

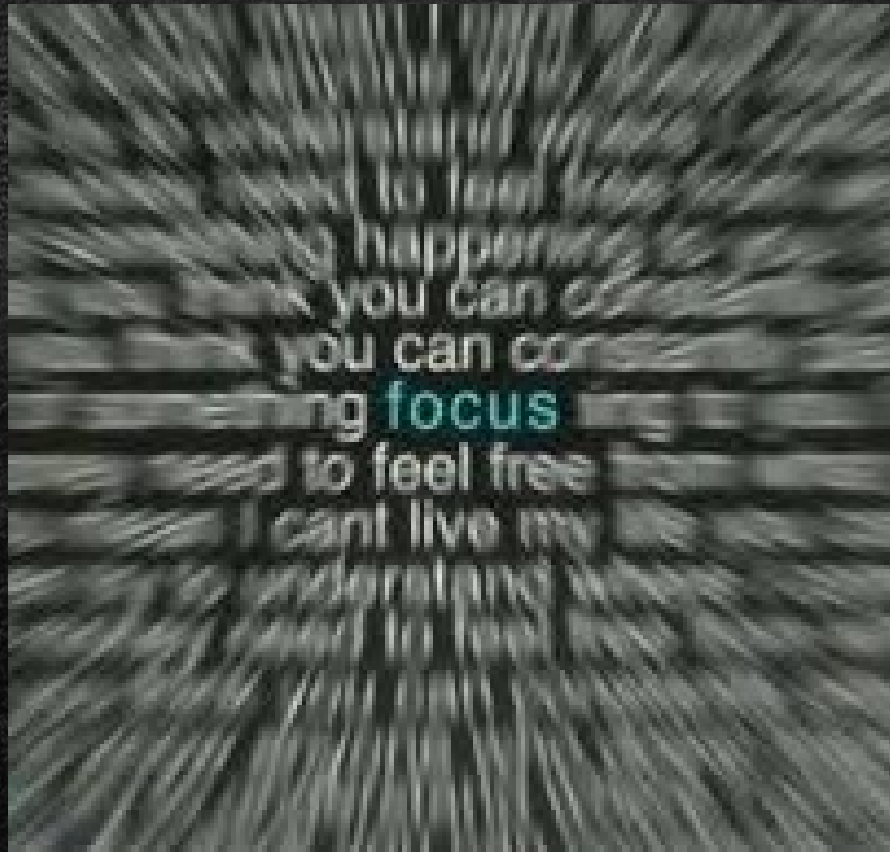
Too hot, too cold, or just right? Strategies for creating a class climate that fosters growth

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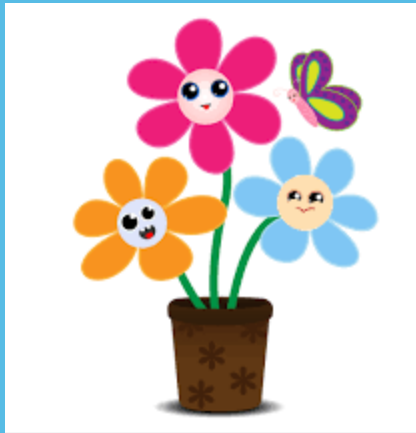
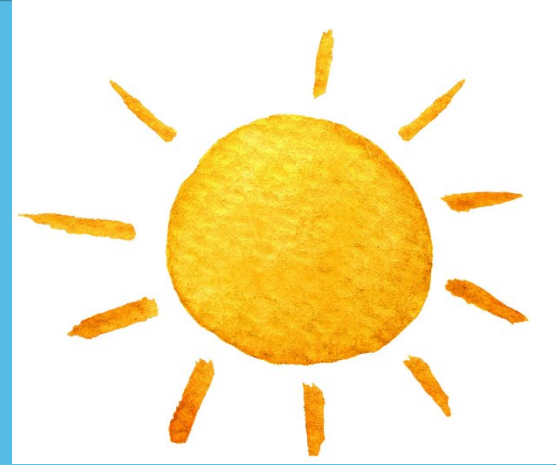
Agenda

- [Self-Assessment]
- Focusing Activity
- Background & Theory
- Forecasting: Signs of Class Climate Problems
- Storm Gear: Strategies for Addressing Climate Problems
- Weatherproofing: Additional Methods for Improving Class Climate

Focusing activity



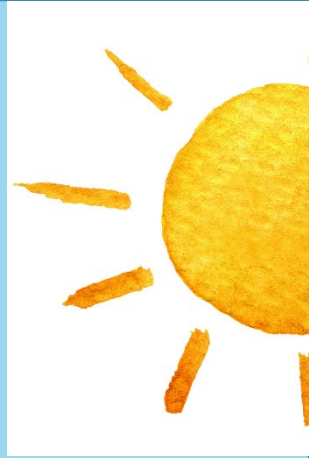
You're invited
to a party!



