



Schools & Covid-19

Planning for Social and
Emotional Supports for School
Re-Opening and Beyond

*New Orleans Trauma-Informed Schools
Learning Collaborative*

Presenters

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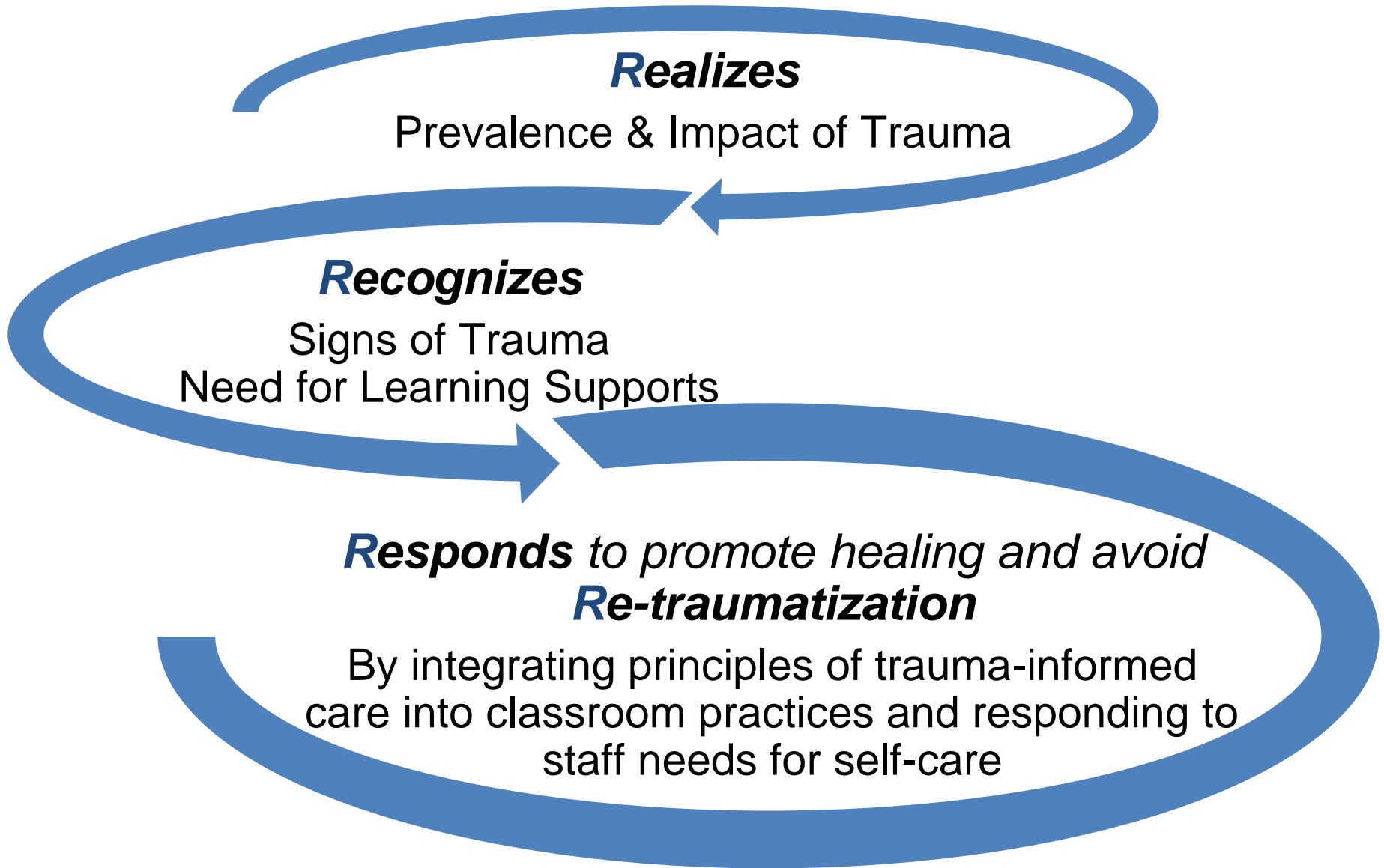
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**Moderated by Laura Danna, Project Director
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Learning Objectives

- Create a common understanding of the definition and prevalence of trauma, including Covid-19 and racial trauma.
- Recognize how trauma can impact the brain, behavior, learning, and teaching.
- Create a common understanding of resilience.
- Identify specific approaches to foster student and teacher resilience in schools (virtually or in-person).

Trauma-Informed Schools Framework



What is Trauma?

