



InfoSci[®]-onDemand Chapter Download

 **InfoSci[®]-onDemand**
Download Premium Research Papers

Purchase individual research articles, book chapters, and
teaching cases from IGI Global's entire selection.

www.igi-global.com/ondemand

Chapter 7

Reducing Mass Incarceration Through Trauma- Informed Pedagogy: Reshaping Responses to Trauma in America

Belinda Marie Alexander-Ashley

Independent Researcher, USA

ABSTRACT

This chapter outlines strategies and practices that align with the Substance Abuse and Mental Health Services Administration's trauma-informed approach applied to school pedagogy in the United States to minimize or prevent trauma, especially for students referred to the school-to-prison pipeline, consequently reducing mass incarceration. With the onset of the COVID-19 pandemic in 2020, the United States' health crisis exposed a vulnerability for people of color, poorer communities, and those incarcerated, stressing a need to respond expediently to address trauma in marginalized communities. The Adverse Childhood Experiences Connection referred to childhood trauma as "America's hidden health crisis." Focusing on trauma for school-aged youth offers a path to preventing or minimizing trauma. Research suggests that more robust, multidisciplinary research, with an intentional purpose to transform teacher practices and responses to disciplinary conduct, is needed.

INTRODUCTION

Mass incarceration in the United States spans decades, often finding its origins in trauma experienced by incarcerated individuals during their school age years, which affects millions of children and their families, disproportionately impacting poorer communities, African Americans, and Latinos (Drucker, 2020). For many, their introduction to the criminal justice system began with misbehavior related to trauma and referral to the school-to-prison pipeline. In 2020, COVID-19 further exacerbated the risk of trauma

DOI: 10.4018/978-1-7998-7473-7.ch007

through isolation, anxiety, food insecurity, poverty and racism requiring an effective means to address these needs (Elmagraby, 2021). A trauma-informed pedagogy offers an opportunity to equip teachers with training and resources needed to prevent or diminish inequity and empathize with students' needs. The objective of this chapter is to present strategies and sound practices aligned with the Substance Abuse and Mental Health Services Administration's (SAMHSA) trauma-informed model, an evidence-based approach, to minimize or prevent further trauma to elementary students by reducing the flow into the school-to-prison pipeline and consequently shrinking mass incarceration in the United States.

MASS INCARCERATION AND TRAUMA

The author was employed for 23 years within the probation system, listening to countless formerly incarcerated citizens' experiences, backgrounds and stories. From interviews with formerly incarcerated men, several common themes emerged including physical or witnessed trauma, uncertainty concerning their children's future and feeling like their voices were not being heard or valued. Over half the males interviewed reported experiencing childhood physical trauma, which was consistent with research data indicating 56% of incarcerated males in the United States experienced or witnessed trauma during their childhood (Wolff & Shi, 2012). This led to the author's interest in pursuing strategies and practices that diminish or prevent the risk of childhood trauma and slow the flow of students into the school to prison pipeline.

Over two million people are imprisoned in the United States, and another five to seven million are under community supervision (Drucker, 2020). This rate of incarceration far exceeds any other nation, and research does not support higher incarceration increasing public safety in the United States. According to Michelle Alexander (2012), systemic racism is the driving force behind mass incarceration, especially for people of color in the United States, creating a racial caste system typically felt by youth (Alexander, 2012). Within this racial caste system, youth exposed to systemic racism have an increased risk of inequities that may negatively impact them in adulthood requiring teachers to be equipped with the tools to deal effectively with their trauma.

Many people who are incarcerated have undiagnosed mental health conditions, varying levels of trauma, and an array of backgrounds and negative experiences stemming from their childhood. Most of the trauma and challenges occurred at a time when they were engaged in relationships with teachers and others in the school system presenting an opportunity for intervention by school administrators. Traumatic responses often manifest as misbehavior or disruptions in classrooms, highlighting the importance of teachers, administrators, and other staff having the skills, abilities, and training in safe, supportive school environments. A classroom equipped with the appropriate trauma-informed skills helps students identify their strengths from within and value their uniqueness (Seligman, 2011).

For minority and poorer communities disproportionately experiencing the criminal justice system, trauma is worsened by the stigma of imprisonment, discrimination, and racism (Simran et al., 2018), which is shown to increase the risk of stress, depression (Noh & Kaspar, 2003), hypertension (Williams & Neighbors, 2001), cardiovascular disease (Lewis et al., 2006), and specific cancers (Taylor et al., 2007). Failing to provide preventative health care until issues become life threatening needlessly risks lives and drives up associated costs within the prison system, as well as upon release. Additionally, restricted access to health care or bias in the health care system poses a greater threat to the safety of the patient creating a health crisis.

Reducing Mass Incarceration Through Trauma-Informed Pedagogy

Adverse Childhood Experiences (ACEs) Connection (2016) refers to childhood trauma as “America’s hidden health crisis.” If trauma, especially in childhood, remains unaddressed, the risk of mental and substance use disorders and chronic physical diseases increases (Andra et al., 2008; Dube et al., 2003; Felitti et al., 1998). Mental health, substance abuse, and health crises burden society beyond the financial costs. The impact of punishment on marginalized populations taints and perpetuates the stigma of imprisonment to restricted access to public education, healthcare, housing, and, in some cases, the right to vote. By limiting these basic rights, a permanent underclass is created that continues to burden society with the accelerating cyclic costs involved in the criminal justice system, mental and physical health care, and housing, creating a biased system that maintains support for systemic racism.

For most students, the school system offers a common place where childhood trauma can be dealt with effectively. Equipping teachers, staff, and administrators with the tools to recognize trauma, address the signs effectively, and reshape disciplinary policies and practices are critical to positive outcomes. A paradigm shift in the United States is greatly needed to remove barriers to successful reentry while creating a sense of acceptance upon release from incarceration (Drucker, 2020). A more holistic approach incorporating different facets of society into its sphere of understanding would begin this shift. Therefore, integrating trauma-informed strategies and policies into the school system and its pedagogy potentially restricts the future flow feeding mass incarceration while providing supportive mental health resources.

SCHOOL-TO-PRISON PIPELINE

The primary mission for schools is to assist students in achieving their educational goals (National Child Traumatic Stress Network, 2017). To reach this objective, children must feel safe, supported, and ready to learn. In the United States, many school systems have failed to equip staff to deal effectively with trauma, resulting in students being shuttled into the school-to-prison pipeline, which disproportionately impacts students of color and those living below the poverty level. For example, in accordance with school’s policies, practices, and procedures related to zero tolerance, student misbehavior often results in referral to the criminal justice system, where students are more likely to be punished criminally, as opposed to dealing with the underlying issue (Guo, 2020).

The use of exclusionary disciplinary policies and practices, as well as zero tolerance in the United States educational system, disproportionately impacts students of color (Dutil, 2020) and creates a pathway to the criminal justice system. The school-to-prison pipeline is commonly referred to as students’ bridge from the educational system to the criminal justice system, created by excessive suspensions, expulsions, and juvenile justice referrals (Dutil, 2020). Providing trauma-informed interventions that dismantle the school-to-prison pipeline may be key to positively impacting mass incarceration and systemic racism.

Research indicates a need for a specialized approach to address the needs of marginalized students that will impact the trajectory of their future health. Consequently, established literature indicates that youth who have experienced trauma may be more susceptible to the negative consequences of misconduct in school when professionals are not sufficiently trained in recognizing and responding to trauma (Lopez et al., 2017; Stevens, 2015; Walkley & Cox, 2013; Weist-Stevenson & Lee, 2016). A comprehensive, trauma-informed pedagogy with proper supports is necessary to equip school professionals and address the needs of youth recovering from trauma.

