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The Impact of Trauma in Urban Communities on Educators and How They Prevail

Angelique Brown

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A Dissertation submitted to the Education Faculty of Lindenwood University in

partial fulfillment of the requirements for the degree of

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School of Education

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Educators and How They Prevail

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This Dissertation has been approved as partial fulfillment

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Dedication

This has been an interesting trial full of events, challenges, and time, in which I cannot

get back or adjust. I dedicate this work to, first, my Lord and Savior Jesus Christ; without

Him, his love, grace, and mercy, I would not have completed this research. I want to

dedicate this work to my children, Eric, Devin, Tevin, and Jalen for their continual

encouragement. We lost Eric this year in January to complications of Epilepsy and I can

still hear him say, "you got this Mama." He would always say, "Are you a doctor, or

not?" Lastly, I dedicate this work to my husband for giving me the space to finalize this

work.

Acknowledgements

I would like to thank God for seeing me through so many challenges during the pursuit of this research. Also, I would like to thank my advisor, Dr. Sherrie Wisdom for her dedicated support and guidance. Dr. Wisdom continuously provided encouragement and was always willing and enthusiastic to assist in any way she could throughout the research project. I would also like to thank my family for offering motivation when I did not know I needed it. Finally, many thanks to all participants that took part in the study and enabled this research to be possible.

Abstract

This research was an exploration of the impact of community trauma in urban communities. The focal participants were educators who have worked 10 or more years in the profession and in a school building. The study surveyed 20 educators using open-ended questions to understand their experiences with trauma, strategies for coping, and the effects on their personal and professional lives. Community trauma, including gun violence, mass and school shootings, homelessness, educational neglect, was common among participants. Notably, traumatic events such as the deaths of Michael Brown, George Floyd, and Trayvon Martin, and the COVID-19 pandemic, had significant emotional personal and professional impacts. Educators in urban settings reported higher exposure to these events. Educators disclosed using various methods to manage their emotions, including prayer, self-reflection, mindfulness, and professional counseling. While other participants alluded to leaving or wanting to leave the profession, associated with the increased levels of trauma in the community, the school. There was a significant reliance on faith-based practices for emotional support and social-emotional learning (SEL) strategies were commonly used to support students, although the study revealed a gap in trauma-informed practices. It was also found that trauma affected educators' experienced concerns of safety, hopelessness, and high stress levels. Some felt less hopeful and more fearful, while others found strength and resilience. The research highlighted the importance of addressing educators' well-being to improve their professional efficacy. The study suggests improving training in the areas of trauma-informed practices and social and emotional learning for all stakeholders. It also recommends future research with more detailed and structured survey questions, personal

interviews, and community-engaged research methods to better capture the nuanced

experiences of educators. Overall, the research underscores the complex ways community

trauma affects educators and the need for systemic support and resources to help them

navigate these challenges effectively.

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Chapter One: Introduction

Background of the Study

In the early months of 2020, in the United States and all around the world, a silent killer was on the loose. People were beginning to become sick with what the world thought was a strand of influenza or a common cold. However, medical professionals and scientists became more concerned, as people were dying even with extensive efforts, to better a patient's health. This silent killer was later identified as Covid-19. In March of 2020, the World Health Organization (WHO) declared Covid as a pandemic and school systems and other businesses were directed to cease activity as normal; they were directed to close their doors to the public (Cucinotta, 2020; OECD, 2020).

> COVID-19 exposed and worsened many of the inequities in schools and school systems across the country. As school systems around the world closed, it quickly became apparent the integral role schools play such as providing education and nutrition, wellness, safety, and access to technology and other essential services for students and their families. The shift to remote learning made it clear that already existing gaps between minority students and their classmates would only widen as the COVID-19 crisis continued. (OECD, 2020, p. 2)

The impact on staffing was just as concerning.

Educational staff members were asked to hunker down at home and follow their district directives. In St. Louis, the closure started March 16, 2020, the last day of school prior to Spring Break; a much-needed week off of work. However, the week off for students and other school-related personnel allowed districts time to partner with Centers

for Disease Control (2023) officials and develop a plan for education. It was reported

that teachers were unavailable when school Principals sent emails and made phone calls

for wellness and to share the plan.

      While educators were still getting paid, the district expectation was to deliver

academics to students online. Some students and staff had access to online learning from

home, while others did not. St. Louis Public Schools worked diligently the week prior to

the shutdown to provide one-to-one devices for all students, but not all staff. Staff

members were required to learn how to deliver online lessons while trying to locate their

students via email and telephone. Reportedly, 47 employees were unaccounted for

during the start of online learning. As a result, 22 employees resigned or were terminated

during this time and the remaining staff did not receive pay after two weeks of no call, no

show; the staff eventually began to participate with the online learning efforts. (Brown,

A., 2020)

      With so much occurring, school district officials continued to have an expectation

for educators; but they were experiencing the pandemic, as was everyone else. There was

no right or wrong way to respond, as the whole world was figuring it out along the way.

Teachers were still expected to provide an education to students; but, who supported the

adults? How do educators process community trauma? The overarching question was,

how do educators prevail through the ripple effect of community trauma to ensure they

are best equipped to support their families, students, and student families?

Purpose of the Study

      The purpose of this study was to investigate the impact of community trauma on

educators and provide support for the future by analyzing and compiling the data from

this research, making it available for the public. Ideally, educators will share their

experiences during specific trauma and the resources utilized to continue in the

classroom. In addition, it gives educators a time to reflect and prepare for future trauma.

Many communities are strapped with 'common trauma' daily. Schools have normalized

the trauma by holding students accountable for their actions that may be a direct result of

the trauma and attempting to provide support through programs and staffing specifically

for community sustenance. Educators have reported feeling discouraged, distressed, and

disappointed concerning their role in the school. This was mainly because of the lack of

support during community traumas, i.e., Covid and school shootings. They have reported

being fearful for their lives.

Participants

The participants in this research were selected through a stratified random

selection process. The stratification of the participants relied on their number of years in

the field of education. Through random selection, participants were requested to confirm

their time in education. The participants were invited to a survey. The survey was

distributed online via email. The target group included those educators, in any position

with direct contact with students, who had 10 years or more of experience working in a

school. The participants were not required to use any identifying information inclusive of

gender, race, age, ethnic group, or work location.

Rationale

Trauma is defined by Webster's dictionary as a "deeply distressing or disturbing

experience" (n.p.). In common communication, trauma is an experience that appears to

have an impact on the human psyche without warning or explanation. In Urban communities, trauma looks different.

> There are several characteristics of cities in an urban community, including high population, social distance, economic mobility, formal relationships, and heterogeneity. These conditions produce impersonality, insecurity, and segmentation of personality, which appear to be universal characteristics of urbanization (or urban community) all over the world, (Mondal, 2018, p. 6)

"An urban area is the region surrounding a city. Most inhabitants of urban areas have non-agricultural jobs. Urban areas are very developed, meaning there is a density of human structures, such as houses, commercial buildings, roads, bridges, and railways" (National Geographic, p. 1). "The Urban community is one that is in a city or town where lots of people live, and there are lots of different kinds of buildings close together." (National Geographic, n.d., p. 1)

These communities grow large due to attraction of status and vision of the community. Historically, the evolution of the community attracts people who are looking for success associated with the "tall buildings that signify job opportunities, professions, manufacturing, surplus resources, development of infrastructure, commercialization, and education." Currently,

> for a city or town to be attractive to people it needs the basics – safe neighborhoods, good roads bridges, access to major highways and public transportation. But people are also looking for "quality of life" factors such as public open space, good restaurants, culture, and libraries. (Norwalk Tomorrow, 2018, para. 11)

Many urban communities were formed and identified as 'black' communities because of racial segregation.

"Segregation is the practice of requiring separate housing, education, and other services for people of color. Segregation was made law several times in 19th- and 20th-century America as some believed that Black and White people were incapable of coexisting" (History of Segregation in the United States, 2023, para. 1). After the abolishment of slavery, people of color began to migrate to the northern states of America, the era of the Great Migration. Historically, the Federal Housing Administration (FHA) upheld the idea of segregation by refusing to insure mortgages in black neighborhoods. In addition, new neighborhoods were created for whites; suburban communities that created an even bigger divide in employment, schools, politics, and housing. Redlining, the act of identifying black neighborhoods, reported that these neighborhoods were an investment risk solely based on the population. "Ongoing redlining combined with local policies and prevailing real estate practices to exclude Black families from most burgeoning suburban communities and to deny loans to residents of predominantly Black neighborhoods" (History.com editors, 2018, pp. 1-4). Transportation systems constructed inner city highways creating barriers to centers of economic opportunities. Many discriminatory policies and practices have been imminent in the production of poverty-stricken neighborhoods. The identification of the urban community has been molded by discriminatory practices which left the community saturated with people of color. What does that look like today?

Today, urban communities have a high rate of poverty. As time has shown, people of color were forced to live in confines of the city limits, thus creating minimal

job opportunities, limited adequate housing, strained educational resources, increase in

crime, and poverty. Throughout the United States, the urban communities look different

as it relates to the education system. They consist of a high number of public-school

districts. In this study, some responses were received from New York City where "there

are 5 school districts which consist of 14.6% White, 24.5% Black, 16.1% Asian or

Asian/Pacific Islander, 41% Hispanic/Latino, 1.2% American Indian or Alaska Native,

and 0.5% Native Hawaiian or other Pacific Islander" (DOE [Department of Education] at

a Glance, 2022, n.p.).

> Other responses were submitted from the St. Louis City area where the city
>
> population consisted of 46.3% White, 44.8% Black or African American alone,
>
> .03% American Indian and Alaska Native, 3.4% Asian, and 5.5% other migrating
>
> mostly from India, Bosnia, and Vietnam. (United States Census, Quick Facts, St.
>
> Louis City, Missouri, 2015, p. 1)

Both areas have a high number of charter schools that are independently operated

and have themed programs of study. People who live in Urban communities enroll their

students in charter programming as an option to flee the stereotypes of public schools.

This study was motivated by the public school system located in St. Louis City.

The St. Louis Public School District has 66 schools. As of 2022, the schools housed over

18,793 students of a community population of 293,310. Seventy-eight percent of St.

Louis City School District students were Black, thirteen percent of students were White,

six percent of students were Hispanic, and three percent of students were Asian

(Department of Elementary and Secondary Education [DESE], 2022, preliminary

enrollment, p. 1). The city and the public schools are divided and identified as North side

and South side. "There are 78,121 residents in North Saint Louis, with a median age of 36, which is made up of 96.9% U.S.-born citizens while non-U.S.-born citizens account for 1.30%. Additionally, 1.75% of the population is represented by non-citizens" (Point2Homes, n.d., pp. 1-4). The North side of St. Louis is also known for its high crime rate, higher poverty, and challenging neighborhood schools. This is stimulated by the dynamics of the community at large. The north side is plagued with many vacant, distressed homes and buildings, neighborhood disinvestment, poor mental health services, vast homeless population, nine of 15 homeless shelters, trash accumulation, low police officer morale, and strained community relations with law enforcement. There are 33,722 households in this area with 8,357 families with children in the household. Two thirds of the families who live on the north side of St. Louis rent their homes and data show an average of two persons per household. The median income level is $35,046 and over 21,000 people live in poverty. "North side businesses are owned mostly by foreigners who are believed to be racist toward the black population. In addition, the few black-owned businesses are accused of being expensive and become victims of the high crime rate" (Bolden, 2023).

> According to the most recent NCVS (National Crime Victimization Survey) statistics, the number of violent victimizations rose from 5.8 million in 2019 to 6.6 million in 2022—an increase of 14 percent, excluding simple assault. The rise in violent victimizations was 37 percent. After adjusting for population growth, the increases were 12 percent (overall) and 34 percent (excluding simple assault). (Anderson, 2023, p. 1)
>
> St. Louis statistics show

14.7 percent of the population are victims of violent crimes." For St.

Louis, we found that the violent crime rate is one of the highest in the

nation, across communities of all sizes (both large and small). Violent

offenses tracked included rape, murder and non-negligent manslaughter,

armed robbery, and aggravated assault, including assault with a deadly

weapon. According to Neighborhood Scout's analysis of FBI reported

crime data, your chance of becoming a victim of one of these crimes in St.

Louis is one in 68. (n.d., p. 1)

"Devastated by decades of poverty, neglect and vandalism, the Northside area of

St. Louis City has the highest concentration of violent crimes, including murders,

rampant drug activity and assaults" (Pass Security, 2023, p. 10). The North side schools

are a direct reflection of the community, except for the size of the household. St. Louis

Public Schools enrollment data captures families who identify as multi-generational.

This means that many of the school-aged children are living with grandparents, aunts,

uncles, cousins, and even close family friends. The average family has three school-aged

children in the home. Many of the students have reported being a victim of a crime or

witness to a crime near their home (Bolden, 2023, interview). Crimes include murder,

robbery, gang violence, sex crimes, and other types of abuse. While the North side is

home to some of the district's magnet school programs, the selection process for those

schools is handled very differently than the process on the South side. The school district

and the community have experienced a decline in population, which causes the city

schools to minimize refusing student applicants for their programs.

In 2021, SLPS closed seven schools, due to low enrollment, condition of the

buildings, the teacher shortage, and increase per student funding (Clancy, 2021, p. 1).

Due to this abrupt closure, families were offered the opportunity to enroll in any school

of their choice. However, some of the magnet schools maintained their acceptance

criteria and if students did not meet it, they were not accepted. Hence, families appealed

decisions and the students were admitted to the school of choice. North side schools have

a tone of compassion and family which was the driving force to adhering to the

acceptance of students who would not normally meet the acceptance criteria. The

atmosphere of the north side community is significantly different than the South side of

St. Louis.

> There are 153,667 residents in South Saint Louis, with a median age of 35.6.
>
> U.S.-born citizens make up 90.62% of the resident pool in South Saint Louis,
>
> while non-US-born citizens account for 5.08%. Additionally, 4.29% of the
>
> population is represented by non-citizens. (Point2Homes, 2022, pp. 1-4)
>
> The South side of St. Louis is also known for its historic buildings — including
>
> coveted gingerbread homes, lively nightlife, and high-end restaurants that
>
> represent multi-cultural eating options. Reports consider some of the south city
>
> areas as trendy, with a suburban vibe. The south has multiple areas saturated with
>
> greenery, well-kept parks and play areas, and more franchised well-known
>
> businesses. (Dielmann Sotheby's International Realty, 2021, n.p.)

South city has been under revitalization since the influx of immigrants moved into some

neighborhoods. Federal and state funding have aided in the growth of the area to

accommodate incoming residents. While some families live in poverty, the challenges of

the community are different. South side St. Louis is not plagued with many vacant homes and buildings, distressed homes, neighborhood disinvestment, and a vast homeless population. Six of 15 homeless shelters are situated in the south city area. The shelters are in or sponsored by dominant religious entities. There are 71,180 households in this area and 16,353 families with children in the household (Pointe2Homes, 2022, pp. 1-4). Just over one half of the families who live on the south side "of St. Louis rent their homes and data shows an average of two persons per household. The median income level is $62,732 and over 23,000 people live in poverty" (Pointe2Homes, 2022, pp. 1-4).

South side businesses include Target, Pets Mart, Chic Filet, and many other stable names. There appears to be a diverse population of small business owners. One tone that remains consistent is the belief of racist small business owners toward the black population. In addition, the few black-owned businesses are accused of being expensive and become victims of crime. Schools in the St. Louis community are a direct reflection of the community. What does that mean? Students who attend school on the North Side of St. Louis are exposed to more traumatic events and lifestyles, of which are carried into the schools daily. Students who attend school on the South Side of St. Louis appear more stable and are primarily affected by events that are specific to their household or the country at large.

In this study, the research will focus on the impact of trauma on educators in Urban Communities and how they prevail. How do teachers improve their practice after, or while being impacted by trauma in Urban communities? There has been an influx of world and national traumatic events that have added additional strain on education, families, educators, and students.   It has been recorded that school shootings have been

occurring since the 1700s, with 356 school shootings since 1999, the same year the mass

school shooting at Columbine made world headlines. Race riots created by

disproportionate interactions with law enforcement have added to traumatic experiences

in Urban communities. This includes the shooting death of Michael Brown, Jr., which

happened in a neighboring city of St. Louis, the deaths of George Floyd, Eric Garner,

Tamir Rice, Walter Scott, Alton Sterling, Philando Castile, Stephon Clark, Breonna

Taylor, and Daunte Wright (T. Bolden, interview, 2023). In addition, there have been

other traumatic racial killings including the death of Trayvon Martin and Ahmaud

Arbery. All of the previous listed deaths have had an impact on education and forced

educators to facilitate discussion during school hours. The residual effects of Ground

Zero included more than the physical and mental challenges shared by media reports.

Racial profiling surrounding the attacks on the World Trade Center has been

overshadowed by the events that occurred at Ground Zero. As unbelievable as the events

at the World Trade Center, twenty-years later, the Covid pandemic swarmed through the

world and Urban communities, exacerbating traumatic experiences for families. "Amidst

the restoration from the Covid pandemic, racially motivated crimes spiked up and the

January 6, 2021, insurrection on the nation at the White House rehashed emotional

distress in the United States and abroad" (Bolden, interview, 2023).

Overall, the research will provide information pertaining to the impact of trauma

on Urban communities and how educators prevail. In personal experiences, educators

have been challenged with providing basic needs for students, which include offering

additional food sources, clothing, beautician and barber services, safe sleeping areas,

counseling and therapeutic services, and an education. Maslow's hierarchy of needs reports

> before a student's cognitive needs can be met, they must first fulfill their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. (as cited in McLeod, S., p. 13)

The humanistic view of the hierarchy of needs includes the needs of the educator, safety and physiological. This study will identify the methods educators use to balance life and support students. The goal of this study is to provide a help guide for educators who work in communities riddled with trauma with hopes to impart support minimizing educator burnout and voluntary separation from the profession. The hypothesis is educators are leaving the profession due to fear of community trauma or the lack of support when expected to continue with "business as usual" after encountering community trauma.

Research Questions

Research Question 1: How is community trauma identified? What is the impact on urban and rural communities?

Research Question 2: What resources do educators use to process through trauma?

Research Question 3: How do educators improve educator practice after, or while being impacted by trauma in Urban communities?

Definitions and Key Terms

Key terms and definitions are provided to offer clarity on concepts, such as trauma, mass shootings, and urban communities. By establishing a common understanding of these terms, the study lays the groundwork for deeper exploration into the impacts of trauma on educators and the communities they serve.

Urban community is defined as areas located with high population density. Urban areas are in cities and towns. An urban area is often the main area of employment. Urban areas have the most human-built structures. This built environment creates opportunities for health such as sidewalks and public transit (National Geographic, n.d., p. 1).

Rural community are those that reside out in the country. They have many general characteristics, such as: A small population size. A generally low population density. A smaller choice when it comes to shopping, medical services, and so on (Sanders and Cromartie, 2024, p. 1).