Trauma

```
graph TD; A[Trauma] --- B[The harmful interruption of safety, agency, dignity or belonging]; A --- C[Can be acute, chronic, cumulative, complex]; A --- D[Overwhelms our ability to cope or integrate our emotional experience of an event];
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The harmful interruption of **safety**, **agency**, **dignity** or **belonging**

Can be **acute**, **chronic**, **cumulative**, **complex**

Overwhelms our ability to **cope** or **integrate** our emotional experience of an event

Some Working Definitions

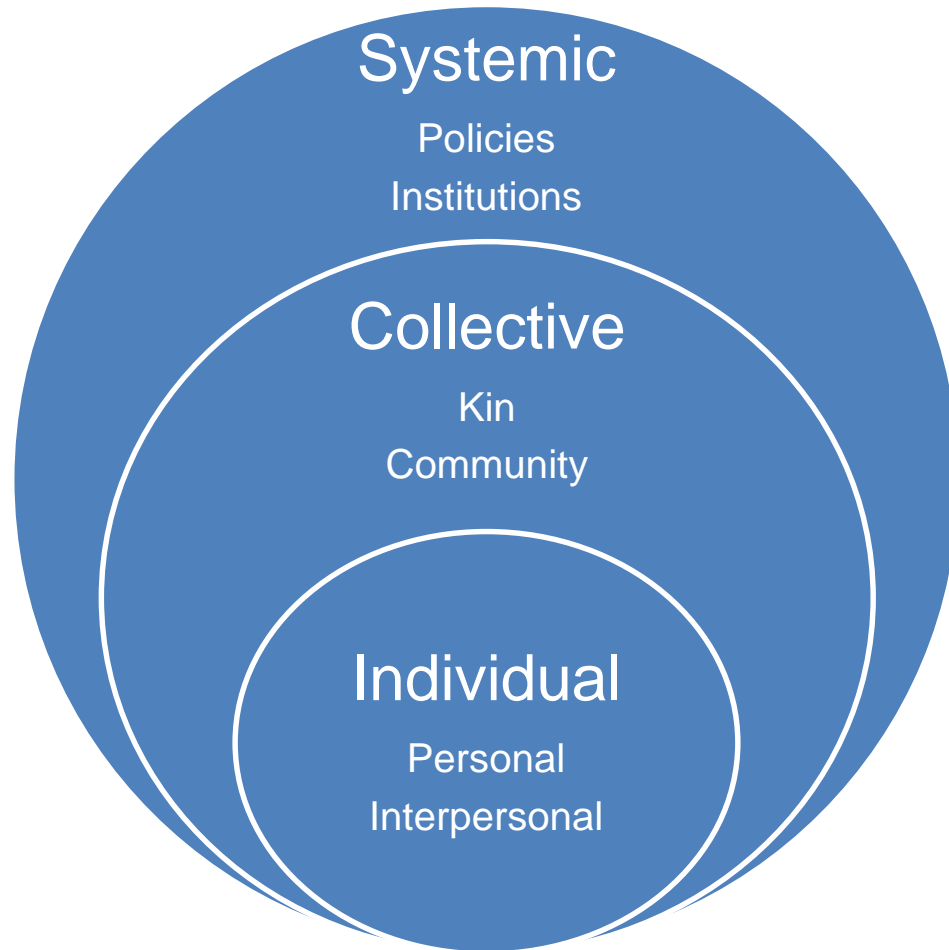
Safety – the sense of being physically, psychologically and emotionally secure.

Agency – the ability to make a decision, experience reasonable consequences of that decision and make a subsequent decision.

Dignity – the sense of one's place and power in the world. Self-worth.

Belonging – the expression of being connected, a full member of a group.

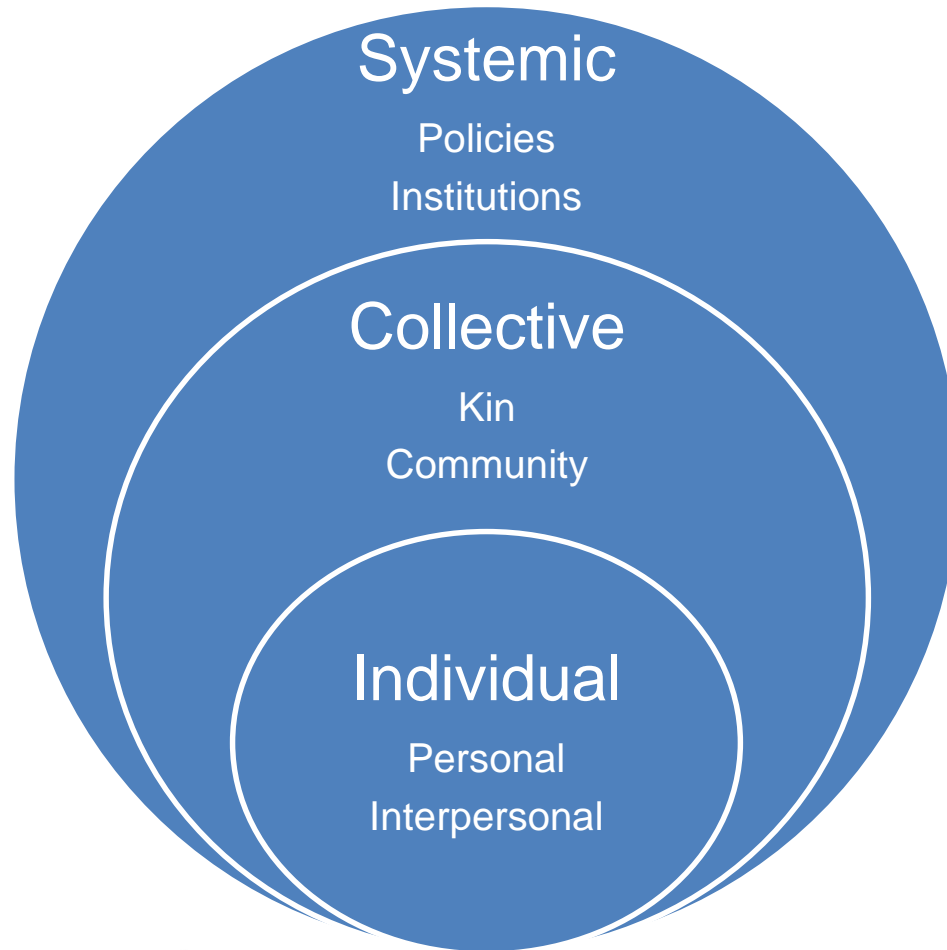
Trauma can be...



Historical

Intergenerational

Resilience must be...



