

Frameworks for Multi-Tiered Systems of Support for Trauma-Informed Educational Settings

Jennifer Lauren Aniano
National University, USA

Vice President of Editorial
Director of Acquisitions
Director of Book Development
Production Manager
Cover Design

Melissa Wagner
Mikaela Felty
Jocelynn Hessler
Mike Brehm
Phillip Shickler

Published in the United States of America by
IGI Global Scientific Publishing
701 East Chocolate Avenue
Hershey, PA, 17033, USA
Tel: 717-533-8845
Fax: 717-533-7115
Website: <https://www.igi-global.com> E-mail: cust@igi-global.com

Copyright © 2025 by IGI Global Scientific Publishing. All rights reserved. No part of this publication may be reproduced, stored or distributed in any form or by any means, electronic or mechanical, including photocopying, without written permission from the publisher.

Product or company names used in this set are for identification purposes only. Inclusion of the names of the products or companies does not indicate a claim of ownership by IGI Global Scientific Publishing of the trademark or registered trademark.

Library of Congress Cataloging-in-Publication Data

Names: Aniano, Jennifer, 1986- editor

Title: Frameworks for multi-tiered systems of support for trauma-informed educational settings / edited by: Jennifer Aniano.

Description: Hershey, PA : IGI Global Scientific Publishing, [2025] |

Includes bibliographical references and index. | Summary: "The purpose of this book is to offer an MTSS framework for the PK-12 educational setting that is built from the lens of trauma-informed care and integrates principles of anti-racist education and social-emotional learning while also addressing the needs of multiple subgroups of students, including but not limited to BIPOC, LGBTQIA+, Female, students living with ACEs, etc"-- Provided by publisher.

Identifiers: LCCN 2025000742 (print) | LCCN 2025000743 (ebook) | ISBN 9798369390207 hardcover | ISBN 9798369390214 paperback | ISBN 9798369390221 ebook

Subjects: LCSH: Education--Social aspects | Educational sociology

Classification: LCC LC191 .F728 2025 (print) | LCC LC191 (ebook) | DDC 306.43--dc23/eng/20250415

LC record available at <https://lcn.loc.gov/2025000742>

LC ebook record available at <https://lcn.loc.gov/2025000743>

British Cataloguing in Publication Data

A Cataloguing in Publication record for this book is available from the British Library.

All work contributed to this book is new, previously-unpublished material.

The views expressed in this book are those of the authors, but not necessarily of the publisher.

This book contains information sourced from authentic and highly regarded references, with reasonable efforts made to ensure the reliability of the data and information presented. The authors, editors, and publisher believe the information in this book to be accurate and true as of the date of publication. Every effort has been made to trace and credit the copyright holders of all materials included. However, the authors, editors, and publisher cannot assume responsibility for the validity of all materials or the consequences of their use. Should any copyright material be found unacknowledged, please inform the publisher so that corrections may be made in future reprints.

This book is dedicated with love to the educator who understands the importance of holistic education and has the bravery and fortitude to build trauma-informed systems. You truly make the world go round.

Editorial Advisory Board

Maggie Broderick, National University, United States of America
Linda Bloomberg, National University, United States of America
Samira Galvao, National University, United States of America
Andrew Goodman, Utah Valley University, United States of America
Chisato Hotta, National University, United States of America
Brandy Shooks, Western Michigan University, United States of America

Table of Contents

Preface	XV
----------------------	----

Acknowledgments	XX
------------------------------	----

Section 1 **Building Trauma-Informed School Communities**

Chapter 1

The Travesty of Traditional Tiers and Positive Behavior Intervention Supports	1
<i>Jennifer Aniano, National University, USA</i>	

Chapter 2

Culturally Responsive Trauma-Informed Training for Educators and School Counselors	25
<i>Jennifer M. Foster, Western Michigan University, USA</i>	
<i>Jennifer A. Meador, Aquinas College, USA</i>	
<i>Aneesh Kumar, Christ University, India</i>	

Chapter 3

MTSS and SEL: Behavior.....	49
<i>Michael Ellison, National University, USA</i>	

Chapter 4

Minneapolis Trauma-Informed School Practices	77
<i>Tetiana Holovatenko, V.N. Karazin Kharkiv National University, Ukraine</i>	

Section 2 **The Intersection of Social-Emotional Learning and Trauma-Informed School Communities**