Trauma is a term used to describe the challenging emotional consequences that living through a distressing event can have for an individual. Traumatic events can be difficult to define because the same event may be more traumatic for some people than for others. There are different types of traumas created by multiple situations and interactions (Types of Mental Health Problems, n.d.).

Mass shootings

The FBI defines "mass murder" as an incident where four or more people are killed, which can include gun violence. *USA TODAY* defines a mass shooting as an incident where at least four people are hit with gunfire, even if there are no

fatalities. Mass killing refers is an incident in which at least four people are

killed. (Phillips, 2022, pp. 1-3)

Common trauma is considered events that are normalized and expected in a

community that suffers from poverty (https://www.mind.org.uk/information-

support/types-of-mental-health-problems/trauma/about-trauma/).

Educators represent any person who worked in the school system and works

directly with students (Brown, 2023).

Summary

The purpose of this study was to investigate the impact of community trauma on

educators and provide support for the future by analyzing and compiling the data from

this research, making it available for the public. The researcher believes that educators

will benefit from access to strategies to help process future trauma, improve educator

retention, and offer additional understanding of trauma effects in schools. Identifying the

demographics and culture of specific communities offered an opportunity to address the

different impacts of trauma and different responses to the trauma. The research in the

next chapter will provide baseline information and background data to support

community challenges. The study aims to delve into the profound effects of community

trauma on educators, particularly in urban areas, and to offer support and strategies for

coping with such trauma. It acknowledges the myriad challenges faced by educators,

from providing basic needs for students to navigating through traumatic events like mass

shootings and racial violence. The research seeks to provide valuable insights into how

educators can navigate these challenges, improve their practices, and ultimately support

both themselves and their students effectively.

Through comprehensive investigation and communication with educators, the study expects to investigate the impact of trauma on educators, compile data and resources that can be made accessible to the public. By understanding the specific experiences of educators in urban communities, the research aims to shed light on the diverse responses to trauma and the varying support systems available. Moreover, it emphasizes the importance of addressing trauma in educational settings to ensure the well-being and success of both educators and students.

Chapter Two: Review of Literature

Introduction

Processing community trauma to educators continues to be crucial to the successful interaction at schools. High levels of trauma and frequent exposure are taken into consideration during this research. Educators are impacted by community trauma in several ways. "Vicarious trauma refers to internal changes in teachers and staff members who engage empathetically with a student affected by trauma" (National Child Stress Network, p. 2, 2011). "This combination of hearing about student traumas as well as experiencing the behavioral and emotional symptoms of those traumas can lead to teachers feeling additional stress, emotional burden, and anxiety" (Alisic, 2012) which has further implications on staff turnover. In addition, educators are personally impacted by the same trauma that impacts students at school. While there is normalized trauma in communities, there have been an influx of worldwide events described in this research that is worth reviewing.

Organization of Literature Review

The literature review is an outline of categorized information to aid in the collection of data concerning research. The literature review will begin with identifying the theme of the research and identifying the primary topics of the research. The topics include defining different types of traumas, urban and rural community demographics, and the impact of trauma on each community. This includes factors that specify the baseline of humanity and information presented by several researchers—mass shootings, police killings, covid pandemic, and January 6, 2021, insurrection on the United States White House presented in chronological order per topic. The review then continues with

accounts of the impact on the targeted population, educators with 10 or more years of experience working with children.

Types of Traumas

Trauma may be identified as an emotional response to an event or set of events or circumstances that cause a negative impact on people. The most interesting part of a traumatic experience is that there is not a specific alignment. This means that everyone is different, and their perception of a situation or event is defined by personal understanding. When someone is traumatized, the brain alerts the memory and may cause overwhelming stimulation and interruption in the brain and body's ability to return to a restful state.

> There are three main types of traumas: Acute, Chronic, or Complex. Acute trauma results from a single incident. Chronic trauma is repeated and prolonged such as domestic violence or abuse. Complex trauma is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature. (Trauma Informed Card, n.d.)

Acute trauma mostly occurs from the interaction with a single traumatic event.

> The event itself was so overwhelming that our autonomic nervous system – the branch of the nervous system responsible for survival – became stuck in its threat response. Acute trauma stems from an isolated traumatic event such as rape, physical assault, motor vehicle accident, medical emergency, natural disaster, terrorist attack, or mass shooting.
> (Khiron Clinics, n.d.)

Chronic trauma identified as repeated, prolonged traumatic events may include the

impact from poverty, homelessness, lack of basic needs, domestic abuse, community

violence, exposure to the effects of war, or much more. "Trauma can cause your brain to

remain in a state of hypervigilance, suppressing your memory and impulse control and

trapping you in a constant state of strong emotional reactivity" (Smith, I., 2020, p. 2).

> Complex trauma may occur with children and adults from experiences of
>
> violence in the home, neighborhood, workplace, and family. It can be
>
> physical, sexual, emotional, verbal, financial or spiritual. Other causes are
>
> violence in the community such as civil unrest, war trauma or genocide,
>
> refugee and asylum seeker trauma, sexual exploitation and trafficking,
>
> extreme medical trauma, and repeated deployments such as for
>
> emergency personnel, armed forces. Often people who have experienced
>
> trauma experience traumatization when seeking help. (Smith, I., 2020, p. 2)

This is how complex trauma is derived.

Crime has been a traumatic experience for communities and families since the

beginning of time, creating the family dysfunction of Adam and Eve, and Cain and Abel

identified in *The Bible* (n.d.). The destruction of Sodom and Gomorrah, also identified in

The Bible (n.d.), was due to a vast number of events that ultimately led to community

trauma and their final demise. While the current events do not seem to show this level of

destruction, the impact on the people is breeding ground for more devastating and long-

lasting responses to trauma.

The Urban community has been embattled since the days of slavery of black

people, from Plessy v. Ferguson which substantiated the racial segregation in public

places including schools, to the beginning of the Civil Rights movement in 1954. The

Civil Rights movement has been identified as a non-violent social movement to gain fair

and equal treatment surrounding employment, housing, education, and other

discriminatory practices. It was important for black people to support their beliefs and

respond to events that screamed unfair and unequal treatment. The social movement was

met with criminal, violent, discriminatory acts, such as, threats, lynchings, murders,

church bombings, mass beatings, and arrests. Historically, black, urban communities,

and black people have had to fight for justice where fighting has been normalized as an

action for results. Some traumatic events are normalized as they become more common,

and people are desensitized.

Urban communities have been plagued with poverty which impacts social and

economic status, housing options, food security, education, and employment

opportunities. Schools and churches are known as safe havens for families who

experience trauma. However, some communities have normalized their trauma and

failed to seek help in many areas. The lack of basic needs jeopardizes urban communities

mentally thus instituting a comparison with surrounding communities filled with different

cultures, races, and ethnic groups.

The literature review delves into the various types of traumas that impact

educators in both urban and rural communities. It categorizes trauma into three main

types: acute, chronic, and complex. hooting. Chronic trauma results from repeated and

prolonged exposure to traumatic events, such as domestic violence or community

violence. Complex trauma, on the other hand, stems from exposure to varied and multiple

traumatic events, often of an interpersonal nature, and can include experiences like childhood abuse, community violence, or war trauma.

The review highlights how crime has been a traumatic experience for communities throughout history, drawing parallels to biblical narratives like the story of Adam and Eve and the destruction of Sodom and Gomorrah. It emphasizes the enduring impact of historical events like slavery, segregation, and the Civil Rights movement on urban communities, where trauma has become normalized due to persistent social and economic disparities. Furthermore, the review discusses the concept of vicarious trauma, which refers to the internal changes in teachers and staff who empathize with students affected by trauma. Educators may experience additional stress, emotional burden, and anxiety as they navigate the behavioral and emotional symptoms of trauma in their students.

Overall, the literature review sets the stage for understanding the multifaceted nature of trauma and its profound impact on educators in both urban and rural settings. It provides a framework for examining the various types of traumas, their historical roots, and their implications for educator well-being and retention. By exploring these themes, the research aims to offer valuable insights into supporting educators in processing and coping with community trauma.

Mass Shooting

It has been recorded that school shootings have been occurring since the 1700s with some occurring in the United States and others in many countries. "The first K-12 mass shooting of the modern era occurred in 1989 in the schoolyard at the Cleveland Elementary School in Stockton, California. Five children — all of them Southeast Asian

refugees — were killed. Thirty-two others were wounded" (Weik, 2022, pp. 1-2) The

attack led to California's first assault weapons act. Research shows a recording of school

shootings every year from the 1989 mass shooting, although, they did not fit the criteria

as a mass shooting, the trauma and impact on the community and families were

devastating.

>There have been at least 53 school shootings in the United States so far
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>this year, as of September 19. Sixteen of those were on college campuses
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>and the remaining 37 were on K-12 school grounds. The incidents have
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>left at least 27 people dead and more than 56 injured, according to CNN's
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>analysis of events reported by the Gun Violence Archive, Education
>
>Week, and Everytown for Gun Safety." (Matthews, 2023, p.1)

"There have been 356 school shootings since 1999, over 1,000 people killed and

more than 1,400 injured; 1999 was the same year the mass school shooting at Columbine

made world headlines." (History.com, Onion, et. al., 2009, n.p.) (Wikipedia

Contributors, 2023, n.p.)

1. The Columbine shooting on April 20, 1999, at Columbine High School in

   Littleton, Colorado, occurred when two teens went on a shooting spree, killing

   13 people and wounding more than 20 others, before turning their guns on

   themselves and committing suicide. The Columbine shooting was, at the

   time, the worst high school shooting in U.S. history and prompted a national

   debate on gun control and school safety. (History.com, Onion, et. al., 2009,

   n.p.)

2. In the year of 2000, Irving, Texas, three days after being fired from a car wash for exposing himself to a female customer, Robert Wayne Harris entered his former place of employment and began shooting co-workers, killing five. A man went on a killing spree, in multiple areas of Pennsylvania, and murdered a Jewish woman before setting her house on fire and firing upon a synagogue vandalizing it with swastikas, killed an Indian man who would die from his injuries at a grocery store, shot up another synagogue, killed two at a Chinese restaurant, and an African American exercising with his White American friend. In New York, two people robbed the Wendy's restaurant, locked seven people in a freezer killing five of them and injuring the other two. In Atlantic City, New Jersey, a co-worker killed seven people. (History.com, Onion, et. al., 2009, n.p.)

3. In 2001, Melrose, Illinois, a disgruntle employee killed four people, injured four others, and killed himself. In Santee, California, a 15-year-old boy killed one boy in the bathroom and began to shoot wildly killing another student and injuring 13 others. (History.com, Onion, et. al., 2009, n.p.)

4. In 2002, two people were killed and five injured at Los Angeles airport. In Grundy Virginia, a former law student opened fire on a group of professors and others killing three people and injuring three others. (History.com, Onion, et. al., 2009, n.p.)

5. In 2003, 19 people were killed in mass shootings and 25 were injured; they occurred in seven different states. The mass shootings included former

employees, family, school, and community entertainment areas. (History.com, Onion, et. al., 2009, n.p.)

6. In 2004, 29 people were killed in mass shootings and eight were injured; they occurred in six states, two were in Wisconsin. During this year, the Wesson family murders included the lives of nine family members and eight people were killed by a man on a hunting trip. (History.com, Onion, et. al., 2009, n.p.)

7. In 2005, 21 people were killed and 19 were injured; they occurred in four states, with two occurring in Wisconsin. This set of murders occurred in a shopping mall, church, Indian reservation, and a parking lot surrounding friendly interactions. (History.com, Onion, et. al., 2009, n.p.)

8. In 2006, 48 people were killed and 21 were injured; thy occurred in 13 states; there were five sets of murders in California. These killings included three domestic violence events, neighbors against neighbors, private party guests, Amish schoolhouse, restaurant, and random acts of violence. (History.com, Onion, et. al., 2009, n.p.)

9. In 2007, the Virginia Tech shooting was one of deadliest of the eight mass shootings recorded for the year. A 23-year-old student killed thirty-three students and teachers and wounded seventeen others. Other people were injured attempting to escape. When police stormed the building he was in, the shooter killed himself. (History.com, Onion, et. al., 2009, n.p.)

10. In 2008, the Covina massacre was the most talked about murders in the United States. A man entered his former in-laws' home armed with four handguns

and a homemade flamethrower. He killed nine people and injured three before committing suicide. During this year, 40 other people lost their lives in mass shooting events including church goers, shoppers, council members, school shootings, and random acts of violence. (History.com, Onion, et. al., 2009, n.p.)

11. In 2009, the Carthage nursing home shooting shocked the United States and created an uproar in many communities. A man attacked the workplace of his estranged wife, killing eight people and wounding two others before being arrested. In addition, the same year, at Fort Hood Military Base, a U.S. army psychiatrist opened fire and killed 13 individuals and injured 33 others. (History.com, Onion, et. al., 2023, n.p.)

12. In 2010, the year started off with ABB plant shooting were an employee opened fire in the parking lot of an ABB Group power plant before entering the factory. He killed three people and injured five before committing suicide. The month of January yielded three mass shootings killing 16 people. Later in the year, a biology professor opened fire on her colleagues and at Hartford Beer Distributors, an employee of Hartford Distributors, a beer distribution company, was fired. In retaliation he shot and killed eight coworkers and injured two others before committing suicide. (History.com, Onion, et. al., 2023, n.p.)

13. 2011 included the assassination attempt on U.S. Representative Gabrielle Gifford. A man killed six people in this attempt. This year recorded killings

in neighborhoods over multiple homes and businesses. The killings showed to

be more personal and emotional. (History.com, Onion, et. al., 2023, n.p.)

14. In 2012, one of the most talked about killings included the Aurora, Colorado,

movie theater shooting where a shooter, 24-year-old James Eagan Holmes,

stormed a late-night premiere of The Dark Knight Rises and shot and killed

twelve people and wounded seventy others. He was sentenced to life in prison

without the possibility of parole. This year also included one of the deadliest

school shootings. Sandy Hook Elementary School shooting rocked the world.

A 20-year-old killed his mother before shooting and killing 20 children and

six adults at Sandy Hook Elementary School in Newtown, Connecticut. He

then committed suicide. Among the dead were 20 six and seven-year-old

students. (History.com, Onion, et. al., 2023, n.p.)

15. In 2013, among many other mass shootings, A gunman entered the Naval Sea

Systems Command headquarters in the Washington Navy Yard with a civilian

contractor pass. He killed 12 people and injured eight before being killed by

police. (History.com, Onion, et. al., 2023, n.p.)

16. In 2014, After being denied leave from the Fort Hood military base where he

was stationed, a man killed three people and injured fourteen before killing

himself. Also in 2014, in Isla Vista, California, several hours after stabbing

and killing his three roommates, a man drove to a sorority house near the

University of California, Santa Barbara and knocked on the door. After

receiving no answer, he began shooting at people nearby, killing two members

of another sorority and injuring a third. He then returned to his car and

continued to shoot at random people from within his vehicle before killing

himself with a gunshot. The attack is believed to have been motivated by the

killer's hatred of women and frustration with his dating and family life.

(History.com, Onion, et. al., 2023, n.p.)

17. In 2015, a white supremacist killed nine black people during a prayer service

at the Emanuel African Methodist Episcopal Church, wounding one other. He

was taken into custody by police, and later said that he committed the

shootings in an attempt to start a "race war." The San Bernardino attack

where a married couple opened fire on the husband's colleagues at a work

training event. They killed 14 people and injured 22 before being killed in a

shootout with police. Pipe bombs set at their residence failed to detonate.

The two perpetrators are believed to have been radicalized, though not

believed to have been directly connected to a specific foreign terrorist

organization. (History.com, Onion, et. al., 2023, n.p.)

18. In 2016, in Orlando, Florida, a gunman, Omar Mateen, killed 49 people and

wounded 53 others in a shooting at Pulse, a gay nightclub. The gunman was

killed in a shootout with the police. In Texas, a shooter killed five police

officers and wounded nine other officers and two civilians at a protest over the

police shootings of Alton Sterling and Philando Castile. The shooter was

killed by a bomb delivered by a remote-control vehicle. He is believed to

have been motivated by retribution for black men killed by police. In

Louisiana, a gunman killed four law enforcement officers, one of whom died

in 2022, and injured three others. The gunman was killed by a member of the

SWAT team that responded to the shooting. The shooting is believed to have been related to the unrest in Baton Rouge following the shooting of Alton Sterling, and the gunman was involved with black separatist and sovereign citizen organizations. (History.com, Onion, et. al., 2023, n.p.)

19. In 2017, opened fire on a massive crowd of concertgoers from a window of the Mandalay Bay Resort and Casino, a man on the 32nd floor of a hotel opened fire on a country music festival happening outside, killing 60 people and injuring 867 others, with 411 of them suffering from gunshot wounds. The man then shot himself. In Texas, a gunman approached the First Baptist Church in Sutherland Springs and killed two people outside before entering and shooting at the congregation, killing 26 people (including an unborn child) and injuring 22. He was confronted by a local man with a gun, and they exchanged gunfire before entering a vehicle. The man flagged down another person and they began a high-speed chase of the gunman, which ended when the gunman went off the road and was found dead from a self-inflicted gunshot wound. (History.com, Onion, et. al., 2023, n.p.)

20. In 2018, a former student of Marjory Stoneman Douglas High School entered the school, 19-year-old Nikalos Cruz, killed 17 people, and wounded 17 others. He was taken into custody by police. On October 13, 2022, he was sentenced to life in prison without the possibility of parole. In May of the same year, a student at Santa Fe High School shot and killed 10 people and wounded 14 others. Explosive devices were also found, but they were not detonated. The suspect was taken into custody by police. In October, a man

opened fire in the Tree of Life synagogue in an antisemitic attack, killing 11

people and injuring six others (including four police officers). The suspect,

46-year-old Robert G. Bowers, was taken into custody by police. In

November, a man entered a bar hosting a student line-dancing event and killed

12 people, including a police officer. Sixteen other people were injured, one

of them by gunfire. The gunman then killed himself. (History.com, Onion,

et. al., 2023, n.p.)

21. In 2019, a gunman killed 12 people and injured four others at a municipal

building. The gunman was killed by police. In Texas, a gunman shot 45

people, killing 23 and wounding 22 others at a Walmart Supercenter near the

Cielo Vista Mall. The attack was a hate crime targeting Hispanic immigration

and was influenced by the Christchurch Mosque shootings. The perpetrator

was arrested by police. Eighty-one other people were killed in 16 other mass

shootings. (History.com, Onion, et. al., 2023, n.p.)

22. 2020, the year of the start of the Covid pandemic, was riddled with family

mass killings. A mother killed her 5 children and herself. Another person

killed four of their family members. Other killings were conducted at private

parties, work areas that remained opened, and neighbors against neighbors.

23. June, July, and October of 2021 were the only months that were not exposed

to mass shootings. Seventy-six people were killed and eighty were injured in

the remaining months of the year. The shootings occurred in office buildings,

healthcare clinics, massage parlors, supermarkets, schools, and other

employment locations. (History.com, Onion, et. al., 2023, n.p.)

24. In 2022, March and December were the only months that did not include a

mass shooting. This year included the shooting in Uvalde, Texas, that

claimed the lives of 19 children and two adults; 18 others were injured. In

another shooting, a gunman opened fire in a bar killing five people and

injuring 26. There were 106 people killed in various locations and 235 people

injured. (History.com, Onion, et. al., 2023, n.p.)

25. The current year, 2023, consists of 24 different mass shootings as of August.

The killings include events conducted by law enforcement, domestic partners,

and students. (History.com, Onion, et. al., 2023, n.p.)

Mass shootings represent a small fraction of America's overall gun violence. For the

stories of the shooting rampage victims, the economic costs, and trauma on survivors due

to gun violence is groundbreaking. As time has progressed, more people have been

subjected to mass style shootings. The lists of public places involved in mass shootings

are inconsistent and variant. In personal experiences, one would not expect to hear about

mass style shootings in a church, movie theater, or schools. (Bolden, 2023). The violent

killing sprees has the United States reviewing gun laws and mental health services. It is

important to understand how these actions happen, but many want to know why. The

people who were killed came from every socio-economic background, race, religion,

gender, and age group, including the unborn and infants.

Sixty-nine percent of shooters experienced severe childhood trauma, which

includes parental suicide, physical or sexual abuse, neglect, domestic violence

and/or severe bullying. Sixty-two percent had a criminal record, and 69% had

mental health concerns. Almost all K-12 shooters were in crisis prior to the

shooting (85%), marked by bullying or suspension from school. (History of Mass

Shooters, 2022, pp. 2-3)

Over time, they become isolated, depressed, hopeless.

They are actively suicidal or have attempted suicide previously. Then that self-

hate kind of turned outward, and you see perpetrators finding who it is that they

blame for how awful they feel. A lot of times, they study other mass shooters.

They see themselves in these previous mass shooters or they are online and chat

rooms or dark corners of the internet getting radicalized towards violence.

(Brangham Lane, 2022a, p. 1; 2022b, p. 3)

Mass shooters range from age 20 to 49 with outliers at age 11, 13, and 18. All of them to

date have been male with the exception of six women.

Police Killings

The number one cause of death among black males between the ages of 15 and 35

is homicide. Black males are 21 times more likely than white males to be killed by a

police officer, with high-income blacks as likely as low-income blacks to be killed by

police officers. The life expectancy of black men is seven years lower than women of all

races and all other groups of men in the U.S. other than Native Americans (Gilbert,

2015, p. 1).

When police use stops and frisk and excessive force or commit acts of what they

call 'justifiable homicide,' communities suffer negative impacts. They are

frequently labeled as high-crime areas and become subjected to predatory lending,

economic disinvestment, social isolation and political disenfranchisement. These

factors concentrate poverty, reduce educational attainment and limit employment

and earning opportunities, which institutionalize and replicate social biases that

systemically seal the fate and fortune of many local residents. (Gilbert, 2015, p. 2)

In the United States, there is a racial divide. Due to the divide, urban

communities have been impacted more frequently by racially motivated killings. Some

of the killings are isolated events that do not attract media attention and others are high-

profile cases because of the role of the alleged killer or the timing of the offense. The

following is a list of police killings that have been recently shared with the public by the

media and add spark to the fight against racial profiling:

1. Eric Garner - July 17, 2014: Eric Garner uttered the words "I can't breathe" 11

times as NYPD Officer Daniel Pantaleo pinned him to the ground in New York

City on suspicion of illegally selling cigarettes. Garner's death was ruled a

homicide, but a grand jury decided not to prosecute Pantaleo, who was later fired

by the NYPD, while Garner's family received a $5.9 million out-of-court

settlement. (Lyn, D., 2022, p. 1)

2. Michael Brown - Aug. 9, 2014: Michael Brown was shot to death by

Ferguson, Missouri police officer Darren Wilson even though Brown held up his

hands during the police foot chase and said, "Don't shoot." A grand jury decided

not to indict Wilson, sparking civil unrest and protests in the community. (Lyn,

D., 2022, p. 1)

3. Tamir Rice - Nov. 22, 2014: 12-year-old Tamir Rice was shot and killed by

Cleveland, Ohio police officer Timothy Loehmann after reports that Rice was

wielding a gun, which turned out to be a toy. A grand jury declined to indict

Loehmann primarily on the basis that Rice drew his gun and pointed it at police,

but Rice's family received a $6 million settlement with the city of Cleveland.

(Lyn, D., 2022, p. 1)

4. Eric Harris - April 2, 2015: Eric Harris was unarmed and, on the ground, when he was shot in the back and killed in Tulsa, Oklahoma by 73-year-old Reserve Deputy Robert Charles Bates, who confused his gun for a taser and said after the shooting "Oh, I shot him! I'm sorry." Bates was found guilty of second-degree manslaughter and sentenced to four years in prison. (Lyn, D., 2022, p. 1)

5. Walter Scott - April 4, 2015: Walter Scott was shot in the back five times by North Charleston, South Carolina police officer Michael Slager after being pulled over for a defective brake light on his car. Slager was convicted of second-degree murder and sentenced to 20 years in prison, while Scott's family received a $6.5 million settlement. (Lyn, D., 2022, p. 1)

6. Freddie Gray - April 12, 2015: Freddie Gray was arrested in Baltimore, Maryland for possession of a knife, but 45 minutes after he was transported in a van to the police station, he was found unconscious and not breathing, his spinal cord almost severed. He died seven days later while in a coma. The medical examiner's office ruled Gray's death a homicide, but the six officers charged were not convicted and Gray's family received a $6.4 million wrongful death lawsuit settlement. (Lyn, D., 2022, p. 1)

7. Alton Sterling - July 5, 2016: Alton Sterling was shot and killed by two Baton Rouge, Louisiana, police officers who claim Sterling reached for a loaded handgun in his pocket while they were trying to subdue him. Neither of the

officers were charged in his death, but the city of Baton Rouge settled a $4.5

million wrongful death lawsuit with Sterling's family. (Lyn, D., 2022, p. 1)

8. Philando Castile - July 6, 2016: Philando Castile was fatally shot during a

traffic stop in suburban Minneapolis, Minnesota by police officer Jeronimo Yanez

after Castile told him he had a license to carry a weapon and reached for his

pocket. Yanez was acquitted of second-degree manslaughter charges and fired by

the City of Saint Anthony Police Department, while Castile's family received a

$3.8 million wrongful death settlement. (Lyn, D., 2022, p. 1)

9. Stephon Clark - March 18, 2018: Stephon Clark was shot at least seven times

in his grandmother's backyard in Sacramento, California by police officers

Terrence Mercadal and Jared Robinet, who were responding to a nearby break-in.

Neither officer was charged in Clark's death, with both saying they feared for

their lives, believing Clark had a gun, even though police only found a cell phone

at the scene. (Lyn, D., 2022, p. 1)

10. Botham Jean - Sept. 6, 2018: Botham Jean was fatally shot in his Dallas,

Texas apartment after off-duty police officer Amber Guyger entered his

apartment, saying she thought she was in her place and shot Jean, believing him to

be a burglar. Guyger was found guilty of murder and sentenced to 10 years in

prison. (Lyn, D., 2022, p. 1)

11. Breonna Taylor - March 13, 2020: Breonna Taylor was shot eight times as

she was sleeping in her Louisville, Kentucky apartment during a police drug raid,

in which her boyfriend fired a warning shot, claiming he did not hear police

knock. The three officers -- Brett Hankison, Myles Cosgrove and Jonathan

Mattingly -- were acquitted, with Hankison being fired from the police

department for blindly firing into the apartment and Taylor's family receiving a

$12 million settlement. (Lyn, D., 2022, p. 1)

12. George Floyd - May 25, 2020: George Floyd was subdued with a knee to the

neck for nine minutes by Minneapolis, Minnesota police officer Derek Chauvin,

who was found guilty of murder and sentenced to 22 years in prison. Three other

officers involved in Floyd's death were convicted in federal court of violating

Floyd's civil rights and are awaiting sentencing, while Floyd's family settled a

$27 million wrongful death lawsuit with the city of Minneapolis. (Lyn, D., 2022,

p. 1)

13. Daunte Wright - April 11, 2021: Daunte Wright was shot and killed by

Brooklyn Center, Minnesota police officer Kim Potter during a traffic stop, in

which Potter claims she accidentally shot Wright, believing she was using her

taser instead of her handgun. Potter was convicted of manslaughter and sentenced

to 10 years in prison. (Lyn, D., 2022, p. 1)

14. Patrick Lyoya - April 4, 2022: Patrick Lyoya was shot in the back of the head

by Grand Rapids, Michigan police officer Christopher Schurr during a scuffle in

which Schurr was trying to detain Lyoya, who tried to flee the scene after a traffic

stop. Schurr was placed on paid administrative leave and has not yet been

charged in Lyoya's death pending the completion of an investigation. (Lyn, D.,

2022, p. 1)

The killing of black people ignited a stand for equity and equality, as the Civil

Rights movement, known as Black Lives Matter. The movement received $100 million

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plus in funding in 2016. The Movement for Black Lives, a coalition of organizations and

groups aimed to set a collective strategic policy agenda to create racial equity for Black

people across the United States. (Ray, 2022, p. 1)

> The Black Lives Matter movement, one key statistic drives it—Black
>
> people are 3.5 times more likely than white people to be killed by police
>
> when they are unarmed and not attacking, and as in the case of Trayvon
>
> Martin, more likely to be profiled because of race. (Ray, 2022, p. 1)

Black Lives Matter started as a slogan and later a network to provide information and

resources to support community concerns surrounding racial disparities. Two years after

the murder of Trayvon Martin, the killing of Michael Brown, Jr., ignited the global

movement. The previously listed events added to the community trauma thus creating

opportunities for increased criminal acts, but also shedding light on the high level of

concerns within the urban community. While there has been positive progress because of

the movement, the trauma still exists. The following statistics show the influx of police

killings of minorities and impoverished persons that have not received high-level media

attention:

1. In 2000, there were 13 black men killed by police. Two of the deceased were
   considered homeless and suffered from mental illness. The other deaths
   resulted in police indictments or wrongful death settlements. (Creative
   Commons Attribution, n.d., n.p.)

2. In 2001, three black women and 4 black men were killed by police
   surrounding pursuits or drug raids; all of them were unarmed. (Creative
   Commons Attribution, n.d., n.p.)

3. In 2002, 11 black men were killed by police, one of which was a 12-year-old child. In another death, a black man lost his life because his brother allegedly dipped his hand in a bowl of spaghetti at a birthday party. It is recorded that the deceased objected the arrest of his brother and was pursued by 12 officers that piled on top of him causing him to die from suffocation two days later. (Creative Commons Attribution, n.d., n.p.)

4. In 2003, 16 black people were killed by police. In one incident, police shot a man six times and planted a gun to try to justify it. In another, police beat a man to death with nightsticks. (Creative Commons Attribution, n.d., n.p.)

5. In 2004, six black men were killed by police, one of which was naked and refused to answer questions. The deceased was hog tied and died from positional asphyxiation. A 14-year-old boy was shot in the back while allegedly breaking in a shed of an off-duty police officer. (Creative Commons Attribution, n.d., n.p.)

6. In 2005, one of the five black people killed was shot during hurricane Katrina for returning to obtain his loot and his body was later found burned up. In a different incident, the deceased was beaten by police, placed in the cruiser, and taken to a hospital where he died from his injuries. (Creative Commons Attribution, n.d., n.p.)

7. In 2006, a 14-year-old male died after being forced to run track for two hours at a boot camp-style youth detention center, until he collapsed and died. Police responded to a report of a robbery and shot a 16-year-old after he reached into his sweatshirt pocket. An autopsy stated he was shot in the side

of the neck. No one was reportedly held accountable for either action.

Another man was tased and later died after police tried serving an eviction

notice. Ten other unarmed black men were killed in this year concerning

criminal actions and even stealing a candy bar. (Creative Commons

Attribution, n.d., n.p.)

8. In 2007, nine unarmed black males were killed by police. An officer shot and

   killed a 12-year-old in a parking lot after mistaking a toy gun for a real

   weapon. In 2009 Governor Mike Beebe signed into law a bill that banned toy

   guns that resembled real ones. Eight others were killed in this year. (Creative

   Commons Attribution, n.d., n.p.)

9. In 2008, 19 unarmed black people were killed for various reasons, including

   death after being tased by police. (Creative Commons Attribution, n.d., n.p.)

10. In 2009, a black male was shot and killed after complying with the police by

    laying face down on the ground; the officer then shot him. Nineteen other

    black people were killed by police. (Creative Commons Attribution, n.d.,

    n.p.)

11. In 2010, a seven-year-old girl was killed during a raid and 23 others were

    killed, including three people disabilities, one on the Autism spectrum and one

    on the bipolar spectrum. (Creative Commons Attribution, n.d., n.p.)

12. In 2011, 13 unarmed black people were killed by police; one of them was in

    handcuffs, laying on the ground, and subdued by the police. (Creative

    Commons Attribution, n.d., n.p.)

13. During a wellness check in 2012, a black man was handcuffed after calling for help while having trouble breathing, he stopped breathing and later died. Twenty-eight other unarmed black people were killed by police. (Creative Commons Attribution, n.d., n.p.)

14. In 2013, an unarmed black person was shot while kneeling as the police instructed. Twenty-one other black people were killed by police. (Creative Commons Attribution, n.d., n.p.)

15. In 2014, there were several killings of unarmed black people that ignited race riots and unrest. The killings of Dontre Hamilton, Michael Brown, Eric Garner, and young Tamir Rice, playing outside with a toy gun, created worldwide trauma for communities and opened extensive talks surrounding gun control and police training including defunding actions. Twenty-four other unarmed black people were killed by police. (Creative Commons Attribution, n.d., n.p.)

16. In 2015, 38 unarmed black people were killed by police, one of which was an innocent bystander coming out of their home during a police pursuit of another person. (Creative Commons Attribution, n.d., n.p.)

17. In 2016, 20 unarmed black people were killed by police and four who were reported to have a weapon on their person were killed. (Creative Commons Attribution, n.d., n.p.)

18. In 2017, two unarmed 15-year-old black people were killed by police and 22 others. (Creative Commons Attribution, n.d., n.p.)

19. In 2018, three unarmed black people died from asphyxiation in police custody and 34 other unarmed black people were killed by police. Also, an unarmed black man was shot and killed in his home when police entered the property thinking it was her residence and he was a burglar. (Creative Commons Attribution, n.d., n.p.)

20. In 2019, 26 unarmed black people were killed by police. (Creative Commons Attribution, n.d., n.p.)

21. In 2020, Manuel Ellis was killed during an arrest by police officers. Police claimed Ellis initiated a fight, while state prosecutors quoted civilian witnesses stating that police initiated physical force while Ellis did not fight back. Video showed officers punching Ellis, choking him, using a taser, and kneeling on him. Ellis was recorded saying he "can't breathe." Ellis was hogtied, face-down, with an officer on him, for at least six minutes, and a spit hood was placed on his head, stated prosecutors. Ellis died at the scene while receiving medical aid. Ellis's death was ruled as a homicide. Two officers were charged with murder; another officer was charged with manslaughter. Breonna Taylor was killed by police during a raid that immediately began with opening fire. Police were called because it was reported a customer was trying to use a fake twenty-dollar bill. George Floyd was murdered by a police officer who knelt on Floyd's neck for over ten minutes while Floyd was handcuffed and lying face-down on the street. Two other officers further restrained Floyd and a fourth officer prevented onlookers from intervening. During the final three minutes, Floyd was motionless and had no pulse.

Officers made no attempt to revive him, and officers' knee remained on his neck even as emergency medical technicians attempted to treat him. Two autopsies found Floyd's death to be a homicide. In addition, 25 other unarmed black people were killed by police. (Creative Commons Attribution, n.d., n.p.)

22. In 2021, a three-month-old baby, was abducted by his father after he killed the mother and nephew of the child in Louisiana. Following a chase, a shootout occurred between the abductor and police, and the baby was shot. In addition, 31 other black people were killed by police. (Creative Commons Attribution, n.d., n.p.)

23. In 2022, 30 black people were killed in various situations. (Creative Commons Attribution, n.d., n.p.)

24. As of October 28, 2023, two young boys, 12 and 13-year-olds approached an off-duty U.S. Marshal as he sat in his vehicle before his shift. They demanded the officer exit his car, with one of them holding his hand in his waistband pocket as if he had a gun. The officer exited his vehicle and shot the 13-year-old. The officer's handgun was the only gun recovered from the scene. The 12-year-old was later turned in by his mother. (Creative Commons Attribution, n.d., n.p.)

Contrary to all of the nationwide attention on seemingly racially motivated police brutality and murder, "police shot and killed at least 1,055 people nationwide 2021, the most since the newspaper began tracking fatal shootings by officers in 2015" (Bunn, 2022, p. 1). Fear and disrespect for law enforcement has increased over the years. People

in urban communities reported feeling targeted and profiled; not allowed the same grace

as their white counterparts.

September 11, 2001, known as 911-Ground Zero

On the morning of September 11, 2001, nineteen terrorists hijacked four planes traveling

from the East coast of the United States to the West coast. At 8:46 a.m., the American Airline flight

11 crashed into the North Twin Tower of the World Trade Center in New York. Before first

responders were able to assess the situation and provide assistance, the United Airline flight 175

crashed into the South Twin Tower of the World Trade Center at 9:03 a.m. "As millions watched

the events unfolding in New York, American Airlines Flight 77 circled over downtown

Washington, D.C., before crashing into the west side of the Pentagon military headquarters, home

of the United States Department of Defense. at 9:37 a.m. Jet fuel from the Boeing 757 caused a

devastating inferno that led to the structural collapse of a portion of the giant concrete building. The

fourth plane, United Airlines flight 93 flew in the direction of the United States Capital. Thanks to

the passengers having knowledge of what had occurred previously, they were able to fight and

create disturbance causing the plane to crash in a field. Almost 3,000 people were killed, thousands

more were injured, and the residual effect of the crash created health concerns for people miles

away" (History.com; Onion, et. al.; Bergen, 2024).

The aftermath of such a devastating event caused months of concerns, including mental

health, safety, employment, and physical heath. The trauma associated with the events of 911 was

felt all over the world. One teacher reported sitting in her bedroom as she was watching the news

preparing for work when the broadcast shifted to the live communication of the happenings in New

York. "I felt devastated and did not know whether to continue getting dressed or prepare to hide

from a potential war. I did not understand what was going on and had never seen anything like it

before. Initially, it reminded me of the explosion of The Challenger, but as I continued to watch, it

was much more. The uncertainty, the fear, the confusion, I was numbed. I immediately began to

pray for those people who may have been in the building or even just walking by the area (Bolden,

2023). The residual effects of 911, Ground Zero, included trauma from the wake of the demolished

city to the lingering dust.

The dust is reported to have traveled one mile into the sky and approximately forty-four

miles east, west, north, and south. In addition, due to the changes in weather and wind, even settled

dust would recirculate the atmosphere. "The composition of the World Trade Center dust was a

highly alkaline mix. It had pulverized glass and concrete, gypsum from drywall, asbestos fibers,

steel and cellulose from paper. The intense fires that brought the towers down continued to smolder

at Ground Zero until December 14, 2001 — over four months after the attack. The longevity of

these burning fires led to toxic soot constantly being added to the contaminated air, releasing high

levels of dioxin" (Marchese, 2024, p. 1). Since then, many people have reported cardiovascular

disease, respiratory concerns, reproductive issues, blood and liver problems, brain and nervous

system concerns, kidney failure, and cancers due to their exposure to the fine powder that infiltrated

the air. "As of 2022, 5,230 first responders — including firefighters, police officers and medical

personnel, survivors, and work crews — have died since that fateful day as a result of their

exposure. This far surpasses the number of people who died on the day of the attacks" (Marchese,

2024, p. 2).

At the time of terrorist attack, there were three schools in walking distance of the World

Trade Center. "Leadership and Public Service High School and its sister school, the High School of

Economics and Finance, were one and a half blocks south of the twin towers, closer to the terrorist

attack than any other school in the city" (Hartocollis, 2001, p. 1). While Stuyvesant High School

was four to eight and a half blocks away from the center of Ground Zero. Staff and students recall

the events of the day. A young teacher, Annie Thoms state:

> I was 25 on September 11, 2001, beginning my second full year of teaching at
> Stuyvesant High School. On that morning, I emerged from the subway station to
> see Chambers Street filled with people, all looking up. I looked up too. Both towers
> of the World Trade Center were on fire, smoke billowing from the gashes left by
> the two airplanes which had crashed into them minutes before. From those gashes
> flew swirls of paper, and small black objects fell from the windows. After a
> moment, I realized that the small black objects were people. I caught my breath
> and turned down the hill, toward school. Moments from that morning are burned
> into my memory: The way the building shook as the first tower fell. Meeting my
> freshman homeroom in the cafeteria, one girl crying beneath her hijab; two other
> girls who had met only days earlier trying to comfort her. Walking down the stairs
> as if for a fire drill, understanding for the first time the purpose of fire drills, feeling
> oddly normal even as one of my colleagues yelled, "This is not a drill! This is a real
> emergency!" Walking north on the West Side Highway, watching students
> disperse in small groups. Looking back at one point to realize that the second tower
> had fallen. (Thoms, 2016, p. 1)

The teacher reported having the ability to use her firsthand experience to inform students of the

historical events. Other students reported feeling minimized and concerns of discrimination

including socio-economic status and race.

"Stuyvesant School was home for many children from affluent and influential families"

(Hartocollis, 2001, p. 2). While the Leadership and Economic Schools housed the common

demographics of the community. Students reported being cheated out of their high school experience having to "double-up with other schools and not given a temporary space of their own" (Hartocollis, 2001, p. 2). One of the two public schools was used as a morgue and students remained separated from the school for over two years.

> For 20 years, the medical examiner's office has quietly conducted the largest missing
> persons investigation ever undertaken in the nation — testing and retesting the 22,000 body
> parts painstakingly recovered from wreckage after the attacks. Scientists are still testing the
> vast inventory of unidentified remains for a genetic connection to the 1,106 victims —
> roughly 40 percent of the ground zero death toll — who are still without a match so that
> their families can reclaim the remains for a proper burial. (Kilgannon, 2021, pp. 1-2)

Twenty years later, the surviving students from Ground Zero remember the fear and challenges from the terrorist attacks at the World Trade Center that left their community in shambles. Now an invisible disease swarms through the fragile area. New York City was one of the earliest and hardest-hit areas in the United States by the Covid-19 virus.

COVID-19 Pandemic

In this research, there are specific trauma events identified and the effects it has had on people and the community. The world identified the most impactful trauma event is the experience of Covid 19 that was officially classified in March of 2020 as a global pandemic.

> COVID-19 (coronavirus disease 2019) is a disease caused by a virus named
> SARS-CoV-2. It can be very contagious and spreads quickly. Over one million
> people have died from COVID-19 in the United States. COVID-19 spreads when

an infected person breathes out droplets and very small particles that contain the

virus. Other people can breathe in these droplets and particles, or these droplets

and particles can land on their eyes, nose, or mouth. In some circumstances, these

droplets may contaminate surfaces they touch. Anyone infected with COVID-19

can spread it, even if they do NOT have symptoms.

(https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-

19.html#print)

Communities were severely impacted by the Covid 19 pandemic. In the early

presence of the virus, New York City was one of the hardest hit areas in the United

States. As the media reported, people were dropping dead daily. By May 2020, the city

had over 200,000 confirmed cases and tens of thousands of deaths. Hospitals were filled,

doctors were unsure of how to treat the virus, and the community trauma was exacerbated

by this invisible, deadly disease. Once the center of terrorist attacks ingrained in the

memory of the community, now the epicenter of what President Trump referred to as

"Chinese Virus" (Cillizza, 2020, p. 1). The pandemic exposed inequities and social

barriers that made it challenging to provide support to the people hence increasing the

impending damage on the community. Concerns of the community enhanced by the

pandemic include medical treatment options, employment, housing, food, drug and

alcohol addiction, and crime.

COVID and the Community

Research shows the pace of the spread of the virus in rural community was far

greater than any other categorized community. At the beginning of the pandemic, larger

areas were reported to have more covid related hospitalizations and deaths. As the virus

continued to spread, rural areas felt the impact.

> The COVID-19 pandemic has cast a spotlight on racial and ethnic health
>
> inequities. While there is a growing body of research on the
>
> disproportionate impact of the COVID-19 pandemic on racial and ethnic
>
> minorities, the inequities in racially and ethnically diverse rural
>
> communities have largely been overlooked. It is worth noting that highly
>
> diverse rural communities—that is, those in which at least 33 percent of
>
> the population are people of color—represent 14 percent of the rural
>
> population and are home to 6.4 million people. Aggregated national data
>
> on death rates show that American Indian and Alaskan Native people are
>
> also experiencing the highest COVID-19 death rate, at 336 deaths per
>
> 100,000 individuals, followed by Black Americans, with 185 deaths per
>
> 100,000 individuals. (Bradford, et al, 2021, p. 2)

In rural populated areas, "the likelihood of dying from COVID-19 per 100,000 residents

is 4.5 times higher in communities facing severe housing problems, 1.4 times higher in

communities with a high poverty rate, and 1.4 times higher in communities facing food

insecurity" (Bradford, et. al., 2021, p. 5). The connection between socioeconomic status

and health access created high risks of Covid-19 for vulnerable populations. The families

living in rural community have less and limited access to healthcare and critical care

professionals and facilities.

> Like many of the hardest-hit urban areas, the rural healthcare system—already
>
> facing resource and workforce shortages—needed to manage severe capacity

constraints, as the number of hospitalized COVID-19 patients continued to

increase in some of America's most rural states. While rural hospitals were not

experiencing the dangerously high occupancy rates reported by urban hospitals—

as of February 2021, rural hospitals reported an ICU bed occupancy rate of

around 33 percent, compared with around 72 percent for the urban ones—hospital

closures further compounded access challenges in rural areas: 15 rural hospitals

have shuttered reported since March 2020. (Bradford, et. al., 2021, p. 6)

When a vaccine became available, health strapped rural communities did not have

consistent access to it, as well as, reluctant to obtain it with the concern of side effects. In

addition, families living in rural areas became fearful of receiving treatment for current

conditions and underlying conditions post Covid as a proponent to not contract the virus.

Access to virtual care increased due to the pandemic, however, the lack of stable internet

access minimized this option and exacerbated stress.

Mental health including psychological support has been an issue that affects many

people. It has been reported that 1 in 6 adults and children 6 to 16 suffer from mental

health symptoms leading to depression or anxiety. In addition, one of the leading causes

of death in children is self-harm. Research suggests times of crisis can have long term

effects on a child's behavior as well as their mental and emotional well-being. The

impact of Covid-19 increased mental imbalances which led to more identified disorders

and self-inflicted deaths.

Many students across the nation were dealing with sudden changes to their social

lives and daily routines, the inability to access education, food insecurity, and

some may have had experiences with unsafe (emotional or physical) home

environments. These challenges may have presented feelings of sadness, despair, anxiety and stress. (Endries, 2022, p. 1)

Challenges in the communities surrounding mental health services include the following:

- Self-imposed barrier of asking for help when taught to pursue self-reliance as a virtue.

- Lack of trust in anyone to maintain confidentiality in a small, close-knit community.

- Community density in urban areas.

- Fear of negative judgement from others as being incompetent or less capable.

- Difficulty getting an appointment with limited availability of mental health professionals.

- Time and transportation required for long-distance travel to meet with a mental health professional in rural areas.

- Unreliable, expensive, or nonexistent internet service for online video or telehealth appointments in rural areas.

- Lack of adequate health insurance coverage.

- Excessive hospitalization in urban minority areas.

- Feeling of isolation without having access to talk with someone outside of the community who understands mental health challenges in rural America." (Rural Minds, 2023, p. 2)

In addition, Covid and mental health concerns increased substance use and abuse. Drug overdose deaths have sharply increased – largely due to fentanyl – and after a brief period of decline, suicide deaths increased.

Deaths due to drug overdose increased sharply across the total population coinciding with the pandemic – and more than doubled among adolescents. Drug overdose death rates are highest among American Indian and Alaska Native people and Black people. This spike in deaths has primarily been driven by substances laced with synthetic opioids, including illicitly manufactured fentanyl. The overall drug overdose death rate rose by 50% during the pandemic. Alcohol-induced death rates increased substantially during the pandemic, with rates increasing the fastest among people of color and people living in rural areas. (Panchal, et.al., 2023, p. 2)

Mental health, substance abuse, and Covid had a major impact on income and employment.

After the pandemic started, U.S. unemployment surged to levels not seen since the Great Depression in the 1930s. In March 2020, the unemployment rate began to rise. Monthly unemployment estimates reported by the Bureau of Labor Statistics (BLS) refer to the week that includes the 12th day of each calendar month. By the week including April 12, 2020, U.S. unemployment peaked at a seasonally adjusted rate of 14.7 percent. This surge resulted from government restrictions on non-essential economic activity, social distancing requirements, temporary

closures of some facilities due to infection concerns, effects of illness on

availability of some essential workers, and voluntary decisions by

consumers to limit travel and other activities. (Pender, 2023, p. 1)

Based on 90% of all reported COVID-19 in the world, urban areas

became the pandemic's epicenter due to population size and high-level

global connectivity, rather than rural areas. The spread of the virus was

heightened due to the density of urban communities. Urban research

related to pandemics focused on marginal groups who had difficulty

accessing health facilities, particularly in informal settlements. Amid a

pandemic, insufficient isolation for COVID-19 patients may have been

related to the rapid increase of COVID-19 cases. The lockdown worsened

economic conditions for informal workers in urban areas, a study said that

the lack of labor market opportunities, livelihood advancement, and

occupational mobility for informal workers made it difficult to survive in

the city. Loss of income due to the lockdown made marginal communities

in urban areas more vulnerable because they had to bear the changing

needs of life during the pandemic. "In developing and developed

countries, emerging urban farming communities contributed to feeding

and providing nutrients sufficient for food-insecure communities because

of the increase in food prices during the pandemic. The lack of adequate

health facilities, insufficient number of health workers, long food supply

chains, and limited social security during a pandemic sent a message that

facing this unknown disaster required the full participation of the

community. (Ningrum, V.; Chotib; Subroto, A., 2022)

Besides its impact on public health, the COVID-19 epidemic generated

multifaceted, and likely prolonged economic impacts, ranging from

disrupted global supply chains to bankrupted small businesses, with

significant job losses and impacts on livelihoods of people everywhere,

and especially informal sector workers and those with irregular earnings

and unstable jobs that have fewer safety nets to weather the crisis.

Big Urban cities consist of other avenues that increased the spread of Covid.

The impact of city density plagued Urban living. Many communities offer

public transportation which became a breeding hub for the virus. Industrial

supply chains were another passageway for Covid. Big city labor forces

conducted more face-to-face interaction than Rural communities creating

an unequal distribution of Covid.   More employees living in big Urban

cities often work in private businesses, such as beauty and barber shops,

nail shops, security, taxi driving, bars and clubs, and teaching in large

school sectors. "Only in urban areas were there sufficient market density

to keep restaurants and other small businesses afloat through takeout and

delivery service, helping at-risk residents with errands, childcare, and even

emotional support." (Loh et al., 2020, p. 3)

The extent to which people effectively socially distanced was shaped by their

economic and household circumstances – those in 'essential' jobs and crowded homes

could not do this easily. While the challenges in the Urban communities were like those

of the Rural community, the Urban community was considered a hotspot due to the previous findings.

Trauma affects everyone in the community in different ways. The impact on families spills into all areas, school, church, community centers, shopping centers, and agencies designed to assist. It is unfortunate that the leaders in both Urban and Rural communities are expected to perform their regular duties while under duress from the very thing plaguing the community at large.

January 6, 2021, Insurrection on the United States Government

The insurrection on the United States Government was a movement of supporters who believed their candidate had been cheated out of the vote for the most prestigious office in the United States, the President. In the actions of the people, innocent people were arrested, hurt, and even killed. The allegations of voter fraud were the reason constituents trampled the White House demanding the election void.

Starting in late November 2020, Trump and his allies visited states in which he lost the popular vote, pressuring those states' legislators to redirect their electoral votes to Trump. Republican officials in several states, including Arizona, publicly denounced Trump's proposal as illegal. Arizona House Speaker Rusty Bowers "wrote that the idea would undermine the rule of law. Ultimately, fake electors met on December 14, 2020, in Phoenix, purporting to cast electoral votes for Trump. Bowers was not aware of this effort at the time and testified he considered it a "tragic parody." Bowers also testified that Trump called him a second time in late December 2020. Bowers told Trump that, while he had

supported and voted for him, he would not do anything illegal for him. (United

States Democracy Center. (2022, p. 3)

In Georgia, reports stated the Trump administration accused the state voting

officials hiding suitcases of ballots under a table, counting them in secrecy, with all of the

votes casted for President Biden.

Separately, Trump claimed that votes in Georgia were cast by deceased

people, underage voters, voters with criminal convictions, and

unregistered voters. The January 6 Select Committee played videotape of

Trump at a January 4, 2021, rally in Georgia about the Senate runoffs

where he exhorted then-Vice President Mike Pence to overturn the

presidential election results. Trump told the crowd, "I hope that our great

Vice President . . . comes through for us. He's a great guy. Plus, if he

doesn't come through, I won't like him quite as much. In Michigan,

Trump mounted a pressure campaign directed at individual state

legislators in Michigan convince them to install "fake electors" who could

replace the Biden electors. In Philadelphia, Trump's repeated and

sustained promotion of the allegation that there were more votes cast than

voters in Philadelphia and that there was mail in votes by "deceased"

people. In Wisconsin, Trump alleged that corrupt Democrat run cities

deployed more than 500 illegal, unmanned, unsecured drop boxes, which

collected a minimum of 91,000 unlawful votes." (United States Democracy

Center, n.p., 2022)

On the afternoon of Jan. 6, 2021, as Congress was meeting to certify the results

of the 2020 presidential election, a violent and heavily armed mob of supporters

of outgoing President Donald Trump stormed the U.S. Capitol. While lawmakers

and staff were shepherded to secure locations or barricaded behind doors, the

rioters pushed past severely outnumbered Capitol Police officers, breaking

windows and vandalizing offices, many with disturbingly violent intentions

toward members of Congress and Vice President Mike Pence for their having

refused to succumb to Trump's attempts to overturn the election in his favor.

Five people were killed, including one Capitol Police officer who was beaten by

rioters. (American Oversight, n.p., 2023)

The allegations surrounding the Presidential election stimulated more racial division and

people were arrested for crimes for their interaction and support of the, then current

President of the United States. "A slap in the face to democracy, something you would

expect to see in a third world nation," said one man in his 60s. "Shocked, horrified and

sad for our country," said a woman in her 60s. "We were there a few years ago and were

awestruck. How could fellow citizens violently enter federal buildings intending to

destroy property and possibly harm our leaders?" (Gramlich, 2022, p. 1)

In a podcast conducted by Sandhya Dirks, participants referred to the insurrection

as part of an ongoing white backlash against the perception of racial progress. January 6

was a racial backlash. Some white people are really concerned about a loss of power and

status in American society. At the heart of January 6, Jefferson says, is a story about

power - white power. In addition, the demographics of the rioters were identified as

persons who came from counties or communities where the population used to be all

white and not anymore. The discussion included voter suppression in states, white

supremacy, and white privilege being at the heart of the fight for the overturning of the

election (Dirks, 2022). Marc Morial, President of the National Urban League states in an

emergency hearing before the Black Congressional Caucus

> I used the opportunity to shine a light on the stark disparity between law
>
> enforcement response to attack on the Capital and the response to Black
>
> Lives Matter protests over the summer. On June 2, 2020, racial justice
>
> protesters peacefully gathered at the Lincoln Memorial to protest the death
>
> of George Floyd and other Black Americans at the hands of police. They
>
> were met with row upon row of military police in fatigues and armor
>
> lining the Memorial's steps. The day before, on June 1, at least nine
>
> military and police aircraft hovered in the sky. Two helicopters eventually
>
> swooped low in a tactic usually reserved for combat zones, battering the
>
> protesters with tropical storm-level winds. Park Police infamously
>
> unleashed tear gas and fired rubber bullets to clear a nonviolent crowd
>
> from Lafayette Park so President Trump could stage a photo-op. D.C.
>
> Metropolitan Police arrested 316 protesters on June 1, 2020 "The FBI
>
> knew that extremists were preparing to travel to Washington to commit
>
> violence and "war" on January 6. The insurrection was openly plotted on
>
> social media. One post on the platform 8kun declared "We will storm the
>
> government buildings, kill cops, kill security guards, kill federal
>
> employees and agents." There were no National Guard troops in riot gear
>
> awaiting them. No military helicopters. There was no tear gas deployed as

> the mob shoved its way past barricades. Vastly outnumbered police
>
> stepped aside and allowed the mob to storm the Capitol. D.C.
>
> Metropolitan Police made only 61 "unrest-related" arrests on January 6.
>
> U.S. Capitol Police arrested just over a dozen. (National Urban League,
>
> 2024, p. 1)

While the election was at the center of the insurrection, rioters displayed hate symbols: nooses, confederate flags, and violent graffiti symbols. The history of the country implies the use of the previous symbols scream racism and disrespect to people of color and the democracy that founded the United States of America. The events of the insurrection looked like a modern-day movement toward civil war. The world watched as the powerful United States of America seemingly fell apart and appeared to give justification for events like 911, the terrorist attack on the United States government.

"Authorities are working to identify more than 80 people wanted for acts of violence at the Capitol and to find out who placed pipe bombs outside the Republican and Democratic national committees' offices the day before the capitol attack" (Richer & Kunzelman, 2024, p. 1).