Lincoln High School in Walla Walla, WA instituted a trauma-informed approach that included four basic practices that reduced suspensions by 85% over a four-year period (Stevens, 2015). The four strat-

gies consisted of practices to increase safety and decrease trauma triggers; value practices expressing respect, which increases the quality of relationships; conversation–relationship normative practices surrounding conversations that matter; and learning practices that reinforced different skills and normative relations (Stevens, 2015). It is important to recognize that trauma-informed pedagogy merits and produces positive outcomes in many school systems in the United States. Research informs and educates similar school systems on the practices and outcomes that may be replicated by other school systems.

COVID-19 PANDEMIC AND THE INCARCERATED

In 2020, the COVID-19 pandemic, an acute respiratory illness caused by a coronavirus, collided with the criminal justice system in the United States, exposing the underlying social inequities that produced illness, especially for people of color, poor communities, those incarcerated, and the most vulnerable populations (Coronavirus Resource Center, 2020; Franco-Paredes et al., 2020). Similarly, mass imprisonment in the United States is a health crisis that threatens the health and safety of millions of individuals, especially people of color, spanning multiple generations and poorer communities (Drucker, 2020). Since early April 2020, the largest known clusters of COVID-19 cases in the United States have been in prisons and jails (The New York Times, 2020).

The number of lives lost from COVID-19 in the United States is staggering in comparison to other nations, but, looking beyond the raw numbers, there are lives negatively impacted and the trauma experienced by vulnerable populations, leading to health inequities. According to a study by Active Minds (2020), 80% of college students reported that COVID-19 negatively impacted their mental health. Examples of the challenges include diminished mental health, uncertainty, financial and food insecurity, and racism. Because of the impact of the pandemic in the United States, the medical community advocated for confronting contemporary racial inequities, including ending disproportional incarceration (Franco-Paredes et al., 2020). The timing of COVID-19 in the United States presents an invaluable opportunity to react with immediacy to reshape collective thinking about structural racism, mass incarceration, and their social costs in the United States of America (Paul et al., 2020; Edwards et al., 2018).

The school-to-prison pipeline feeding mass incarceration combined with the onset of COVID-19 exacerbated the existing imbalance for those incarcerated, minority populations and poorer communities, exposing the United States' inequities. Without intervention regarding the school-to-prison pipeline and COVID-19, millions in America may die needlessly. For these reasons, a trauma-informed pedagogy applied to educational systems in the United States, coupled with supportive services, restricts the flow of students into the student-to-prison pipeline and subsequently reduces the incarcerated population.

TRAUMA-INFORMED PEDAGOGY

Trauma-Informed Pedagogy refers to integration of trauma-related knowledge into the pedagogy to promote success for both the teachers and learners (Elmagraby, 2021). However, Trauma-Informed Pedagogy is not one single practice, principle or application for all circumstances. For example, there are a number of models including the Wellbeing-Informed Education models, often referred to as positive education approaches (Norrish et al., 2013; Waters et al., 2017), and Growth mindset (Dweck & Leggett, 1988; Dweck, 2006), among others. Selection of a model or combination of models targets the presenting trauma

and desired outcomes of both the teachers and learners. As such, many factors should be considered in selecting a model or practices including the district's resources, teacher and learner needs, and priorities.

Trauma is an exorbitant, widespread epidemic stemming from neglect, violence, physical and mental abuse, loss, grief, ignorance, disaster, pandemic, health crises, war, and other emotionally harmful experiences (SAMHSA, 2014). There are no limits with regard to who experiences trauma—not stage of life, gender, sexual orientation, socioeconomic status, race, ethnicity, geography, or demographics. The potential for trauma reaches all aspects of the human experience and ultimately increases the risk to public health.

Research indicates that trauma among those incarcerated has been associated with a wide variety of behavioral and psychological health conditions, including alcohol and substance abuse and mental illness (Wolff & Shi, 2012; Wolff et al., 2014). Communities of color and poorer communities traditionally are afforded limited access to adequate health care services, creating health inequities or health crises that pass from generation to generation. Moreover, silence, lack of knowledge about these inequities, or cultural conditioning among the general population have allowed this health crisis to grow at an exponential rate, leaving behind unhealthy segments of the American population.

Expanding education on the effects of trauma and using acquired knowledge to provide compassionate and effective treatment in an educational environment facilitates a healthier external community (Dutil, 2020). Aligning appropriate policy with these changes encourages a holistic strategy. This shift requires melding multiple agencies into a cohesive unit functioning and moving toward a common mission.

The broad impact of trauma underscores the need for an established body of research and ongoing support that leads to a reduction of risk associated with trauma and its life-altering fingers extending to family, friends, co-workers, and acquaintances. Over the past 20 years, SAMHSA has established itself as a leader, recognizing the need to address trauma as a fundamental obligation for public mental health and the supported development of trauma-informed systems of care (SAMHSA, 2014). The foundational nature of the principles and practices of the SAMHSA were used as a basis for recommended practices and strategies for approaching a trauma-informed pedagogy.

Because trauma finds its roots in many sources within American society and presents with individualized behaviors and responses, a targeted approach to address trauma must be flexible and dynamic to minimize or prevent the risk of further re-traumatization. SAMHSA leads public health efforts to advance behavioral health in the nation and offers an evidence-based structured framework for building and maintaining a trauma-informed environment (SAMHSA, 2014). For this reason, the foundational structure offered by SAMHSA was selected by the author to address trauma in some school systems in the United States as an overarching guide. Because of the author's experience and background, a more comprehensive approach utilizing universal principles that overlap other models represent foundational practices that may be implemented in whole or in part.

To adequately serve all their students, trauma-informed schools build resilience by preparing schools to be responsive to the needs of their students with seamless, accessible social, behavioral, and emotional supports, which include all school staff, administrators, parents, and community partners. Additionally, students or recipients of care are provided access to evidence-based, developmentally appropriate, child and family services. The engagement of all school staff, administrators, educators, and parents is required to set the tone in the daily lives of students who have experienced trauma and loss (National Child Traumatic Stress Network, 2017). Kelly-McHale (2019) suggested offering culturally responsive classrooms where teachers greet and learn about each student, explore cultural biases, allow students

to share their feelings, and reflect on their responses. The suggestions were consistent with highlights presented as best practice strategies by Walter (2018).

From the moment a student enters the school campus, staff shape the environment and climate of what the students see, feel, hear, smell, and taste during their school day. For these reasons, a detailed structure that unites a multi-agency approach, such as the SAMSHA model, toward a common mission is required. The framework includes four shared assumptions that undergird the trauma-informed approach, six overarching principles or backbone that guide the organization forward on their path, and a framework establishing 10 domains that provide the ligaments and muscles with their inherent strength and flexibility to attach to the structural backbone that ultimately reduces mass incarceration by restricting the flow into the school-to-prison pipeline. Although a comprehensive approach is presented, graduated phases of implementation may be more realistic, depending on the physical and financial resources of the school system and its priorities.

Four Key Assumptions

As shown in Table 1, the four assumptions serve as the underpinnings of the trauma-informed approach and form the groundwork of understanding for the team and its mission: realizing the broad impact of trauma on the school system, recognizing the many forms of trauma, responding with integrating knowledge about trauma, resisting re-traumatization. Clarity, transparency, and communication are crucial to ensuring that all stakeholders understand and share these common threads. This commonality and common language assists leaders in establishing a multi-disciplined basis for undertaking the mission. The assumptions form the universal starting point of understanding in the leadership team pursuing implementation of a trauma-informed pedagogy.