Chapter 5

Cultural Competence Social-Emotional Learning	99
<i>Ranjit Singha, Christ University, India</i>	
<i>Surjit Singha, Kristu Jayanti College, India</i>	
<i>Melita Stephen Natal, Amity University, Greater Noida, India</i>	
<i>Alphonsa Diana Haokip, Don Bosco College, Maram, India</i>	
<i>Jishamol Thomas, Christ University, India</i>	
<i>Mibi Riba, Dera Natung Government College, India</i>	

Chapter 6

Integrating Anti-Racist Education Into Social-Emotional Learning Within a Trauma-Informed MTSS Framework 125

Andrew Goodman, Utah Valley University, USA

Chapter 7

Social-Emotional Learning as a Strategy for Addressing Math Anxiety in High School Students ... 147

Lori Ilana Barbag, National University, USA

Chapter 8

Heart and Mind — Empathy in Action: The Power of Social and Emotional Learning 171

Pamela Gary-Maple, National University, USA

Section 3

Supporting Diverse and Intersectional Populations Living With Trauma

Chapter 9

A Hidden Oasis of Care: Trauma-Informed Educational Practices and Teachers of Less Commonly Taught Content Areas (LCTCA)..... 203

Maggie Broderick, National University, USA

Chapter 10

Addressing Commercial Sexual Exploitation of Children: The Role of Trauma-Informed Practices in Schools..... 223

Chisato Hotta, National University, USA

Chapter 11

Ensuring Inclusive K-14 Classrooms for LGBTQIAA+ Students When Teachers Implement Equitable Practices by Using the Growth Heartset Theory 245

Gary Simeon Walker-Roberts, National University, USA

Chapter 12

Beyond the Frontlines: The Importance of Trauma-Informed Care for Military Children in the K-4 Setting 277

Nina Sapphira Russell, National University, USA

Chapter 13

The Evolution of Special Education and the Framework to Support Struggling Students 303

Crystal Riddick, National University, USA

Chapter 14

Reimagining Inclusivity and Access: A Transformative Model to Empower Students With Learning Disabilities..... 327

Monica Peña-Villegas, National University, USA

Section 4

Supporting Multilingual Learners, Migrant Students, Newcomer Students, and Refugee Students of Forced Diasporas Living With Trauma

Chapter 15

- Frameworks for Multi-Tiered Systems of Support for Trauma-Informed Educational Settings:
Supporting Multilingual Learners..... 363
Brandy Shooks, Western Michigan University, USA

Chapter 16

- A Comprehensive Approach Combining the Education System With Family Therapy to Help
Immigrant Families With Acculturation: Guide for Educators and Clinicians..... 387
Aniek Bradley, National University, USA

Chapter 17

- Whole Human Family Support in K-12 Education: Exploring the Divide..... 419
Samira Galvao, National University, USA

Chapter 18

- Education Without Borders: Ramping Up Support for Refugee, Migrant, and Immigrant Learners,
PK-12 449
Chigozie Ekpe, National University, USA

- Compilation of References** 473

- About the Contributors** 547

- Index**..... 551

Detailed Table of Contents

Preface..... XV

Acknowledgments..... XX

Section 1

Building Trauma-Informed School Communities

Chapter 1

The Travesty of Traditional Tiers and Positive Behavior Intervention Supports 1

Jennifer Aniano, National University, USA

For the last several decades, Positive Behavior Intervention Supports (PBIS) structures have been where many school districts across the United States have invested time, training, resources, and staff and allocated millions of dollars (Kim, R. M., & Venet, A. S., 2023; Funar, 2022; Dorado et al., 2016). In addition, these PBIS have been integrated through the Multitiered Systems of Support (MTSS), which have academic and social implications within the school climate and culture and intervention structures (Kim, R. M., & Venet, A. S., 2023; Funar, 2022; Dorado et al., 2016). What most systems and institutions have failed to recognize is the inherent racism, classism, and bias the very PBIS and MTSS structures meant to bridge the opportunity gap for our most marginalized students are not only widening the gap but also further traumatizing the students they are meant to serve the most (Osta & Vasquez, 2024).

Chapter 2

Culturally Responsive Trauma-Informed Training for Educators and School Counselors 25

Jennifer M. Foster, Western Michigan University, USA

Jennifer A. Meador, Aquinas College, USA

Aneesh Kumar, Christ University, India

Educational systems must become trauma-informed, anti-racist, and multi-tiered systems of support for all students, which requires comprehensive training for educators and school counselors. This chapter begins with an introduction to the history of trauma-informed approaches. Second, the chapter discusses children who have experienced trauma and the critical need for trauma-informed training in schools. Third, an anti-racist framework for culturally responsive approaches is provided. Fourth, key components of trauma-informed training are discussed, specifically building relationships and establishing safety. Fifth, research-based recommendations for successful training of educators and school counselors are provided. Sixth, the wellness needs of school staff to minimize occupational burnout and combat indirect trauma, which includes vicarious trauma, secondary traumatic stress and compassion fatigue are discussed. Finally, the importance of increased support from administration and community partners for the implementation of trauma-informed practices is emphasized.

Chapter 3

MTSS and SEL: Behavior.....	49
-----------------------------	----

Michael Ellison, National University, USA

MTSS and Social emotional learning are not just a group of tiers and layers. This can be compared to a cake. Within MTSS there are certain issues that have to be discussed that are layered within the process of helping a child. The Base (Tier 1): Starts with high-quality instruction for all, with SEL baked in. This creates a positive learning environment where students feel valued and can develop crucial social-emotional skills. Adding Flavor (Tier 2): Involves early detection of students needing extra help. Targeted interventions address specific needs, like executive functioning, early childhood development, and ADHD. The Finishing Touch (Tier 3): Provides highly individualized support, like one-on-one instruction or therapy. Strong collaboration between educators, families, and specialists is key. Holistic Approach: MTSS weaves SEL throughout all tiers, recognizes the impact of trauma, and emphasizes family engagement. It's about nourishing the whole child, academically, socially, and emotionally.

Chapter 4

Minneapolis Trauma-Informed School Practices	77
--	----

Tetiana Holovatenko, V.N. Karazin Kharkiv National University, Ukraine

This study explores trauma-informed practices at a high school in Minneapolis, aiming to create a supportive ecosystem for students. Using a qualitative design, it incorporates semi-structured interviews and classroom observations. Participants included five school staff members, such as teachers, social workers, and an assistant principal, with varying levels of experience. The study examines participants' understanding of trauma-informed education, strategies used, challenges faced, and views on sustainability. The study identifies two key themes: the role of empathy-driven practices in supportive classrooms and the importance of teacher well-being. Findings emphasize the need for a multi-tiered approach and the critical role of teachers' emotional well-being in implementing trauma-informed practices. Ethical considerations, including informed consent and confidentiality, were maintained throughout.

Section 2

The Intersection of Social-Emotional Learning and Trauma-Informed School Communities

Chapter 5

Cultural Competence Social-Emotional Learning	99
---	----

Ranjit Singha, Christ University, India

Surjit Singha, Kristu Jayanti College, India

Melita Stephen Natal, Amity University, Greater Noida, India

Alphonsa Diana Haokip, Don Bosco College, Maram, India

Jishamol Thomas, Christ University, India

Mibi Riba, Dera Natung Government College, India

This chapter delves into the integration of cultural competence and social-emotional learning (SEL) within trauma-informed educational settings, proposing a multi-tiered systems of support (MTSS) framework. The chapter examines the theoretical and conceptual foundations of cultural competence and SEL, emphasizing the importance of these components in supporting students' emotional and academic success, particularly in diverse and trauma-affected communities. Practical strategies and challenges

for implementing culturally responsive SEL practices are discussed, along with recommendations for educators, policymakers, and future research directions.

Chapter 6
Integrating Anti-Racist Education Into Social-Emotional Learning Within a Trauma-Informed
MTSS Framework 125
Andrew Goodman, Utah Valley University, USA

This chapter explores how anti-racist education can be meaningfully integrated into social-emotional learning (SEL) within a trauma-informed Multi-Tiered System of Support (MTSS). It critiques the Eurocentric foundations of traditional SEL, which often emphasize individualism over community and self-regulation over cultural relevance. By aligning SEL with anti-racist principles, schools can better serve students from historically marginalized communities and foster inclusive, healing-centered environments. Grounded in transformative SEL and critical race theory, this chapter outlines strategies to embed equity across all MTSS tiers, including culturally sustaining practices, educator training, and strong community partnerships. It also addresses the challenges of political resistance and limited resources, offering practical solutions for implementation. The chapter calls on teacher preparation programs to lead this shift by equipping future educators with the tools to disrupt systemic inequities and promote justice-centered SEL.

Chapter 7
Social-Emotional Learning as a Strategy for Addressing Math Anxiety in High School Students ... 147
Lori Ilana Barbag, National University, USA

This chapter examines integrating social-emotional learning (SEL) to mitigate math anxiety among high school students. Drawing on qualitative data, the chapter explores the multifaceted impact of math anxiety, highlighting its cognitive, emotional, and social dimensions. It presents SEL as a transformative approach, emphasizing mindfulness, emotional regulation, and growth mindset development. The chapter highlights the importance of trauma-informed and anti-racist principles, advocating for culturally responsive teaching to address the unique challenges faced by marginalized communities. By situating SEL within a Multi-Tiered System of Supports (MTSS) framework, the chapter outlines practical strategies for educators, including differentiated instruction, restorative practices, and teacher professional development. The findings demonstrate how SEL fosters inclusive classroom environments, enhances student confidence, and improves academic outcomes, offering a comprehensive model to address math anxiety and promote equitable education.

Chapter 8
Heart and Mind — Empathy in Action: The Power of Social and Emotional Learning 171
Pamela Gary-Maple, National University, USA

This chapter, Heart and Mind — Empathy in Action: The Power of Social and Emotional Learning, explores the transformative role of Social and Emotional Learning (SEL) in fostering empathy, resilience, and meaningful human connections. It examines how SEL bridges the gap between cognitive and emotional intelligence, enabling individuals to navigate interpersonal dynamics with greater understanding and compassion. The chapter highlights key components of SEL, including self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making. Using case studies, educational initiatives, and psychological research, it illustrates how SEL enhances academic performance, mental

health, and conflict resolution skills. By integrating heart and mind, SEL empowers individuals to build inclusive communities, address societal challenges, and contribute to a more empathetic and equitable world. The chapter concludes with practical strategies for implementing SEL in schools, emphasizing its potential to inspire meaningful change at both personal and societal levels.

Section 3
Supporting Diverse and Intersectional Populations Living With Trauma

Chapter 9
A Hidden Oasis of Care: Trauma-Informed Educational Practices and Teachers of Less
Commonly Taught Content Areas (LCTCA)..... 203
Maggie Broderick, National University, USA

Certain special pockets in PK-12 schools are “places of refuge from the hardness of life,” as the artist Fernando Botero (Quote.org, n.d.). once described. Trauma-informed educational practices are multifaceted and intersect with issues of culturally responsive teaching (CRT) (Gay, 2018) and diversity, equity, and inclusion. This chapter builds upon previous work by Broderick (2021), which explored the nuanced and unique role of teachers of Less Commonly Taught Content Areas (LCTCA), including the Arts and various other specialized content areas. Teachers of LCTCA may be uniquely positioned to support marginalized students in PK-12 schools, who often face ongoing trauma in and out of school.

Chapter 10
Addressing Commercial Sexual Exploitation of Children: The Role of Trauma-Informed Practices
in Schools..... 223
Chisato Hotta, National University, USA

Commercial sexual exploitation of children encompasses a range of crimes in which a child is sexually abused in exchange for financial gain or other valuables, such as a place to sleep. When a child is commercially sexually exploited, both their mental and physical health is impacted, leading to difficulties in social skills, education, and employment. Unfortunately, exploited children are often viewed negatively, and even when they seek help, their requests may be ignored. Many school officials, including nurses, principals, and teachers, are in a critical position to recognize exploitation and provide support. Trauma-informed practices are strategies designed to address trauma by fostering a safe and supportive environment. Implementing trauma-informed practices in schools is essential to creating safe spaces that provide appropriate support for these children. However, due to a lack of knowledge, there is often a lack of empathy, and trauma-informed practices are not effectively implemented to assist them.

Chapter 11
Ensuring Inclusive K-14 Classrooms for LGBTQIAA+ Students When Teachers Implement
Equitable Practices by Using the Growth Heartset Theory 245
Gary Simeon Walker-Roberts, National University, USA

In this book chapter, the author will discuss what teachers can do to adopt the Growth Heartset Theory so that all LGBTQIAA+ students feel welcome in their classrooms. By applying the Growth Heartset Theory, teachers build an environment conducive to inclusion for LGBTQIAA+ students in K-14 classrooms. By developing empathy, emotion, and inclusive school culture through the lenses of belonging and respect, the Growth Heartset Theory identifies how to support this diverse population in overcoming their specific

challenges. By examining these challenges from an interdisciplinary point of view, this chapter calls attention to best practices that assist this student population while validating LGBTQIAA+ identities in educational contexts. It presents practical strategies for teachers and recommendations for curriculum design, classroom management, and teacher training to be consistent with this theory. Implementing these will result in positive educational outcomes.