Hurricanes

Hurricane Katrina, which struck the Gulf Coast in late August 2005, had a catastrophic impact, particularly on the city of New Orleans and surrounding areas.

> On August 23rd, a tropical depression formed over the southeastern Bahamas,
>
> becoming Tropical Storm Katrina on August 24th as it moved into the central
>
> Bahamas. The storm continued to track west while gradually intensifying and
>
> made its initial landfall along the southeast Florida coast on August 25th as a

Category 1 hurricane (80 mph) on the Saffir-Simpson Hurricane Scale. After

moving west across south Florida and into the very warm waters of the Gulf of

Mexico, Katrina intensified rapidly and attained Category 5 status (with peak

sustained winds of 175mph) for a period of time as it moved northwest on August

28th. Katrina weakened to a Category 3 before making landfall along the northern

Gulf Coast, first in southeast Louisiana (sustained winds: 125mph) and then made

landfall once more along the Mississippi Gulf Coast (sustained winds: 120mph).

Katrina finally weakened below hurricane intensity late on August 29th over east

central Mississippi. (National Weather Service, n.d., n.p.)

Hurricane Katrina wreaked havoc across Louisiana, Mississippi, Alabama, and

Florida. The ferocious winds and rain of Hurricane Katrina spared the families living in

Louisiana, namely the below sea level city of New Orleans, but the increased water

weight that pushed in on the levees of Lake Pontchartrain and Lake Borgne, the levees

were no match for the water pressure. Subsequently, other levees failed throughout

Louisiana creating unimaginable flooding. By August 30, 2005, eighty percent of the city

of New Orleans was twenty feet of underwater (Brittanica, n.p.). From the disturbance of

Hurricane Katrina, over eight F0 tornadoes touched down along the path of the

devastating storm destroying trees and power lines.

As the storm passed, the underwater cities filled with families succumbed to

looting, burglary, and even assault. In addition, families were trapped in their homes, on

the roof of any available building or home, and observing dead bodies floating by. One

thousand eight hundred and thirty-three people died in the active days of Hurricane

Katrina and thousands of others were injured (National Weather Center, 2022, n.p.).

The Superdome and New Orleans Convention center were designated 'shelter of

last resort,' the arenas were not prepared to deal with the estimated 20,000 people

who had gathered by the time the city was flooded the day after Katrina had hit

landfall. The facility lacked enough food and water and medical supplies, and

sanitary conditions were grossly insufficient. Especially, the many African

Americans who were trapped in the facility felt that they were treated as criminals

or unworthy victims. (Deflem & Sutphin, 2007, p. 3)

The victims of Hurricane Katrina faced a range of severe consequences, both

immediate and long-term. It has been reported that seven hundred and five people are still

unaccounted for and are presumed dead. People were housed in larger, sturdier edifices,

such as the Superdome and the New Orleans Convention Center. There were reports of

assault, rape, and robbery of unsuspecting victims housed in the center waiting on an

opportunity to evacuate. Others reported experiencing the same types of treatment in

"host homes," locations where people have agreed to provide a safe haven in the wake of

the disaster.

> Ms. Lewis and others had taken refuge in the Redemption Elderly
>
> Apartments, in the Irish Channel section of New Orleans. On that first
>
> night after the storm, the city had lost power, and she was sleeping in a
>
> dark hallway, trying to catch a breeze. It was there, she says, that an
>
> unknown man with a handgun sexually assaulted her. She insists other
>
> women were raped in the same apartment building over the next four
>
> nights, but her claim could not be checked out. (Burnett, 2005, p. 2)

As the water began to recede, looters and desperate members of the community rummage through stores, homes, buildings, and cars taking various items in an effort to survive the tragic events. Unfortunately, the already dysfunctional police department was unable to adhere to the 'protect and serve' noted in their law enforcement oath. In New Orleans, the police department had a dysfunctional reputation of a culture of discrimination, abuse, and lawlessness. That culture spilled out into the open in the week after the storm (Ramsey, 2015, p. 1). Unbeknownst to consumers, the role of policing shifts in the wake of disaster.

> Rather than maintaining security and controlling crime, disaster policing is functionally oriented at providing safety and aid. Prior to Hurricane Katrina, New Orleans was traditionally known to be one of the most violent cities in the United States. Officers of the NOPD not only lacked adequate technical tools of communication, transportation, and shelter, but also experienced great sacrifices to remain at work during a storm that affected them and their family members on a personal level. (Deflem and Sutphin, 2007, pp. 1, 4)

It is also reported that over two hundred New Orleans police officers abandoned their post in efforts to save their families and homes; two officers reportedly committed suicide.

Many agencies were severely impacted by the devastation of Hurricane Katrina. With safety being a primary concern, no one had an effective plan for a disruption of this magnitude. Prison systems were flooded, and inmates were not evacuated until approximately one week later. As with many other rescue stations, adequate equipment and supplies were not available, something as simple as toileting and clean water to

maintain hygiene. This was a concern throughout the many cities distressed by the

catastrophe.

> I can remember preparing for evacuation and trying to make my way to
>
> St. Louis, not knowing this would be the last time I would ever see my
>
> home again. With the hurricane barreling down on the Ninth Ward District
>
> and everyone, and I mean, seemed like everyone was trying to figure out
>
> what was considered a necessity for travel. In my mind, I thought it was
>
> important to take as much money as possible. With the idea of my
>
> ancestors, minimal trust in banks, I had a substantial amount of funds at
>
> my disposal. However, the thought of having so much cash on hand made
>
> me nervous as I waited in the traffic to cross Lake Pontchartrain. With
>
> crime being a major issue in the already low-income area, I knew to leave.
>
> My brother was incarcerated, and my parents were deceased. It was just
>
> me. Upon my arrival in St. Louis, my friend from Xavier University of
>
> Louisiana, welcomed me with open arms. As I got settled, little did I know
>
> that my official university records were inaccessible and finding a job
>
> would rely on the compassion of the St. Louis City school system to
>
> accept the records in my possession; they accepted them. December of
>
> 2005, I returned to New Orleans in an effort to gather personal artifacts
>
> and to see the damage in person. It was all gone, completely destroyed.
>
> The air wreaked of the smell of mold, urine, feces, decaying compositions,
>
> and so much more. I could not believe what I was seeing. The house I

> grew up in, in my opinion, was beyond repair. I came to grips with the fact
>
> that the life loved did not exist anymore. (Parker, interview, 2024)

Following the storm, between 100,000 and 200,000 students were displaced along the Gulf Coast, an estimated half of which came from New Orleans and the surrounding areas. Many lower-income students spent months or even years out of school as they struggled to find housing, accounting for the large population of young adults without diplomas or consistent employment in Louisiana today. Hurricane Katrina destroyed 100 of the city's 128 public school buildings. The state superintendent of education, John White, dictated that no public schools would reopen for the remainder of the school year following the storm, leading to the loss of 7,500 jobs for residents who worked in affected schools. (United States Census Bureau, 2015, p. 2)

With so much turmoil, one cannot help but wonder how people accessed money to live, what happened with consistent access to basic necessities—such as—food, medical care, mortgages, car notes, savings plans, school and vital records, and so much more. To add insult to injury, Hurricane Katrina was followed by another fierce storm less than one month later, Hurricane Rita.

> Hurricane Rita made landfall near the Texas border on September 24, just 26 days
>
> after Katrina, as a large Category 3 hurricane. It was so strong that it knocked out
>
> most of the weather buoys in its path before it reached shore. It also destroyed
>
> most of the homes and other buildings along the coast road. As a result of the
>
> thorough evacuation and the lack of high-water marks, eyewitness accounts, and
>
> weather gauge data, the National Hurricane Center couldn't figure out Rita's

exact characteristics at landfall. It's estimated that the storm had sustained winds of 120 mph, massive waves, and a fifteen-foot storm surge. In Cameron Parish, raging floodwaters swept away houses and dislodged more than 350 coffins from cemeteries and mausoleums. (Thibodeaux, 2023, p. 1)

For parts of southwest Louisiana, Rita was every bit as bad as Katrina was for Mississippi and southeast Louisiana. Holly Beach, Cameron, Creole and Grand Cheniere were leveled by up to a 15-foot storm surge. Surge flooding extended as far north as Interstate 10 (about 25 miles inland), swamping Lake Charles, Louisiana, in up to 6 feet of water. An 8–12-foot storm surge was estimated in parts of Vermillion, Iberia and St. Mary Parishes, while a 3–5-foot surge inundated Port Arthur, Texas. Rita also spawned 92 tornadoes from Sept. 23-25, according to Dr. Greg Forbes, severe weather expert for The Weather Channel (Erdman, 2015, p. 1). Overall, the two Hurricanes, Katrina and Rita caused billions of dollars in damage and the reconstruction efforts still continue today. "Of the $120.5 billion in federal spending, the majority — approximately $75 billion — went to emergency relief, not rebuilding." (Plyer, 2016, p. 1)

Chapter Three: Methodology

Introduction

The last few years have tested the ability as educators to maintain social and emotional interaction in the classroom. The United States has experienced nationwide school shootings which disrupted classrooms around the world, mass shootings in areas that society have deemed safe—church, movie theaters--, national weather disasters, Covid, and normalized community traumas. The Urban community has been faced with high profile violence, such as, the killing of Michael Brown, George Floyd, Trayvon Martin, just to name a few, the physical and mental reconstruction after terrorist attacks on the United States, and community violence surrounding the aftermath of weather devastations. While all of the previous events have imparted long-lasting traumas, the process began as soon as the situation ended. Educators reported using different strategies to recover from "one and done" events, however, "the Covid-19 pandemic was not declared ended until May 5, 2023" (Sarker, et. al, 2023, p. 3). The emergency status of Covid lasted over three years. The most recent, Covid-19 pandemic and now Monkey pox, has shifted educator thoughts and maybe created a fear of even being in the classroom. I have conducted a study on the trauma in Urban communities and how community trauma has affected educators. As data was collected, participants introduced and reminded researchers of other community traumas that were not included in the survey. The researcher attempted to cover the more recent community traumas, but the facts are that trauma may have a long-lasting impact thus there is no timeline on the healing process.

Purpose

The purpose of this stratified random qualitative research is to use the data to create a toolbox of resources that will help educators improve socially and emotionally thus improving professional retention in education, school and classroom effectiveness, and potential stability in a school district at large. District leaders may use the resource to develop meaningful, intentional professional development. Educators have reported feeling minimal to zero support in the schools pre-covid and the consistent growth of community trauma has dispelled their zeal to continue in the profession. "According to data from the Bureau of Labor Statistics, around 300,000 public school teachers and other related staff left the education field from February 2020-May 2022" (Peck, 2024, p. 7). The dates are aligned with the Covid pandemic. The data collected could lead to possible changes in the teacher education program and training for the university supervisors of student teachers to ensure new teachers have strategies to combat the emotions and stress produced by community trauma. The thought is to include more social and emotional response training and trauma-informed practices for both staff and students. The qualitative aspect of this study produced feedback from the educators regarding strategies utilized to aide in restoration during and after community traumatic events. The researcher developed a survey from original thoughts for the data desired to collect. While the survey requested data concerning specific traumatic events, there was also an opportunity for educators to share other experiences. During conducted interview by researchers, educators shared additional experiences that were classified as community trauma. Currently, there are no known studies on how educators respond and prevail to community trauma.

Research Questions

> *Research Question 1:* How is community trauma identified? What is the impact on urban and rural communities?

> *Research Question 2:* What resources do educators use to process through trauma?

> *Research Question 3:* How do educators improve educator practice after, or while being impacted by trauma in Urban communities?

Procedures

> Researcher completed prospectus indicating the design of the research. Once the prospectus was approved, the researcher submitted and advertised the research requirements to specific school district employees asking for their willingness to participate. Those who agreed to participate received the Survey Research Information Sheet which included the purpose of the research, potential risks of the participation in the research, identification of support for risks, who to contact with any questions, and a link to the survey. Participants were asked to share the informational including the survey link with other educators who may be interested in participating in the research. The survey link was posted on social media platform, Facebook, 10 times during the research period. The Facebook post was shared 16 times by friends of the researcher. Three participants requested an interview model and were interviewed using the survey model; some questions led to extended communication not included in the survey. The data from the survey will be analyzed by individual question. The results will be used to create a handbook of ideas for educators to use to aid in processing and working while actively affected by community trauma and traumatic events.

Surveys

Once the researcher received approval from the Institutional Review Board of the study university, (see Appendix A), the researcher collected data from schools in St. Louis, Tennessee, New York, and others unknown. The qualitative aspect of this survey was an open collection, from educators whose location was considered an "Urban Community" and educators with 10 or more years' experience from multiple school districts and states. The recruitment process did not require participants to identify their name, school location, or any other identifying information. The sample group was considered stratified random and purposive. The survey was posted on social media and sent to the email of educators who volunteered to participate. The researcher requested participation from current and former colleagues and random school district employees by promoting the research in professional meetings and social interactions. The sample size consisted of a minimum of 10 educators. If they decided to complete the survey or volunteered for an informal interview session, an informed consent (see Appendix B) was provided and used to identify their anticipated completion of the survey and supports available for those who may need it due to the nature of the topic. The researcher also took observational notes (see Appendix C) during classroom sessions held at multiple school locations; observational notes were provided by another colleague because they have a vital role in their school and wanted to provide support for a specific teacher in a classroom.

The study produced feedback from educators via *Qualtrics* survey tool. The researcher expected a minimum of 10 completed, however approximately 21 were received and three informal interviews were conducted. The Qualtrics survey consisted

of sixteen opened-ended questions. Each question warranted participants to give their

account of specific trauma that have been introduced by the media and from personal

experiences. In addition, the participants were expected to recall their emotions, biases,

and efforts concerning the trauma. They were also asked to identify personal community

trauma that may not have been covered in the survey. The survey did not require

participants to divulge their identity. The questions ask educators to recall events of

community trauma and give their account of the trauma, how it affected them, and their

interactions and efforts to process the trauma. The responses from the data were

reviewed, analyzed, and categorized by question.

Ethical Considerations

Due to the nature of the topic, the researcher used Qualtrics to capture the

individual responses of the participants which helped to ensure anonymity and

confidentiality. All survey participants were provided a link to the survey questions;

those who volunteered for informal interview were advised to review the questions prior

to the scheduled informal interview; they reported completing the survey as well.

Participants were informed that they may remove themselves from the study at any time.

Participants had the option to complete the survey or opt out. No identifying information

was collected from the survey participants, nor a specific focus group was identified.

However, the researcher targeted three specific areas. The research informational was

provided as an introduction to the research and the link was embedded. The informational

outlined any risks and all participants were reminded of the voluntary nature of their

inclusion in the research. The survey questions did not lead to a possibility of identifying

participants, however, the interviewees were comfortable with their identity being

disclosed in this research.

Limitations

Simon and Goes (2011) described limitations as inherited constraints of the study

beyond the researcher's control. This qualitative study occurred online at educator's

timeline, setting, and willingness; the limitation related to issues of trustworthiness.

Therefore, potential bias may have existed related to participants' recall of how they

describe how they actually responded to community trauma. The purposeful, stratified

random sample could be prone to bias, as participants were self-selected or recommended

by educational professionals via social media. In addition, the sample could be prone to

bias, as participants may reside in one type of community and work in the other

community identified in this study. Racial and cultural values, morals, and beliefs could

create bias when recollecting the specific events identified as community trauma;

common traumas may look different per community. Other limitations could include the

culture and beliefs of subgroups in urban and rural communities which include suburban,

towns, cities, villages, hamlets, and farm areas. The current research documented data

retrieval methods, surveys, interviews, and personal knowledge and experiences. The

research survey and interviews to ensure the findings' transferability and applicability

was based on limitations. Due to the randomness of the survey distribution, some of the

respondents may not be educators that meet the criteria of 10 years of experience or

more. In addition, some of the respondents may not live or work in urban communities.

Urban communities are defined as an area that is the region surrounding a city. Most

inhabitants of urban areas have non-agricultural jobs. Urban areas are very developed and may not be identified by any specific race or ethnic group.

The survey had some holes in the questioning. The questions were very vague and did not include enough information for the January 6, 2021, insurrection on the United States capitol building; assuming everyone was aware of the situation. The question that asked "what community trauma have you experienced as an educator" was not specific to a timeline. As a limitation, participants may have answered this question specific to the last ten years of service in education. The survey was long considering the questions were open-ended. This limitation includes minimal or low-level responses from the participants, especially since some of the questions were repeated to support the primary topic or event. Potential bias may have existed related to a participants recall of events and the reignition of the emotional trauma surrounding them, therefore reducing the quality and extent of their responses to specific topics in the survey.

The study's methodology involves selecting participants with at least 10 years of experience in education, utilizing a stratified random selection process. Participants are invited to complete a survey, with a focus on their experiences with trauma and the resources they have utilized to cope and continue their work in the school and the classroom. Importantly, the research aims to provide a platform for educators to reflect on their experiences and prepare for future trauma, acknowledging the ongoing challenges faced by communities, particularly in urban settings.

Chapter Four: Results

Introduction

Trauma has an impact on everyone in different ways. In my experiences, it appeared that those who are service providers are expected not to have a negative response to traumatic events. It is as if service providers are expected to function in a robotic manner. As an educator, I have found it interesting that students are intrigued when I may lose my manners by farting or the fact that I have had death in the family. Police, emergency medical technicians, teachers, government officials, and pastors are viewed as those who are designed to help people, but not expected to experience or show pain. In this research, educators with 10 or more years of experience in a school setting were given the opportunity to provide information on the impact of traumatic events in their profession and their personal life. Participants were offered a survey with open-ended questions concerning specific community trauma events with an option to participate in an informal interview. The random stratified survey allowed educators to answer questions anonymously. The purpose of the research is to gather strategies utilized by educators affected by trauma. Participants were expected to answer all of the questions.

Participants

Participants voluntarily completed the survey for the research. The open-ended questions led them to answer questions to specific nationwide traumatic events and offered an option to share other traumatic events that may have been branded in their memory. The expectation of this style of survey was to allow participants to provide data on how the event affected them socially, emotionally, and professionally and share

strategies utilized to process the trauma. Participants were randomly selected by

responding and volunteering to participate via an email or social media invitation. Due to

the anonymity of the survey, the researchers had no way of knowing if participants

actually met the criteria to participate.