Realizing the Broad Impact of Trauma on the School System: A trauma-informed system assumes that its stakeholders realize the widespread impact of trauma on the recipients of care and understand the potential paths of recovery (SAMHSA, 2014). Trauma often comes during unexpected challenges impeding the flow of routine student schedules. In response to this spontaneity, trauma informed practices stress practitioners being present and attuned to student behaviors, understanding the impact on behaviors, providing safe environments with predictable routines that discourage the escalation of reactions (Desai, 2019). Teachers must have the flexibility in their classroom to respond to misbehavior appropriately without fear of reprisal from the administration when failing to meet daily curriculum targets. Establishing trauma-informed priorities that are clear and consistent may reduce anxiety among teachers and learners.

Recognizing the Many Forms of Trauma: Studies of individuals in the juvenile and criminal justice systems reveal high rates of mental and substance use disorders and personal histories of trauma (Ford, 2013). This is especially true for students of color and those falling below the poverty level, who are disproportionately represented in the criminal justice system. Professional workforce training that is ongoing provides the needed maintenance and support in a trauma-informed environment.

Individual trauma is defined as an incidence or a combination of circumstances experienced by one or more individuals that are physically or emotionally harmful, life threatening that produces lasting, negative impact to one's mental, emotional, or spiritual well-being (SAMHSA, 2014). In many school systems, trauma manifests in adverse behavior that results in referral to the criminal justice system for punishment instead of treatment. For example, in response to a student's inappropriate outburst, the teacher may ask the question, "What has happened?" instead of "How should we deal with the misbe-

havior?” Trauma-informed training equips school staff with the tools to recognize and ask the questions that need to be answered to properly deal with the behavior.

“Because education is foundational to culture, it is crucial that educators recognize how the things that happen in schools affect the outcomes and practices of other public institutions and the larger society” (Rector-Aranda, 2016, p. 3). Recognizing the links that impact practices and policies within a school system may significantly change the outcomes in the criminal justice system. Moving away from zero tolerance in school disciplinary action and toward training that equips teachers to recognize and apply practices that leads to success in a trauma-informed environment reduces student exposure to the criminal justice system.

Responding with Integrating Knowledge About Trauma: A trauma-informed approach assumes that knowledge regarding trauma is fully integrated into policies, procedures, and practices of the school system (SAMHSA, 2014). The importance of developing an evidence-based approach that incorporates multiple professionals from areas of research, social work, education, technology, government, therapy, counseling, students, parents, and the community can never be overstated. With such a diverse base of stakeholders, plain language must be developed and disseminated in a form that reaches and is understood by the intended recipients and aligned with its policies and practices of the school system. Policies and practices must be reviewed in light of a trauma-informed environment and integrated into the classroom environment.

Further, the pedagogy must acknowledge the trauma and harm experienced by students due to social inequities and bias while expressing its willingness to provide a clear path to recovery. Acknowledging the harm experienced by students due to inequities builds trust and transparency in moving toward recovery. Trauma survivors may not trust those who cannot understand and acknowledge their authentic experiences. This does not mean that teachers and learners will agree on every circumstance and experience shared, but it does mean that the learner or trauma survivor is being heard and validated in what they are experiencing without judgement.

Communication is key in understanding each perspective, ensuring that voices are heard and valued and that research is ongoing, transparent, and accurate. The desired goal is to build a framework that helps systems and people “talk” to each other with a common language, to better understand the links between trauma and behavioral health concerns and guide teams to become trauma-informed (SAMHSA, 2014). Periodic updates about the mission and purpose of the trauma-informed school environment may assist teachers and learners of the importance the district places on their health.

For example, student documentation that is shared by multiple professions must not only be secure, but easy to navigate and understood by the individuals working with the students. This requires that input from the end users of the documentation software be leveraged with program developers to provide software that is accurate, easily accessible, quickly understood, dynamic, and transportable from one system to the next, with the student. Operating in professional silos promotes duplication among professionals, wastes resources, and fails to effectively coordinate team efforts. Administrators may have an overarching view of how the systems work, but may not be able to operate efficiently with the day-to-day documentation requirements of the staff inputting data unless they have first-hand knowledge of the work. This highlights the importance of including the voices of the end users in developing documentation software that adequately fits their needs.

It is also important that users at all levels understand, advocate, and use a broad base of trauma-informed tools for successful integration into the school environment. Understanding each stakeholder’s value and respectfully addressing his/her needs encourages the system to work effectively and efficiently. For

example, understanding that zero-tolerance policies and exclusionary discipline policies and practices disproportionately impact students of color (Dutil, 2020) raises awareness of its potential use and abuse. Supplemental monthly or quarterly reports citing disciplinary actions may prompt school districts to address patterns that emerge among its teachers or celebrate changes made by comparing reports from month to month.

Resisting Re-Traumatization: Suspensions, expulsions, and juvenile justice referrals are significantly decreased when learner access to educational opportunities and class engagement are increased, consequently reducing the students' risk of negative consequences by avoiding the school-to-prison pipeline (Dutil, 2020). To reduce referrals, teachers and administrators must monitor their use and align their actions with updated trauma-informed policies. Monthly or quarterly data provided to teachers on an on-going basis promotes self-monitoring related to disciplinary actions. Effective workforce training, coupled with modified policies, procedures, and practices that promote a trauma-informed environment, reduces the risk of student re-traumatization.

Accountability and data collection by professional researchers and social workers potentially minimize suspensions, dismissals, or other forms of punishment and reduce the risk of re-traumatization, while allowing administrators to monitor their own staff responses to discipline. Staff may be unable or unwilling to appropriately deal with disciplinary circumstances when they are not offered alternative solutions. However, reviewing existing policies and procedures, providing support to staff, and championing ongoing research in the school system may facilitate a paradigm shift toward a more effective trauma-informed pedagogy to serving learners. This is a complex undertaking that will require time and support to create and maintain the required paradigm shift within each school district.

Six Key Principles of the Trauma-Informed Approach

As shown in Table 2, the six key principles to a trauma-informed approach include safety; trust and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical, and gender challenges. These principles are meant to be flexible and dynamic in the educational system rather than a one-size-fits-all set of practices and procedures. It is important to highlight the link between recovery and resilience for survivors of trauma and their families by supporting engagement in the trauma-informed school system, empowered teachers and learners, and collaboration with community partners in moving the learner toward recovery.

Safety: Creating an organization-wide safe haven for children, adults, staff, and all partners serving in the trauma-informed environment is paramount (SAMHSA, 2014). The school environment encompasses many moving parts, including students, parents, teachers, administrators, assistants, cafeteria workers, therapists, counselors, coaches, social workers, researchers, police officers, software developers, and technology personnel, among others. With the wide array of professionals, students, adults, and others interacting in this environment, there must be a universal understanding of the mission-critical principles of creating a safe environment. Plain, authentic communication that is easily understood increases the potential for achieving this goal. Meeting in small groups led by school leaders to present information related to a trauma-informed environment may be helpful in establishing its priority and personalized attention.

Universal understanding and the ability to call out entities that do not adhere to the practices of the approach are necessary to monitor the health of the pedagogy as it develops. Teachers, administrators, and all the stakeholders must be empowered to promote a safe environment for those they serve. For

example, on the first day of class, teachers may outline clear expectations for behavior, classroom rules, and discuss guidelines for reflection to their students. Further, mindfulness exercises help students connect to their feelings and regulate behavior may be helpful in establishing a routine to focus on self-care.

Trust and Transparency: The school system and its operations and decisions must be conducted in transparency with the goal of building and maintaining trust among students, family members, staff, and partnering organizations (SAMHSA, 2014). Positive relationships are critical to building trust in an organization with a wide variety of professions involved. Engaging a variety of media, including in-person, digital, social media, website development, and newsletters assists with updating all the participants with accurate, ongoing information and research, leveraging technology and academia. While some forms of media may not be effective in all districts, knowledge of the stakeholders and their preferred sources of data helps administrators and leaders choose successfully for their individual district.

A firm, caring approach enhances class management. For example, committing to showing empathy by asking, “What happened to the learner that led to the behavior?” as opposed to focusing on consequences of behavior allows teachers to model the trauma-informed approach to learners. Providing posters and flyers reinforcing desired behavior may also provide a helpful reminder of appropriate practices. Visual or repetitive oral reminders help to encourage thinking beyond the misbehavior to reinforced positive responses.

Peer Support: The people who have experienced trauma are often called “trauma survivors,” and their shared experiences are valuable forms of recovery and healing for those dealing with trauma. Their experiences are not wasted, but become sources for others to gain strength and support. Peer support and mutual self-help are tools for developing safe environments for hope, healing, building trusting relationships, enhancing collaborative relationships, and harnessing their stories and experiences to promote recovery (SAMHSA, 2014). Surrounding and building the pedagogy on the experiences of trauma survivors empowers and encourages others. For example, creating word games to model positive responses to trauma survivors that provide peer support and rewards such as “stars or stickers” encourages learners to recognize and respond appropriately to trauma survivors. This may also promote healthy age-appropriate conversations about trauma and responses to it.

Collaboration and Mutuality: Importance is placed on collaborative relationships that level the power base among school staff, students, clerical teams, janitorial personnel, and all individuals that interact within the school system (SAMHSA, 2014). Every person, regardless of his/her position or association with the school system, recognizes their role and value in facilitating a trauma-informed pedagogy. This is an intentional and focused effort by leaders. For example, clerical or janitorial staff need not hold a specific title in the trauma-informed environment to encourage students by using their names in engaging them in a safe environment where students are valued for their authentic experiences. Authentic and personalized relationships with students encourages and supports a positive relationship with the student.

Additionally, communication is key to leadership recognizing the value of all staff and transmitting the mission and expectations to all levels. Because of the dynamic school environment, updates and the information flow must be frequent and informative. Games and lessons that integrate trauma-informed principles create opportunities to work collaboratively and support one another by helping learners to become part of the solution to dealing effectively with trauma. In short, respect and value are key to building resilience in a trauma-informed environment.

Empowerment, Voice, and Choice: The school system should foster a belief in the primacy of the students served, in resilience, and in the ability of individuals, partnering organizations, and communities to heal and promote recovery from trauma (SAMHSA, 2014). Students and staff are supported in a

shared decision-making model, making choices, and goal setting to determine the strategic action plan in moving toward the mission. Even if the students, parents, staff, or partners do not have direct influence over the final outcome, effective leaders may provide transparent information about the situation and the policies and or barriers faced, and share details of how the outcome impacts their environment. For example, the principal may ask for opinions among staff about establishing a “Mindfulness Sanctuary Area” in the library. While sharing that the final decision to establish the area has been made, teacher input and opinions may be solicited as to how it would be equipped and the rules for its use imposed.

Leading with clarity and transparency promotes empowerment, shared understanding, and collaboration, encouraging valued partnerships and decision-making. For example, providing time at a “Recharging Station” to allow students to regroup when overwhelmed in a dedicated portion of the classroom reinforces a trauma-informed environment. Allowing learners to self-direct themselves to these areas when they become overwhelmed assists with calming and managing changes in their body, attitude, or environment. Additionally, writing or voicing feelings and experiences help learners to share with others and strengthen their confidence in their own ability to survive trauma and succeed.

Cultural, Historical, and Gender Challenges: The school system actively listens to students and moves past cultural stereotypes and biases to empowerment (SAMHSA, 2014). Acknowledging that biases exist and the harm perpetrated on many segments of the population encourages authentic conversations, providing a social model for their lives moving forward. Each school district, region, and system are unique, based on the background of its students, parents, staff, and partners. Facilitating training that values differences and biases allows authentic sharing to develop a deeper understanding of what has happened to cause trauma and assess the appropriate tools to assist with recovery and healing. The pedagogy should avoid placing blame or promoting a climate where shame and misinformation may be inflicted on others. This is important to both the teacher and learner in recognizing and valuing their unique differences and discussing them respectfully. Small group discussions are especially helpful in promoting discussion of shared experiences.

Many existing curricula include a minimal number of diversity courses from a White worldview (Sleeter, 2017). This worldview creates a marked disadvantage when dealing with a student base that includes students of color. Incorporating a diverse base of staff reflecting the student population and operating in an open and honest environment contributes to a safer, more authentic working environment. Expanding the variety of information available on historical and cultural backgrounds of an area provides students a broader spectrum of their educational experience. To facilitate learning and cultural sharing, learners may be asked to assist selection of topics for discussion regarding historical area events or other events recently highlighted.

Ten Implementation Domains

As shown in Table 3, an evidence-based structure consisting of 10 primary areas form the muscles and tendons connecting to the backbone involved in implementing a trauma-informed pedagogy: governance and leadership; policy; physical environment; engagement and involvement; cross-sector collaboration; screening, assessment, and treatment services; training and workforce development; progress monitoring and quality assurance; financing; and evaluation (Orsillo, 2001). The list shown is not all encompassing and does not apply to all circumstances; however, it is provided as a reference guide for implementation. This structure applied to the educational system provides a multi-disciplined approach to developing

Reducing Mass Incarceration Through Trauma-Informed Pedagogy

an organized, intentional, trauma-informed pedagogy that reduces mass incarceration and other social inequities.

In a study conducted by McEvoy and Salvador (2020), routines and activities were integrated throughout a music curriculum to develop a deeper understanding of their students beyond the sound of the music. Understanding the overlap between culturally responsive and trauma-informed teaching allowed the teachers to address a greater spectrum of learning needs beyond the simple musical repertoire enhancing their students' wellbeing. Each classroom, cafeteria, library or learning space can be integrated to become a more effective trauma-informed space by incorporating applicable practices.

Governance and Leadership: Administrators and leaders in the school system are critical in championing change, buying into the process, modeling appropriate behavior, inviting requisite partnerships, and engaging funding sources for the paradigm shift to a non-traditional, trauma-informed school system. Not only do administrators oversee the strategic plan for the project, but ensure that peer, staff, and partnering voices are heard and valued. Each member of the collaborative is responsible for ensuring the safety and accountability of the team's efforts. Periodic school wide meetings accompanied by smaller targeted staff meetings allow teachers and administrators to talk about their concerns and provide feedback that strengthen their commitment to the success of a trauma-informed environment. Moving away from the terms "projects" or "programs" that may come and go periodically to a trauma-informed approach with a long-term perspective may be more productive.

Policy: In reshaping policy to become a trauma-informed environment, policies and procedures must reflect and align with the mission, assumptions, and practices that have been endorsed by administrators as well as the stakeholders. It is not just the responsibility of the senior leaders, but it must be understood and facilitated by all members, including the students. Communicating the new approach, strategy, roles, and reasoning for facilitating change is everyone's responsibility. To facilitate long-term change in the school system, the stakeholders must value the targeted outcomes. Dismantling the school-to-prison pipeline requires an awareness that school discipline, juvenile justice referrals, and the disparities in academic achievement outcomes for racial minorities are all linked (Gregory & Fergus, 2017).

Physical Environment: Staff working directly with students, and everyone involved in the process, must ensure that all feel safe, that the environment is inviting, and that they are supported by the appropriate services. Students or those being served must be able to trust teachers and supporting agencies. Stakeholders 'saying what they mean and meaning what they say' builds trust throughout the school system. Instances of misconduct and misinformation can quickly undermine the character of the school system or associated organizations. The physical setting also supports the collaborative aspect of a trauma-informed pedagogy through openness, transparency, and shared spaces (SAMHSA, 2014).

Students are the primary recipients of the services; thus, it is vital for staff to facilitate a safe environment for students to share their experiences and feedback. It is critical that students feel like valued members of a school system where they can share their authentic voices. Further, many teachers acknowledge that overwhelming student capacity, a rapidly changing society, and an imbalance between school and personal lives create an unhealthy environment. Reducing the student-to-teacher ratio allows teachers the freedom to address individual needs of their students without restricting adequate instruction to other students. Instituting realistic expectations for the front-line teachers as they work toward positive outcomes increases clarity and collaboration among stakeholders.

Engagement and Involvement: Students, parents, and others receiving services are encouraged to share their voices and experiences at all levels, promoting respect, valuing others, listening and sharing. Understanding that students, especially those of color and from poor communities, have varying experi-

ences empowers and reshapes their reality toward a trauma-informed pedagogy. Acknowledging that harm, whether intentionally or unintentionally, to trauma survivors in a blame-free environment assists with empathizing with a culture that values and encourages a deeper understanding of the realities experienced by others. Openness and authenticity are important in reshaping the future of a trauma-informed system.

Cross-Sector Collaboration: It is important for the stakeholders to cooperate and understand their roles in a trauma-informed environment, creating common ground from which to work. For example, program development services offer alternative means of support in the school environment to meet the needs of staff, including website administration, dissemination of information, maintenance of social media platforms, and management of documentation and data flow for the school system, among others. The voices and feedback of the staff involved in data collection and documentation are critical for buy-in for daily use in the trauma-informed pedagogy. Systems that look great on paper may be impractical for direct users, predestining the system to failure because of the impracticality for daily operations.

With professionals and stakeholders from an array of disciplines, documentation software is critical to the efficiency and effectiveness of collecting information and referrals for appropriate services. Because teachers, therapists, social workers, researchers, and counselors work directly with the same students, it is imperative that the software be user-friendly, easily understood, streamlined to avoid duplication, and transportable, to follow the student. It is recommended that the staff involved in the documentation process be included in the development of the software, to ensure that the flow and navigation of its components meet their needs. Documentation that is not easy to use or navigate can become a source of frustration for staff who are at capacity or overwhelmed with the demands of the job, especially when they are dealing with the COVID-19 pandemic and a dynamic school environment.

An information distribution system tailored to its users is necessary to provide updated research, ensure accountability, and support a dynamic learning environment. For example, multiple generations receive information and engage with social media in various ways, including with the Internet, Facebook, Twitter, journals, websites, databases, and other forms of information exchange. The key is collecting, disseminating, and requesting feedback from the users. Having social workers and researchers working hands on within the school system offers the benefits of facilitating appropriate responses to student and teacher needs, updated research, accountability, and adaptability.

Social workers guide the training and delivery of the trauma-informed pedagogy with a deeper understanding of the environment and those receiving services. Social workers can assess and intervene in regard to school practices that may adversely impact students (Dutil, 2020). Trust and transparency throughout the pedagogy allows the social workers to explain the need for change and make appropriate recommendations to staff and administrators.

Researchers are key to accountability and documentation flow as well as data administration within the organization, when leveraging technology with academia. They are in the unique position to understand and collect data professionally that can be used to guide the school mission in supporting students in their educational achievement. The cost of researchers may be offset by the reduced cost of health and psychological care, incarceration, rehabilitation, and community supervision sustained by society. Additionally, there is a need for more robust, multidisciplinary research that leverages technology and academia with an intentional purpose to transform teacher practices and responses to disciplinary misconduct (Thomas et al., 2019).

Police officers traditionally serve as community resource officers in the educational system. Although school resource officers have been in schools for decades, their role in the school environment must be clearly outlined and priorities established with all the stakeholders. Disciplinary actions and reactions

to misbehavior such as zero tolerance may lead to excessive suspensions, expulsions, or criminal justice referrals, with students of color being affected at the highest rates (Morris & Perry, 2016; Simson, 2014; Teasley, 2014; Wood, 2014). Effective trauma-informed pedagogy provides clarity to the roles for police officers in the school system. These efforts to reduce or prevent students being referred to the criminal justice system requires cooperation and coordination from the school system, local criminal justice systems, local government, and support agencies to achieve long-term positive outcomes.

Screening, Assessment, and Treatment Services: Trauma screening, assessment, and accompanying services are recommended to provide effective and appropriate care for students and families seeking services. Training appropriate staff in trauma-specific interventions is critical and, when necessary, clearly defining how and when referrals should be made (SAMHSA, 2014). In recognizing signs and appropriate treatment, professionals facilitate an environment of transparency, trust, and safety, where students, teachers, and staff may thrive.

Training and Workforce Development: When educators and related professionals are appropriately trained, they gain greater perspective of the implications of their broader impact on society, especially with the school-to-prison pipeline (Guo, 2020). The policies and practices of public schools often drive this pipeline intentionally or unintentionally through misinformation or bias, prompting a need for race-conscious policies and practices. Since many teachers do not have access to ongoing global data in their field of expertise, they may not understand or monitor the overarching impact of each suspension or expulsion and its impact on the future of its students, especially for those of color or poorer communities. For this reason, trained social workers and researchers in the school system are critical to providing ongoing, long-term support to teachers and administrators.

Depending on the profile of the school system staff, diversity training that addresses current research on bias and racial differences may be appropriate. For example, Sleeter (2017) examined the dominance of Whiteness in teacher education through a critical race lens, assessing the notions of colorblindness, neutrality, and meritocracy that do not address White privilege, and found that educational institutions do not effectively prepare White teachers to educate students of color (Sleeter, 2017). Meeting the needs of staff with an authentic and open conversation translates to more honest conversations with students about their experiences in their school or community that impact their lives and that may manifest as inappropriate behavior in school.

Racial gaps and trends underlying school data should be examined, and school administrators should regularly report these to staff, as a leadership tool (Guo, 2020). School staff must be empowered with the capacity to respond to negative trends in pursuit of targeted outcomes. Teams tasked with data administration and updated research are critical to changing the current state of public education in the United States. Adding these tasks to traditional teaching roles may not allow for the flexibility or expertise to gather and distribute the information in the school system effectively and timely. This necessitates the presence of adequately trained social workers and researchers in schools who provide up-to-date data related to not only the individual school, but across the nation. Research should drive beneficial policies and practices and highlight school systems that are producing effective outcomes.