Chapter 12

Beyond the Frontlines: The Importance of Trauma-Informed Care for Military Children in the K-4 Setting 277
Nina Saphira Russell, National University, USA

The United States operates an all-volunteer military force (AVF), a cornerstone of U.S. defense strategy since its implementation in 1973. Despite its success, challenges such as declining recruitment rates and insufficient support for military families persist. The military lifestyle has its challenges; however, military-connected children face academic, social, and emotional challenges due to frequent PCS moves and parental deployments. A strong support system is necessary for military-connected children. However, research studies on their needs within the K-12 educational system remain scarce. This chapter explores the application of Multi-Tiered Systems of Support (MTSS) and Trauma-Informed Care (TIC) for military-connected children, advocating for targeted interventions that foster resilience, adaptability, and academic success. It examines the intersection of military culture, developmental needs, and the evolving landscape of family support.

Chapter 13

The Evolution of Special Education and the Framework to Support Struggling Students 303
Crystal Riddick, National University, USA

This chapter examines the evolution of special education, beginning with Brown v. Board of Education and progressing through contemporary legislation. Through the lens of special education, this chapter will explore a comprehensive approach to learning, identifying fundamental changes, supports, and strategies developed over time to support students effectively. The chapter will focus on equitable practices that foster inclusive and effective educational environments for all learners. The key frameworks and strategies discussed will include the Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), Universal Design for Learning (UDL), as well as emerging trends and future directions in special education.

Chapter 14

Reimagining Inclusivity and Access: A Transformative Model to Empower Students With Learning Disabilities..... 327
Monica Peña-Villegas, National University, USA

This chapter represents a qualitative case study that explored parent/guardian perceptions of postsecondary transitions for students with learning disabilities, guided by Schlossberg's transition theory. The research problem was that despite the increasing enrollment of students with learning disabilities within colleges/universities, they lag in degree attainment. The purpose was to explore the perceptions of parents/guardians of students with specific learning disabilities regarding their student's ability to successfully transition from high school to a college/university. Findings showed that effective IEP/504 plans require holistic collaboration among schools, colleges, disability services, outreach programs, support groups,

and families. The transformative model developed empowers students with learning disabilities for successful postsecondary transitions, persistence, and completion, underscoring that tailored interventions are key to improving postsecondary outcomes, boosting parental and student involvement, institutional collaboration, and access to key critical resources.

Section 4

Supporting Multilingual Learners, Migrant Students, Newcomer Students, and Refugee Students of Forced Diasporas Living With Trauma

Chapter 15

Frameworks for Multi-Tiered Systems of Support for Trauma-Informed Educational Settings:

Supporting Multilingual Learners..... 363

Brandy Shooks, Western Michigan University, USA

Dr. Brandy Shooks presents a comprehensive exploration of how trauma-informed practices, when integrated with Multi-Tiered Systems of Support (MTSS), can effectively address the unique challenges faced by multilingual learners (MLs). These students often navigate intersecting barriers, including trauma, language acquisition, cultural adjustment, and systemic inequities, making a multifaceted approach essential for fostering resilience and academic success. This chapter delves into the critical need for trauma-informed educational settings that prioritize safety, trust, and collaboration while providing MLs with the tools to thrive academically and emotionally.

Chapter 16

A Comprehensive Approach Combining the Education System With Family Therapy to Help

Immigrant Families With Acculturation: Guide for Educators and Clinicians..... 387

Aniek Bradley, National University, USA

Children of Immigrant parents, regardless of being born in the USA, face additional challenges. Even though young children have a higher level of resilience, some live traumatic events vicariously. Chronic stress of the parents due to language barriers, cultural differences, social influences, and legal status can permeate the children. Clinical interventions with the family can reduce the negative impact of acculturation on the parents and help them understand their children's cultural differences. The challenge is that many of these families are afraid to utilize the available resources, or they are unaware that such resources exist. Promoting such interventions in educational facilities can inform migrant families and help them adjust to a new society.

