Culturally Responsive and Trauma Informed Pedagogy
Overview

- The Why
- The What
- The How
- Q&A
The Students

- 82% of teachers are white (mostly middle class women)
- 80% of principals are white (mostly middle class)
- 50% of students are SOC
- Despite all our best intentions and hard work, and despite their best intentions and hard work, SOC are not performing as well as white students
- The educational system was not designed to serve all students well
- The onus is on us to change it

Raising Racial Consciousness: A Left Handed Analogy

My Lefty Story

Use the items on your table with your left hand

Brainstorm a list of things made for righties

Who knew what and why

Identify the impact or message each item sends to lefties
Raising Racial Consciousness: The Bead Activity

- After every question, choose a colored bead that represents the race (skin color) of the people you most often encountered
- Place the beads in a bag
- Pair Share
  - What do you notice?
  - How does that leave you feeling?
- Group Share
- The first half of the questions were about your childhood when most choices were made for you
- The second half of the questions were about choices you have made as an adult
- How we are socialized impacts how we teach, how we design programs

<table>
<thead>
<tr>
<th>Bead Color</th>
<th>Race/Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>African Americans, Black, of African descent</td>
</tr>
<tr>
<td>White</td>
<td>White, of European descent</td>
</tr>
<tr>
<td>Red</td>
<td>Native Americans/American Indians, Alaska Native</td>
</tr>
<tr>
<td>Yellow</td>
<td>Asian Americans, Native Hawaiians, Pacific Islanders, of Asian descent</td>
</tr>
<tr>
<td>Orange</td>
<td>East Indian, Pakistani, Middle Eastern or of Middle Eastern or South Asian descent</td>
</tr>
<tr>
<td>Brown</td>
<td>Hispanic Americans, Latinx, of Hispanic or Latin American descent</td>
</tr>
<tr>
<td>Green</td>
<td>Other (if no other color bead applies to your answer, then choose this bead)</td>
</tr>
</tbody>
</table>
Next Steps

You Can Fix Racism!

5 STEPS • WHITE PEOPLE
1 ▶ ADMIT IT
2 ▶ LISTEN
3 ▶ EDUCATE YOURSELF
4 ▶ BROADEN YOUR EXPERIENCE
5 ▶ TAKE ACTION

5 STEPS • PEOPLE OF COLOR
1 ▶ GET REAL
2 ▶ SPEAK OUT
3 ▶ EDUCATE YOURSELF
4 ▶ BUILD TIES
5 ▶ TAKE CARE

https://www.damaliayo.com/pdfs/I%20CAN%20FIX%20IT_racism.pdf
Creating Institutional Change

- Ongoing personal and professional examination of biases, socialization, whiteness
- Organization-wide effort (the board, administrative leadership, teachers, paras, support staff, janitors, cafeteria workers, bus drivers, everyone)
- Identify a clear equity statement, mission, values, goals

- To cast a wider net that attracts more qualified POC
  - Modify the job description
  - Include the equity statement et al
  - Expressly encourage POC to apply
  - Value a wide range of educational and professional experience
  - Hire, promote and empower POC who represent students’ identities
Trauma Informed Practices

- Trauma includes systemic racial oppression
- Adverse Childhood Experiences (ACES)
- Our students commonly have an ACES score of 4+
- Trauma impacts student behavior and outcomes
- Identify and address what is behind unwanted behaviors
- We can’t remove the trauma, but we can examine our spaces, methods, materials, policies and practices with a trauma-informed lens
Trauma Informed Practices
Trauma Informed Practices

Dan Siegel’s handy brain anatomy model

- Neocortex
- Limbic Brain
- Brain Stem

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Trauma Informed Practices

- **Executive State**
  - Prefrontal Lobes
  - What can I learn from this?

- **Emotional State**
  - Limbic System
  - Am I loved?

- **Survival State**
  - Brain Stem
  - Am I safe?
Trauma Informed Practices

- Relationship Building
- Posters, quotes, materials, examples that center POC and LGBTQ
- Consistent schedule with few exceptions
- Restorative Justice Practices
- Self Care for students and staff
- Engage multiple perspectives
- Hire, promote and empower staff of color and LGTBQ staff who represent students' identities
- Headspace meditation app
- Me Moves
Resources

Books
- Circle Forward: Building a Restorative School Community
- Culturally and Linguistically Responsive Teaching and Learning
- Courageous Conversations About Race

Community Resources
- Portland Public Schools
- Resolutions Northwest
- Education Northwest
- Center for Equity and Inclusion
Resources

The What

Materials & Readings

- Culturally Responsive Teaching
- Culturally Relevant Classrooms
- Culturally Responsive Engagement Strategies
- Culturally Relevant Classroom Audit
Resources

Websites & Further Readings

- Trauma Informed Practices https://www.edutopia.org/article/trauma-informed-practices-benefit-all-students
Q &A

How will you implement this in your programs?
What support do you need?
Contact

- Karin Stanley
- College & Career Readiness Specialist/Case Manager
- SE Works
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