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Disclaimer

- Sensitive topics may be discussed throughout this training.
- You may reflect on your own personal life and the experiences that you or your loved ones have experienced. At times, during training or research, we can be triggered.
- If you experience elevated emotions or sensations at anytime during the whole training, please do reach out to me so I can allocate time to sit with you.
- Triggers do not feel good yet if we allow them to teach us what is present and move through those feelings or sensations with support, we can lessen the impact or severity in the moment.
- Also, can we create a safe space to share and whatever is shared here, stays here?

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What is trauma?

- Any event that overwhelms our ability to cope and respond
- Leaves us feeling helpless, hopeless, and out of control
- Traumatization is when an individual is unable to bring their body back into balance after the event is done
- Trauma can become trapped
- Unresolved trauma can lead to major disturbances at a cognitive, emotional, physiological, and spiritual level which impacts they way we think, feel and behave

(Yoga Ed. 2018)

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### Indigenous Trauma

- Historical Trauma
- Intergenerational
- Multigenerational Trauma
- Racial Trauma
- Colonialism
- Grief & loss

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“trauma is not a disorder but a reaction to a kind of wound. It is a reaction to profoundly injurious events and situations in the real world, and indeed a world in which people are routinely wounded”  
 (Burstow, 2003)

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### Historical Trauma

- Disproportionally high rates of psychological distress & health disparities (Hartmann & Gone, 2016)
- “cumulative emotional and psychological wounding, over the lifespan and across generations, emanating from massive group trauma experiences.”- (Maria Yellow Horse Brave Heart, 2003)
- American Indian Historical Trauma (AI HT) attests a relationship between historical oppression and psychological distress (Hartmann & Gone, 2016)

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### Historical Trauma

- AI therapists “characterize AI HT as psychological dysfunction due to the intergenerational transmission of risk or vulnerability from ancestors to descendants stemming from historically traumatic experiences with colonization” (Hartmann & Gone, 2016).
- “internalized ancestral trauma” (Maria Yellow Horse Brave Heart, 2003)
- Symptoms could include somatic, psychological, physical, and spiritual problems related to unresolved grief caused by colonization” (Nicolai & Saus, 2013)

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• “Ignorance of historical experiences of colonization contribute to present day suffering, preventing resolution of grief and trauma”

(Maxwell, 2014)

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### Intergenerational Trauma

- “it is cumulative, emotional and psychological wounding over time that is transmitted from one generation to the next” (Linklater, 2014).
- “HT construct emphasizes ancestral adversity that is intergenerationally transmitted in ways that compromise the well-being of descendant generations.” (Gone, et.al., 2019)

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Multigenerational Trauma

- “multiple types of trauma understood as current, ancestral, historical, individual or collective experiences”
- (Linklater, 2014)

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“Trauma and suicide behavior histories among a Canadian Indigenous population: An empirical exploitation of the potential role of Canada’s residential school system.”

- Elias, et. al., 2012
- First to measure mental health impact of residential school experience of survivors and their children.
- Data was derived from the Manitoba First Nation Regional Longitudinal Adult Health Survey conducted in 2002-2003.
  - Explored potential predictors of a lifetime of history of abuse, suicide thoughts, and suicide attempts among residential school attendees and non-attendees.
- 2953 individuals with slightly more females than males
  - 611 attendees; 1100 offspring-parents/grandparents; 2342 non-attendees; 611 offspring

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Elias, et. al., 2012

- Females more likely than males to report history of abuse, suicidal thoughts, suicidal attempts.
- History of suicidal thoughts and attempts were more apparent among the younger population (18-27 years old)
- Survivors who reported their experience as negative were more likely to have an abuse history
- Multigenerational exposure and history of abuse, suicide thoughts & attempts suggest poor parenting or trauma transmission occurred

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Elias, et. al., 2012

- Those who had an abuse history were likely to have suicidal thoughts & attempts
  - Abuse history was significantly associated with history of suicidal thoughts in the 28-44 year old cohort than the 45 years+ that did not have an abuse history

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Elias, et. al., 2012

- Non-attendee results
  - Abuse history reported for multigenerational school exposure (poor parenting)
  - FN women more likely to have abuse history compared to FN men
  - Multigenerational abuse more likely to have suicidal behaviors (trauma transmission from a parent or grandparent)