Chapter 17

Whole Human Family Support in K-12 Education: Exploring the Divide..... 419

Samira Galvao, National University, USA

This chapter delves into several key topics that are essential to understanding and supporting English Language Learners (ELLs) in K-12 education, including the distinctions between adult ELLs and native English speakers, diversity, language diversity, cultural awareness, cultural competence, strengths, challenges, and the complexities of cultural integration. By addressing these areas, the chapter seeks to illuminate the unique needs of ELLs and provide actionable strategies to foster their academic success and overall well-being. This chapter's primary objective is to explore ELLs' critical needs and identify motivational strategies to empower them. These strategies include implementing well-resourced

interventions, equipping educators with the necessary tools to support diverse learners, and fostering an inclusive environment where ELLs can thrive. Such efforts are vital for improving attendance, increasing graduation rates, and ensuring that ELLs are prepared for bright, successful futures.

Chapter 18

Education Without Borders: Ramping Up Support for Refugee, Migrant, and Immigrant Learners,
PK-12 449
Chigozie Ekpe, National University, USA

Education is a fundamental right (United Nations, 1948) that should be afforded to all children. To foster academic and personal growth, children must have access to safe, humane, and inclusive learning spaces underpinned by equity and social justice. Approximately 1.6 million children reside in the U.S., with a rising number of minors traveling alone (UNICEF Data Warehouse, 2024). Migrant children in the U.S. experience divergent and unique educational, environmental, health, and socioeconomic barriers and inadequate support which disrupt children’s learning and development (Ibrahim et al., 2024). This chapter will clarify the interconnection between different migrant groups. This chapter will adopt a pertinent theoretical lens to explore factors contributing to child migration, the challenges, and different levels of support (or lack thereof) available to these populations. This chapter will culminate in viable suggestions for enhanced support for migrant learners.

Compilation of References 473
About the Contributors 547
Index..... 551

Chapter 4

Minneapolis Trauma-Informed School Practices

Tetiana Holovatenko

 <https://orcid.org/0000-0002-7545-3253>

V.N. Karazin Kharkiv National University, Ukraine

ABSTRACT

This study explores trauma-informed practices at a high school in Minneapolis, aiming to create a supportive ecosystem for students. Using a qualitative design, it incorporates semi-structured interviews and classroom observations. Participants included five school staff members, such as teachers, social workers, and an assistant principal, with varying levels of experience. The study examines participants' understanding of trauma-informed education, strategies used, challenges faced, and views on sustainability. The study identifies two key themes: the role of empathy-driven practices in supportive classrooms and the importance of teacher well-being. Findings emphasize the need for a multi-tiered approach and the critical role of teachers' emotional well-being in implementing trauma-informed practices. Ethical considerations, including informed consent and confidentiality, were maintained throughout.

INTRODUCTION

Currently, there is a rising number of children experiencing trauma. According to the U.S. Department of Veterans Affairs, up to 43% of children experience at least one trauma, and from 3% to 15% of girls and 1% to 6% of boys experience PTSD (U.S. Department of Veterans Affairs, 2024). Additionally, the World Health Organization says people, on average, have 3.2 traumas per life (Kessler, et al., 2017). This statistic highlights a growing issue of childhood trauma. Trauma can lead to difficulties in concentration, reduced academic performance, and disruptive behavior in educational settings. Children dealing with trauma may display symptoms such as anxiety, depression, hypervigilance, or emotional numbness (van der Kolk, 2000). Consequently, schools and educators must focus on trauma-informed practices, creating environments that foster safety, trust, and emotional resilience.

With the full-scale Russian invasion in Ukraine and increasing instability in Ecuador and Venezuela, there are an unprecedented number of newcomers in the Twin Cities metropolitan area. For instance, according to the Minnesota Department of Education data, in the 2021/22 academic year, 325 students identified their primary home language as Ukrainian; in 2022/23 – 508 students and 2023/24 – 725

DOI: 10.4018/979-8-3693-9020-7.ch004

students (Minneapolis Department of Education). This rapid increase in newcomers, coupled with the traumatic experiences many have experienced due to war and displacement, presents unique challenges for schools in the Twin Cities. In addition to the trauma of conflict that led them to resettle in the first place, many of these Ukrainian students also experience resettlement trauma. Significantly affected by trauma are English language learners; the majority of students resettling in the United States, whose language proficiency is not enough to express themselves in English, are left to navigate traumatic events without peer or teacher support (Mora-Flores & Dewing, 2023). Schools must adapt to not only support these students academically but also foster a learning environment that acknowledges and addresses the profound impact of trauma.