Research Questions

Research Question 1: How is community trauma identified? What is the impact

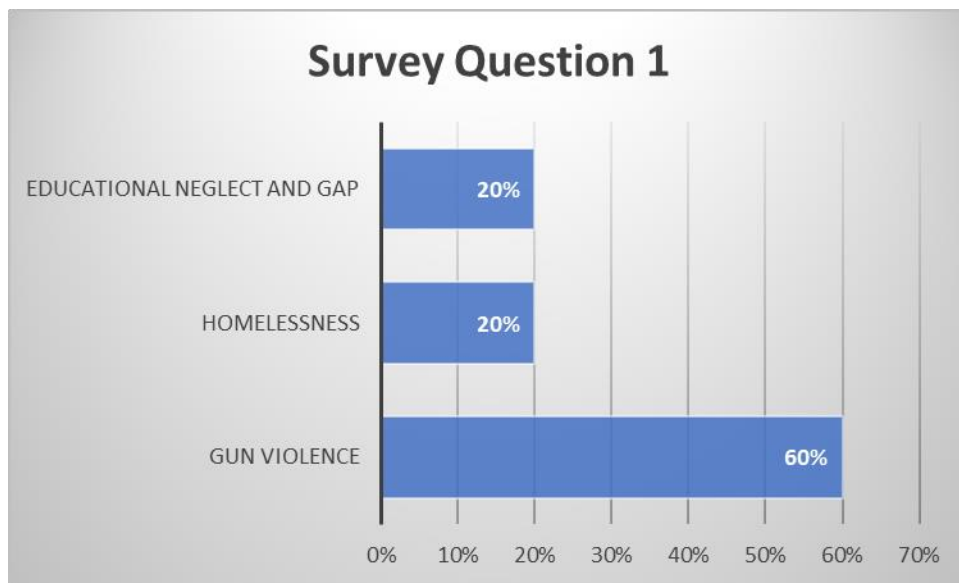on urban and rural communities?

Research Question 2: What resources do educators use to process through

trauma?

Research Question 3: How do educators improve educator practice after, or

while being impacted by trauma in Urban communities?

Survey Question 1:

Figure 1

*What community trauma have you experienced as an educator?*

Educators have reported multiple layers of community trauma. Eighty-five percent of participants answered this question; fifteen percent of participants left this question blank. Sixty percent of participants reported having experienced gun violence in the community and schools. This includes individual killings and mass shootings. Twenty percent of educators reported having concerns of family and student homelessness and community trauma that is transferred from the community to be addressed inside the school. In addition, participants alluded to being overwhelmed with the needed efforts inside the school in dealing with trauma. Twenty percent of participants reported other concerns including educational neglect from families and school administrators, educational gap, and the lack of effort and resources to address the gap. In the responses, participants alluded to community trauma being the primary reason for the educational gaps and that urban communities purchase lower-level resources or simply does not have the funding. The interesting fact about this question is that two of the interviewees that reportedly completed this survey and shared migrating to the St. Louis area due to the devastation of Hurricane Katrina. It appears as if they may have read through the questions prior to completing the survey and followed a pattern. In reflection, the specific traumas identified in the survey were recent by date and may have been misleading. They reported that they did not consider the online platform confidential and refrained from disclosing the trauma. Both participants stated finding the experiences embarrassing and did not want sympathy for their past experiences. The two participants shared with researchers how to identify their survey responses and clarified that their traumas shared were prevalent in the aftermath of the hurricane.

However, neither of them specifically shared information surrounding the migration and uprooting of their family due to the catastrophe.

Survey Question 2:

Figure 2

*How did you communicate with your students concerning the trauma?*
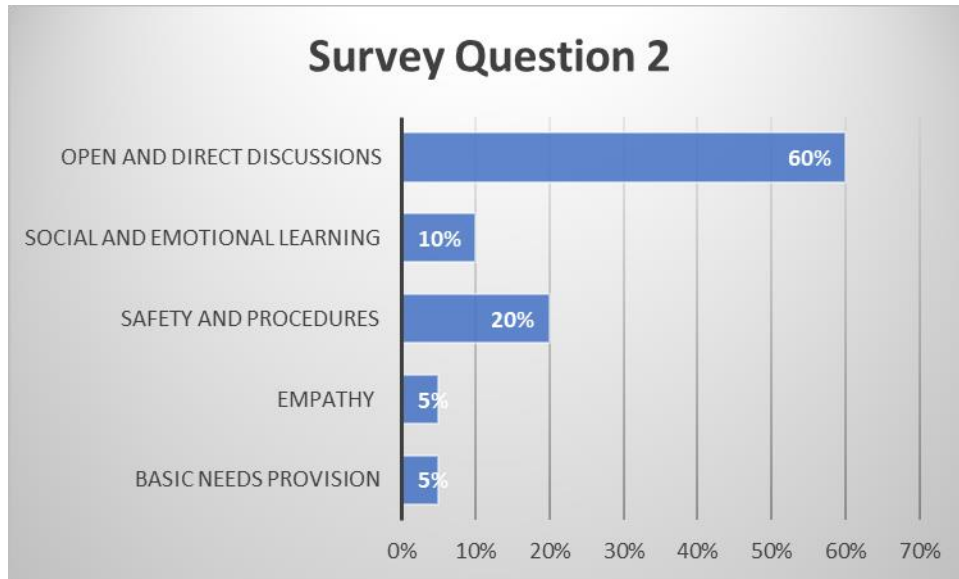
Seventy-one percent of participants answered this question; 29% of participant left this question blank. Five percent of participants recorded simply adhering to basic needs by purchasing and providing food. Another five percent of participants recorded only showing empathy and did not report any further action. Twenty percent recorded spending time discussing safety for people inside and outside of schools; this included revisiting safety procedures in schools. Ten percent of participants recorded using social and emotional learning curriculum and including the curriculum in written assignments. Sixty percent of participants recorded having open and direct discussions with students. In addition, it was reported they continued the discussions as it related to their community trauma and national events. Twenty percent of Sixty percent reported having

direct communication with students one on one and more often as needed. The data

shows that educators are addressing trauma concerns as best as trained. The low

inclusion of trauma informed practices, via social and emotional curriculum shows that

educators are not prepared to help process trauma.

Survey Question 3:

Figure 3

*What strategies did you use to omit your emotions, biases, or personal thoughts?*
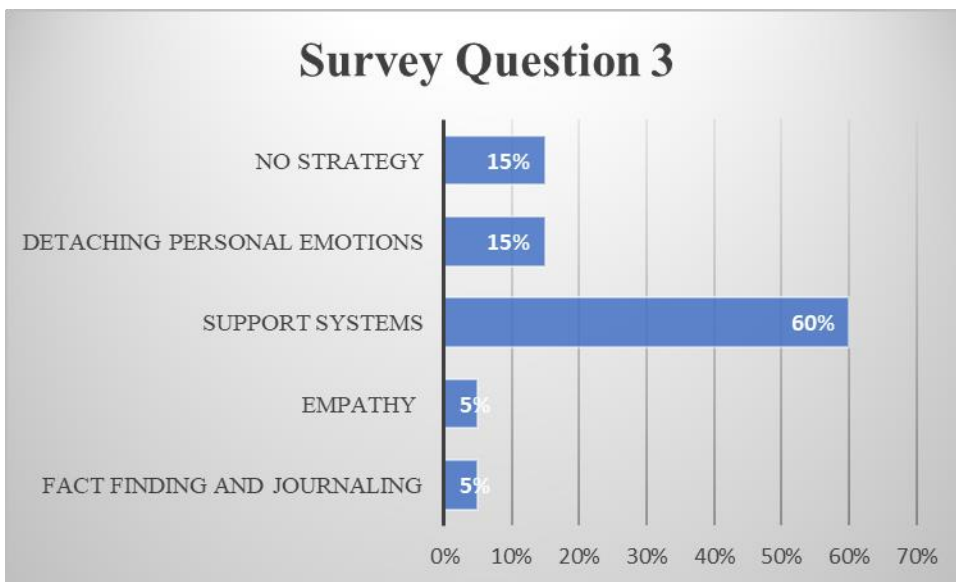
Seventy percent of participants responded to this question. The responses were very

different concerning this question. There was a recorded response of encouraging

students to stay in school. Five percent of the participants recorded journaling and fact

finding as a method to assist students and trying to understand for themselves; they were

trying to put themselves in the shoes of others, showing empathy on another level. Five

percent of participants recorded responses included only focusing on the feelings of

students, supporting, and assisting them. Sixty percent of participants reported using

support systems such as counselors. In basic questioning and observations, many school

districts provide counselor services surrounding media reported traumas affecting schools. Another reported simple journaling about happy things, while one relied on meditation and mindfulness to help manage physical emotions. One of the participants reported imitating or capturing the ideas and strengths of people around them. Fifteen percent of the participants focused on the students as a strategy to remain detached from their personal feelings, emotions, and biases; this included student led activities, reviewing and renewing school and classroom systems, and prioritizing students. Lastly, 15% of the participants recorded not having any strategy or idea on how to control their emotions or biases.

Survey Question 4:

Figure 4

What strategies did you use to assist with your emotions, biases, or personal thoughts?
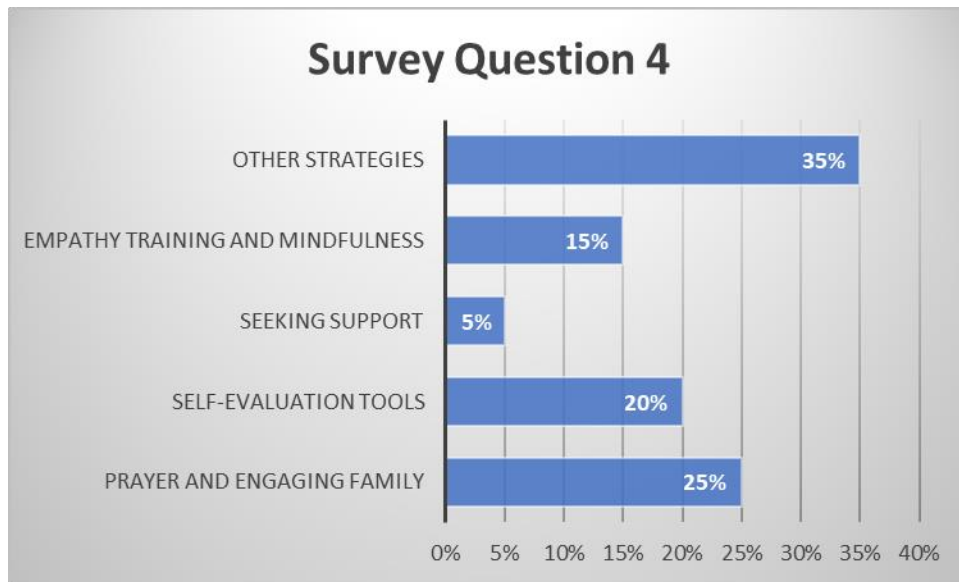

Sixty-eight percent of participants responded to this question. Fifteen percent reported reverting to prayer and engaging with family. Twenty percent reported using self-evaluation tools and strategies as an ability to control their emotions and depth of self-

disclosure. In addition, they reported wanting to control their thoughts while they were interacting with children; this was reviewed as brutal situations for students and the primary concern was the children. These participants also reported that reading the room and watching the language used assisted them with compressing their personal thoughts and emotions. They also reported reflecting on past traumas as a wellspring of hope. Five percent of participants responded with utilizing evaluation methods to identify what and why they were feeling a certain way and understanding their current perspective. This included speaking with others including Employee Assistance Program which offers counselling and therapy to groups and individuals employed by several school districts. Fifteen percent of participants reported receiving empathy training, meditating, and manifesting positive energy when they felt depleted.

Survey Question 5

Figure 5

How did you communicate with your students concerning the death of Michael Brown, George Floyd, or Trayvon Martin?
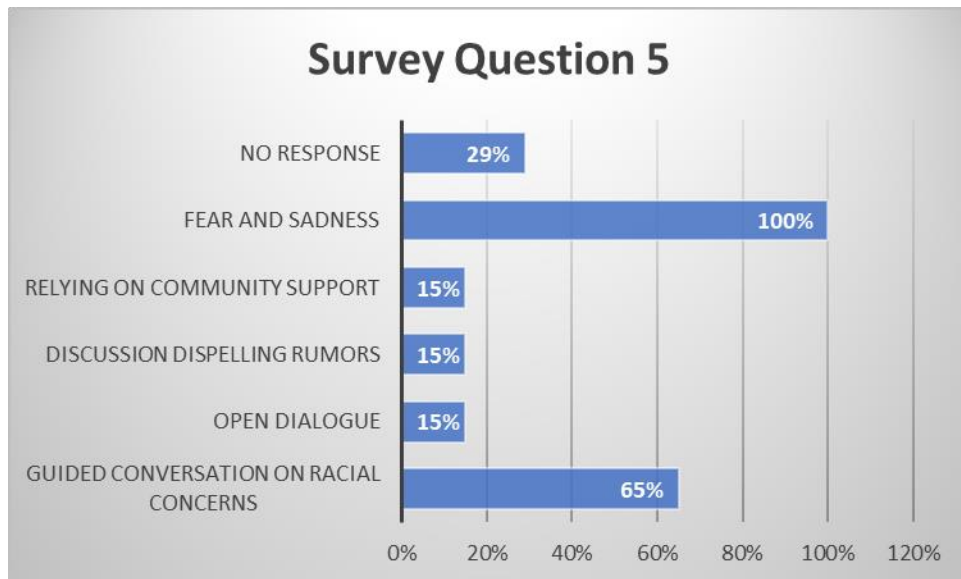
Seventy-one percent of participants answered this question. Sixty-five percent of

participants reported facilitating, initiating, and allowing dialogue among students. They

also reported that students were very vocal on the events and there was not an identified

age group for the students who were concerned about the actions. While five percent of

participants reported being afraid to address any of the student concerns. Staff reported

concerns of creating more tension. Fifteen percent of participants guided conversations

in the area of safety and world situations that are racially motivated and seemingly unfair.

Fifteen percent of participants utilized conversations to dispel rumors and books, such as,

Monster to discuss the juxtaposition of the justice system and expectations of justice.

Fifteen percent of the participants reported relying on the community to support students,

while 100% of participants who answered the question reported the fear and sadness

portrayed by students during the discussions.

Survey Question 6:

Figure 6

What strategies did you use to omit your emotions, biases, or personal thoughts?
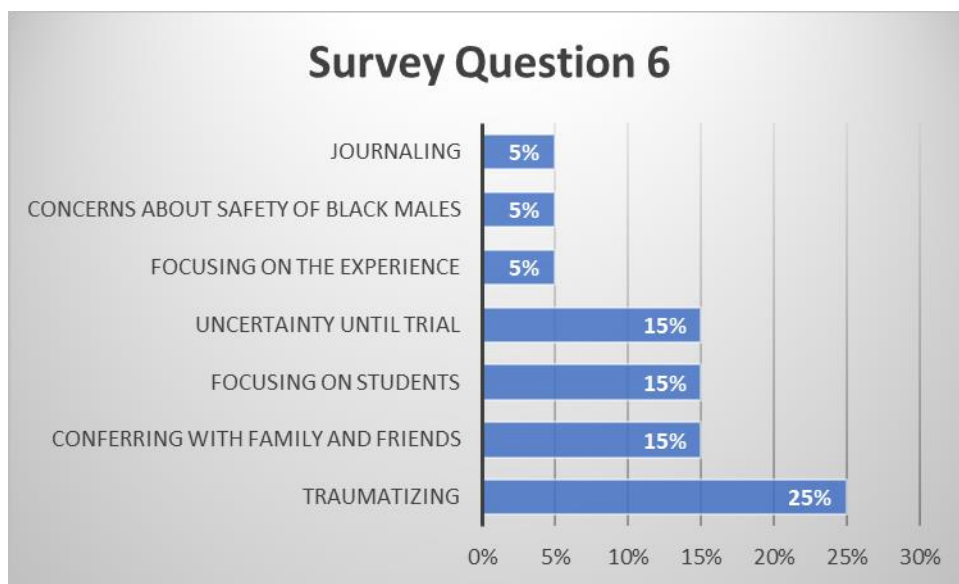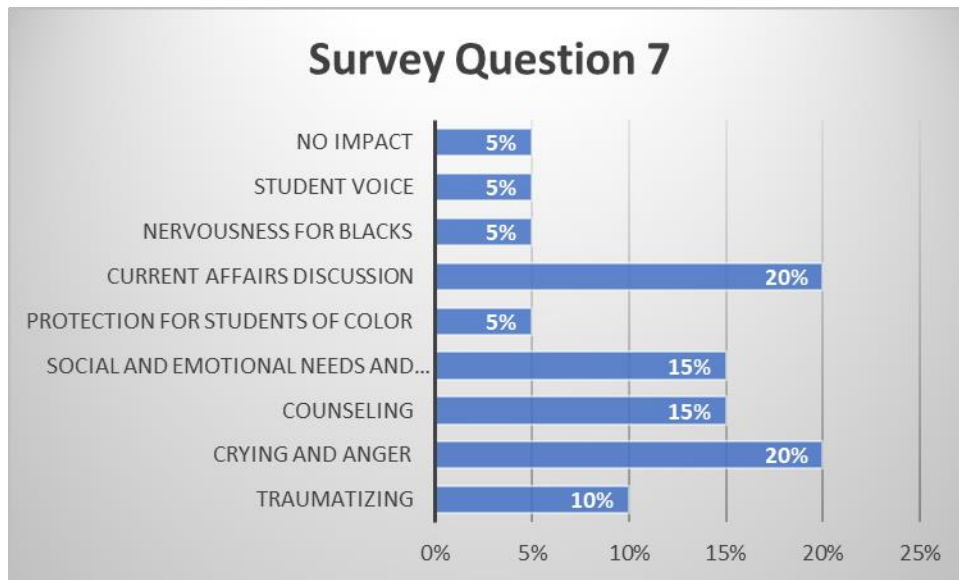
Fifteen percent of participants reported the incidents as traumatizing. One reported living

in Minnesota when the George Floyd killing occurred. Fifteen percent of participants

reported conferring with family and friends about how to channel their emotions. Fifteen

percent of participants reported focusing on the students. Fifteen percent of participants

reported the uncertainty of having any emotion at all, until the trial. Five percent of

participants reported focusing on the experience, identifying how everyone else was

responding.   Five percent of participants reported the importance of black males being

careful in certain situations and questioned whether excessive force was necessary. Five

percent of participants reported using journaling as a strategy to process emotions.

Survey Question 7

Figure 7

*How did this situation affect your education interactions and efforts?*

Twenty percent of participants reported crying and becoming angry as another black

person was killed in a senseless act of violence. The emotions created biases in the

discussion with the students. One of the participants reported knowing the Chief of

police for the department in Minnesota and shared that the person that captured the video

was being harassed and threatened. Five percent of participants reported it caused an

increase in counseling visits and students wanting to talk about how they felt; students

reported anger and rage. Fifteen percent of participants reported that these types of

events and others that have occurred within the community has made them more aware of

the social emotional needs of students, how it affects their learning, and the importance of

showing students their value. Five percent of participants reported their need to protect

students of color in a more intentional manner. Twenty percent of participants reported

discussing current affairs in a more subjective way and allowing students to share their

concerns. Five percent of participants reported being nervous in their population of

predominantly black students as well as appealing to their human nature by discussing

the true feelings of the events. Five percent of participants reported that situations should

be addressed in a manner where student voices are heard, and their feelings and thoughts

are important. Five percent of participants reported that there was no impact on their

teaching, while another Five percent stated that lessons were created in order to weave

the experiences into the lesson.