Historical

Intergenerational



Realizing

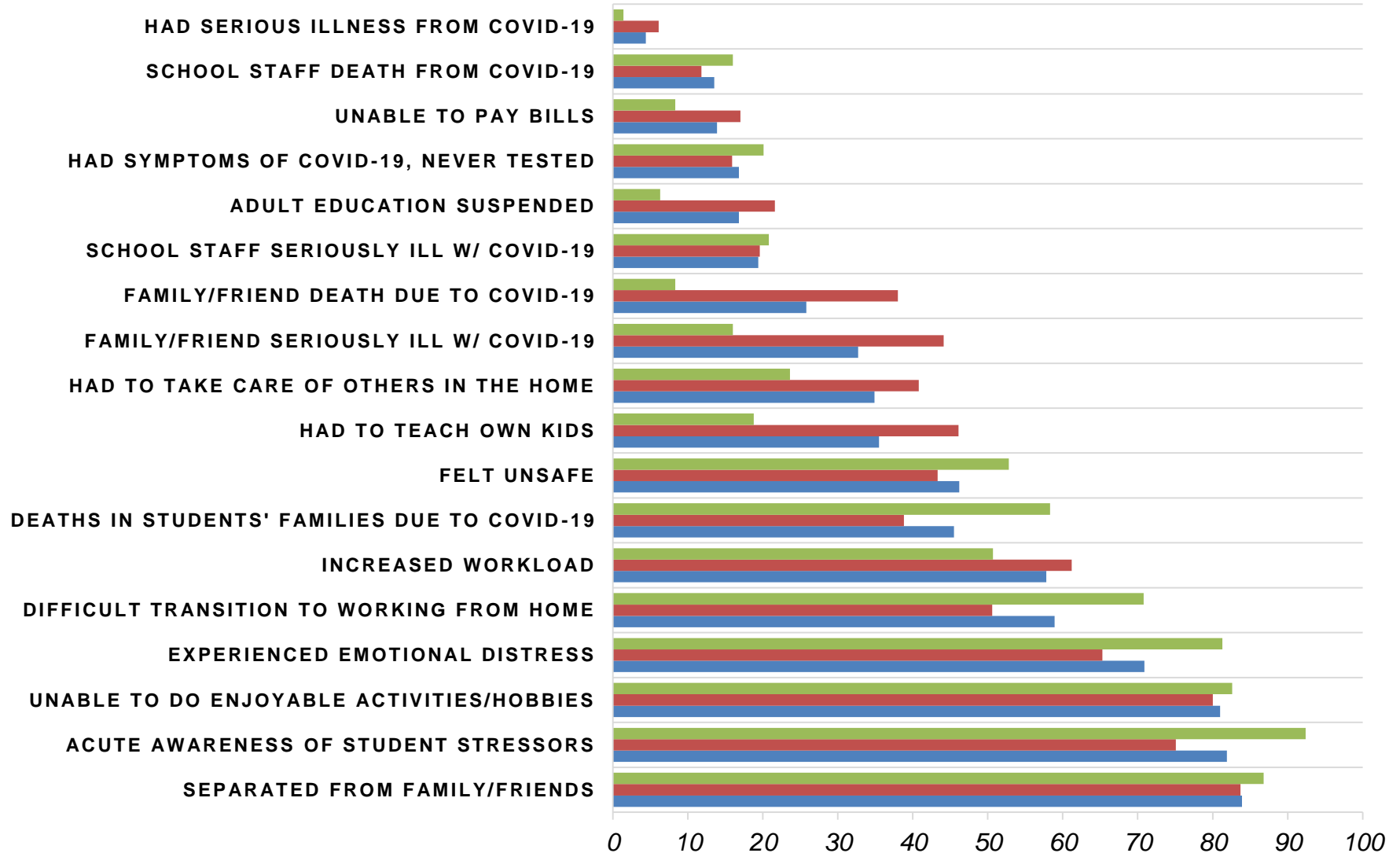
Prevalence & Impact
of Trauma



**Teacher & Student
Experiences**

Covid-19 Stressors Among NOLA Teachers

■ *White Teachers* ■ *Black Teachers* ■ *Total Sample*



Racial Disparities in Teacher Stressors

Increased Odds of Exposure
for Black Teachers

1.7

Take care of others

2.4

Teach own children

2.7

Have family/friend become
ill with Covid-19


4.3

Become ill with
Covid-19

4.6

Death of family/friend due to
Covid-19

Pre-Covid Trauma Exposure Among NOLA Youth



> **90%** experience community violence.

> **55%** have experienced **3 or more** traumas.

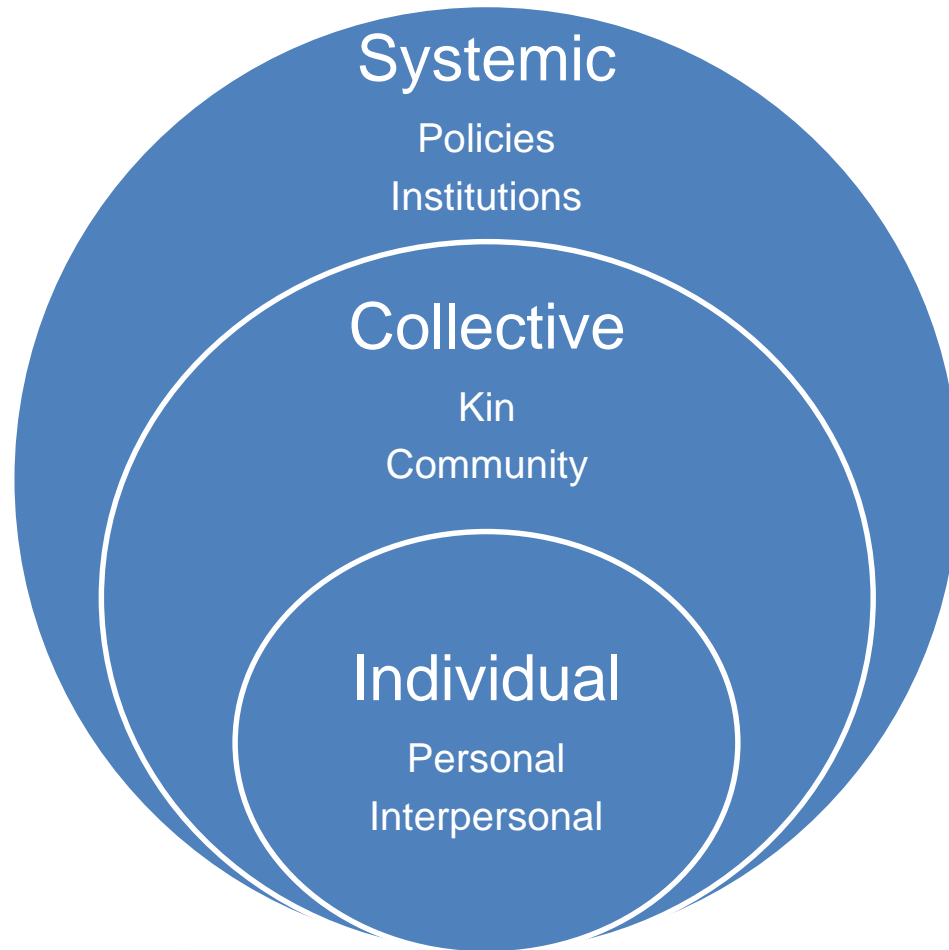
The most common traumatic experiences are **exposure to community violence** and **loss of a loved one.**

Covid-19 Trauma Exposure Among NOLA Youth



- **25% unemployment rate since Covid-19**
 - Food insecurity
 - Homelessness
 - Domestic violence
 - Child maltreatment
- **75% of Covid-19-related deaths in NOLA occurred in the Black community**

Trauma can be...



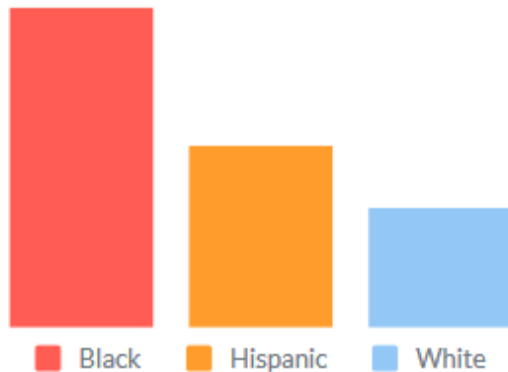
Historical

Intergenerational

Collective and Systemic Trauma: Police Killings

**Black and Brown people
are...**

3X more likely to be killed by
police than white people.



Police Killings per 1 million population

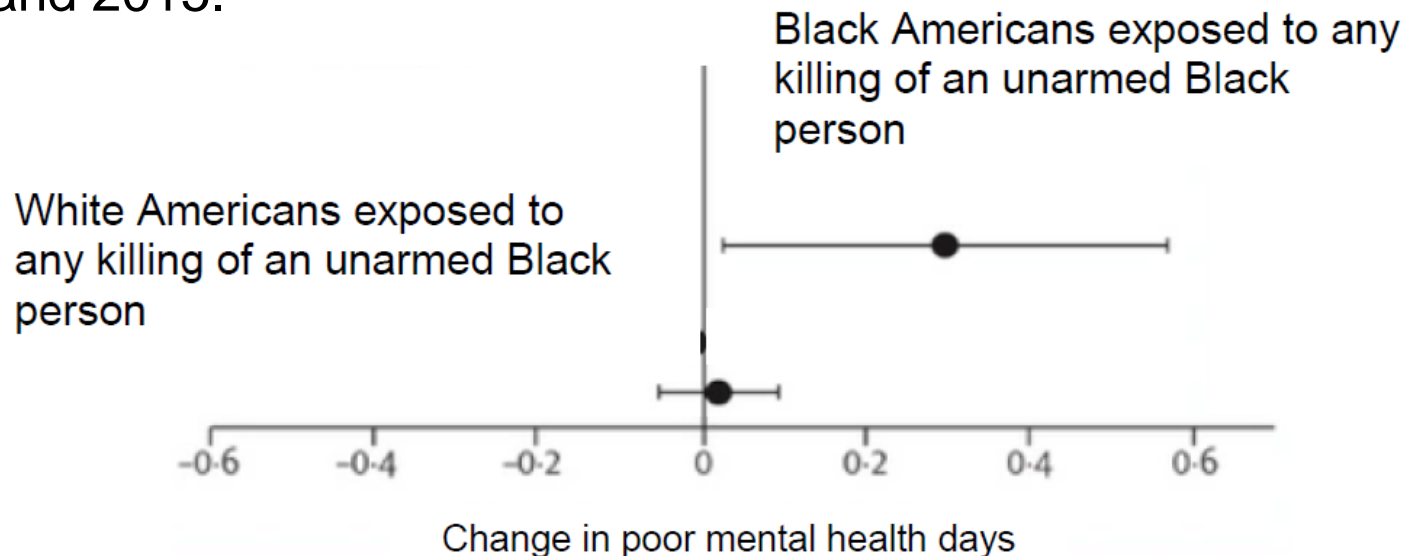
99% of killings by police from 2013-2019 have not
resulted in officers being charged with a crime.



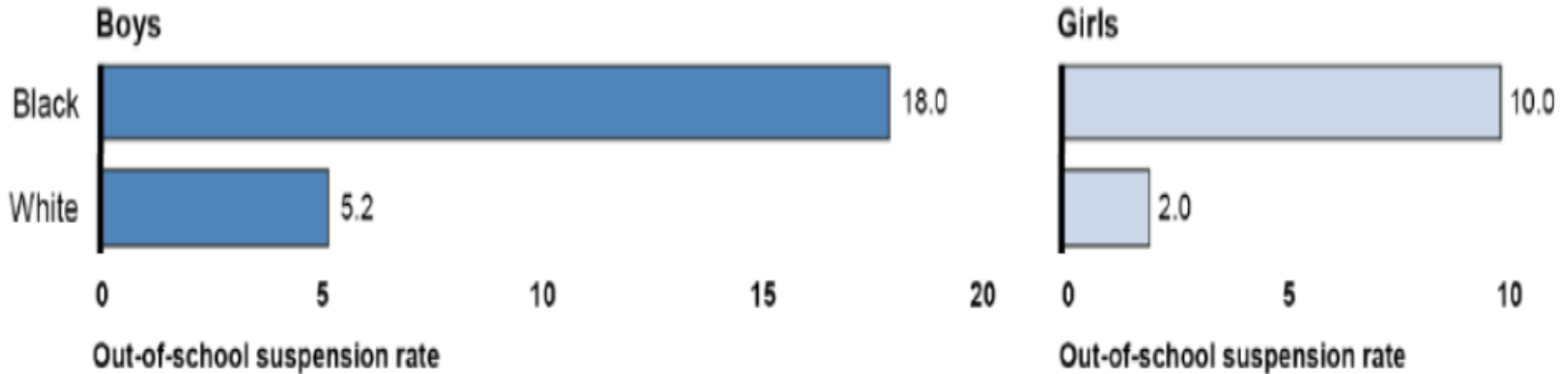
■ No Criminal Charges ■ Officer(s) Charged ■ Officer(s) Convicted

Collective and Systemic Trauma: Police Killings

49% of Black Americans were exposed to a police killing of an unarmed Black American in a 3-month period between 2013 and 2015.



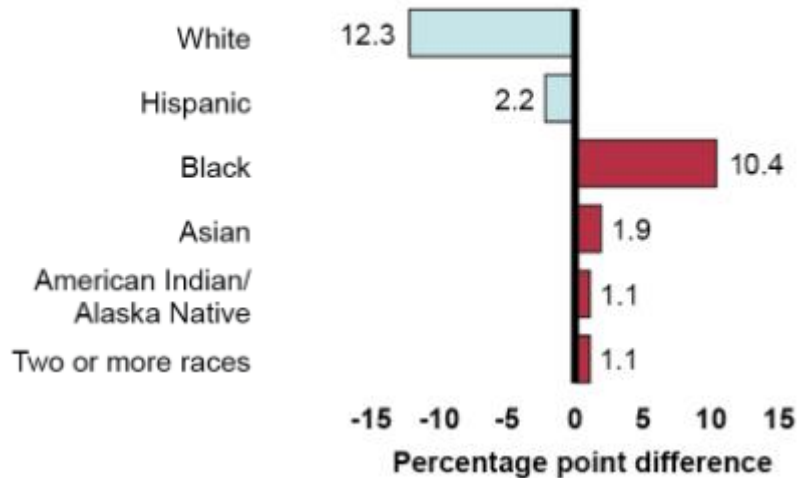
Collective and Systemic Trauma: Criminalization of Black Students



Collective and Systemic Trauma: Criminalization of Black Students

Referral to law enforcement

Underrepresented ◀ ▶ Overrepresented

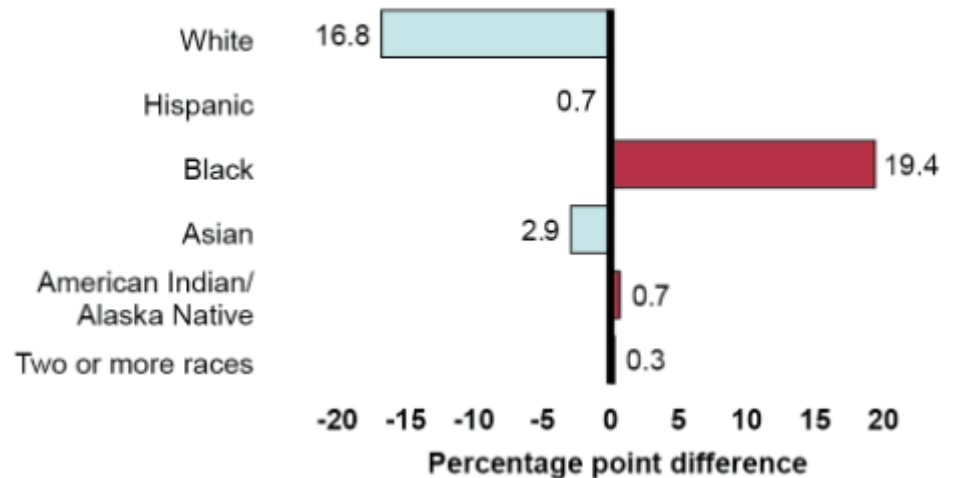


Percentage of all students



School-related arrest

Underrepresented ◀ ▶ Overrepresented





What thoughts or feelings came up during this section?

Year to year, what trauma patterns have you noticed in your school and how did they affect your school community?



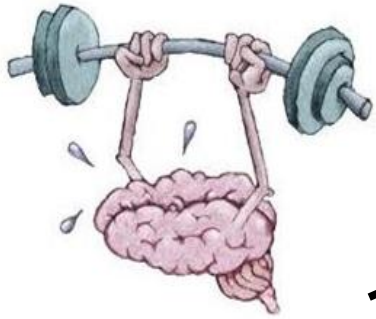
Realizing

Prevalence & Impact
of Trauma



**Neurobiological
Impact**

Biological Adaptations to Chronic Trauma



Thinking Brain

Hippocampus
Regulates memory and emotions.

Prefrontal Cortex
Thinking/logic/
what to do/
evaluation.

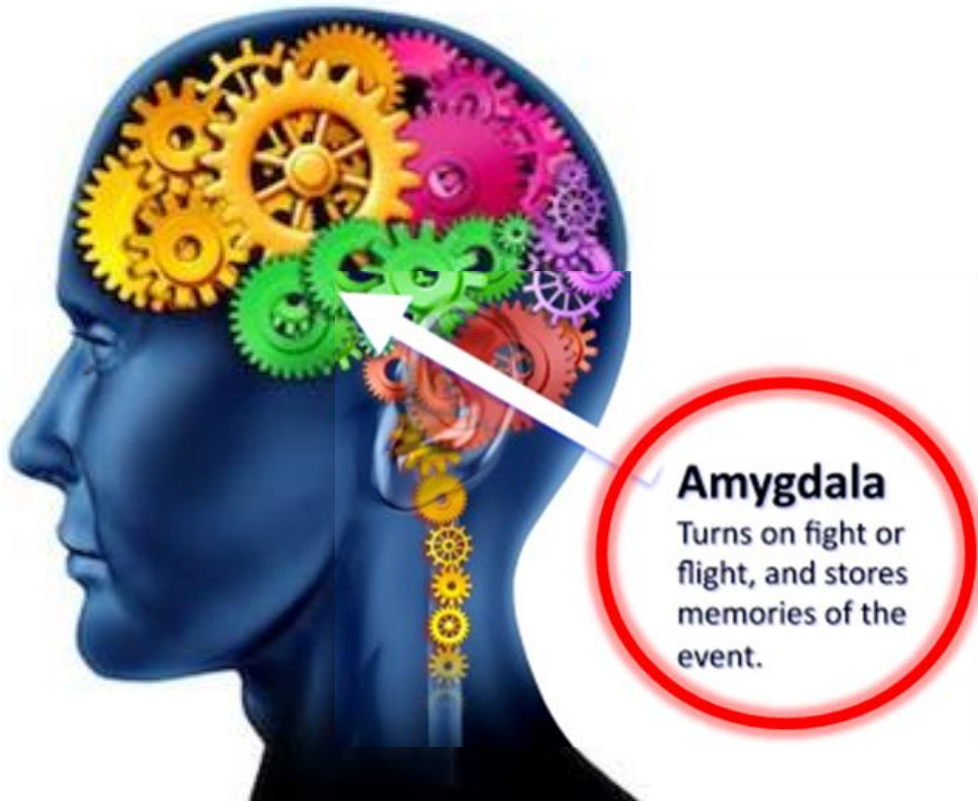


Amygdala
Turns on fight or flight, and stores memories of the event.

Survival Brain



Biological Adaptations to Chronic Trauma: Trauma Triggers



Possible Triggers

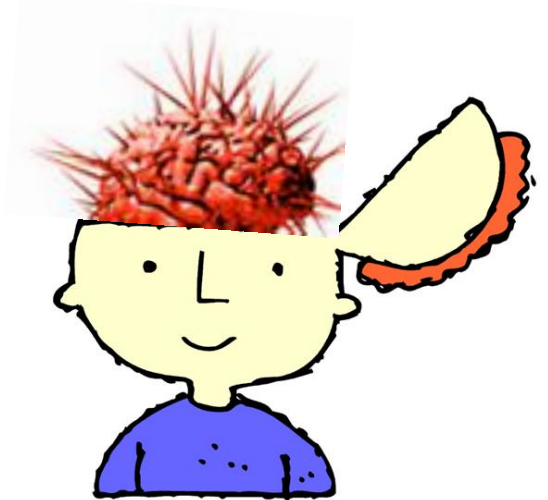
Yelling or Fighting
Isolation

Physical Touch
Loud Noises

Unexpected Changes
Shame and Failure
Time of Year (anniversaries)



Recognizing
Signs of Trauma & Need
for Learning Supports



Biological Adaptations and Behavior

How do we **recognize** the signs of trauma and the need for behavioral or emotional supports?

Fight	
Flight	
Freeze	

Biological Adaptations and Learning



Thinking Brain

Hippocampus

Makes it hard to store, consolidate, and retrieve new information

Prefrontal Cortex

Makes it hard to pay attention, problem solve, set goals, take perspective, retrieve prior learning



Amygdala

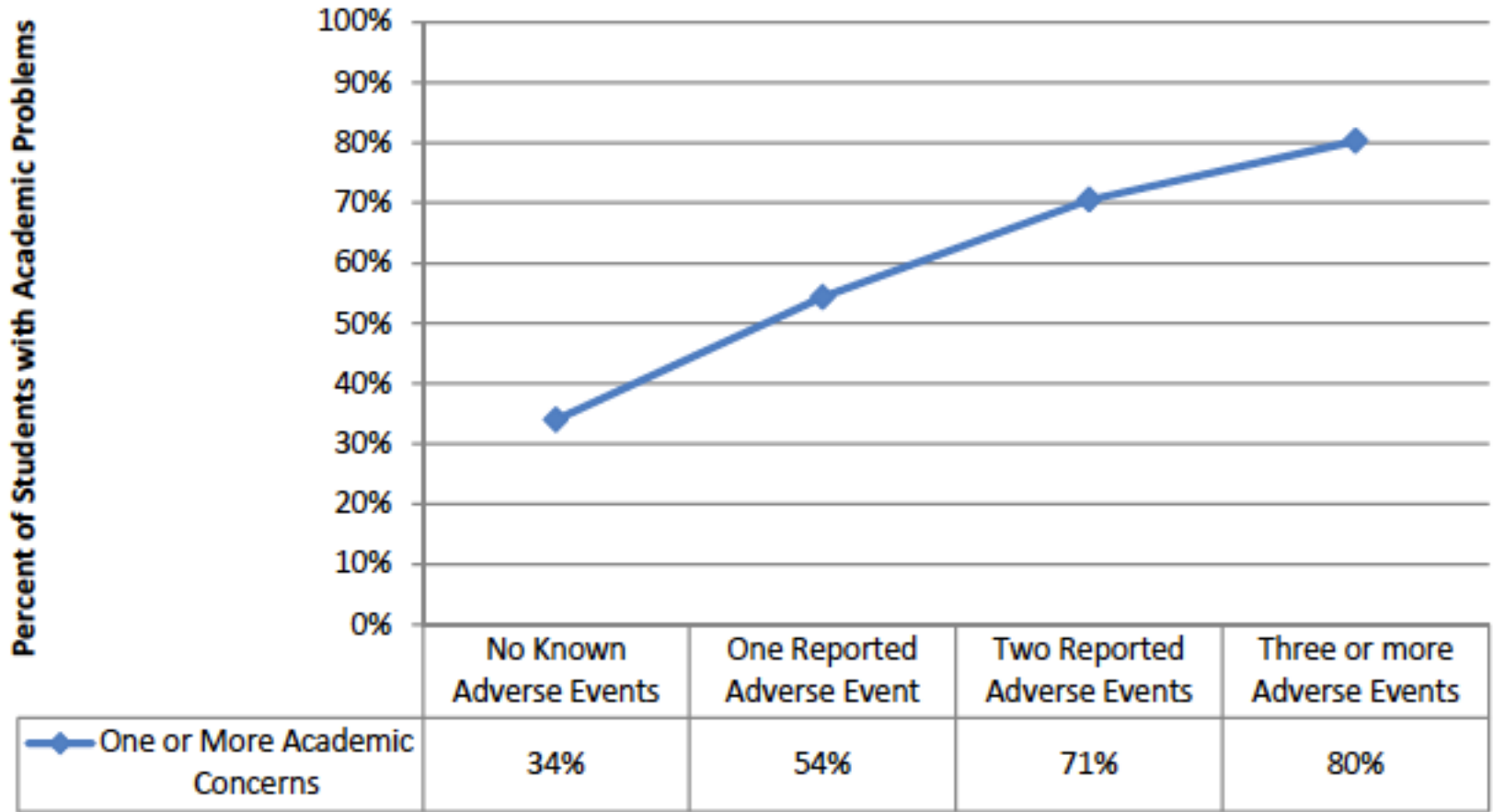
Makes it hard to think clearly

Survival Brain

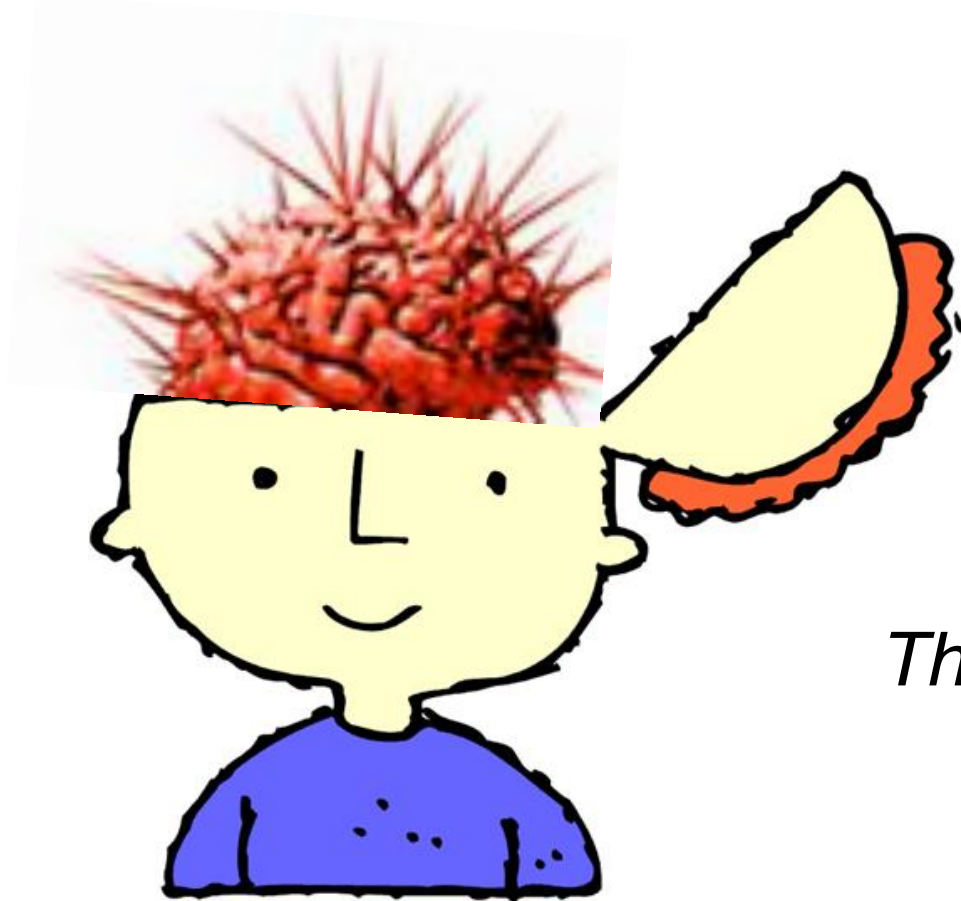


Long-term Outcomes of Chronic Trauma

Percent of Students with One or More Academic Concerns by ACE Exposure

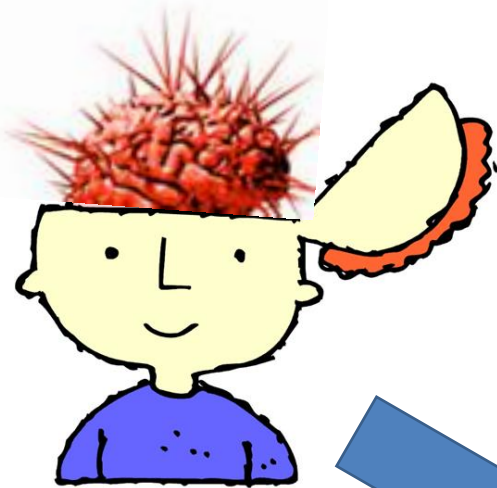


Protection Against the Effects of Chronic Trauma



This is not inevitable.

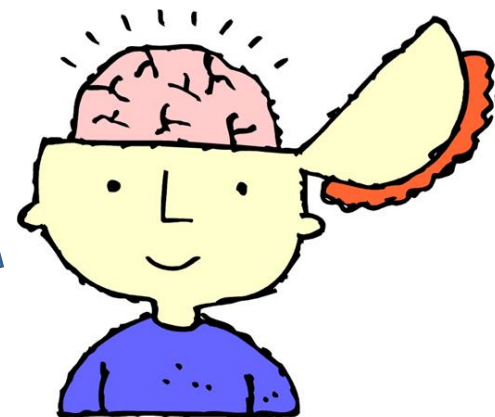
Protection Against the Effects of Chronic Trauma



We can go from this...



..to this.





***Responding to promote
healing and avoid
Re-traumatization***

By integrating principles of trauma-informed care into classroom practices and responding to staff needs for self-care

Acknowledge Stress & Trauma



19% of teachers indicated the need for time and space to collectively process experiences.

44% of Black students do not feel emotionally safe at school.

Acknowledge Stress & Trauma

Student Supports

- Create safe and respectful spaces for discussion and reflection.
- Talk to students about Covid-19.
- Integrate current events into lesson planning.

Teacher Supports

- Communicate clear plan for health safety that is responsive to the disproportionate impacts of COVID19 on staff and families.
- Provide foundational training in trauma for all staff.
- Provide ongoing opportunities to practice using a trauma-lens.

Provide Supports for Regulation



71% of

teachers reported experiencing emotional distress as a result of the pandemic.

65% of

Black students feel teachers are unsuccessful at managing their classes.

49% of

Black students feel they are not able to regulate their emotions, thoughts, and behaviors well.