Progress Monitoring and Quality Assurance: Researchers and social workers, among others, assist with ongoing assessment, data collection, and monitoring of trauma-informed policies and principles in the school system. Their roles in the management of information are critical in moving the multi-faceted unit toward its goals. Keeping the administration and partnering agencies updated on the progress, challenges, and successes, researchers and social workers become gatekeepers of feedback, research, and

dissemination of accurate information. Further, monitoring research conducted by other educational systems assists with the development of similarly positioned school systems.

Financing: Financial structures designed to support trauma-informed pedagogy should be sought through cross-agency collaborations and other support systems. Although the budget has a role in the implementation of a trauma-informed pedagogy, the cost of prison, health care, community supervision, rehabilitation, and other adverse societal concerns outweigh the cost of training and supporting social workers, researchers, and other mental health professionals in the school system. Educators, like most professionals, balance their time with the demanding needs of their students and personal lives, requiring supportive services that promote their long-term health as well. Uninformed, untrained, and overworked teachers may not be able to assist traumatized students, if they are experiencing personal turmoil in their own lives. They cannot help others if they are unable to help themselves.

Further, research indicates starting at a younger age with trauma-informed practices in school, with community support, leads to better outcomes (Stevens, 2015). Additionally, open forums for racial and trauma-informed discussions at a younger age allows for open and honest conversations about the school systems' strengths and challenges. Both teachers and students deserve a safe, supportive environment that encourages engaged learning (Guo, 2020). Additionally, America benefits from healthy, balanced populations in its society.

Financing will always be a consideration of the strategic plan for implementation of a trauma-informed pedagogy. The author recommends setting priorities, timetables, and implementation schedules that reflect the districts' budgets and priorities in graduated phases. Ideally, the foundational assumptions and principles will guide the work and their targeted outcomes. From a leadership perspective, allowing stakeholders to ask questions and receive honest responses from its leaders establishes trust, transparency, and a safe work environment. Planning should reflect the same values, assumptions, and principles in the implementation phases, followed by appropriate evaluations that monitor progress. Implementing the entire protocol or key parts moves the school system toward a more beneficial, trauma-informed environment.

Evaluation: Measures and evaluation tools designed to evaluate service or program implementation and effectiveness reflect an understanding of trauma and appropriate trauma-oriented research instruments (SAMHSA, 2014). Realistically, evaluating change in each school system is critical to adapting to the unique needs of the students with data-driven responses that positively impact outcomes and meet the goals of the school system. Thus, the proper tools and support enhance the success of the entire trauma-informed pedagogy.

A study conducted in a music classroom found that understanding the overlap between culturally responsive and trauma-informed teaching allows teachers to broaden their spectrum to positively impact student needs beyond music that enhances the student's well-being (McEvoy & Salvador, 2020). It is important to note that each classroom and student base is different; however, the goal to meet the needs of the student does not change. Trauma-informed pedagogy is one avenue to become more culturally responsive to the needs to the students.

CONCLUSION

Mass incarceration is a complicated societal health crisis that has developed over many, many decades and will not be eradicated without persistent, intentional collaboration among school systems, law en-

Reducing Mass Incarceration Through Trauma-Informed Pedagogy

forcement, public services, corporate sponsors, technology, and community partners. There is no one-size-fits-all set of strategies or panacea to resolve the issue of mass incarceration; however, transforming the way the United States responds to trauma in the school system enhances the health and achievement of its students. The objective of this chapter is to present strategies and sound practices that minimize or prevent further trauma, especially for youth involved in the school-to-prison pipeline, consequently reducing mass incarceration in the United States.

Trauma-informed pedagogy is a tool with the means to reduce the flow of students into the criminal justice system via the school-to-prison pipeline. Communication is the key conduit to linking stakeholders with the trauma-informed mission, research, and resources, focusing attention on how media is used in receiving and distributing information between multi-generational partners. For example, students may use Twitter, Facebook or other forms of social media, while teachers and administrators may prefer the Internet, email, print media, or other sources. It is important to understand the needs of the stakeholders and incorporate their feedback in developing effective strategies and practices to achieve the school mission. Research indicates a need for more robust, interdisciplinary research with an intentional purpose of transforming teacher practices and responses to disciplinary conduct (Thomas et al, 2019).

Recognizing the importance of all the stakeholders as valuable members of the trauma-informed community is critical to moving the system forward. This requires a paradigm shift from the traditional student-learning model in the United States. Understanding the profiles of staff and other stakeholders assists with the development of an effective pedagogy and identifies the research needed to create buy-in for a trauma-informed mission. Additionally, partners must acknowledge mistakes that were made in the past with students of color to open an authentic dialogue to deal with their trauma and experiences. This is not an excuse to blame or rush to dismiss experiences of trauma survivors with statements such as “just get over it.” These types of statements devalue the experiences being shared. Unified understanding and empathy assist with collaborative learning.

With appropriate resources, school settings can be key to identifying trauma-related concerns and providing clinical support to children and families to prevent or mitigate future misbehavior (Ko et al., 2008). As in any field dealing with youth where children receive referrals for services for such things as therapists, counselors, mental health, and medical care, documentation that is easily accessible by appropriate personnel, secure, and easily understood using a common language offers invaluable benefits. Because of the multidisciplinary stakeholders, it is recommended that the end users have input into development of user-specific software that increases efficiency and is transportable as the student progresses. Research indicates that a trauma-informed approach has the potential to increase positive health care outcomes (Chaudhri et al., 2018), reduce referrals for negative behavior, and restrict flow into the school-to-prison pipeline.

Incorporating social workers, researchers, local government, and community support into a paradigm shift from the traditional school model to a more inclusive, trauma-informed pedagogy enhances the resources available to support school achievement for all students. This is not an inexpensive endeavor; however, its financial outlay and long-term benefits outweigh the cost of incarceration, health inequities, community supervision, rehabilitation, habilitation, and other adverse societal concerns. With the onset of the COVID-19 pandemic, the immediate need to reshape schools in the United States to be more responsive to the needs of all its students became more apparent. Therefore, utilizing an evidence-based, trauma-informed approach such as SAMHSA’s model offers a data-driven pedagogy to reduce or minimize trauma, diminishing the flow into the school-to-prison pipeline and consequently reducing mass incarceration.

As shown in Table 4, five tips are provided by the author for practitioners who contemplate moving forward with a trauma-informed environment. The acronym “probe” is used to simplify its content and serve as a reminder that the holistic trauma-informed approach must be broken down into its smaller, more manageable component parts to be effective. First, prioritize the goals, resources, and outcomes desired by the school district to gain clarity and unify expectations. Reshape disciplinary policies and practices to align with the paradigm shift to a trauma-informed environment. Organize stakeholders, policies, practices and resources to assess strengths and identify deficits. Build resiliency and trust by adequately training practitioners, empowering stakeholders, and promoting a common language and shared vision. Finally, engage all stakeholders especially trauma survivors by valuing their voices and experiences as tools for others to follow. Together, these strategies and practices prevent or reduce further trauma that consequently reduces mass incarceration.

