

Becoming a Trauma Informed Teacher

Dr. Cynthia Guzmán

April 9, 2023



Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Disclaimer and Funding Statement

This presentation was prepared for the Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) under a cooperative agreement from the Substance Abuse and Mental Health Services Administration (SAMHSA). All material appearing in this presentation, except that taken directly from copyrighted sources, is in the public domain and may be reproduced or copied without permission from SAMHSA or the authors. Citation of the source is appreciated. Do not reproduce or distribute this presentation for a fee without specific, written authorization from the Mountain Plains MHTTC. For more information on obtaining copies of this presentation please email casey.morton@und.edu.

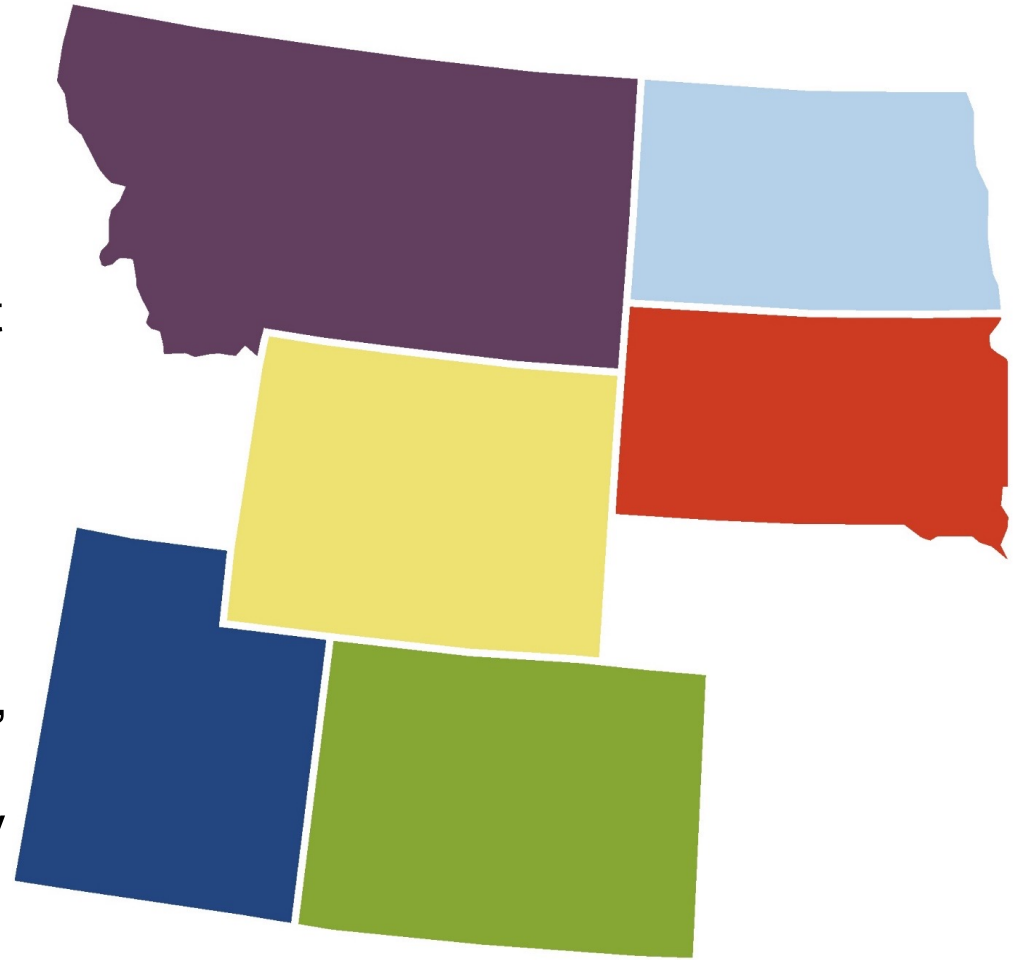
At the time of this presentation, Tom Coderre served as acting SAMHSA Assistant Secretary. The opinions expressed herein are the views of Cynthia Guzmán and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

The work of the Mountain Plains MHTTC is supported by grant H79SM081792 from the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).



Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED AND
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

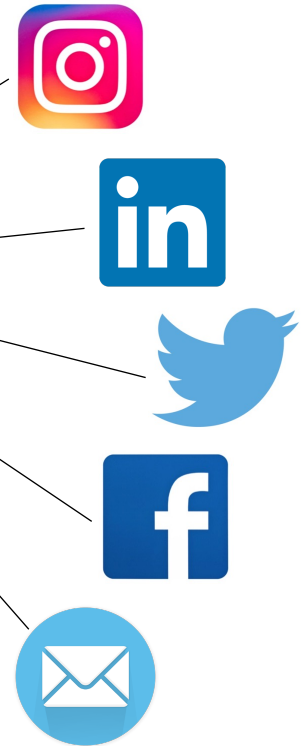
NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!





BECOMING A TRAUMA INFORMED TEACHER

DR. CYNTHIA E. GUZMÁN

SERIES:
TRAUMA INFORMED
SCHOOLS WITH AN
INDIGENOUS
PERSPECTIVE



- Trained in New Mexico
- Clinician, Administrator, Grant Writer, Supervisor and Consultant in Native Country for over 15 years
 - Tribal Programs
 - IHS Clinics
 - 638 Clinics
 - Tribal Schools
- Established the first and only case management program for SMI/SED on a tribal reservation in New Mexico to date.
- Co-own consulting firm to advance healthcare in tribal communities
- Formerly sat on the CMS Tribal Technical Advisory Group - Behavioral Health subgroup
- Most importantly, lover of red chile stew, fry bread, and all things feast.

Cynthia E. Guzmán, PhD, MSCP


LICENSED PSYCHOLOGIST & CONSULTANT


LAND ACKNOWLEDGMENT

I acknowledge I am on stolen land of the original peoples of New Mexico- the Pueblos, Navajo, and Apache. I honor the land itself and those who remain stewards of this land throughout the generations. I acknowledge the inherent wisdom of the indigenous ancestors, elders, communities, and the gifts they have shared with me. Indigenous peoples have persisted despite ongoing colonialism, racism, genocide, and will continue to persist.



AGENDA

- Introductions
 - Elements of a Trauma Informed School
 - Trauma 101, Brief Review
 - Trauma-Affected Students & the WHY
 - Classroom Strategies
 - Closing
- 

- 
1. Identifying and assessing traumatic stress.
 2. Addressing and treating traumatic stress.
 3. Teaching trauma education and awareness.
 4. Having partnerships with students and families.
 5. Creating a trauma-informed learning environment (social/emotional skills and wellness).
 6. Being culturally responsive.
 7. Integrating emergency management & crisis response.
 8. Understanding and addressing staff self-care and secondary traumatic stress.
 9. Evaluating and revising school discipline policies and practices.
 10. Collaborating across systems and establishing community partnerships.

ELEMENTS OF A TRAUMA INFORMED SCHOOL

HOW DO WE DEFINE TRAUMA?

Trauma results from exposure to an incident or series of events that are emotionally disturbing or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, and/or spiritual well-being.

Acute trauma results from a single incident.

Chronic trauma is repeated and prolonged such as domestic violence or abuse.

Complex trauma is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature.

Historical trauma is multigenerational trauma due to oppression and colonization



A CHALLENGE TO TRANSFORM YOUR SCHOOL

- Trauma-affected students show:
 - Difficulties in self regulation
 - Negative thinking
 - Hypervigilance
 - Difficulty in trusting adults
 - Inappropriate social interactions



AND BECAUSE OF THEIR BACKGROUND...

- Aggression
 - Avoidance
 - Shutting Down
 - Antagonistic/off-putting behaviors
- 



THE REALITY IS...

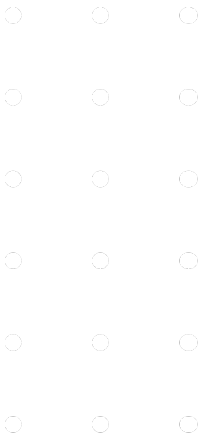
Trauma is possibly the largest public health issue facing our children today (CDC, 2019)



AND

Neurobiologically, students can't learn if they don't feel safe, known, and cared for within their schools (Aupperle et al., 2012).

1. Expect the Unexpected Responses
2. Employ Thoughtful Interactions
3. Be Intentional with Relationship Building
4. Promote Predictability and Consistency
5. Teaching Students How to Shift
6. Sandwich method
7. Emphasize Strengths and Resiliency
8. Create Inclusionary Practices
9. Safe Environments
10. Collaborate with Others



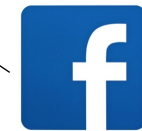
Practical Solutions that Work



**QUESTIONS?
COMMENTS?
FEEDBACK?**

Stay Connected

Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!



Becoming a Trauma Informed Teacher

THANK YOU!



Mountain Plains (HHS Region 8)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration