



SUPPORTING IMMIGRANTS IN SCHOOLS

PROFESSIONAL DEVELOPMENT MODULE

Trauma-Informed Practice

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For more information about CUNY-IIE, visit www.cuny-iie.org

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Dear Educator,

Whatever your area of certification, grade level, or position, you have the power and opportunity to educate yourself and your colleagues about how to better support immigrant-origin students. As more students enter our schools from all over the world, it is our obligation to ensure they receive an education that is connected to their realities, strengths, and needs. [The City University of New York - Initiative on Immigration and Education](#) (CUNY-IIE, pronounced 'eye') aims to bring together educators, researchers, families and local leaders to **learn** about, from, and with immigrant communities, **act** in ways that center our shared humanity regardless of legal status, and **advocate** for equitable policies and opportunities. These professional development activities are one way we hope to achieve this vision.

In 2021 CUNY-IIE developed four [professional development modules](#) to accompany the [Supporting Immigrants in Schools video series](#) at the request of the New York State Education Department (NYSED). The modules address the following areas: Key Immigration Issues, Refugees and Immigrants in Schools, Immigration in Elementary Schools, and Immigration in Secondary Schools. As we have been using these modules with educators we noticed that two critical areas - connected to our [CUNY-IIE grounding principles](#)—were missing. Specifically, we noticed that educators of immigrant-origin students sought out ways to integrate students' language practices through translanguaging and to support them socio-emotionally through trauma-informed practices. This is one of two mini-modules that aim to fill this gap and provide educators with the foundational information to integrate these areas into their pedagogical approach.

We realize that time for professional development is scarce; therefore, you can take an 'à la carte' approach to the activities within this module based on your needs and timeframe. While we have included tips for facilitation, we strongly recommend that facilitators and participants begin by reading the CUNY-IIE Guiding Principles document that follows this letter in order to ground the activities in a stance of immigrant justice.

We thank you for taking the time to learn, listen, and educate yourself and your peers. Immigration is an issue for everyone, and we hope the CUNY-IIE professional development modules can support the learning process for schools in New York and beyond.



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CUNY-IIE Grounding Principles

Cynthia Nayeli Carvajal, Ph.D.

www.cuny-iiie.org/grounding-principles

Black Immigrant Lives Matter. CUNY-IIE stands in solidarity with all those fighting for equality and justice in the Black Lives Matter movement. It is therefore important to approach this work with that sense of solidarity in mind. Although [Black immigrants](#) make up the smallest percentage of immigrants in the United States, they are more likely to be targeted for deportation. By centering the lives and experiences of those who are most vulnerable, we can advocate for equality for everyone.

No one is illegal on stolen land. We believe that no person should be defined in terms of their immigration status, and we are opposed to the dehumanization of anyone through the use of the term 'illegal'. This notion is further complicated by the history of colonization in the United States. New York State resides on [lands stolen from Native people](#): Lenape, Haudenosaunee, Mohican, Abenaki, Erie, Canarsie, Rockaway, Algonquin, Merrick, Massepeguas, Matinecock, Nissaquogues, Setaukets, Corchaug, Secatogue, Unkechaug, Shinnecock, Montaukett, and Mannansett.

We are not all immigrants. The fabric of the US includes not only immigrants, but also the Native Americans whose land was stolen in the creation of this country, as well as the descendants of enslaved people who were brought to this land against their will. We refrain from statements like "we are all immigrants" and "this nation was built by immigrants," because this further invisibilizes the Native people and lived realities of slavery and the Black experience in the United States.

The immigrant experience exists beyond the Latinx narrative. The rhetoric on immigrant rights in the United States often centers Latinx communities, and specifically the Mexican experience. In fact, the immigrant experience in the US encompasses many countries, races, and ethnicities. As we seek to advocate for equitable opportunities for all immigrants in the New York context, it is vitally important to recognize and make space for immigrants outside the Latinx diaspora.

Immigrants and students labeled as “English Language Learners” are not interchangeable. Approximately half of all multilingual learners in New York are US-born, many of whom grow up in multilingual homes and require additional support to learn English via bilingual education or English as a New Language (ENL) programs. In addition, many immigrants arrive from English-speaking countries and/or are already bilingual. Ideally, all students - and especially those who speak a home language other than English - will be given the opportunity to become bilingual and biliterate in school. It is important that we not conflate the two distinct (though overlapping) categories of students who are immigrant-origin with students who are categorized as English Language Learners.