REFERENCES

- ACEs Connection. (2016, February 21). *Childhood trauma: America's hidden health crisis*. <https://www.acesconnection.com/g/los-angeles-aces-connection/resource/childhood-trauma-america-s-hidden-health-crisis>
- Active Minds. (n.d.). *The impact of COVID-19 on student mental health*. Retrieved from <https://www.activeminds.org/studentsurvey/>
- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.
- Andra, R. F., Brown, D. W., Dube, S. R., Bremner, J. D., Felitti, V. J., & Giles, W. H. (2008). Adverse childhood experiences and chronic obstructive pulmonary disease in adults. *American Journal of Preventive Medicine*, 34(5), 396–403. doi:10.1016/j.amepre.2008.02.002 PMID:18407006
- Chaudhri, S., Zweig, K. C., Hebbbar, P., Angell, S., & Vasan, A. (2018). Trauma-informed care: A strategy to improve primary healthcare engagement for persons with criminal justice system involvement. *Journal of General Internal Medicine*, 34(6), 1048–1052. doi:10.1007/11606-018-4783-1 PMID:30912031
- Coronavirus Resource Center. (2020, December 17). *Johns Hopkins University*. <https://coronavirus.jhu.edu/us-map>
- Desai, S. (2019). Hurt people, hurt people: The trauma of juvenile incarceration. *The Urban Review*, 51(4), 638–658. doi:10.1007/11256-019-00535-0
- Drucker, E. (2020, July 29). Mass incarceration in the United States: From punishment to public health. *Oxford Research Encyclopedia of Criminology*. doi:10.1093/acrefore/9780190264079.013.453
- Dube, S. R., Felitti, V. J., Dong, M., Chapman, D. P., Giles, W. H., & Andra, R. F. (2003). Childhood abuse, neglect, and household dysfunction and the risk of illicit drug use: The adverse childhood experiences study. *Pediatrics*, 111(3), 564–572. doi:10.1542/peds.111.3.564 PMID:12612237
- Dutil, S. (2020). Dismantling the school-to-prison pipeline: A trauma-informed, critical race perspective on school discipline. *National Association of Social Workers*, 42(3), 171–178.
- Dweck, C. (2006). *Mindset: The new psychology of success*. Ballantine Books.

Reducing Mass Incarceration Through Trauma-Informed Pedagogy

Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273. doi:10.1037/0033-295X.95.2.256

Edwards, F., Esposito, M. H., & Lee, H. (2018, September). Risk of police-involved death by race/ethnicity and place, United States. *American Public Health Association*. <https://ajph.aphapublications.org/doi/abs/10.2105/AJPH.2018.304559?journalCode=ajph>

Elmagraby, N. (2021, March 4). *Trauma-informed pedagogy*. *Center for the Advancement of Teaching*. <https://cat.wfu.edu/2021/03/trauma-informed-pedagogy/>

Felitti, G., Anda, R., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M., & Marks, J. (1998). Relationship of child abuse and household dysfunction to many of the leading causes of death in adults. *American Journal of Preventive Medicine*, 14(4), 245–258. doi:10.1016/S0749-3797(98)00017-8 PMID:9635069

Ford, J. D. (2013). *Treatment of complex trauma: A sequenced, relationship-based approach*. Guilford Press.

Franco-Paredes, C., Ghandnoosh, N., Latif, H., Krsak, M., Henao-Martinez, A. F., Robins, M., Barahona, L., & Poeschla, E. M. (2020, September 29). Decarceration and community re-entry in the COVID-19 era. *The Lancet*. <https://www.thelancet.com/action/showPdf?pii=S1473-3099%2820%2930730-1>

Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 27(1), 117–136. doi:10.1353/foc.2017.0006

Guo, W. (2020). Dismantling the school-to-prison pipeline. *Harvard Model Congress Boston, 2020*, 1–12.

Kelly-McHale, J. (2019). Research-to-resource: Developing a culturally responsive mind-set in elementary music education. *Applications of Research in Music Education*, 37(2), 11–14. doi:10.1177/8755123318810111

Ko, S. J., Ford, J. D., Kassam-Adams, N., Berkowitz, S. J., Wilson, C., Wong, M., Brymer, M., & Layne, C. M. (2008). Creating trauma-informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology, Research and Practice*, 39(4), 396–404. doi:10.1037/0735-7028.39.4.396

Lewis, T. T., Everson-Rose, S. A., Powell, L. H., Matthews, K. A., Brown, C., Karavolos, K., Sutton-Tyrrell, K., Jacobs, E., & Wesley, D. (2006). Chronic exposure to everyday discrimination and coronary artery calcification in African-American women: The Swan heart study. *The American Psychosomatic Society*, 68(3), 362–368. doi:10.1097/01.psy.0000221360.94700.16 PMID:16738065

Lopez, C. M., Andrews, A. R. III, Chisolm, A. M., de Arellano, M. A., Saunders, B., & Kilpatrick, D. G. (2017). Racial/ethnic differences in trauma exposure and mental health disorders in adolescents. *Cultural Diversity & Ethnic Minority Psychology*, 23(3), 382–387. doi:10.1037/cdp0000126 PMID:27786496

McEvoy, C., & Salvador, K. (2020). Aligning culturally responsive and trauma-informed pedagogies in elementary general music. *General Music Today*, 34(1), 21–28. doi:10.1177/1048371320909806

Morris, E. W., & Perry, B. L. (2016). The punishment gap: School suspensions and racial disparities in achievement. *Social Problems*, 63(1), 68–86. doi:10.1093/ocpropv026

Noh, S., & Kaspar, V. (2003, February). Perceived discrimination and depression: Moderating effects of coping, acculturation, and ethnic support. *American Journal of Public Health*, 93(2), 232–238. doi:10.2105/AJPH.93.2.232 PMID:12554575

Norrish, J., Williams, P., O'Connor, M., & Robinson, J. (2013). An applied framework for positive education. *International Journal of Wellbeing*, 3(2), 147–161. doi:10.5502/ijw.v3i2.2

Orsillo, S. M. (2001). Measures for acute stress disorder and posttraumatic stress disorder. In M. M. Antony & S. M. Orsillo (Eds.), *Practitioner's guide to empirically based measures of anxiety* (pp. 255–307). Kluwer Academic/Plenum.

Paul, D. W. Jr, Knight, K. R., Campbell, A., & Aronson, L. (2020, October 8). Beyond a moment - Reckoning with our history and embracing antiracism in medicine. *The New England Journal of Medicine*, 15(3), 372–399. <https://www.nejm.org/doi/pdf/10.1056/NEJMp2021812?articleTools=true> PMID:32722907

Rector-Aranda, A. (2016). Schools norms and reforms, critical race theory, and the fairytale of equitable education. *Critical Questions in Education*, 7(1), 1–16.

SAMHSA. (2014, July). *SAMHSA's concept of trauma and guidance for a trauma-informed approach*. <https://store.samhsa.gov/product/SAMHSA-s-Concept-of-Trauma-and-Guidance-for-a-Trauma-Informed-Approach/SMA14-4884>

Seligman, M. (2011). *Flourish*. Nicholas Brealey Publishing.

Simran, C., Caramanica-Zweig, K., Preetha, H., Angell, S., & Vasan, A. (2018). Trauma-informed care: A strategy to improve primary healthcare engagement for persons with criminal justice system involvement. *Journal of Internal Medicine*, 34, 1048–1052.

Simson, D. (2014, January 31). Exclusion, punishment, racism and our schools: A critical race theory perspective on school discipline. *UCLA Law Review. University of California, Los Angeles. School of Law*, 61, 506–563.

