

# **Trauma-informed Leadership**

Education 480  
Mills College  
Summer 2018

## **Instructors**

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## **Office Hours**

Tuesday or Thursday and by appointment

## **Course Information**

T/Th @ 5:30 - 8:30 PM  
Classroom: EDUC 101

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## **Course Description**

**The instructors have intentionally created four pillars of the course's theme:**

1. Leadership
2. Trauma-informed and trauma-sensitive practices
3. Emotional Intelligence through Mindfulness
4. Restorative Practices

This course is designed to help students preparing to be school administrators develop personal insights, interpersonal skills, and management practices for leading diverse, inclusive programs and organizations with a focus on trauma-informed schools and second-language learners. This course will introduce students to the core concepts (foundational knowledge) and intervention for traumatized children and adolescents. Strength-based practices will be highlighted along with a focus on the identification of protective and promotive factors that foster resilience and post-traumatic growth. This course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families. This course will also address immigrant populations, second language acquisition and unaccompanied minors.

## **Course Goals & Learning Outcomes**

- Orient students toward creating trauma-informed and trauma-sensitive schools that are safe and respectful environments
- Students will understand the role of a trauma-informed school culture in building caring relationships with adults and peers, helping students self-regulate their emotions and behaviors, and succeed academically, while supporting health and well-being
- Students will understand the issues and problems in current second language acquisition research and theory
- Students will understand terminology unique to the delivery of social emotional learning and second language programs.
- Understand trauma-informed language as it relates to students.
- Rebuild school culture in the context of trauma.
- Utilize trauma-informed evidence based practices.
- Empower and engage students as learners

## **Protocols:**

1. Be present: Low-tech while in class
2. Honor Time: Start on time/End on time
3. Honor Others: Safe space to share and confidentiality is honored
4. Honor Goodwill: Assume positive Intent
5. Self-Care: please take care of your needs

## **Required Readings:**

Readings are varied weekly and are listed on the syllabus. Be sure to complete the readings for each date they are listed. While we will provide excerpts of articles and readings for the course, there is one book you will need to purchase: *The Deepest Well* by Dr. Nadine Burke-Harris.

## **ASSESSMENT TECHNIQUES**

- 1) The homework assignments will assess the student's efforts to synthesize the main points from the readings. These assignments will also assess writing clarity and style. **PLEASE BRING 2 COPIES OF ASSIGNMENT TO CLASS WHEN DUE.**
- 2) The final project for the course will assess the student's understanding of trauma informed care, trauma-sensitive practices, Emergent Bilinguals, and Newcomers.

### **COURSE ASSIGNMENTS**

Response Papers 50%

Professional Development Design 40%

Attendance 10%

TOTAL GRADE 100%

### **Reading Responses**

**Each response paper is 1 ½ - 2 pages in length, must be doubled spaced.** Each paper will focus on an assigned topic that will highlight your learning as well as reflection on the readings. Use 12pt font (Times New Roman). You may choose any of the articles that resonate with you for the assignment.

1. **Personal Interpretative Phase:** Think about the readings based on your own life experiences (societal and school experiences). How does what you've read resonate with you? If you cannot relate to what you've read, problematize it. Put yourself in the middle of your readings. Does it make sense to you? Why? Why not? What has been different for you? Why has it been different (gender, race, ethnicity, culture, socioeconomic status, etc)? If you can relate, why can you relate? Think in terms of the same kinds of variables.
2. **Creative Transformative Phase:** How does the reading translate into authentic educational settings? How would it inform your educational practice? What support from others would you need to implement your thinking and or ideas?
3. **Central Question:** What type of leadership does it take to address this issue? What types of system(s) need to be created?

### **Professional Development Final Project**

This project is designed for you to create a Professional Development training that utilizes trauma-informed care, trauma-sensitive practices and Emergent Bilingual knowledge to address an educational challenge or opportunity. In this assignment, you will synthesize and apply concepts from the course and demonstrate your leadership style and decision making in showing clear strategies to create a school climate that is responsive to the needs of students impacted by trauma and/or ELLs, newcomers, and/or undocumented students. Your presentation will be 30 minutes in length. Students will present their project formally on the last two days of class. **June 19 & 21.**

**STATEMENT ON ACCESSIBILITY** We honor every student's right to learn. To request academic accommodations due to a disability, students should contact Services for Students with Disabilities in the Cowell Building. If you have a letter indicating you have a disability that requires academic accommodations, please present to the instructors as soon as possible.