The immigration experience is complicated. Reasons for migrating to the US vary among individuals and families, but leaving one’s home, family, language and culture is often traumatic. And even though some immigrants come to the US for economic opportunity, financial issues may continue to be a challenge for new immigrants. Nevertheless, mainstream rhetoric upholds the narrative that immigrants are happier to be in the US than in their home country. This perception is reinforced by messages extolling assimilation and patriotism. However, in addition to other challenges, immigrants are often treated like second-class citizens or denied citizenship altogether; immigrants also experience violent laws and policing practices that often make the US a hostile space for immigrants.

Migration can be traumatic. Our work recognizes that the experience of migration through militarized borders can be difficult and painful. While there is a vibrant Migration is Beautiful movement often symbolized with the imagery of a butterfly, we must recognize that students’ and community members’ experiences with migration may have been traumatic. We wish to understand and recognize these experiences by incorporating mental health resources and socioemotional support in our work.

Xenophobia is systemic. Anti-immigrant discourse has blamed immigrants for a broken economy, failing schools, and for overwhelmed medical resources. [Research](#) has [continually](#) shown that immigrants don’t have a negative impact on any of these services. In fact, immigrants often provide a positive impact, both socially and economically. Immigrants are vilified because xenophobia, much like racism, is a systemic issue in the US. As a result, immigrant students often have less [economic mobility](#), attend [under-resourced schools](#), and are provided with fewer social services.

Teaching through translinguaging is central. We believe the home language practices of immigrant-origin students, which include different languages and varieties, are a strength that must be a part of their education. Translinguaging pedagogy, which deliberately integrates flexible language practices into education, allows for students' voices and learning opportunities across programs, content areas and levels. All instruction should draw on students' many linguistic resources, regardless of whether they have been labeled as English Language Learners.

We aim to move beyond allyship to working as accomplices. Our work seeks to provide opportunities for educators to engage as allies, and to move from [ally work to accomplice work](#). An ally engages in activism by standing with an individual or group in a marginalized community; an accomplice focuses on dismantling the structures that oppress that individual or group—and such work will be directed by the stakeholders in the marginalized group. As we continue to educate ourselves and others, our work seeks to develop allyship while also addressing and changing structures that impact immigrant students and communities.

Context Overview: Trauma-Informed Practice

Our immigrant students face unfathomable challenges in the context of global migration, political warfare, and xenophobia. As educators, we work tirelessly to support immigrant families across New York State, who make up nearly a quarter of our state's population (American Immigration Council, 2020). We strive to provide culturally and linguistically relevant and sustaining approaches as our students learn in a new land. We provide for the physical needs of immigrant families by connecting them with food pantries, social workers, housing experts, and clothing drives. We support the legal and economic challenges they face and provide them with resources to aid them in their transition. However, it is just as important to address the social-emotional needs of these students and their families when they arrive in our schools. They may have endured unimaginable trauma, so it is our responsibility to meet them where they are and nurture their social-emotional learning pathways as they heal and integrate into their new communities.

Many of our immigrant and refugee students have likely experienced first- or second-hand trauma by virtue of the fact that they have moved to a new place and may have been separated from their families. According to the National Child Traumatic Stress Network (NCTSN), "A traumatic event is a frightening, dangerous, or violent event that poses a threat to a child's life or bodily integrity. Witnessing a traumatic event that threatens [the] life or physical security of a loved one can also be traumatic. This is particularly important for young children as their sense of safety depends on the perceived safety of their attachment figures" (NCTSN, 2023). Supporting people who have been affected by trauma is both important and complex. It can be confusing to identify trauma responses and difficult to determine helpful strategies.

Khánh Lê goes beyond the individual impacts of trauma, especially when it comes to immigrants and refugees. He proposes the concept of *transtrauma* to consider "structures of domination such as institutions [that] play a role in inflicting trauma on marginalized communities...to encompass generations, but also social/national/citizenship structures" (2023, p. 14). This implies that US-born children of immigrants and refugees may also experience trauma that is passed down to them.

According to NCTSN, "by age sixteen, two-thirds of children in the United States have experienced a potentially traumatic event such as physical or sexual abuse, natural disaster or terrorism, sudden or violent loss of a loved one, refugee and war experiences, serious accident or life-

threatening illness, or military family-related stress. Many children, with support, are able to heal and overcome such traumatic experiences” (NCTSN, 2017). Therefore, trauma-informed practices are universally designed to benefit all learners. Becoming trauma-informed practitioners is vital as we seek to nurture our students and care for ourselves in the process.

Secondary trauma is a very real phenomenon that can affect educators who work with families experiencing trauma. Many educators have experienced trauma in their lifetimes, and others have not. Regardless of our past experiences, teaching and caring for children who are experiencing trauma can be triggering and painful. Experiences that we see our students endure may remind us of our own adverse experiences and trigger flashbacks, negative thoughts, or feelings of helplessness. Secondary or “vicarious” trauma affects teachers, nurses, social workers, and other professionals who interact on a daily basis with individuals who are in high stress and traumatic situations. It is vital that schools begin to recognize the risks of vicarious trauma and also work to support educators by building networks, fostering resilience, allowing time for self care, and educating about the importance of psychotherapy (Desautels, 2016; Minero, 2017; Walker, 2019). It can be exhausting, confusing, painful, and even triggering to assume the role of supporter. Therefore, we must learn to care for ourselves in the process in order to avoid burnout and continue to thrive.

Trauma-informed practice is outlined by the Substance Abuse and Mental Health Services Administration (SAMHSA) through “The Four R’s”: Realize, Recognize, Respond, and Resist (Refer to Figure 1, SAMHSA, 2014). First we must *Realize* the widespread impact of trauma in our communities. We must also be able to *Recognize* the signs and symptoms of trauma in students, families, and staff. We should then *Respond* by using what we know about trauma and its effects to inform our learning community’s practices and procedures. And finally, we must *Resist* re-traumatization by creating an environment that is conducive to healing that does not replicate the trauma endured by our students. It is our hope that through this module you begin to examine your own practice through the framework of The Four R’s and that you feel more confident in identifying and supporting immigrant students who have endured trauma.

The Four Rs of Trauma-Informed Care



This figure is adapted from: Substance Abuse and Mental Health Services Administration. (2014). SAMHSA's concept of trauma and Guidance for a trauma-informed approach. HHS publication no. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration.

Figure 1. The Four R's of Trauma-Informed Care

Activity 1

Recognizing Trauma: Supporting Immigrant Students

 Approximately 2 hours

Overview

Two of the initial steps to creating a trauma-informed practice include 1) understanding that trauma plays a role in child and adolescent development and learning and 2) recognizing the signs of traumatization (NCTSN, 2017). Furthermore, migration has the potential to compound the potential for trauma.

Learning Goal

Through collaborative exercises, educators will expand their understanding of what trauma is and how it shows up in the classroom.

Key Terminology

Trauma: An emotional and/or physical response to a real or perceived threat to one's life or wellbeing. Trauma can be the result of distressing or terrifying event(s) such as a relocation, assault, an accident, or a natural disaster.

Trauma-Informed Practice: The implementation of techniques and resources that serve students who have endured trauma based on an understanding of how it impacts them.

Social-Emotional Learning (SEL): The process of developing social and emotional skills in a classroom setting through curricula, teacher support, and practice by identifying feelings, expressing emotions with words, and practicing self regulation.

Materials for Facilitators

- Chart Paper and markers or Slide for Know, Wonder, Learned (KWL) Chart
- National Child Traumatic Stress Network (<https://www.nctsn.org/what-is-child-trauma/about-child-trauma>), Specifically the Refugee Page: <https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma>
- [Appendix I: What does trauma look like?](#) A resource adapted from Casimir & Baker, 2023. *Trauma Responsive Pedagogy: Teaching for Healing and Transformation*, pp. 9-11.

Procedures

- 1. Facilitator starts a KWL** (Know, Wonder, Learned) Chart, either as a slide or on chart paper.
- 2. Turn + Talk:** What is trauma? Participants turn and talk, then share out ideas to add to the “K” Column.
- 3. Popcorn share (or share in chat):** What do you wonder about trauma and how it affects immigrant students? Add to the “W” Column.
- 4. Engage with Website:** Either independently or as a group, read through the National Child Traumatic Stress Network (<https://www.nctsn.org/what-is-child-trauma/about-child-trauma>). As time allows, specifically visit the the Refugee Page and attached resources for different refugee groups (<https://www.nctsn.org/what-is-child-trauma/trauma-types/refugee-trauma>).
- 5. Turn + Talk or Share Out:** What did you learn about trauma and how it affects immigrant students? Add to the “L” Column.
- 6. Discussion:** Let’s think more specifically: How do we know when trauma is affecting students?
- 7. Teaching Point:** When a traumatic event occurs and a student begins to exhibit behaviors as they process it, we (as educators) are often only seeing what’s happening on the outside. We may witness a withdrawn, tired student and think they are lazy. We may observe challenging behaviors such as aggression in the classroom and label a student as disruptive. Really, though, it is our job to look past the behavior and understand that, as [Dr. Karen Treisman says in her TED Talk](#), “behavior is communication.” We must “look at the person behind the behavior” and ask “What happened to you?” instead of “What is wrong with you?” (Treisman, 2018). Other behavioral adaptations to trauma, according to J. Ristuccia,

can include hypervigilance, attention disorders, aggression, defiance, withdrawal, impulsivity, lack of social and self-awareness, and more (2018). Arlene Casimir and Courtney Baker, in their book *Trauma-Responsive Pedagogy: Teaching for Healing and Transformation*, outline “The ‘9 Fs’ of Student Trauma Manifestations.” These 9 categories are helpful for identifying trauma responses in our students and can help us begin to look at the person behind the behavior to support students.

8. Matching Activity: In person, cut up and match the [Appendix I](#) document *What does trauma look like?*

Virtually, ask students to click on this link, make a copy of the slide, and try the matching activity on their own or in breakout rooms by sharing screens. https://docs.google.com/presentation/d/1YsHLLdzCAHhvem5ZXw_gDHEOKF1Qh3MH0QzajQZfyQ/copy

— **Facilitator reads aloud or group reads together: What does trauma look like?** When students who have endured trauma show up in our classrooms, how can we identify the manifestations of trauma in their behaviors and attitudes? In their book, *Trauma Responsive Pedagogy: Teaching for Healing and Transformation*, Casimir and Baker go beyond the typical “Fight or Flight” responses to trauma and propose “The 9 F’s” of possible responses that we may witness in our students (2023, pp. 9-11). We may, Casimir and Baker say, misread these behaviors and label them as problematic or defiant, but it is important to look beyond the behavior itself and reflect on the meaning behind it.

9. The activity asks participants to match a brief definition of each of the “9 F’s” with a connected scenario you might see in a learning community with immigrant and refugee students. They can work in a group to match the Scenario Cards with the Trauma Response Cards and then discuss any connections to their own learning community.



Note to facilitator

If attempting to do a matching activity, cut these cards out and scramble them up. Allow participants to match the Scenario Cards with the Trauma Response Cards and use this table to check their work.

10. Exit Ticket: What is trauma and how does it show up in our classrooms, specifically among immigrant students? Give participants 5-10 minutes to respond to this on sticky notes to add to the “L” column of the KWL chart or to submit a response on a virtual exit ticket of your choice (Padlet, Google Doc, Zoom Chat, etc.) Then discuss trends and standout responses.



Tips for Facilitators

Consider looking specifically at the immigrant groups that your participants work with and discuss some specific events or relevant themes among these groups. For example, if you have participants who work with Ukrainian students, consider talking about how displacement due to conflict could specifically affect students. If participants work with survivors of natural disasters, discuss some specific responses or triggers that may come up for those students. Many trauma responses are similar across groups, but there are certainly place or event-specific similarities that may be helpful to highlight and discuss.

Activity 2

Strategies for Supporting Students Who Have Endured Trauma

 Approximately 2 hours

Overview

It is important for educators to be versed in research-proven methods for supporting students who have endured trauma. When educators design a trauma-informed learning plan for immigrants in schools, as well as other students who have endured trauma, it creates an approach to meet students where they are in their social-emotional development and supports their readiness for content learning.

Learning Goal

Participants will identify trauma-informed practices that they can employ in their learning communities.

Key Terminology

Trauma: An emotional and/or physical response to a real or perceived threat to one's life or wellbeing. Trauma can be the result of a distressing or terrifying event such as an assault, an accident, or a natural disaster.

