare knowledgeable and skilled teachers who utilize theory, research and pedagogy, to respectfully and responsively teach and positively affect the lives of children, with and without disabilities, who are diverse in culture and socioeconomic status.

- Whole child perspective

- <u>Coursework</u> addressing trauma, child maltreatment, brain development, social emotional development and educational policy (ESSA).

- A <u>strengths-based focus</u> on working with children and families.

- Strategic and intentional placement of teacher education candidates in <u>Title I schools</u> across five semesters of placement.

TEACHER EDUCATION STRATEGIES, CONT.

Course assignments:

- Reflective paper: Family of Origin
  - Understanding self as a means of understanding and respecting others

- Reading and analysis of books by Jonathon Kozol (Fire in the Ashes)
  - Links to local examples
  - Transformational for some/many students

- Semester long research project
  - Research paper->children's book->class presentation

- Evidence of of increased self-understanding and respect for others, and (perhaps) empathy (Tirrell-Corbin, Yoches & Galbraith, 2014).

COMMUNITY ENGAGEMENT: THINGS TO DO IN & AROUND YOUR SCHOOL*

Name: School/Community:

Microsystem	Mesosystem
☐ Introduce yourself to every staff member.	
☐ Have a child teach you something; reflect on what you learned about the child and yourself.	☐ Sit in on a conversation with a parent/guardian
☐ Help a child with something that is not homework	☐ Get children from the bus
☐ Mediate a conflict between students in your class	☐ Talk with children about school, about their community, about family – parents, siblings
☐ Talk to children about how they play.	☐ Take the bus to/from your placement
☐ Keep a running list of what the children play and what they learn when they play.	☐ Identify all the siblings in your school
☐ Learn what your students get excited about.	☐ Learn how children get to and from School? Home?
☐ Learn what your students are worried about.	☐ Introduce yourself to the parents of 3 different children
☐ Learn what language(s) all the children speak (and where they learned/are learning to speak it).	☐ Talk to staff about what they think children learn when they play
☐ Spend 15 minutes with the quietest child in your class	☐ Talk to staff about the roles different children take on in their families.
☐ Spend 15 minutes with the child(s) you like the least.	☐ Learn what children like to do when they are not in school.
☐ Spend 15 minutes with a child you know the least.	☐ Attend a special event at the school
☐ Make up and play a game with a child	☐ Attend a special event in the community
☐ Do some art with a child	☐ Attend an event that is special to a child beyond school and beyond the community
☐ Join your class at recess.	
☐ Join a child or a small group for breakfast	

Exosystem	Macrosystem
☐Talk to a staff member about how she/he chose to structure his/her day	☐ Take a walk in the neighborhood? What do you notice? Who do you notice?
☐Talk to a staff member about his/her philosophy of education	☐ Eat lunch or dinner in the neighborhood
☐Talk to a staff member about why they do certain activities.	☐ During a gathering of more than just those you regularly work with guess who are the ELL students in the room & how do you know? What is your reasoning?
☐What languages do staff speak/how did the learn it?	☐ During a gathering of more than just those you regularly work with guess who are the SPED students in the room & how do you know? What is your reasoning?
☐ Learn about what the students' parents do	
☐ Provide and Make Snack for a staff meeting	☐ Go grocery shopping in your school's neighborhood
☐ Help clean up after a meeting or professional development session	☐ Think about your own after school activities when you were young, how are they the same or different from what you see in the community?
☐ Help plan activities/schedule for a Family Learning Night/Family Activity	☐ What opportunities to learn did you have that the students in your school community don't, and vice versa, what opportunities to learn do they have that you didn't?
☐ Learn about the staff in your school, where are they from? How long have they worked there?	
☐ Reflect on what it was like to see a student in a different setting.	☐ Keep a tally of the different 'kinds' of people you notice in these different places? How are the people different or the same from your neighborhood?

*Adapted from Things to Do in and Around your CBO by Dr. Morva MacDonald, University of Washington

Microsystem

- ☐ Introduce yourself to every staff member.
- ☐ Have a child teach you something; reflect on what you learned about the child and yourself.
- ☐ Help a child with something that is not homework
- ☐ Mediate a conflict between students in your class
- ☐ Talk to children about how they play.
- ☐ Keep a running list of what the children play and what they learn when they play.
- ☐ Learn what your students get excited about.
- ☐ Learn what your students are worried about.
- ☐ Learn what language(s) all the children speak (and where they learned/are learning to speak it).
- ☐ Spend 15 minutes with the quietest child in your class
- ☐ Spend 15 minutes with the child(s) you like the least.
- ☐ Spend 15 minutes with a child you know the least.
- ☐ Make up and play a game with a child
- ☐ Do some art with a child
- ☐ Join your class at recess.
- ☐ Join a child or a small group for breakfast

- Community-based placements (McDonald et al., 2011; Zeichner, 2010) :
  - Pilot project: one ½ day placement in preschool classroom and one ½ day placement in a community-based organization.
  - Self-selected for pilot project
  - Bi-weekly group reflection meetings (facilitated by Dr. Panlilio)
  - Long-term effects (Tirrell-Corbin, Yoches & Galbraith, 2014)

- Functional Behavior Assessment
  - Challenging/off task and positive/on task data collection

- Programmatic emphasis on data driven decision making
  - Ongoing disaggregation of formative assessment data by NCLB (now ESSA) subgroups (FARMS, ESOL, IEP, Race, Military, Homeless, Migrant/Foster Care)
  - Data driven rationales are required for all formally observed lessons in the senior year

- Focus on the planning and delivery of high quality, engaging and culturally responsive instruction.

- Focus on family engagement
  - Positive communications
  - Extension of learning experiences into the home environments

- Mallett (2012)—School Success Program

IN-SERVICE TEACHER EDUCATION

- Professional Development School Partnerships

- Professional Development
  - Inquiry groups (sustained PD over multiple semesters)
  - Summer Institute (with follow up coaching for a subset of attendees)
    - Trauma
    - Brain Development
    - Family Engagement
      - Home visits
      - Positive communication about student/child
      - Learning extensions (culturally responsive and respectful)
  - Community Resources
    - Guide
    - Staff development session

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QUESTIONS?

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