Provide Supports for Regulation

Student Supports

- Promote healthy habits, establish consistent routines, and maintain clear communication.
- Enhance student learning by revisiting familiar content and delivering instruction in “bite-sized” segments.
- Offer opportunities for movement and mindfulness breaks throughout the day (not tied to reward system).

Teacher Supports

- Provide professional development in mindfulness, self-care, and trauma stewardship.
- Promote staff self-care practices inside and outside the work environment, with a focus on equity.
- Train all staff on culturally responsive de-escalation and communication strategies.

Provide Supports for Relationships



71% of teachers noted importance of support from administrators and colleagues in dealing with stress.

51% of Black students feel their teachers are not concerned for their well-being.

42% of Black students feel teachers do not value their ideas.

Provide Supports for Relationships

Student Supports

- Provide opportunities to connect with adult mentors.
- Facilitate community building activities.
- Provide opportunities for structured and unstructured play time.

Teacher Supports

- Create peer-to-peer community building opportunities/rituals.
- Encourage ongoing teacher reflection and goal setting around relationships.
- Promote the use of technology to support parent-teacher communication practices while setting realistic expectations and boundaries.

Planning Guide

- Alignment with LDOE Strong Start guidance.
- Planning considerations.
- Material and community resources.
- Action planning tool.
- Example schedule to illustrate integration of supports.

Thanks to Karaline Zeigler and Avery Brewton for their support in developing the planning guide.

Questions?

*Thanks to United Way of Southeast Louisiana for
their support of the Trauma-Informed Schools
Learning Collaborative*



**United Way of
Southeast Louisiana**