Trauma-Informed Practice: An understanding of how trauma affects the people we work with and the implementation of techniques and resources that serve people who have endured trauma.

Social-Emotional Learning (SEL): The process of developing social and emotional skills in a classroom setting through curricula, teacher support, and practice with things such as identifying feelings, expressing emotions with words, and practicing self regulation.

Materials for Facilitators

- Google Doc for Collaborative List of Best Practices
- [Appendix II: JigSaw Grid](#)
- [Appendix III: 3-2-1 Reflection](#)
- [Appendix IV: Action Plan Template](#)

Procedures

- 1. Facilitator starts a shared “Best Practices” Collaborative List:** A Google Doc is probably best so everyone has a copy and can contribute.
- 2. Pre-Share:** Participants offer ideas they have about what can be done to support students who have endured trauma.
- 3. Independent Research:** Participants have 30 minutes to explore independently a resource that addresses trauma-informed practice. They can either choose a resource from the JigSaw Grid (Appendix II) or you can assign them to ensure an equal distribution. While exploring, participants will collect additional best practices to add to the list and consider the guiding questions (See Appendix II for JigSaw text Suggestions and guiding questions).
- 4. 3-2-1 Protocol (Appendix III):** Participants fill out the 3-2-1 Reflection with 3 new facts they learned, 2 things they’ll try out, and 1 question they still have.
- 5. JigSaw Share:** Depending on the group size and distribution of resources, assign participants to partnerships or groups with others who explored different resources. Participants can share their 3-2-1 reflections with one another (Appendix III).
- 6. Post-Share:** Participants offer new ideas they have based on their research about what can be done to support students who have endured trauma and create an action plan. Based on their 3-2-1 Reflection and/or the Collaborative List, participants should identify 2 things that they will try out in their learning communities this year and draft an Action Plan for each using a template such as SMART Goals or the following: *By [timeframe] I will [action] by [procedure]. I need [resources needed].* (See Appendix IV).

Appendices

Appendix I: What does trauma look like?

A resource adapted from Casimir & Baker (2023): Trauma Responsive Pedagogy: Teaching for Healing and Transformation, pp. 9-11.

Digital Version: https://docs.google.com/presentation/d/1YsHLLdzCAHhvem5ZXw_gDHEOKF1Qh3MH0QzajQZfyQ/copy

Trauma Response Cards	Scenario Cards
<p style="text-align: center;">FIGHT</p> <p>Students may experience explosive and aggressive behaviors such as hitting, throwing things, yelling, or arguing.</p>	<p>Abel is a seven year old student who recently arrived from Venezuela. During his first week of school, Abel expresses that he dislikes his assigned seat and begins throwing pencils and papers at his peers. He yells loudly and argues with you when you try to confront him. He seems to explode with anger “out of nowhere” and his peers are afraid to sit near him.</p>
<p style="text-align: center;">FLIGHT</p> <p>Students may experience panic attacks or other anxiety related behaviors. They may leave the room frequently or sometimes even without permission.</p>	<p>Isabel is a nine year old student who has been at your school since kindergarten. She constantly asks to go drink water, use the bathroom, or visit the nurse’s office. You notice that she spends a lot of time in your “Calm Corner” crying. She has some friends, but they often forget to include her because she is quiet or absent.</p>

Trauma Response Cards	Scenario Cards
<p style="text-align: center;">FREEZE</p> <p>Students may appear shut down or withdrawn, they may be “checked out” or seem to be daydreaming or dissociating. These students may procrastinate, hide, or be slow moving.</p>	<p>Nikolas is a twelve year old student who recently arrived from a refugee camp. He has not spoken much since his arrival, and his peers seem to largely ignore him. You notice that even though he is strong in math, Nikolas seems to frequently doodle or space out during lessons and independent work. He doesn’t turn in his homework, and he frequently stays back from recess and lunch so that he doesn’t have to interact with other students.</p>
<p style="text-align: center;">FAINT</p> <p>Students may appear to be lethargic or overly tired. They may lay down and even nap on tables or appear confused or shut down emotionally and otherwise.</p>	<p>Neema is a fifteen year old student who has been in your school for a number of years since she arrived from Burundi. She frequently falls asleep, and you’ve noticed that she is very slow-moving. Neema doesn’t have many strong connections with her peers and seems emotionally unavailable.</p>
<p style="text-align: center;">FAWN</p> <p>Students may exhibit people-pleasing behaviors such as being hyper-attentive to others’ needs and always offering to help. These students may neglect their own personal needs in order to fit in and be accepted by others.</p>	<p>Amir is a five year old student who is starting kindergarten with you this year. He is extremely kind and helpful to you and his classmates. He frequently offers to hold the door, clean up the tables, and help his peers tie shoes or zip up jackets. Amir has had a number of bathroom accidents because he has been busy worrying about everyone else and doesn’t like to ask for help, himself.</p>