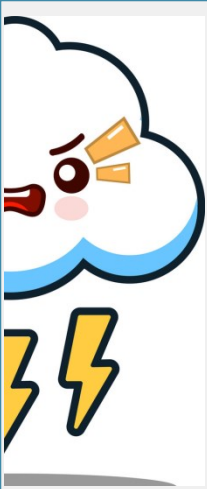
Please bring a dish
to pass!



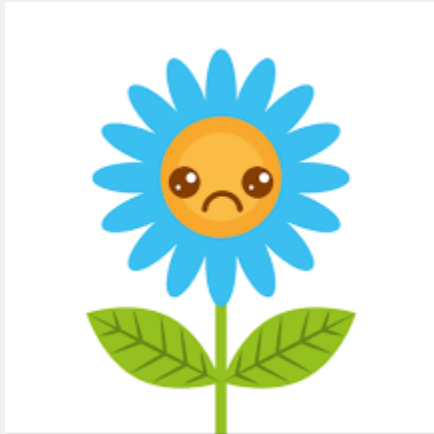
You RSVP'd
for this party!



So you should know to
bring a dish to pass.



Don't you dare miss
this party!



You will be punished
if you don't bring a
dish to pass.



Only a loser would
miss this party!



For once, could you
bring a dish to
pass?!



How come you never
come to my parties
anymore?!



If you do come, don't bring that disgusting dish you brought last time. Bring something edible. Make sure it can serve at least 30 people, and don't store it in plastic. Plastic is evil and will not be tolerated. Neither will nuts, sugar, dairy, gluten, meat, shellfish, food dyes, preservatives, or alcohol. Or fun. You will be asked to leave if you try to sneak in any of these.

Background & Theory

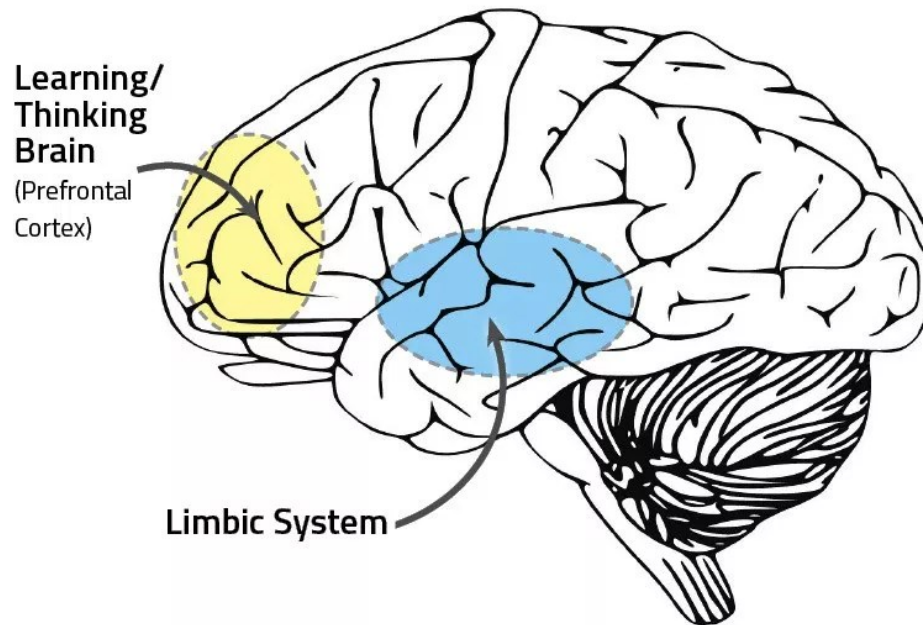


Effects of trauma on teaching & learning

Neurobiological impact

Survival Mode: Flight/Fight/Freeze

Frontal lobe (Prefrontal cortex) goes offline
Limbic system / mind and lower brain functions take over



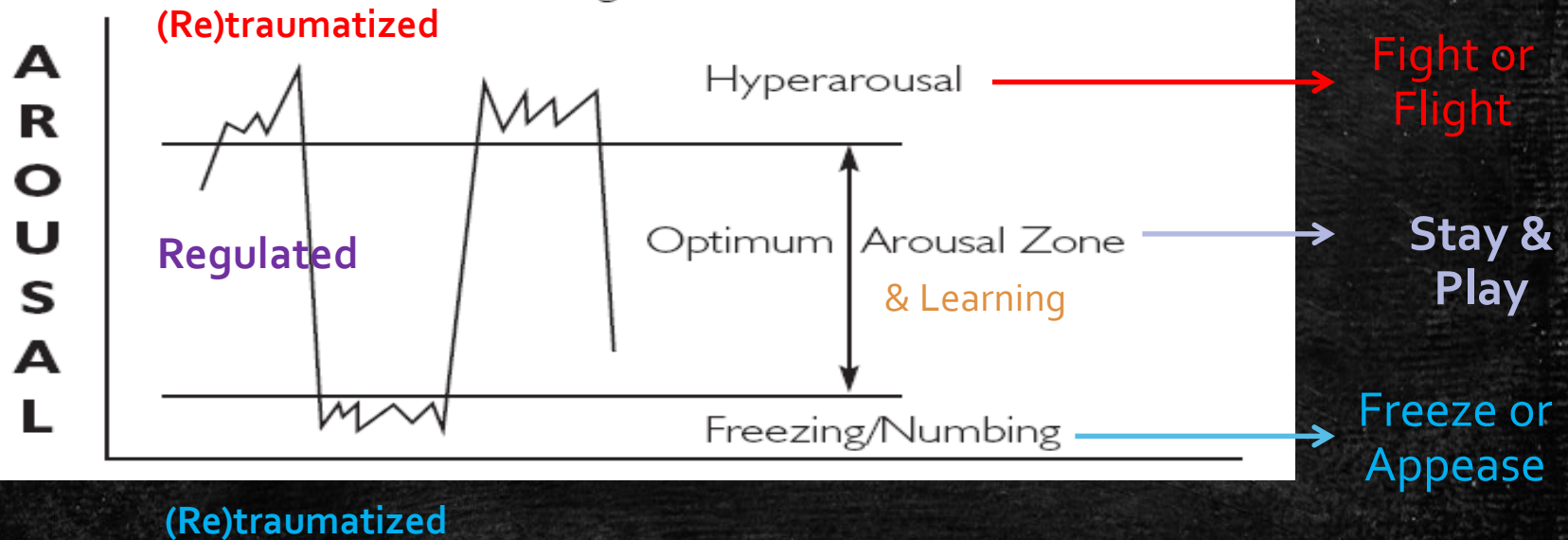
Neurobiological impact cont.

Part of Brain	Role	Impact
Amygdala (becomes over-reactive)	Management of emotions	Emotional dysregulation
Hippocampus (shrinks)	Memory and memory consolidation	Impaired memory
Broca (gets smaller and deactivated)	Speech	Shuts down speech
Prefrontal Cortex	Executive functioning	Impaired thinking, judgment, and processing
Cortisol (gets over-produced)	Hormone (chemical secreted by an endocrine gland)	Triggers amygdala resulting in fight, flight, freeze responses
Norepinephrine (gets released)	Neurochemical (chemical released from a nerve cell)	Hypervigilance

Impact on emotion regulation

The Bi-Phasic Response to Trauma

Figure 2



Adapted from Schupp (2004)

Trauma-informed
teaching & learning
is about culture &
climate

To be trauma-informed in any context means

- a) to **understand** the ways in which violence, victimization, and other forms of trauma can impact individuals, families, and communities
- and
- b) to **use that understanding** to inform policies and practices in order to prevent (re)traumatization and promote resilience and growth

(adapted from Butler, Critelli, & Rinfrette, 2011; Harris & Fallot, 2001)

TI means shifting our focus

Individual

Individual in Environment

~~What is *wrong*
with you?~~

What has
happened to you?

Trauma as disorder

Trauma as injury or disability

(Bloom & Sreedhar, 2008; Harris & Fallot, 2001)

Sources of retraumatization (i.e. what's happened)