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Racial Trauma

- People of Color and Indigenous individuals (POCI)
  - Reactions to dangerous events & real or perceived experiences of racial discrimination
    - Threats
    - Harm & injury
    - Public humiliation or shaming
    - Being a witness of racial discrimination
    - Ongoing individual & collective injuries to race-based stress
- (Comas-Diaz et.al., 2019)

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### Racial Trauma-Symptoms

- Hypervigilance to threat
- Flashbacks
- Nightmares
- Avoidance
- Suspicion
- Headaches
- Heart palpitations
- Fatigue
- Tension in the body
- High blood pressure

(Comas-Diaz et.al., 2019)

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### Racial Trauma Effects (Comas-Diaz et.al., 2019)

- Feeling silenced
- Experiences minimized
- Persistent feelings of invalidation, helplessness or fear
- Higher stress
- Anxiety
- Depression
- Suicide Ideation-thoughts & attempts
- PTSD
- Erodes cultural identity

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### Racial Trauma

- Similar to PTSD but NOT...
  - Repeated
    - Ongoing exposure to race-based stress
    - Throughout their entire life

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Racial Trauma (Comas-Diaz et.al., 2019)

- PTSD interventions...
  - Lacks cultural relevance
    - Practitioners need culturally responsive and racially informed interventions
      - Anti-colonial lens

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Colonialism

- |                                       |  |
|---------------------------------------|--|
| • White supremacy                     | • Decontextualize spirituality         |
| • Acculturation                       | • Knowledge validity                   |
| • Systematic Oppression               | • Severing of families and communities |
| • Systematic Racism                   |  |
| • Murdered & Missing Indigenous Women |  |
| • Land dispossession                  |  |

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Acculturation (Lui, et.al., 2019)

- Maintains the racial hierarchy
- Less targeted by white people
- Navigate white spaces by racial trauma

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### “white culture”

- White culture is “rugged individualism, competition, action-orientation, hierarchical power structures, standard American English, linear and future time orientation, Judeo-Christianity, European history, Protestant work ethic, objective science, owning goods and property, the nuclear family unit, and European aesthetics” (Lui, et.al., 2019)

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### When schools cause and perpetuate trauma

- Trauma in Curriculum
- Trauma in policies

(Gaffney, 2019)

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### Knowledge validity

- “Founding fathers of psychology & philosophy”
- Universal explanation for ALL OF US
- Pathologies instead of potential



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### Knowledge validity

- Unbalanced power issues in knowledge validity
  - "Indigenous knowledge production faces continued pressure to exist in a world that is only comfortable if colonial institutions maintain control over knowledge, including the power to verify legitimate knowledge" (Linklater, 2014)

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### Knowledge Validity

- "Indigenous peoples have maintained knowledge systems and a complex way of life that has sustained their existence for thousand of years" (Linklater, 2014)

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### Spirituality

- Historical trauma
  - Intergenerational
  - Multigenerational
  - Acculturation

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Grief & Loss

- Completely different experience
- Collective grief
- No relief. This is trauma!!!

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Western Clinical Perspective of Trauma & Student Learning

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Agenda-part ii

- Western clinical perspectives of trauma
  - Definitions
  - Diagnoses
  - Research
  - Challenges

Impacts of trauma on student learning

- Cognitive
- Behavioral
- Socio-emotional
- Adaptive

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### Trauma

- Shock Trauma
  - Abuse
  - Natural disaster
  - War
  - Violence
  - Car accidents
  - Illnesses
  - divorce
- Interpersonal Trauma
  - Emotional abuse
  - Emotional neglect
  - Physical abuse
  - Physical neglect
  - Sexual abuse

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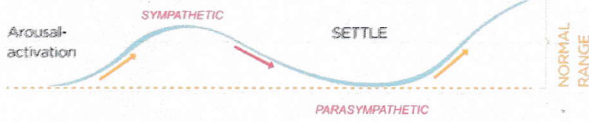
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### A HEALTHY NERVOUS SYSTEM



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(Toga EG, 2016)

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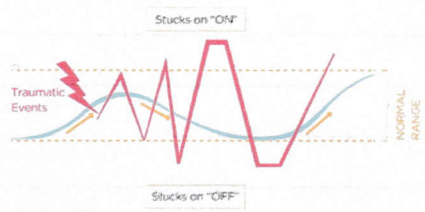
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*Anxiety, Panic, Hyperactivity, Exaggerated Startle, Inability to relax, Restlessness, Hyper-vigilance, Digestive problems, Emotional flooding, Chronic pain, Sleeplessness, Hostility/rage.*



© 2008 Robert M. White

*Depression, Flat affect, Lethargy, Deadness, Exhaustion, Chronic Fatigue, Disorientation, Disconnection, Dissociation, Complex syndromes, Pain, Low Blood Pressure, Poor digestion*

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### Western clinical perspectives of trauma

- Post-Traumatic Stress Disorder
    - Diagnostic Statistical Manual of Mental Disorders 5<sup>th</sup> Edition (DSM-V)
  - Complex Post Traumatic Stress Disorder
    - International Classification of Disease 11<sup>th</sup> Edition (ICD-11)
  - Developmental Trauma
    - In development (no pun intended)
- The Adverse Childhood Experience (ACE) Study

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### Diagnostic statistical manual of mental disorders -American psychiatric association

- Standard for clinical practice in mental health
- Diagnostic criteria that express how disorders are expressed and can be recognized by practitioners
- Practical, functional, and flexible guide to aid in accurate diagnosis and treatment

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### Post-Traumatic Stress disorder

- DSM-III (1987)-based upon experiences of soldiers returning from Vietnam
    - Initial definition focused on three criteria: re-experiencing, avoidance and numbing, & physiological arousal.
    - Catastrophic stressor outside of regular human experience
      - War, torture, rape, Nazi Holocaust, atomic bombings, natural disasters, and human-made disasters
- Individuals would need to meet the stressor criterion for a PTSD diagnosis

DSM-IV (1994)-expanded definition to include: intrusive recollections, avoidant/numbing symptoms, hyperarousal, duration of symptoms, & cause significant distress or functional impairment.

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### POst-traumatic stress disorder

- DSM-V (2013)
  - Recognition that is not just a fear-based anxiety disorder
    - Includes negative cognitions, mood states, & disruptive behavioral symptoms
    - No longer an Anxiety Disorder
    - In it's own category (trauma & stressor related disorders)
    - Criteria includes exposure to traumatic or otherwise adverse environmental event

Specific criteria for PTSD for children 6 years and younger

- Criterion similar

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### International Classification of Diseases 11<sup>th</sup> Edition- World Health Organization

- Global Standard
- Codes health information and causes of death
- "Complex post-traumatic stress disorder (Complex PTSD) is a disorder that may develop following exposure to an event or series of events of an extremely threatening or horrific nature, most commonly prolonged or repetitive events from which escape is difficult or impossible" ICD-11

<https://icd.who.int>

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### CPTSD

- 1) severe and pervasive problems in affect regulation;
  - 2) persistent beliefs about oneself as diminished, defeated or worthless, accompanied by deep and pervasive feelings of shame, guilt or failure related to the stressor; and
  - 3) persistent difficulties in sustaining relationships and in feeling close to others.
- The disturbance causes significant impairment in personal, family, social, educational, occupational or other important areas of functioning.

<http://traumainformation.com/complexptsd#icd11>

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Developmental trauma

- PTSD symptomology with the following additions:
  - Symptoms of emotional and physiological dysregulation/dissociation
  - Problems with conduct and attention regulation
  - Difficulties with self-esteem regulation and in managing social connections.

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- DTD is an "integrative framework for assessing and treating children's emotional, biological, cognitive, behavioral, interpersonal, and self-identity dysregulation in the wake of traumatic victimization and disrupted attachment" (Spinazzola, van der Kolk & Ford, 2018)

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Developmental Trauma

- Symptoms of emotional and physiological dysregulation/dissociation
  - Chronic activation of neurobiological systems involved in the regulation of stress and emotions
    - React faster & more fiercely to emotional stimuli
    - Require more time to calm down after the emotional reaction
      - A. Exposure
      - B. Affective and physiological dysregulation
      - C. Attentional & behavioral dysregulation
      - D. Self and relational deregulation
      - E. Post-traumatic spectrum symptoms
      - F. Duration
      - G. Functional Impairment

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### Developmental Trauma

Somatization, body, and sensory perception

- Perception of pain is diminished
- Underdeveloped body perception, sensory perception, experience of pleasure, and inability to enjoy positive sensory experiences such as music and taste

Self-injury, high risk behavior, and sexual abnormalities

- Non-suicidal self-injury
- Suicidal behavior
- Increased sexual behavior

© 2020 Aspen Music (Schmid, et al., 2013)