Sleeter, C. E. (2017). Critical race theory and the whiteness of teacher education. *Urban Education*, 52(2), 155–169. doi:10.1177/0042085916668957

Stevens, J. E. (2015, May 31). Resilience practices overcome students' ACEs in trauma-informed high school, say the data. *Aces Too High*. <https://acestoohigh.com/2015/05/31/resilience-practices-overcome-students-aces-in-trauma-informed-high-school-say-the-data/>

Taylor, T. R., Williams, C. D., Makambi, K. H., Mouton, C., Harrell, J. P., Cozier, Y., Palmer, J., Rosenberg, L., & Adams-Campbell, L. L. (2007). Racial discrimination and breast cancer incidence in US Black women: The Black women's health study. *American Journal of Epidemiology*, 166(1), 46–54. doi:10.1093/aje/kwm056 PMID:17400570

Teasley, M. L. (2014). Shifting from zero tolerance to restorative justice in schools. *Children & Schools*, 36(3), 131–133. doi:10.1093/cs/cdu016

The National Child Traumatic Stress Network. (2017). *Creating, supporting, and sustaining trauma-informed schools: A system framework*. <https://www.nctsn.org/resources/creating-supporting-and-sustaining-trauma-informed-schools-system-framework>

Reducing Mass Incarceration Through Trauma-Informed Pedagogy

The New York Times. (2020, December 11). Coronavirus in the US. *The New York Times*. <https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html>

Thomas, S., Crosby, S., & Vanderhaar, J. (2019). Trauma-informed practices in schools across two decades: An interdisciplinary review of research. *Review of Research in Education*, 43(1), 422–452. doi:10.3102/0091732X18821123

Walkley, M., & Cox, T. L. (2013). Building trauma-informed schools and communities. *Children & Schools*, 35(2), 123–126. doi:10.1093/cs/cdt007

Walter, J. (2018). Global perspectives: Making the shift from multiculturalism to culturally responsive teaching. *General Music Today*, 31(2), 24–28. doi:10.1177/1048371315594005

Waters, L., Sun, J., Rusk, R., Cotton, A., & Arch, A. (2017). Positive education: Visible wellbeing and positive functioning in students. In M. Slade, L. Oades, & A. Jarden (Eds.), *Wellbeing, recovery and mental health* (pp. 245–264). Cambridge University Press. doi:10.1017/9781316339275.021

Weist-Stevenson, C., & Lee, C. (2016). Trauma-informed schools. *Journal of Evidence-Informed Social Work*, 13(5), 498–503. doi:10.1080/23761407.2016.1166855 PMID:27210273

Williams, D. R., & Neighbors, H. (2001). *Racism, discrimination and hypertension: Evidence and needed research*. In *Preventing Cardiovascular Disease Proceedings*. National Institute of Public Health.

Wolff, N., Huening, J., Shi, J., & Frueh, C. (2014). Trauma exposure and posttraumatic stress disorder among incarcerated men. *Journal of Urban Health*, 91(4), 707–719. doi:10.1007/11524-014-9871-x PMID:24865800

Wolff, N., & Shi, J. (2012). Childhood and adult trauma experiences of incarcerated persons and their relationship to adult behavioral health problems and treatment. *International Journal of Environmental Research and Public Health*, 9(5), 1908–1926. doi:10.3390/ijerph9051908 PMID:22754481

Wood, K. (2014). Restoring our children's future: Ending disparate school discipline through restorative justice practices. *Journal of Dispute Resolution*, 10(2), 395–408.

APPENDIX

Table 1. Four key assumptions of the trauma-informed approach

1	Realizing the Broad Impact of Trauma on the School System
2	Recognizing the Many Forms of Trauma
3	Responding with Integrating Knowledge About Trauma
4	Resisting Re-traumatization

Table 2. Six key principles of the trauma-informed approach

1	Safety
2	Trust and Transparency
3	Peer Support
4	Collaboration and Mutuality
5	Empowerment, Voice and Choice
6	Cultural, Historical, and Gender Challenges

Table 3. Ten implementation domains of the trauma-informed approach

1	Governance and Leadership
2	Policy
3	Physical Environment
4	Engagement and Involvement
5	Cross-Sector Collaboration
6	Screening, Assessment, and Treatment Services
7	Training and Workforce Development
8	Progress Monitoring and Quality Assurance
9	Financing
10	Evaluation

Reducing Mass Incarceration Through Trauma-Informed Pedagogy

Table 4. Tips for practitioners moving toward a trauma-informed environment: PROBE

P	Prioritize goals, resources and desired outcomes
R	Reshape disciplinary policies and procedures to align with the paradigm shift to a trauma-informed environment
O	Organize stakeholders; Organize policies and procedures; Organize resources
B	Build resiliency and trust by adequately training practitioners, empowering stakeholders, and promoting a common language and shared vision
E	Engage all stakeholder especially trauma survivors by valuing their voices and experiences as tools for others to follow

InfoSci®-Books

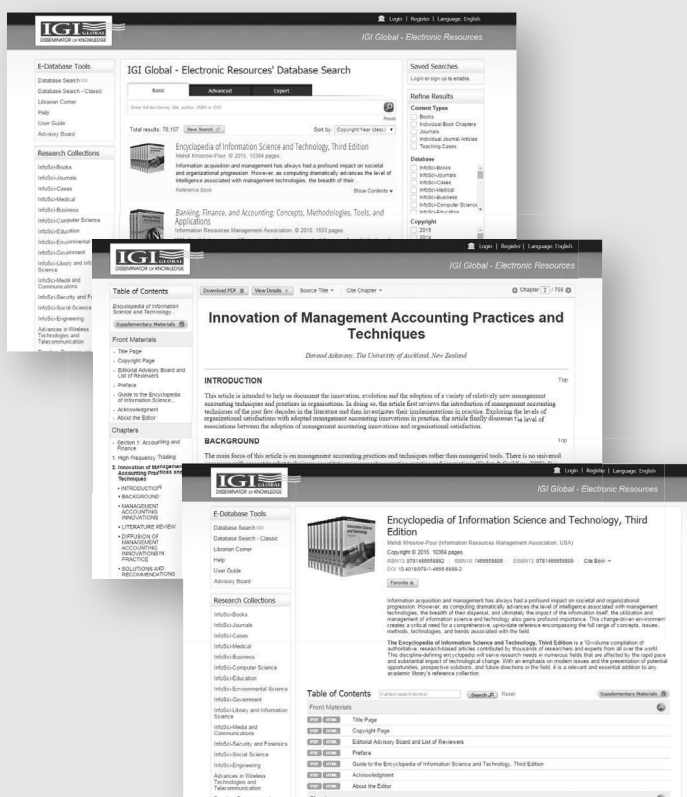
A Database for Progressive Information Science and Technology Research

Maximize Your Library's Book Collection!

Invest in IGI Global's InfoSci®-Books database and gain access to hundreds of reference books at a fraction of their individual list price.

The InfoSci®-Books database offers unlimited simultaneous users the ability to precisely return search results through more than 68,000 full-text chapters from nearly 3,000 reference books in the following academic research areas:

Business & Management Information Science & Technology • Computer Science & Information Technology
Educational Science & Technology • Engineering Science & Technology • Environmental Science & Technology
Government Science & Technology • Library Information Science & Technology • Media & Communication Science & Technology
Medical, Healthcare & Life Science & Technology • Security & Forensic Science & Technology • Social Sciences & Online Behavior



Peer-Reviewed Content:

- Cutting-edge research
- No embargoes
- Scholarly and professional
- Interdisciplinary

Award-Winning Platform:

- Unlimited simultaneous users
- Full-text in XML and PDF
- Advanced search engine
- No DRM

Librarian-Friendly:

- Free MARC records
- Discovery services
- COUNTER4/SUSHI compliant
- Training available

To find out more or request a free trial, visit:
www.igi-global.com/eresources