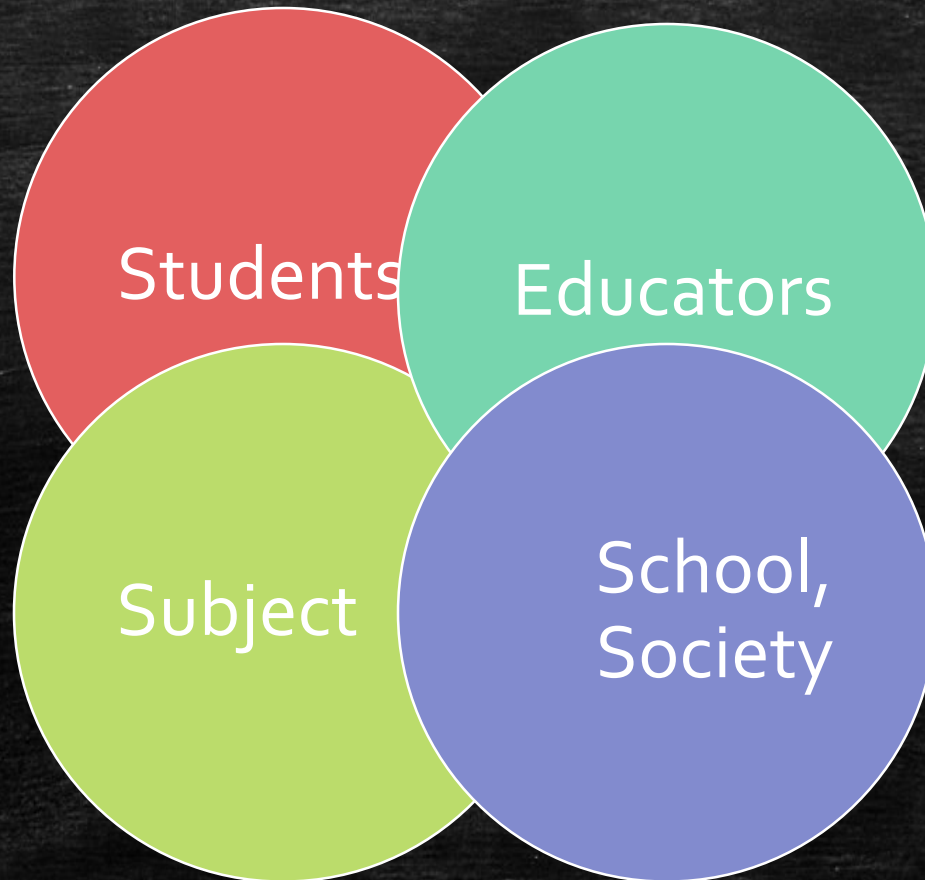
	Number	%
<u>Experiences Within Program</u>		
Pedagogy/Policy	10	23.26
Field Work	6	13.95
Video/Lecture/Readings	5	11.63
Class Discussion	3	6.98
Field/GA Supervision	3	6.98
Workload	2	4.65
Advisement	2	4.65
Student Death	1	2.33
<u>Experiences Outside Program</u>		
Death/ Illness of Loved One	6	13.95
Assault/Injury/Bullying	4	9.30
Client Death	1	2.33
Total	43	100.00

Retraumatization is often about conflict between educators and students

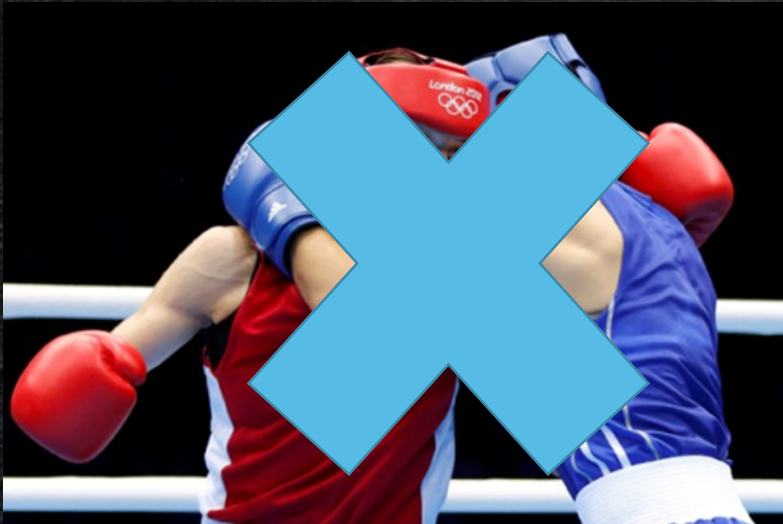


- Threatening
- Abusive
- Oppressive
- Neglectful
- Abandoning
- Unfair or disproportionate punishment

Teaching & learning & trauma are about relationships



Marshall Rosenberg Nonviolent Communication Model



When we understand the needs that motivate our own and others behavior, we have no enemies.

(Rosenberg, 2003, 2005)

Stages of Emotional Growth

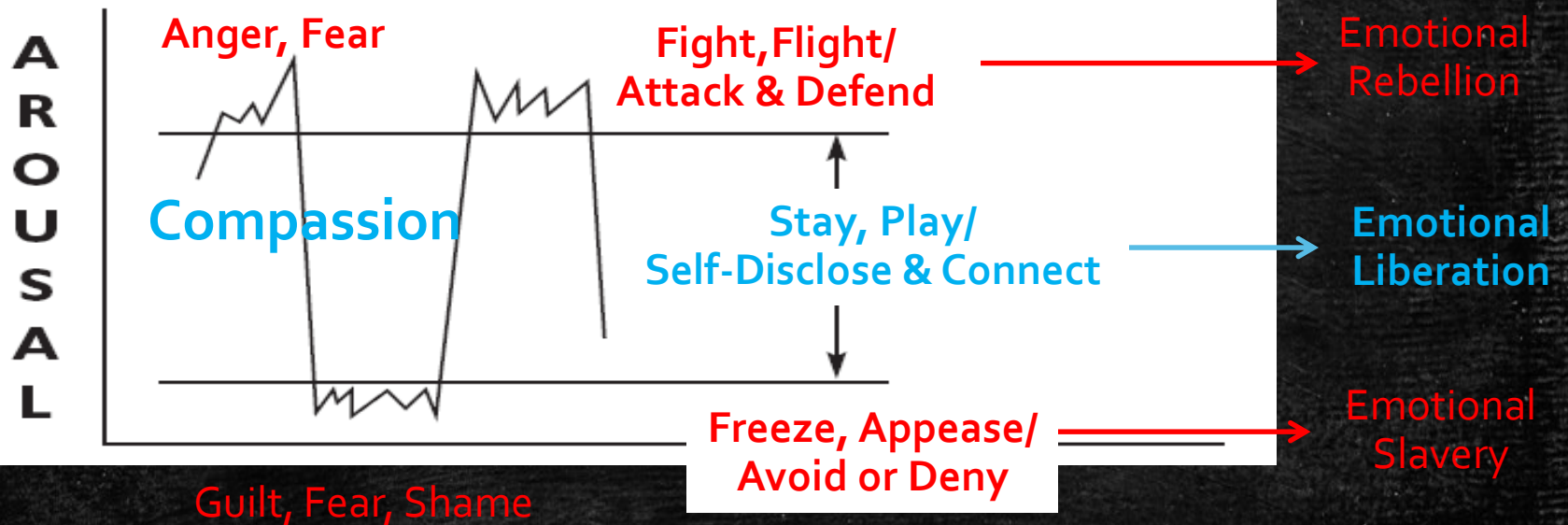
- **Emotional slavery:** feeling responsible for others' feelings
- **Emotional rebellion:** angry and not wanting to be responsible for others' feelings but unsure how to responsible *to* others (vs. *for* others) in a way that is not enslaving
- **Emotional liberation:** taking responsibility for our intentions and actions and responding to others' needs out of compassion rather than guilt, fear, or shame

(Rosenberg, 2003, 2005)

Emotional regulation & growth

The Bi-Phasic Response to Trauma

Figure 2



Gottman Institute Sound Relationship Research

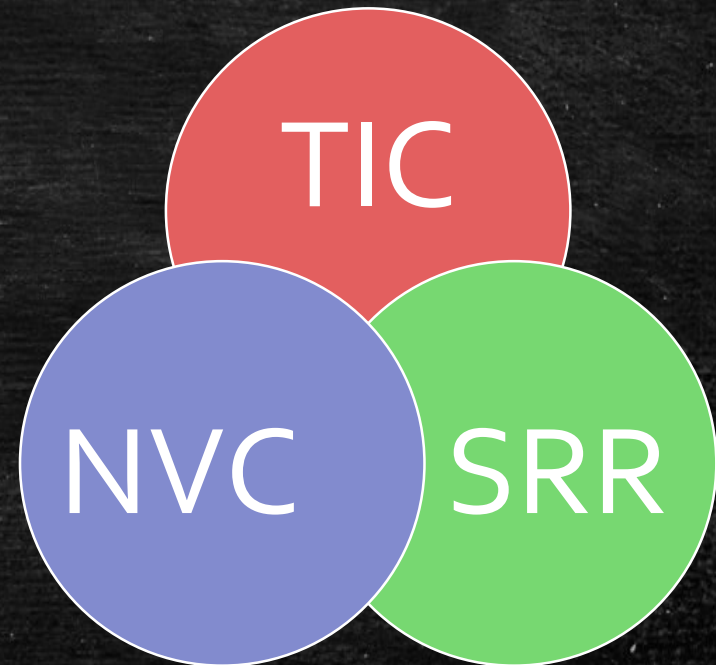


<https://www.gottman.com/>

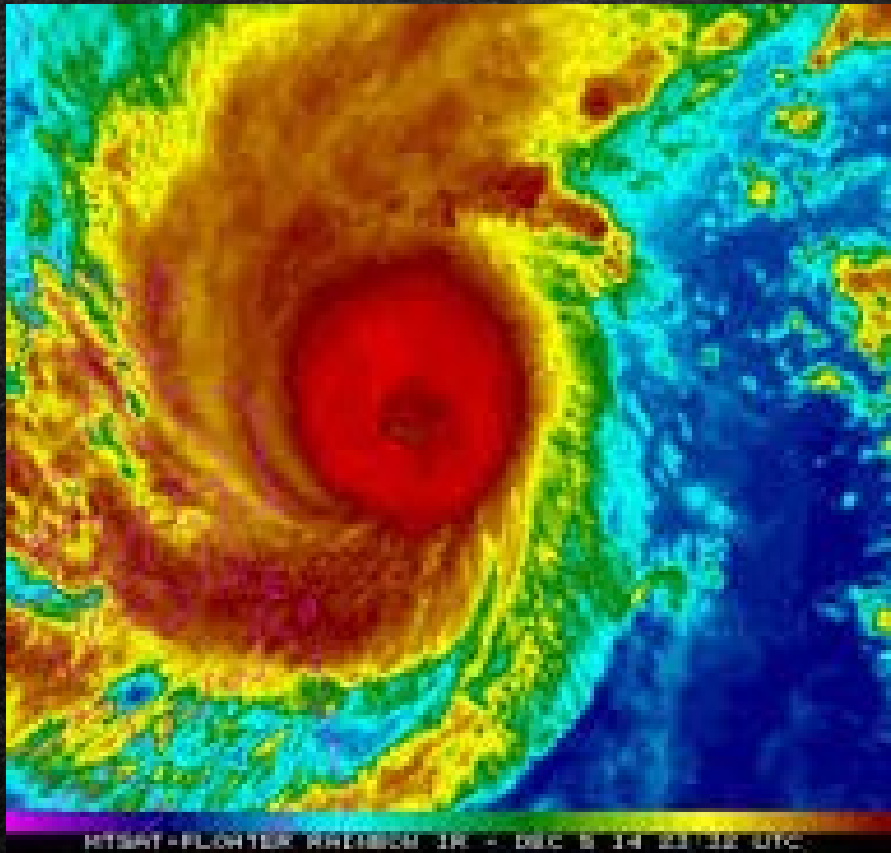


SAMHSA's (2014) TI Principles

1. Safety
2. Trustworthiness and Transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice and choice
6. Cultural, Historical, and Gender Issues



Forecasting: Signs of Relationship/Climate Problems



(adapted from Gottman & DeClaire, 2001)

Harsh Startups



Starting a conversation negatively:

- Attacking
- Blaming
- Accusing
- Using one of the "four horsemen"

Harsh Startups in class

Student

- "Can we get out early?"
- "Why did you give me such a bad grade?! You're going to make me lose my scholarship!"
- ?

Instructor

- "You're late."
- "Why would you think I would accept this late? Does this look like high school?"
- ?

The Four Horsemen

Criticism: attacking character; different from feedback or complaint because focuses on identity not on behavior (e.g. "What's wrong with you?"; "Why can't you do this right?")

Contempt: ridiculing; treating disrespectfully or as lesser than (e.g. eye-rolling, name calling, sarcasm, mocking, 'splaining, hyper correction or opposition: "No, this..."; "Yes, but...")

Defensiveness: seeing yourself as the victim; making excuses; cross-complaining; retaliating (e.g. "How could you say that about me?"; "That's not my fault"; "Well if you hadn't...")

Stonewalling: avoiding conflict; withdrawing; shutting down; acting busy (e.g. not responding; monosyllabic responses)

The Four Horsemen in class

Student

- Not responding to email.
- "If you didn't give ridiculous amounts of homework I might get it in on time."
- "Whatever."



Instructor

- Not responding to email.
- Collecting papers and putting them in the recycle bin after announcing your contract hasn't been renewed.
- "The ship has left the dock, and you were not on it."
- "I don't know how/why you got into this class/school."
- ?

Flooding



- Physical and emotional distress (e.g. fight/flight or freeze/appease mode)
- Feelings of indignation: "I shouldn't have to put up with this."
- Feelings of victimhood: "Why is everyone always picking on me?"
- Hard to hear repair attempts when flooded

Flooding in class

Students

- Silent treatment during class discussion
- Walking out of class
- "Why are you making us do this busywork?"
- ?

Instructors

- Avoiding discussion of some topics
- Canceling class
- Losing control of a discussion
- ?

Failed Repair Attempts



- Inability to de-escalate tension
- Inability to hear repair attempts
- Inability to make or accept apology or amends
- Repetitive cycle of recrimination or defensiveness

Failed Repair Attempts in class

Students

- Walking out of class
- "Yes, but..."
- "I did what the prof said, but I still got a bad grade."
- Four horsemen
- ?

Instructors

- Canceling class
- "Yes, but..."
- "I changed the policy, but I still get complaints."
- Four horsemen
- ?

Storm Gear: Strategies for Addressing Climate Problems



Four Horsemen Antidotes

Criticism: Soft Start-Ups:

Use "I" statements; express a positive need

Contempt: Culture of Appreciation:

Pay attention to positive qualities and strengths

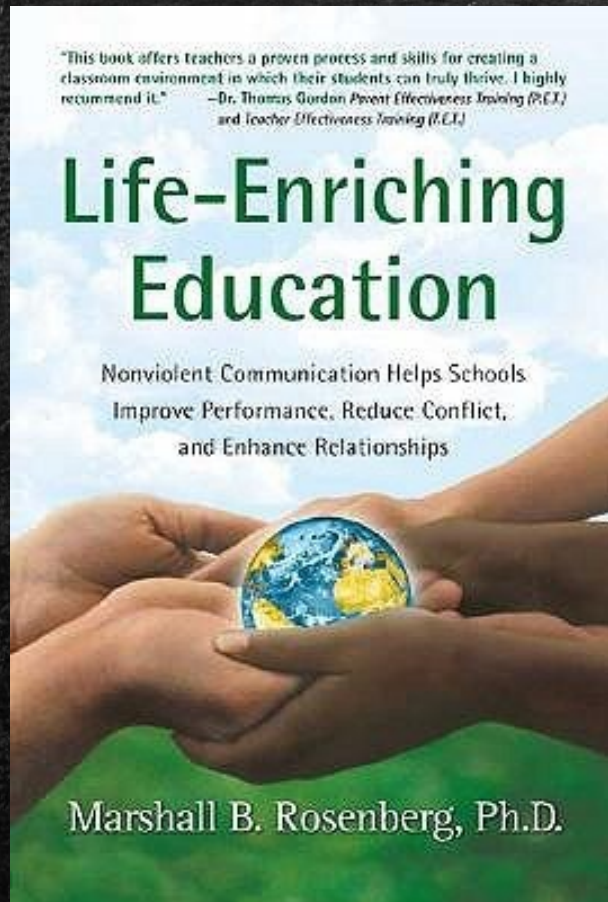
Defensiveness: Take Responsibility:

Accept another perspective; apologize for mistakes

Stonewalling: Self-Soothing:

Take a break and then come back; calm yourself; practice self-care

NVC Strategies



(Adapted from Rosenberg, 2003, 2005)

Using “I” Statements

Observation

1. I felt angry
2. I would like to talk
3. I don't see the required elements
4. I don't understand
5. My view is different

Judgment

1. You made me mad
2. We need to talk
3. You ignored the directions
4. This doesn't make sense
5. You're wrong

Giving (More) Feedback

Advice

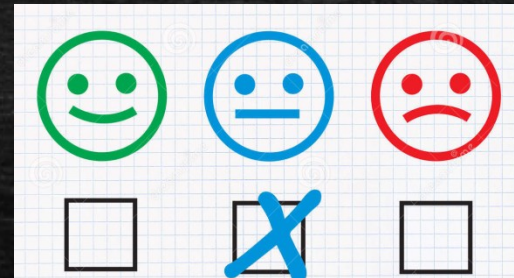
An opinion or suggestion for what to do.



- "You should have cited at least three sources."
- "You should visit a tutor."

Feedback

Information about progress toward a goal:



- "You have not yet cited the required number of sources."
- "Tutoring services are available, if you're interested."

Expressing Needs

- Leave out “you”
- Be positive
- Be specific
- State what to do rather than what not to do
- Give concrete rather than vague examples
- “I need to see all of the references cited in APA to assign a passing grade” vs “You need to cite properly”
- “To assign full credit, I need the paper submitted by the due date” vs “Don’t turn in the paper late.”
- “See p. 62 of the APA manual for help with heading format” vs “Fix your citations.”

Making requests vs demands

Requests

- Emphasizes compassion
- Shows empathy for others' needs
- Takes responsibility for own needs
- Empowering

Demands

- Emphasizes fear and obedience
- Must comply or rebel
- Criticize, judge, and/or assign guilt if do not comply
- Authoritarian

Making Requests

- This is what you did (Observation)
- This is what I feel (Feeling)
- This is the need, value, or desire of mine that was not met (Need)
- Here's what I'd like to happen (Request)
- "When _____ happens I feel _____ because it really matters to me that _____. Would you be willing to _____?"
- "When you don't turn in your work I get concerned because it really matters to me that you succeed in this course. Would you be willing to meet with me to discuss how you can get caught up?"

Showing Appreciation

- This is what I perceived happened (Observation)
- This is what I feel (Feeling)
- This is the need of mine that was met (Need)
- [leave out the request]
- "I was happy to see you use meaningful subheadings. They helped me navigate the paper."
- "Thank you for the email. I was worried because you missed several classes, and I'm glad to know you are feeling better now."

Responding with Empathy

Scenario: A student saying in a loud, angry voice:
“Why did you give me such a bad grade on this test?!
I’ve never gotten this bad of a grade before. This is
going to mess up my course grade and my GPA and if
that happens it’s going to mess up my scholarship.
Then what am I going to do? It’s not fair...”

Your response?

Empathizing is not the same as

- **Advising:** "You should study more next time."
- **One-upping:** "Let me tell you about the tests I've failed."
- **Educating:** "Studies show that most people fail at least one test in their lifetime."
- **Consoling:** "At least you're passing the course."
- **Sympathizing:** "I'm sorry you failed the test."
- **Interrogating :** "How did you fail the test if you studied?"
- **Correcting:** "Technically, a D is passing."
- **Empathizing:** "It sounds like you're really disappointed about your grade."