**GRADING POLICIES** Your grade for this course will be based on 1) your ability to understand and analyze the various topics and perspectives presented in the readings and during class, and 2) to communicate in writing effectively and with sophistication. **It is crucial to complete all assigned work - failure to do so will likely result in failing the class.** Late assignments may be accepted and downgraded 10% per day they are late (extreme emergencies excepted).

**CLASS ATTENDANCE AND YOUR GRADE** Students are required to attend all scheduled

classes. Each student will be allowed 1 absence from class for any reason during the semester (including illness, travel, work, etc.). However, after 1 absence, a student's total grade for the course will be reduced by 1/3 grade (3 percentage points) per missed class, regardless of the reason for the absence (emergencies excepted).

**ACADEMIC INTEGRITY** Academic dishonesty will not be tolerated in this course. Academic dishonesty includes all types of cheating and plagiarism. "In an institution of higher learning, plagiarism is a serious breach of academic trust. For purposes of the Mills Honor Code, plagiarism is defined as intentionally or knowingly using someone else's ideas, words, and/or thoughts without giving proper credit to the source. All work for which another source is not cited is assumed to be that of the writer. Material taken from another source must be cited by footnotes or by other means, as determined by the assigning faculty member" (Mills Honor Code, Mills Student Handbook). **All breaches of academic integrity, intentional or unintentional, will have consequences, including the possibility of failing the course.**

### **GRADING SCALE**

The class grading will be as follows:

Date	Session	Topic	Due Week of Class
Week 1 5/15/18	1	What is leading with a trauma-informative lens?	
			<b>Readings:</b> <b>Please read and do following assignments prior to first day of class:</b> - ACEs score sheet - ACE Reporter Article - "What Impact Can ACEs Have?" - Burke-Harris, N. (2018). <i>The Deepest Well</i> (Read Chapters 1 - 3)
Week 1 5/17/18	2	Emotional Intelligence: Mindfulness for Leaders & Exploring Leadership	<i>Bring your journal to class</i>
			<b>Readings:</b> - "The 18 Maladaptive Schemas" chapter from <i>Disarming the Narcissist</i> (in class reading) - Scruggs, T. & Nealy-Oparah, S. (2018). <i>Trauma-informed Leadership in Schools: From the inside-out</i> pgs. 12-16

			- Burke-Harris, N. (2018). <i>The Deepest Well</i> (Chapter 7)
<b>Week 2 5/22/18</b>	<b>3</b>	<b>Understanding trauma, trauma-sensitive strategies &amp; the neuroscience behind it</b>	
			<p><b><i>RESPONSE PAPER #1 DUE:</i></b>  <i>This paper does not follow reading response format.</i>  Share your own schema(s) to the best of your ability  and:</p> <ol style="list-style-type: none"> <li>1. Explain how you are triggered</li> <li>2. How this may impact your response as a leader?</li> <li>3. How do you compensate? (2 pages – double spaced)</li> </ol> <p><b>Readings:</b>  - Burke-Harris, N. (2018). <i>The Deepest Well</i>, Chapters 4 &amp; 5  - Van der Kolk, B. (2015). <i>The Body Keeps the Score</i>  Chapter 6: Losing your body, losing Yourself</p> <p><b>Optional reading:</b>  - Adolescent Health Working Group (2013) – Info  packet on trauma (useful resource for final project)</p>
<b>Week 2 5/24/18</b>	<b>4</b>	<b>Trauma-Informed Schools</b>	