Survey Question 8

Figure 8

How did you communicate with your students concerning the Covid-19 pandemic?
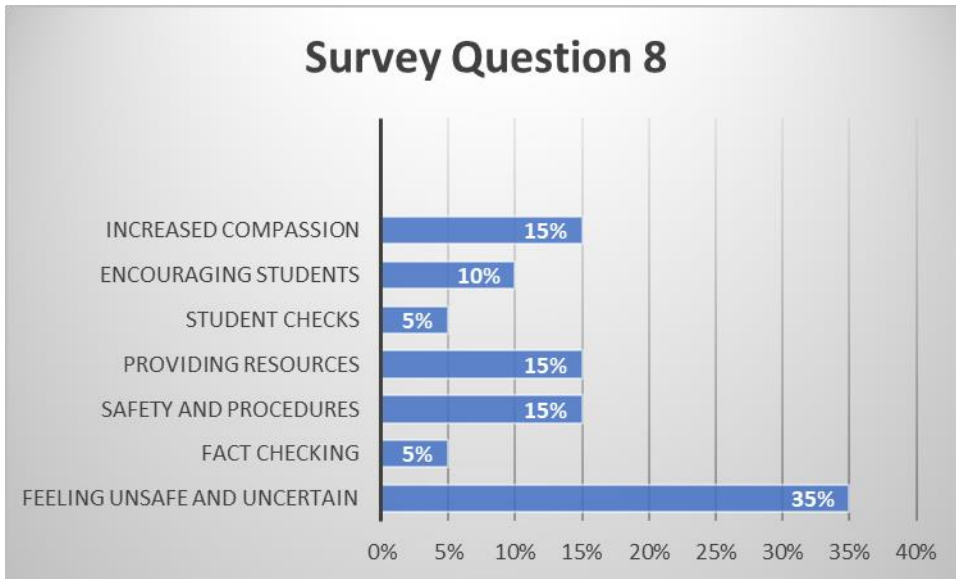
Thirty-five percent of participants reported feeling unsafe and not really knowing how to

support students. They also reported listening more and reassuring the students their

innocence in the situation. The participants reported showing love and care in a manner

that seemed to restore the tone of the room. Fifteen percent of participants reported

focusing on the safety procedures and rules and ensuring students were following the

expectations. Five percent of participants took the time to show students the Centers for

Disease Control (CDC) website and discussed the nature of the contents. Five percent of

participants reported the discussion of student homes and lives impacted by the pandemic

focusing on self-awareness and personal hygiene. Five percent of participants reported

encouraging students to stay close to their adult in their lives and listen to the

expectations of the people in their homes. Fifteen percent of participants reported having

to work with students electronically allowed them to see more of what was going on at

home and this induced a higher level of compassion.

Survey Question 9

Figure 9

What strategies did you use to omit your emotions, biases, or personal thoughts?
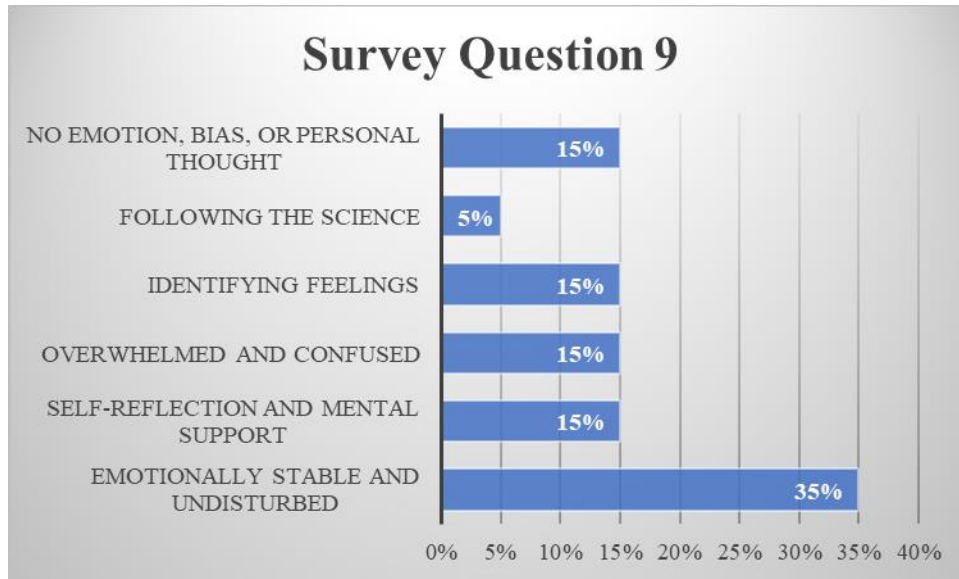
Fifteen percent of participants reported being emotionally stable and not disturb by the

concerns of COVID-19. Fifteen percent of participants reported self-reflecting and

connecting with a mental support system, such as, therapists, counselors, Pastors, and

other people who offered words of encouragement. In addition, they reported feeling

overwhelmed and confused on how to interact with others. Fifteen percent of participants

reported first to identify feelings, accepting emotions, and journaling the life impact of

the emotions. Fifteen percent of participants reported simply following the Science,

policies, and factual sources which minimized the personal connection to their emotions.

Fifteen percent of participants reported just going through the motions without any

emotion, bias, or personal thoughts.

Survey Question 10

Figure 10

How did this situation affect your education interactions and efforts?
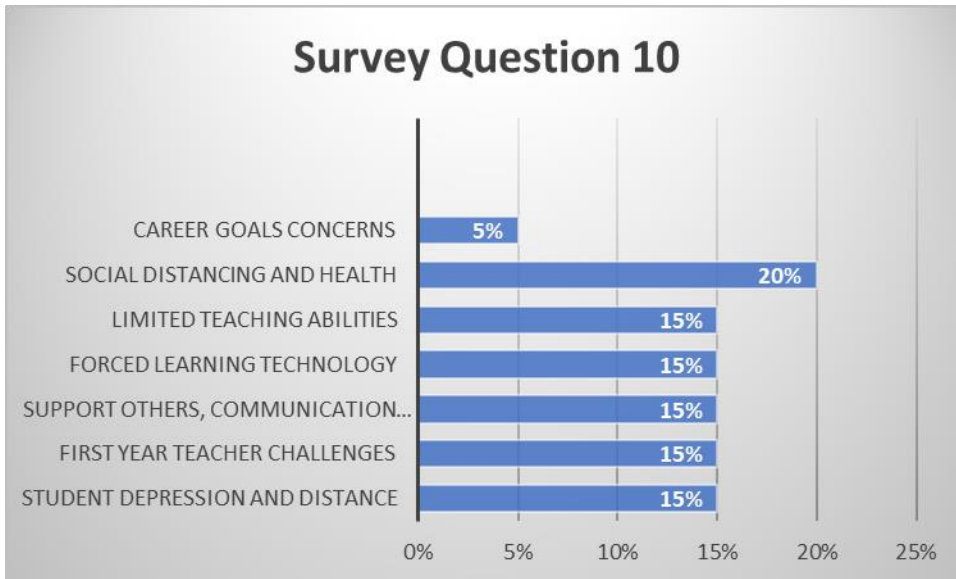
Fifteen percent participants reported COVID-19 created some difficulty because many of

our students became distant and seemed to experience some depression. They also

reported that COVID-19 brought a lot of challenges to education for self-reported first

year teachers. Fifteen percent of participants reported learning more about how to

support others and the idea of guarding what and how communication and teaching is

delivered.   I taught from home for several months. Twenty percent of participants

reported feeling forced to learn more about technology for both teachers and students

including research skills. Fifteen percent of participants reported feeling limited in their

teaching abilities as the mandated online classes did not seem to allow for checking for

understanding or student engagement. They also reported how difficult it was for

students to be reminded to engage in the lesson as well as encouraging students to log in

to the class; they were reminded that some students did not have access to the internet

and COVID was increasing the educational despair for students already well-below grade level; other means of communication was presented and delivered. Twenty percent of participants reported having to practice social distancing due to health issues and learning the process of protecting life with strategies from the CDC; the pandemic limited personal interaction. dents had internet access. Five percent reported that COVID-19 basically deleted their entire career goals. The technology team was challenged with taking care of all the technology implementations for the one-to-one expectation. This included hundreds of students and staff members. This was reported to have created a lot of stress on the individual responsible for the distribution of the technology.

Survey Question 11

Seventy percent of participants reported praying and having faith as they processed the impact of COVID.

Figure 11

What strategies do you use to assist with your emotions, stress, health, or personal thoughts?
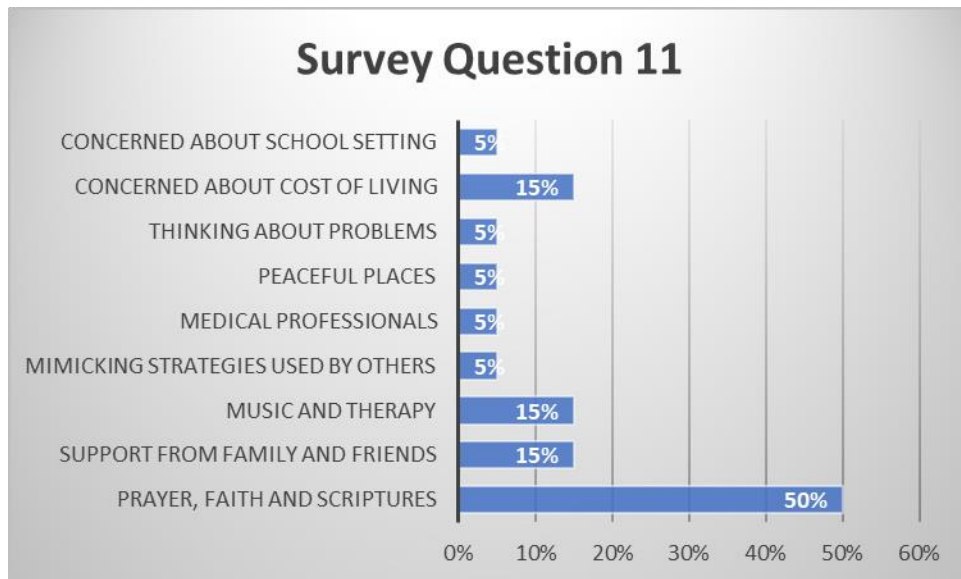
In addition, they reported having to write prayers, review scriptures, and releasing emotions through tears to simply try to live life day by day.   They reported having friends and family to talk and pray with, especially those considered elderly. Fifteen percent of participants reported accessing music, aroma therapy, and massages to assist with the impact of COVID on their health.

Five percent of participants reported mimicking the tools and strategies used by others. Five percent of participants reported relying on meditation, self-reflection, physical activities, and communication with medical professionals. Five percent of participants reported sleeping often, mindfulness, and taking medication to cope with the impact of COVID-19. To help with my mental health, I did see a counselor and went to the gym to make sure to stay busy. Five percent of participants reported finding peace in a quiet space, reading, sitting by waterfront or the beach, and identifying emotions and stressors when feeling disturbed internally. Five percent of participants reported sitting and thinking about the problems around them and taking personal time to process them. Fifteen percent of participants reported feeling distracted with the increase of household responsibilities such as bills, well=being, and the inability to obtain needs for the household. They reported an increase in the cost of living. Five percent of participants reported that COVID is still affecting interactions every day. When engaging others, especially in the school building, they reported feeling nervous and concerned about the return of COVID.

Survey Question 12

Five percent of the participants reported not knowing the reference in the question due to the year not being added to the question. Fifteen percent of participants reported not

addressing the insurrection on the White House with their students. Five percent of

participants reported doing more listening to students who knew about the attack on the

White House.

Figure 12

How did you communicate with your students concerning the January 6 Insurrection?
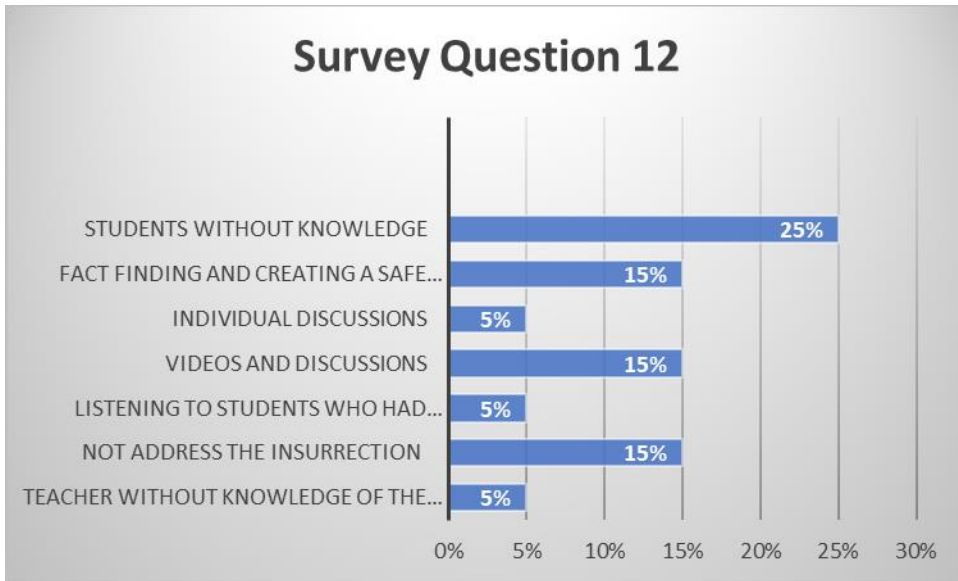
Fifteen percent of participants reported watching video of the insurrection and leading

discussion concerning student thoughts and feelings. Five percent of participants offered

opportunities for individual students to discuss their feelings and ask questions. Twenty-

five percent of participants reported that most of the students did not truly understand the

insurrection. All they knew was Trump did not want to leave the Presidential office and

was upset about it. Fifteen percent of participants offered the facts to the students

concerning the insurrections and fifteen percent created a safe place for the students to

debate their thoughts. The lesson was used to teach students how to find facts and

understand national news.

Survey Question 13

Figure 13

What strategies did you use to omit your emotions, biases, or personal thoughts?
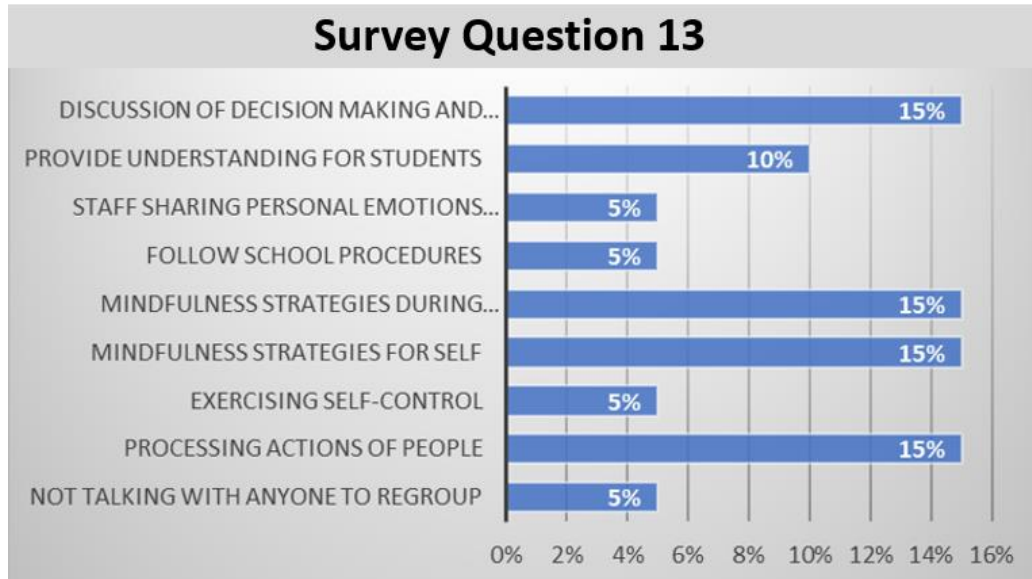
Five percent of participants reported not talking about it with anyone allowing time to emotionally regroup. Fifteen percent of participants reported processing the actions of the people and not the purpose of their actions. Five percent of participants reported exercising self-control. Fifteen percent of participants reported employing mindfulness strategies and fifteen percent of participants reported using mindfulness during instruction. Five percent of the participants reported simply following the policies and procedures in the school building. Five percent of participants reported sharing their personal emotions with students. Ten percent of participants conducted open discussions with students ensuring they understood the impact the insurrection had on the nation, the world. Fifteen percent of participants reported that they shared with students the idea of people making poor decisions and going too far with their efforts.

Survey Question 14

Figure 14

How did this situation affect your education interactions and efforts?
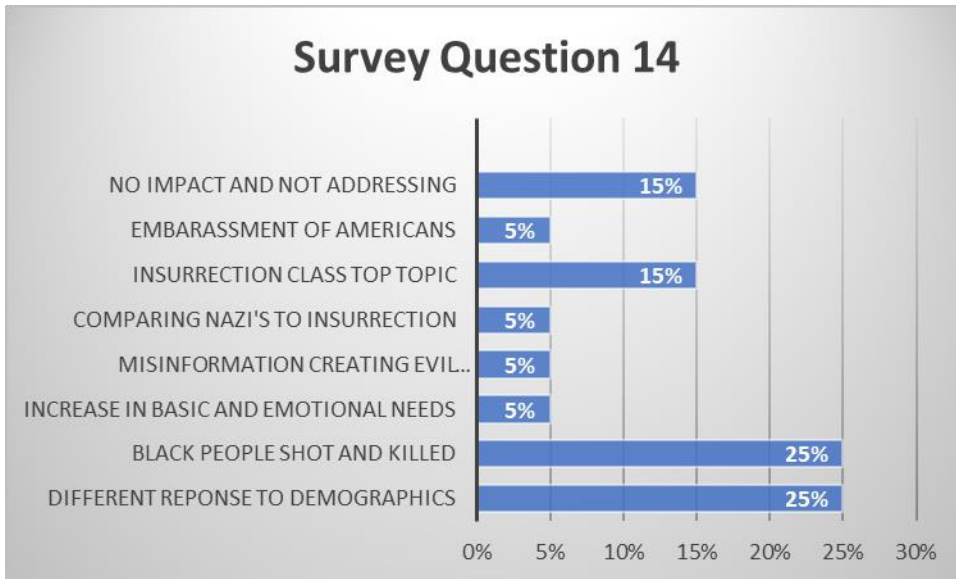
Twenty-five percent of participants reported that students recognized and discussed how

the response would have been different if the demographics of the people insurging were

different. Twenty-five percent of participants reported students also stated that black

people would have been shot and killed if they were the people breaking into the White

House. Five percent of participants reported an increase in student basic and emotional

needs. Five percent of participants reported the advent of misinformation campaigns

unleashed evil rhetoric regarding the reality of the students. Five percent of participants

reported teaching students about the Nazis and comparing the insurrection to the

historical actions in Germany. Fifteen percent of participants reported conducting many

days of class where the insurrection overshadowed the subject of the lesson. They also

reported the class would spend time answering questions; the students were curious and

in disbelief that this event occurred in the United States. Five percent of participants

reported being embarrassed by the actions of Americans. Fifteen percent of participants

reported the insurrection had no impact on their educational interactions and efforts.