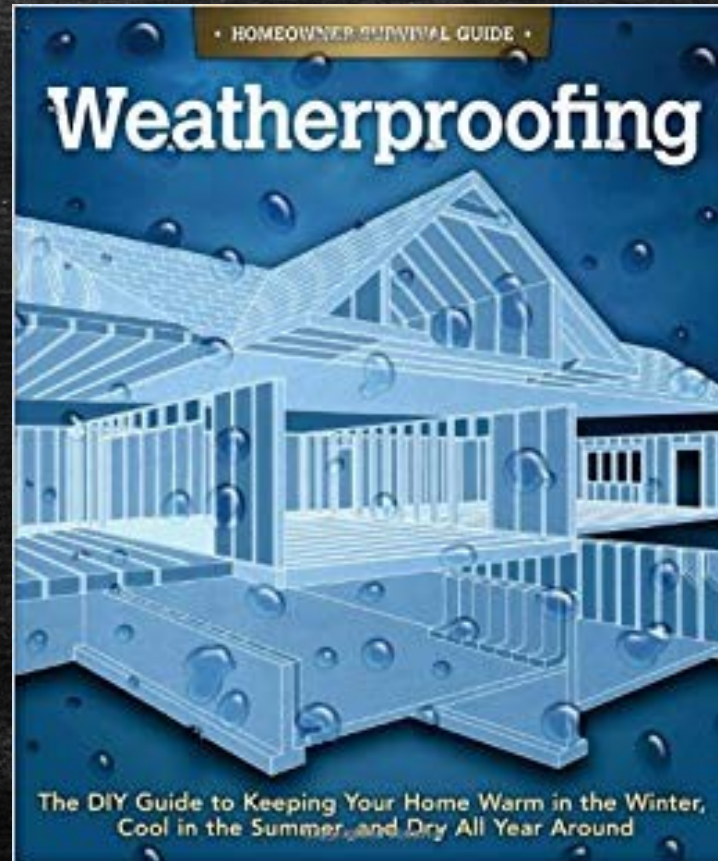
How do we know if empathy is working?

- Release of tension
- Flow of words halts



Additional Methods for Improving Class Climate

Regulate
Escalate



Knowing Students

- Reading about characteristics of current cohort
- Learning names & pronouns
- Information cards/posts
- Interest polls
- Ice breakers

Connection Rituals

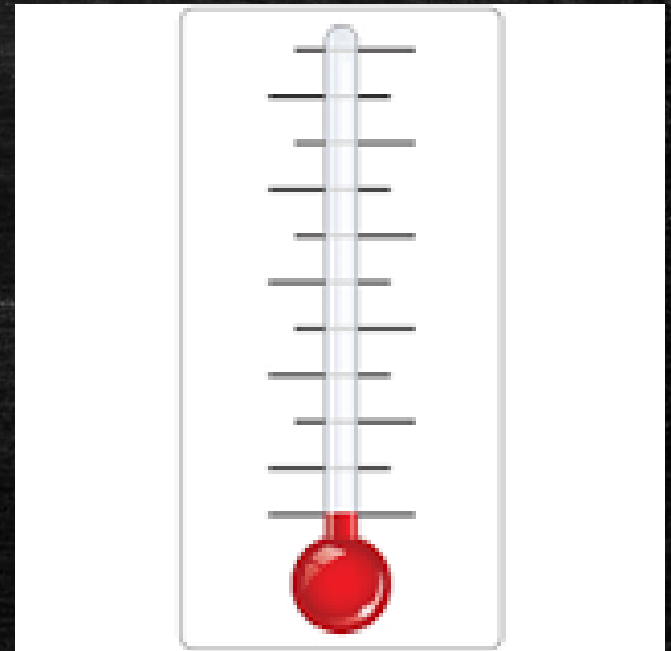


terveryesting

Temperature Taking

Check-In Cards/Posts/Quizzes

- Complete ONE of the following sentence starters about your experiences in the course in the past couple weeks:
 - I've learned...
 - I was surprised...
 - I hope...
 - I liked...
 - I would like...
 - I'm still confused about...
 - I'm feeling...
 - I...



Preventing Power Struggles

Avoiding zero-tolerance policies and practices

- All needs get met
- No need for excuses
- Can be applied fairly and consistently
- E.g. late days, scaffolding, limited # of revise & resubmits

Pick your battles

- If everything is important, nothing is important
- If you're at war with students, you've already lost

Using the three magic words

“Help me understand”



Practicing Self-Care

“AN EMPTY
LANTERN
PROVIDES
NO LIGHT.
SELF-CARE IS
THE FUEL
THAT ALLOWS
YOUR LIGHT TO
SHINE BRIGHTLY.”

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Moving Forward



Which new strategy will you try?

You're invited to
a party!



Please bring a dish
to pass!

Questions or comments?





Contact me at jcarello@edinboro.edu

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