Trauma Response Cards	Scenario Cards
<p style="text-align: center;">FORGET</p> <p>Students may appear to be forgetful or avoidant of situations that could involve decision making or conflict. They may lose materials, misremember steps, or seem disorganized overall.</p>	<p>Alex is a seventeen year old student who always arrives late to class. They frequently lose their assignments and other materials, and seem generally scattered. Even though you know that Alex is really intelligent, they tend to have trouble following the steps of an assignment or task, and typically don't take many risks academically.</p>
<p style="text-align: center;">FRONT</p> <p>Students may put up a “persona of toughness” and come off as stoic. They may not see others as trustworthy and may have a difficult time exhibiting emotional responses.</p>	<p>Mei is an eleven year old student who recently arrived from China. She doesn't seem interested in getting to know others at all, especially teachers. Mei's family reports that she is sweet and submissive at home, but at school you've noticed that she doesn't talk much, doesn't want help, and doesn't share many feelings at all.</p>
<p style="text-align: center;">FOOL</p> <p style="text-align: center;"><i>(note: this is a verb, not a noun)</i></p> <p>Students may laugh at inappropriate times, out of nervousness or to keep from crying. These students may make themselves into the class clown or may even appear insensitive to others.</p>	<p>Colvin is an eight year old student whose family comes from Syria and you know that he spent a long time living in a refugee camp. He often makes insensitive jokes and plays around with his friends when it is time to work, even if something serious is going on. Colvin doesn't mind sharing about the hard things that have happened in his life, but he pokes fun at them and gets others to laugh along, too, even though you think it's inappropriate.</p>

Trauma Response Cards	Scenario Cards
<p data-bbox="446 388 553 420" style="text-align: center;">FRIEND</p> <p data-bbox="241 455 760 737">Students may seem to gravitate toward friendships that are “based on constantly discussing and reliving traumatic events” (Casimir & Baker, 2023). They may lack boundaries in social situations and form relationships solely based on similar difficult experiences.</p>	<p data-bbox="862 369 1380 779">Nori is a fourteen year old student who has moved back and forth from the US and the Dominican Republic. She has interrupted formal education but seems to be very popular among her peers. She has many groups of friends and you hear them talking and sharing loudly about things that seem very personal. Nori is constantly texting, chatting with friends, and leaving class to meet up with her peers.</p>

Appendix II

Digital JigSaw Grid

Choose one box and explore the resources within it during the allotted time. Then, gather in pairs or groups of people who explored different boxes and share your ideas.

<p>JigSaw Grid</p> <p>As you explore, consider these guiding questions:</p> <ul style="list-style-type: none">→ What have you learned about trauma-informed practice?→ What might you use in your own teaching?→ What questions do you still have?	<p>1. Resources from the Child Mind Institute for working with children who have endured trauma</p> <p>Website: Child Mind Institute Guide: Multilingual Trauma Resources* (Child Mind Institute, 2023)</p> <p><i>*Available Multilingually</i></p>
<p>2. Resources from The National Child Traumatic Stress Network for Working with Displaced Families</p> <p>Guide: Psychological First Aid for Displaced Children and Families (Brymer, et. al., 2021)</p> <p>Guide: Child Trauma Toolkit for Educators (NCTSN, 2008)</p> <p>Handout: Traumatic Separation and Refugee and Immigrant Children: Tips for Current Caregivers* (NCTSN, 2018)</p> <p><i>*Available Multilingually</i></p>	<p>3. Resources from Edutopia: Practical ideas and practices for your classroom</p> <p>Article: Harnessing the Synergy Between Trauma-Informed Teaching and SEL (Portell, 2021)</p> <p>Article + Video: An Inside Look at Trauma-Informed Practices (Berger, 2018)</p> <p>Video: Morning Meetings: Creating a Safe Space for Learning (Edutopia, 2015)</p> <p>Video: Peace Corner: Creating Safe Space for Reflection (Edutopia, 2018)</p>