		<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Oehlberg, B. (2008). <i>Why Schools Need to be Trauma-Informed</i></li> <li>- Dorado, J. (2013). <i>How to help a traumatized child in the classroom</i></li> <li>- McInerney, M, McKlindon, A. (2014). <i>Unlocking the Door to Learning: Trauma-Informed Classrooms &amp; Transformational Schools</i>,pg(s) 1, 12-18</li> <li>- Stevens, J.E. (2012). <i>Lincoln High School tries new approach to school discipline.</i></li> </ul> <p><b>Optional reading:</b></p> <ul style="list-style-type: none"> <li>- Troeh, E. (2017). <a href="http://kedm.org/post/new-principal-taps-life-experience-serve-more-students#stream/0">A New Principal Taps Life Experience To Serve More Students</a> (<a href="http://kedm.org/post/new-principal-taps-life-experience-serve-more-students#stream/0">http://kedm.org/post/new-principal-taps-life-experience-serve-more-students#stream/0</a>) (Read or listen to podcast)</li> </ul> <p><b>Resource:</b></p> <ul style="list-style-type: none"> <li>- Cole, S. F., Eisner, A., Gregory, M., &amp; Ristuccia, J. (2013). <i>Helping Traumatized Children Learn: Creating and Advocating for Trauma-Sensitive Schools</i> (<i>may be used as a reference to prepare for presentation</i>)</li> </ul>
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<b>Week 3</b> <b>5/29/18</b>	<b>5</b>	<b>Resilience trumps ACEs</b>	
			<b>RESPONSE PAPER #2 DUE</b>
			<b>Film:</b> “Resilience” (60 min.)
			<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Burke-Harris, N. (2018). <i>The Deepest Well</i>, Chapter 6</li> <li>- Resilience Wheel</li> </ul>
<b>Week 3</b> <b>5/31/18</b>	<b>6</b>	<b>Self-Care for Educators</b>	
			<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <del>National Child Traumatic Stress Network</del> (2008). <i>Toolkit for Educators</i> – pg 17</li> <li>- Adolescent Health Working Group (2013). Compassion Fatigue/vicarious trauma)</li> <li>- Professional Quality of Life scale (fill out and score)</li> <li>- Compassion fatigue</li> <li>- Self-care questionnaire (fill out)</li> <li>- Self-care for teachers</li> </ul>

<b>Week 4 6/5/18</b>	<b>7</b>	<b>Trauma and the Sexual Abuse to Prison Pipeline: Criminalization of Black Girls</b>	
			<b>RESPONSE PAPER #3 DUE</b>
			<b>Film: Cyntoia Brown - Me Facing Life</b> (60 min)
			<b>Guest Speaker:</b> <i>Nzhinga Dugas, Dir of Af-Am Girls' Empowerment - OUSD</i>
			<b>Readings:</b> - Morris, M. (2015). <i>Pushout: The criminalization of Black Girls in Schools</i> - Chapter 3: Jezebel in the classroom pg(s) 96 - 108
<b>Week 4 6/7/18</b>	<b>8</b>	<b>Self-Care: Collaborative Work Day</b>	
			<b>Video: Case Study #5: Jess</b>
			Students have class time to work on final project & troubleshoot.
<b>Week 5 6/12/18</b>	<b>9</b>	<b>Systems change for TI &amp; emergent bilinguals/ELL</b>	

		<b>recommendations for educators</b>	
			<b>RESPONSE PAPER #4 DUE</b>
			<b>Video:</b> Newcomer video
			<b>Guest Speaker:</b> <i>Dr. Itoco Garcia, Customized Support Director, Partners in School Innovation</i>
			<b>Readings:</b> Mongeau, L. (2014). Unaccompanied minors bring hope, past trauma to American schools.
<b>Week 5 6/14/18</b>	<b>10</b>	<b>Cultural-Responsiveness &amp; Trauma-Informed</b>	



			Understand how White Fragility impacts our ability to engage in meaningful, effective and educational conversations about race AND how this inability results in trauma for both white people and People of Color
			Literature Circle & Fishbowl
			<b>Readings:</b> DeAngelo, R. (2011). <a href="#">White Fragility</a>
<b>Week 6 6/19/18</b>	<b>11</b>	<b>Student Presentations</b>	
			<b>Final Response #5 due on June 21</b>
			<b>Student presentations</b>  PD prof development workshop assign <b>20-30 min presentation, individual, peer feedback rubric</b> <b>Random pick of topic</b> <b>Topic areas:</b> <ol style="list-style-type: none"> <li>1) How to create TI environment</li> <li>2) Journey of ELL's and what type of systems need to be in place</li> <li>3) Understanding the impact of trauma</li> <li>4) Creating safe space for newcomers</li> <li>5) Engaging student voices in trauma informed teaching</li> <li>6) Recognizing one's own trauma to be a better service to students</li> </ol> <b>Review Trauma &amp; Resilience guidebook to help with</b>

			<b>presentation</b>
<b>Week 6 6/21/18</b>	<b>12</b>	<b>Student Presentations &amp; Closing with Care</b>	
			Student presentations