People have various reactions to stress and traumatic experiences. All types of trauma influence the body. Neurobiologically, trauma affects the brain. Particularly the amygdala, hippocampus, and prefrontal cortex, which play key roles in emotional regulation, memory, and executive functioning (van der Kolk, 2014). As a result, traumatic experiences can impair school performance. Reupert (2020), based on a holistic analysis, has proposed theoretical models outlining the dynamic relationship between mental health and academic performance. The author has distinguished the adjustment erosion model, according to which externalizing problems directly affect learning; the academic incompetence model, according to which academic failure leads to inconfidence and involvement in risk behaviors; the shared risk model, according to which risk factors in the children's background history impacts their academic performance and mental health (Reupert, 2020). The third model is the core to understanding the influence of traumatic experiences on students' ability to learn. Students who have gone through trauma often struggle with memory retention, have a limited attention span, face challenges in understanding language, experience difficulties with logical reasoning and recognizing cause-and-effect relationships, and may find it hard to build relationships or trust others (Dehn, 2022; Matte-Landry et al., 2023).

The aftermath of coping with trauma is shaped by a complex set of factors, such as what the stressful event was, access to internal and external resources, and reinforcing inner neural networks to cope with stress (Berardi & Morton, 2019). Recently, teachers have reported a growing number of students with signs of trauma in their classrooms, seeing behavioral problems, academic challenges, stress and anxiety, and mental health issues (Berardi & Morton, 2019). Venet, Berger & Martin write that it is crucial for teachers not to treat students from the standpoint of the one who is looking for traumatized individuals to help them but rather create an environment where students know it is safe to be who they are and be assured they can get the support they are looking for regardless of the fact they had trauma (Venet, 2021). The driving principle of trauma-informed practices is the assumption that every individual has experienced some trauma in their life, but the impact of the trauma differs from case to case (Berardi & Morton, 2019). Some teachers have implemented trauma-informed practices to address the needs of a diverse cohort of students.

Consequently, implementing trauma-informed practices in schools is important in creating a welcoming environment for those who have previous traumatic experiences. Educational implications of creating a trauma-sensitive classroom environment cover scaffolding the material and reducing the cognitive load (Dehn, 2022), changing the physical environment to reduce distractions, incorporating regulatory strategies, and providing transitional support to students (Forbes & Maki, 2020). Venet (2021) categorizes these changes into developing the trauma-informed lens in terms of practice, transforming classrooms by shifting the pedagogy towards being more trauma-informed and changing the policies implemented. However, the lack of a shared understanding of trauma-informed instruction and no system to disseminate practical approaches has resulted in far too many instructors being unable to recognize behavior impacted

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the product's webpage:

www.igi-global.com/chapter/minneapolis-trauma-informed-school-practices/378461?camid=4v1

Related Content

The Management of Cancer and Depression in People With Intellectual Disabilities: Overcoming Barriers to Improve Care

Lara Carneiro, Katarzyna wirynkao, Rita Vaiekauskait, Soner Dogan, Oliwia Kowalczyk and John Wells (2024). *Combining Exercise and Psychotherapy to Treat Mental Health* (pp. 22-62).

www.igi-global.com/chapter/the-management-of-cancer-and-depression-in-people-with-intellectual-disabilities/334577?camid=4v1a

Potentials of Digital Assistive Technology and Special Education in Kenya

Foad Hamidi, Patrick Mbullo Owuor, Michaela Hynie, Melanie Baljko and Susan McGrath (2018). *Autism Spectrum Disorders: Breakthroughs in Research and Practice* (pp. 162-182).

www.igi-global.com/chapter/potentials-of-digital-assistive-technology-and-special-education-in-kenya/189345?camid=4v1a

A Case Study of MY Psychology: Malaysia's First Online Psychoeducational Platform

Chong Shen Hew, Mu Yi Hor, Hou Huai Gary Yap and Tin Fung Chong (2019). *Multicultural Counseling Applications for Improved Mental Healthcare Services* (pp. 50-63).

www.igi-global.com/chapter/a-case-study-of-my-psychology/214137?camid=4v1a

Mutually Beneficial Mentoring for Mental Wellness and Personal Growth

Alexander Papson and Mark Dehmlow (2022). *Leadership Wellness and Mental Health Concerns in Higher Education* (pp. 291-307).

www.igi-global.com/chapter/mutually-beneficial-mentoring-for-mental-wellness-and-personal-growth/303281?camid=4v1a