4. Resources from Heinemann’s “Companion Resources” Guide for *Trauma-Responsive Pedagogy Teaching for Healing and Transformation: A framework for how to employ literature-based approaches in your trauma-informed classroom*

Handout: [Stories as Medicine Framework](#) (Casimir, 2021)

Guide: To go along with this, check out some books from our [CUNY-IIE Supporting Immigrants in Schools Resource Guide](#)

5. Resources from Colorín Colorado: An article on addressing student behavior related to trauma

Article: [Addressing Student Trauma, Anxiety, and Depression](#) (Colorín Colorado, 2018).

6. Resources from Echo Training: An infographic with information on how to address trauma in the classroom

Infographic: [“What do I do?” Trauma-Informed Support for Children](#), Infographic (Echo, 2017)

7. Resources from Safe Hands, Thinking Minds: A lecture and accompanying resources on building strong relationships with students

Video: [“Good relationships are the key to healing trauma” Ted Talk](#) by Dr. Karen Treisman (Treisman, 2018)

Website: Accompanying resource: Dr. Treisman’s organization [Safe Hands, Thinking Minds](#)

Appendix III

3-2-1 Reflection

3	<p>New facts I learned:</p> <ol style="list-style-type: none">1.2.3.
2	<p>Things I will try:</p> <ol style="list-style-type: none">1.2.
1	<p>Question I still have:</p> <ol style="list-style-type: none">1.

Appendix IV

Action Plan Template

Identify 2 Goals You Have for Your Learning Community and Draft an Action Plan for Each

Goal 1: By [timeframe] I will [action] by [procedure]. I need [resources needed].

Goal 2: By [timeframe] I will [action] by [procedure]. I need [resources needed].

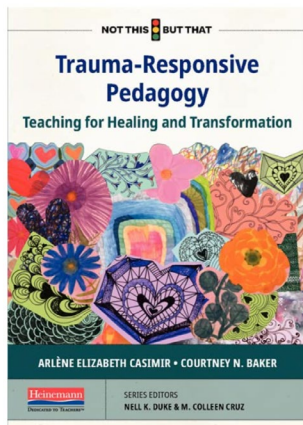
Example Goal: By June 2024, I will create a peace corner for students to self-regulate in my classroom by procuring materials and setting up a space in the southeast corner of the room. I need picture books related to self regulation, a sand timer, a bean bag chair, and a chart about deep breathing.

Author Bio

Ashley Busone-Rodríguez is a third grade teacher at Dos Puentes Elementary School, a dual language bilingual school in the Washington Heights neighborhood of New York City. She holds an M.A. in Bilingual Education from The City College of New York. Prior to teaching third grade, Ashley taught English for Speakers of Other Languages for adults and teenagers in Harlem, Boston, Santiago de Chile, and Morogoro, Tanzania. Ashley has co-authored articles and curricula related to translanguaging, immigration, popular education, and indigenous language education. Currently, Ashley serves on the Policy Development and Continuing Teacher and Leader Education (CTLE) teams at CUNY-IIE.

Resource Links for Further Study

Books and Websites



Casimir, A. E., & Baker, C. N. (2023). [Trauma-responsive pedagogy: Teaching for healing and transformation](#) (L. Irele & T. Antao, Eds.). Heinemann.

[Administration for Children and Families](#): Learn more about everything from “What is trauma-informed care?” to immigrant + refugee specific practices and resources

[Safe Hands, Thinking Minds](#): Dr. Karen Treisman’s UK-based organization with many resources and practical tools for trauma-informed care

[Child Mind Institute](#): Lots of multilingual resources about trauma informed care and the real psychological effects of trauma on children and families

Guides and Presentations



Creating, Supporting, and Sustaining Trauma-Informed Schools:
A System Framework

[Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#)

[“Helping Students Overcome Trauma”](#) Presentation by Ashley Busone-Rodríguez

[“The Impact of Trauma on Learning”](#) Presentation by Joel Ristuccia for Trauma Sensitive Schools

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