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### Developmental trauma

- Difficulties with executive functions and the regulation of attention
  - Impaired due to survival mode (what fires together wires together)
  - Cognitive impairments
    - Attention span
    - Distractibility
    - Making plans
    - Working memory
- Difficulties in self-regulation and establishment of relationships
  - Disorganized attachment style
  - Social situations are altered
  - Guilt and shame

© 2020 Aspen Music (Schmid, et al., 2013)

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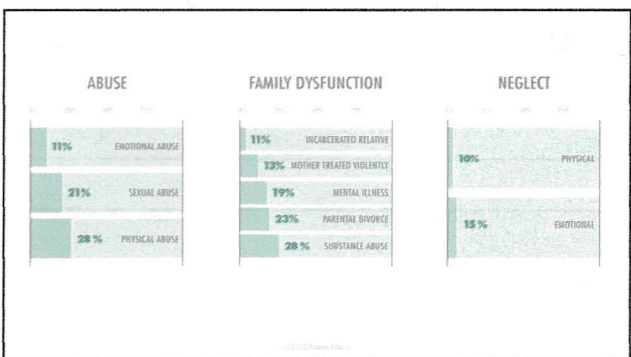
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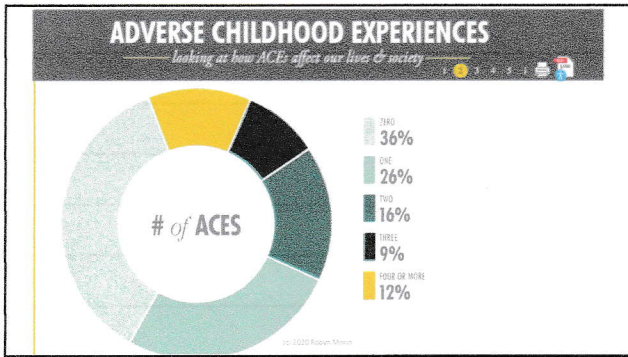
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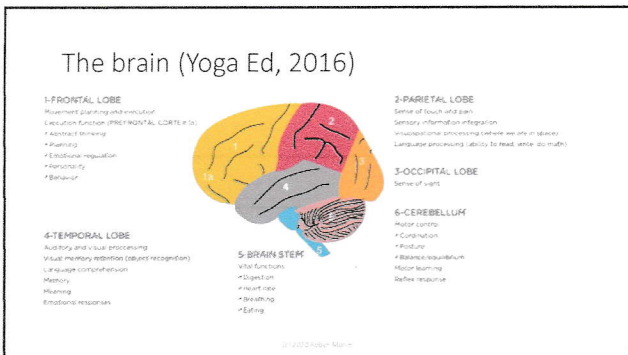
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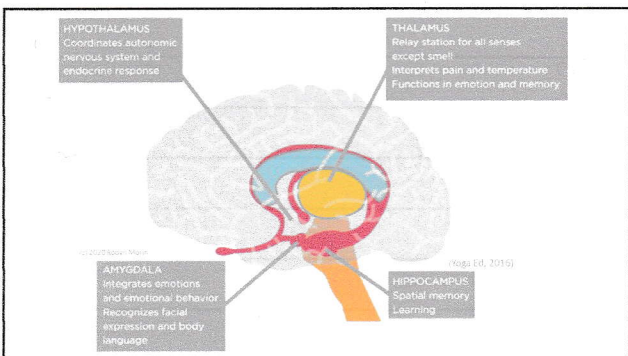
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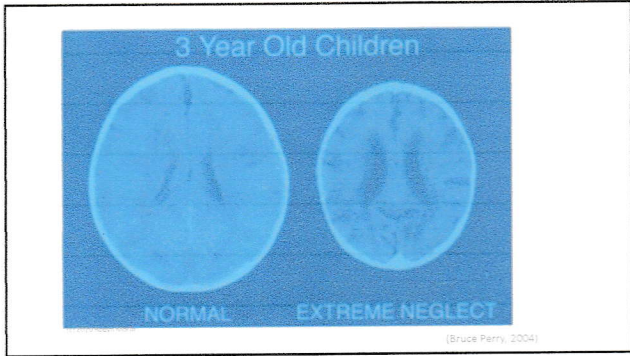
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• If the environment is chaotic, threatening & devoid of trusting loving relationships, the child can be:

- Impulsive
- Aggressive
- Inattentive
- Difficulty with relationships

• Interventions & Referrals

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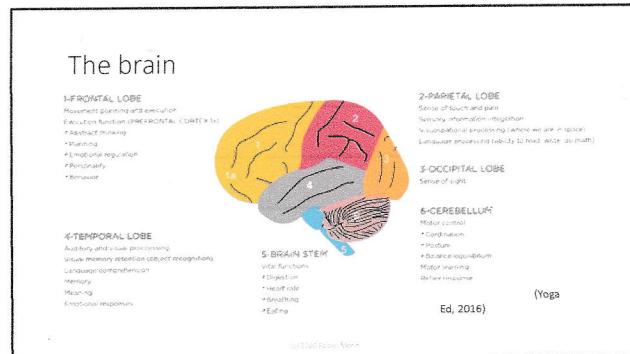
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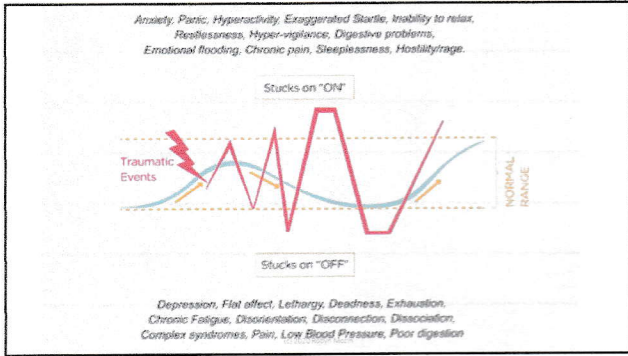
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• "adaptive responses that help a child survive and cope in a chaotic and unpredictable environment puts the child at a disadvantage when outside that context"

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• "An abnormal response to an abnormal situation is a normal response" (Viktor Frankl)

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### Recognizing trauma

- Physical
  - Chronic chest or back pain
  - Muscular tension
  - Headaches
  - Hyperarousal-fast heart rate, rapid breath
  - Flashbacks
  - Panic attacks
  - Feeling fatigued or drained

• Yoga Ed, 2016

©2016 Yoga Ed

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### Recognizing trauma

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Cognitive           <ul style="list-style-type: none"> <li>• Confusion</li> <li>• Disorientation or short attention span</li> <li>• Inability to learn or concentrate</li> <li>• Paranoia, obsessive or negative thoughts</li> <li>• Loss of ability to reason or be reasonable</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Losing interest in activities, family, or work</li> <li>• Cynical</li> <li>• self-blame</li> <li>• Projection of violent thoughts</li> </ul> |
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• Yoga Ed, 2016

©2016 Yoga Ed

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### Recognizing trauma

- Emotional
  - Recurring, intense, unpredictable and irrational thoughts
  - Dramatic mood swings
  - Moodiness or irritability
  - Uncontrollable fear
  - Profound feelings of hopelessness and helplessness
  - Despair
  - Depression or feeling numb
  - Loss of empowerment or trust

• Yoga Ed, 2016

©2016 Yoga Ed

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### Recognizing trauma

- Behavioral
  - Inability to function
  - Isolating or cutting oneself off from resources
  - Acting out
  - Impulsive or risky behavior
  - Addictions
  - Strained personal relationships
  - Perfectionism or obsessive compulsive behaviours as an attempt to gain control over their life

• Yoga Ed, 2016

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### Recognizing trauma

- Adolescents
  - Disconnecting and burying feelings
  - Embarrassment about bad feelings
  - Wanting to protect adults around them
  - Drug/alcohol/substance abuse
  - Quick to arouse
  - Aggressive or defiant behavior
  - Ganging up on others or attracting bullies
  - Sexual promiscuity

• Yoga Ed, 2016

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### Assignments

- 1. read the 6 articles & incorporate today's training into a reflection paper answering the following questions:
  - does your school cause or perpetuate trauma? If so, in what ways?
  - what needs to be changed to reduce the impact of trauma within the school?
  - What can you do differently to create a healing space where all students are accepted?
  - Maximum 5 pages

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Assignments

- 2. Complete the workbook chapters 1-3 from “life after trauma: a workbook for healing”
  - Write a reflection paper on your experience
  - You share as much as you want
  - Maximum 5 pages

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Assignment

- 3. add to your medicine bag/toolbox
  - Try something new and practice it for up to 14 days
    - Mindfulness, yoga, new workout routine, smudging & praying everyday, beading, quilting, etc.
  - Reflect through journal entries, your experience (mind, body, & spirit)
    - Journal entries can be anything-written, drawings, beadwork, paintings, carvings etc.

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