They reported not addressing the situation with students.

Survey Question 15

Figure 15:

Overall, how has community trauma affected you and your professional well-being?
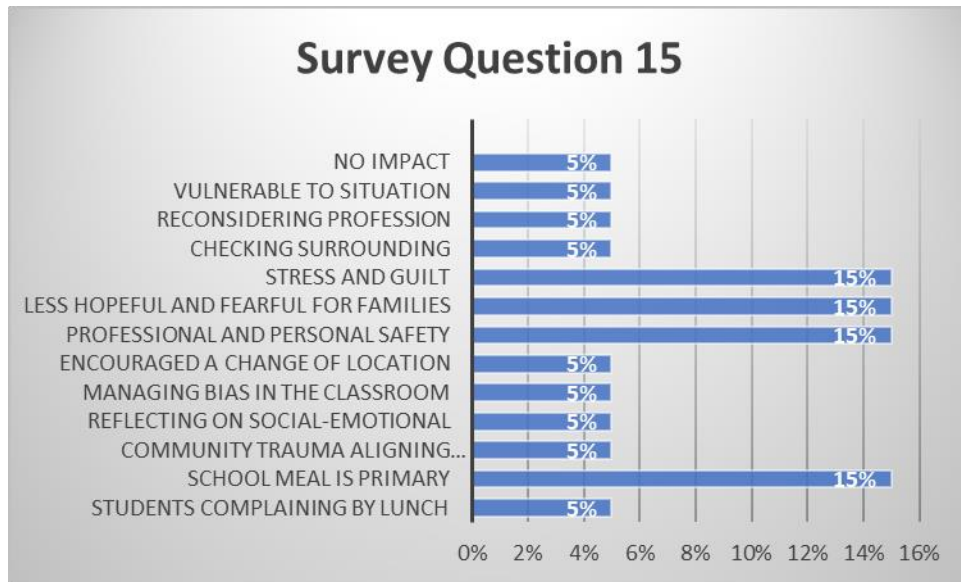
Five percent of participants alluded to students complaining about the lunch their being

served. Fifteen percent of participants reported food for some kids; it may have been the

only meal they will see after school is out. Five percent of participants reported not being

professionally affected by the community trauma in their area and around the world.

Five percent of participants reported that the traumatic events perfectly aligned with their

strengths, interests, and desires promoting research around community trauma. Five

percent of participants reported that the constant traumatic events in society create

continual reflection and considering the social emotion needs of students when building

lessons and during instruction. The changes within the community have made it

important to focus on the social emotional needs of students in the classroom and focus

on managing biases and emotional needs. Five percent of reported that community

trauma encouraged them to remain in the field of education, but in a different area and

not in a school setting. Five percent of participants reported being human and being

concerned about their safety and not the job, reviewing safety as a priority. Fifteen

percent of participants reported being less hopeful and fearful for their families and

students. In addition, they reported that things are getting harder to deal with. Five

percent of participants reported having to think about the situations happening around

them and taking a closer look at the students. Five percent of participants reported

having to think more about the future and the future of teaching. They reported to be at

their best so the students can be at their best, "but at what cost do I take a step back and

realize how it's affecting me" (survey participant). Fifteen percent of participants

reported trauma has affected them with a great level of stress. They reported feeling

guilty because they have never suffered and had a problem like others. They reported

feeling overwhelmed and having difficulty finishing things that had started. They also

reported feeling unsure if they were equipped in effectively serving the population of

students. Five percent of participants reported feeling vulnerable and identifying as

vulnerable to all circumstances, situations, and environments. Fifteen percent of

participants reported no overall affect concerning the events mentioned above.

Summary

        The research aimed to explore the impact of traumatic events on educators,

particularly those with at least 10 years of experience in urban school settings.

Participants completed a survey with open-ended questions, allowing them to share their

experiences anonymously. The goal was to poll up to 1000 educators working in schools in an urban community for 10 or more years; 20 people participated in the research via the survey and three completed the survey and volunteered for an informal interview. The anonymously completed surveys consisted of a variety of thoughts and feelings toward the identified events. When analyzing the data, I noticed that participants seemed to respond with minimal thought and detail concerning the impact on their emotions and professionalism in the classroom. The study focused on identifying community trauma, resources used by educators to process trauma, and strategies employed to manage emotions, biases, and personal thoughts. Educators reported experiencing various forms of community trauma, including gun violence, family and student homelessness, educational neglect, and gaps in addressing trauma-related issues.

Educators utilized different approaches to communicate with students about trauma, including addressing safety concerns, using social and emotional learning curriculum, and engaging in open discussions.

Traumatic events, such as the deaths of Michael Brown, George Floyd, or Trayvon Martin, and the COVID-19 pandemic, affected educators emotionally, professionally, and in their interactions with students. The most intriguing responses were surrounding the heightened trauma surrounding Hurricane Katrina and the migration to different states to survive. These responses were only shared in interview and were not reported on the survey in Qualtrics. Some reported increased awareness of simple necessities, social-emotional needs, while others struggled with feelings of stress, vulnerability, and difficulty coping.

Educators employed various strategies to manage their emotions and biases, including prayer, self-reflection, seeking support from family and friends, mindfulness techniques, and accessing professional counseling services. The study revealed diverse responses regarding the overall impact of community trauma on educators' professional well-being. While some felt deeply affected and stressed, others reported feeling less impacted or even finding strength and resilience in addressing these challenges. The research may have ensured participants to review the impact of the trauma and understand whether they were healed or needed additional support concerning the trauma. Additionally, there was a noted lack of trauma-informed practices, such as the integration of social and emotional learning curriculum, indicating that educators may not feel adequately prepared to assist students in processing trauma.

Overall, the research highlights the complex ways in which traumatic events affect educators and emphasizes the importance of supporting their well-being and providing resources to address trauma-related issues in schools and most importantly toward the educators who serve in schools. The responses to the survey revealed that the participants used an array of inconsistent efforts to analyze the impact of trauma on their individual wellness and consistently revealed the primary focus on students. Finally, the data suggests that while educators are actively engaging in communication about trauma with students and employing various coping strategies, there is a need for more comprehensive training and support in trauma-informed practices to better address the complex needs of both educators and students in the face of community trauma.

Chapter Five: Reflection and Recommendations

Overview

In order to evaluate the impact of community trauma on urban educators, the researcher investigated and identified the demographics of specific communities, i.e., urban, rural, and suburban communities. The purpose of comparing the communities was to gain knowledge on the structure of the community and recognize the differences that created distinct responses to traumatic events. The study aimed to communicate with urban community educators and poll their reaction to traumatic events. In addition, the study aimed to compile the data from their responses to create a handbook of strategies and personal accounts of interactions with trauma. The researcher surveyed random educators with 10 or more years of experience in the field. The responses were analyzed by the researcher focusing on the following research questions:

Research Question 1: How is community trauma identified? What is the impact on urban and rural communities?

Research Question 2: What resources do educators use to process through trauma?

Research Question 3: How do educators improve educator practice after, or while being impacted by trauma in Urban communities?

Reflection

Research question 1: How is community trauma identified?

Community trauma was identified by information found in an extensive literature review. In this research, community trauma was listed with specific events that have occurred throughout the United States. In these open-ended survey questions, participants

were asked a question that should have let them discuss personal, community traumatic experiences. The vagueness of the questions did not stimulate detailed responses. Participants answers were listed with one-word responses, fragmented sentences, and no response. The survey questions utilized to gather this data, did not probe into the minds of the reader therefore, minimizing the value of the question and research.

Research Question 1B:

What is the impact on urban and rural communities?

The impact of community trauma on urban and rural communities was not identified with the surveys conducted in this research. The anonymity of the survey questions did not lead participants to specify the demographics of the community in which they live or work. The stratified, random selection process allowed participants from all classified communities to access the survey. However, when reading the literature review, reviewing the responses from the survey, and understanding the details that characterize each community, it is safe to say that of 60% the participants live or work in an urban community. For example, question 1 of the survey asked, "what community trauma have you experienced as an educator" and 60% of participants identified gun violence. "Black, Indigenous, and Latinx people experience higher rates of gun homicides overall and fatal shootings by police1 than their white peers do" (Gun Violence Survivors in America, 2023). Today, urban communities have a high rate of poverty. As time has shown, people of color were forced to live in confines of the city limits, thus creating minimal job opportunities, limited adequate housing, strained educational resources, increase in crime, and poverty. The review of literature supports the data.

The impact on rural communities was not the research, however, the purpose of including the community in the research was to highlight the significant differences and experiences of educators concerning community trauma.

Research Question 2:

What resources do educators use to process through trauma?

Educators shared multiple resources to process through trauma. In reviewing the responses, the participants reported relying on their faith the most. The survey questions asked about personal experiences involving sensitive and life changing events. The data is skewed by combining some of the events in one question. For example, when asking about killings, specifically, Michael Brown, George Floyd, and Trayvon Martin, they were 3 unique set of events. Participants did not answer the question separating their feelings. The killing of Michael Brown was surrounding an alleged crime and sparked a community response that riddled the nation. Onlookers were injured, businesses destroyed, and the nation was in distress. While the killing of George Floyd was also surrounding an alleged crime, the media reported empathetic and sympathetic versions of the event which included the state of mind of George Floyd and the video capture of him begging for his life with the words, "I can't breathe." The killing of Trayvon Martin reportedly unfolded with the young teenage boy walking in a gated community where he was visiting family. A neighborhood watch member, George Zimmerman, viewed him as suspicious, followed him, and scuffling with him resulting in the shooting and killing of the teen. Therefore, the responses to this survey question did not yield the responses to the separate emotions or specific resources concerning the individualized events.

Working in an urban community where a school shooting, mass shooting occurred has proven to have an impact on educators. While some neighborhoods suffer through gun violence regularly, school shootings have a bigger impact. As a mother, sending students to school is supposed to be safe. As an educator, school buildings are supposed to be safe. No one typically sends their student to school with the idea of someone coming in shooting and even killing their child for no apparent reason. The reported school shootings have changed the view of education inside a building.   The research survey did not ask a question about mass or school shootings, however, participants referred to school shootings when identifying personal community trauma. They reported being devastated by school shootings and gun violence near campuses. It was also reported that these events changed the trajectory of interactions between educators and students.

Participant responses to the survey question concerning the Covid-19 Pandemic were shocking to researchers. "The latest data released by the World Health Organization suggests that the real Covid death figures might be three times the reported number. Till now, the official data has reported over 7 million fatalities from the beginning of the pandemic" (World Health Organization, 2023). Research data shows 35% of participants reported feeling scared and uncertain, while 35% of participants reported feeling emotionally stable and undisturbed. The world was on a lockdown for 5 months. In addition to lives lost, people were expected to hunker down at home and refrain from accessing the community, grocery stores, schools, church, work, and every area that reminded them of normalized living conditions. How could anyone be "undisturbed" by so many challenges? People were expected to wear personal protective gear to access

"life," communicate primarily online, and utilize delivery services to obtain necessities.

Covid 19 is no longer considered a pandemic, but the disease is still a factor in many

communities, especially those with minimal and limited access to adequate healthcare.

As a reflection, the open-ended survey only captured a few resources used to process the

Covid-19 pandemic.

The questions concerning the January 6, 2021, insurrection on the United States

White House netted an array of responses. In the original question, the year was not

identified therefore potentially creating 20% of responses stating having no knowledge of

the incident. In addition, 25% of participants reported students did not have knowledge

of the incident as well. In reviewing the data, participants appeared to have minimal

concern about the events that occurred at the White House and did not consider this as a

traumatic event. Although, participants continued to respond to the other probing

questions surrounding the event, stating their personal emotions, bias, and omission of

strategies used to support students. As a black woman, it is safe to say that participants

work or live in an urban community and were detached from the impact the insurrection

could have had on the country, the community. In an interview with Mrs. Bolden, she

stated that "the community is already disenfranchised, and the insurrection is a "lick

back." In other words, black on black crime has been built by white supremacy and

finally the world can see what white people really feel about the country" (Bolden, 2023).

Research Question 3:

How do educators improve educator practice after, or while being impacted by trauma in

Urban communities?

Educators reported using multiple strategies to combat the impact of community trauma. The question was vague because it did not pinpoint the idea of combatting trauma while working in schools or sending their children to school in urban communities. Participants reported using mental health strategies, such as, therapy, mindfulness, support groups, and relying on family support to improve their practice. The killing of black people by police These resources helped individuals and communities navigate the challenges of trauma and isolated traumatic events and adapt to the new normal, especially during and after the Covid-19 pandemic and in the wake of processing gun violence in the schools. The new normal had many benefits for educators. Participants reported having to learn more about technology and being willing to incorporate the resources in the future.

Schools, educators, and students are unique and have their own personality, challenges, and needs. Participants reported utilizing trauma informed training as an option to improve practices. The universal strategy of trauma informed training aid educators in understanding how trauma impacts the individual and the students in the areas of behavior and learning. This training should include recognizing signs of trauma, understanding its effects on the brain and behavior, and learning strategies for creating safe and supportive learning environments. The training also helps educators learn how to establish and maintain meaningful relationships with students. Another option for improving educator practices is understanding Social-Emotional Learning (SEL).

Integrating social-emotional learning into the curriculum can help students develop the skills they need to manage their emotions, build healthy relationships, and cope with trauma. While the focus is seemingly on students, the adult implementer learns

some strategies when preparing and presenting the lessons. SEL activities, discussions, and practices provide support for social and emotional well-being for both staff and students. Educators should prioritize their own self-care and wellness to effectively support students impacted by trauma. This includes practicing self-awareness, setting boundaries, seeking support when needed, and engaging in activities that promote well-being and resilience. Participants reported the ability to seek support with their emotions, as well as relying on their faith. When analyzing the data, participants attempted multiple strategies to regain or maintain stability during and after traumatic experiences.

Most school staff have access to other professionals in the building who are trained in aiding people in well-being. This may include collaborating with school counselors, social workers, and in building therapists who are prepared to provide comprehensive support to staff and students impacted by trauma. Building those relationships can help connect to community partners and community resources. Educators reported having access to the community as a support to improve their practices and trauma informed professional development opportunities.

Educators should receive ongoing training concerning trauma-informed practices. In the urban community, as identified in this research, trauma occurs often, and it is imperative for success to understand best practices. In many districts, health insurance advertises the Employee Assistance Program (EAP), which was not mentioned in the collected data, even though it was mentioned in the participation introduction letter. The EAP functions as an option for employees to receive immediate support in the areas of mental and emotional support, counseling, and therapy. There is an expectation for educators to feel secure and calm when interacting with students. This will have a major

impact on teaching practices. By incorporating these strategies into their practice,

educators can create more supportive and inclusive learning environments that meet the

diverse needs of students in urban communities impacted by trauma.

Recommendations

There is more needed information for this specific topic. A new researcher should

ask guiding questions and use a multifaceted survey model. For example, asking

multiple choice questions with an open-ended question probing for more information.

When asking the following question, "What strategies did you use to omit your emotions,

biases, or personal thoughts?" the multiple choices could be—pray, therapy, talk to

family, exercise, etc. The follow up question could be, "why did you select this

strategy?" In this research, the traumatic topics were followed by the same question

which skewed the data with similar responses for all of them. When continuing this

research, the multiple choices should be different from the previous choices. Another

option is to not specify traumatic events or offer a multiple choice of events and allow

participants to share information only on those topics.

Another recommendation is to target a specific area, remove the anonymity, and

conduct personal interviews. When speaking with people, the conversation can be guided

in real-time, thus allowing a more detailed information collection. One of the

interviewees in this study identified the trauma topics as "the most tragic events that she

has ever had to experience" (Bolden, 2023). I believe gathering more in person data

connects the researcher to the emotion and biases of participants and creates a more

viable study. While there were several discussions at work concerning the topics, the

colleagues opted not to participate in personal interviews. Other research methods could

improve this research, such as, community engaged research, participant groups, and observations.

Community engaged research has been used frequently in the health field. Wallerstein identifies community engaged research as a practice that "has sought to integrate community partners throughout research processes, aiming to prevent stereotyping, stigmatizing, or other research practices that have historically harmed communities." For this research, the method ensures that the study is relevant, culturally responsive, and aligned with the needs and priorities of the community. An opportunity to connect with the community will allow researchers a different vantage point of trauma on the classroom, educator, educator practices, and the impact of trauma on the student. The community engaged research method could be partnered with the participant group method, creating an opportunity for parent engagement and community participation to support one another throughout the processing stages of community trauma. Participant groups simply allow open, combined discussions and planning opportunities. Finally, participant observation is an option of watching educators and students discuss community trauma. This method could offer data in real-time trauma events.

The purpose of this study was to investigate the impact of community trauma on educators and provide support for the future educators by analyzing and compiling the data from this research, making it available for the public, and offering professional development ideas and options for urban community school districts. Educators shared their personal experiences in their profession during specific trauma and the resources utilized to continue in the classroom with fidelity. In addition, it gave educators a time to reflect and potentially prepare for future trauma. Many communities are strapped with

'common trauma' daily. Urban communities and school districts have normalized the

trauma by holding students accountable for their actions that may be a direct result of the

trauma. The traumatic events discussed in this research were far from normal. School

officials, families, and students were not prepared to teach and learn through the

devastation of Hurricanes Katrina and Rita. The schools were not prepared to discuss

with students the events that motivated the Black Lives Matter movement. As a child, I

saw a student get hit by a school bus and lived and later attended a funeral of a high

school student who was killed in a car accident at 16 years old. I lived in an

impoverished community, but my experiences were nothing like the experiences the

students have today. Schools were not prepared for teaching students about safety in the

movie theater or the church; they were not prepared to support the family directly

impacted by this level of trauma. The school was not prepared to explain why 6-year-olds

are shot down in school, their safe zone. Finally, schools were not prepared for the silent

killer, Covid-19, as it strategically closed the world and reconstructed school as they

knew it. School district leaders have attempted to provide support through programs and

staffing specifically for community sustenance. As educators are part of the community

whether by work or living in the area, the impact on the person is just as concerning.

Overall, educators have reported feeling discouraged, distressed, and disappointed

concerning their role in the school. This was mainly because of the lack of support

during community traumas thus creating an influx of departure from the profession. The

data in this research was skewed due to the limitations of the survey questions

minimizing the resources available for public consumption.

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SCHOOL EDUCATORS AND TRAUMA

Appendix A

LINDENWOOD

Survey Research Information Sheet

You are being asked to participate in a survey conducted by Angelique Brown and Sherrie Wisdom at Lindenwood University. We are doing this study to identify community trauma that has cause social and emotional changes in the way you perform in your professional responsibilities. Questions will ask you to identify community trauma and how you were most affected. It will take about 20 minutes to complete this survey.

Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window.

There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

WHO CAN I CONTACT WITH QUESTIONS?

If you have concerns or complaints about this project, please use the following contact information:

Angelique M. Brown, angelique.brown@slps.org

Sherrie Wisdom, swisdom@lindenwood.edu (Faculty Advisor)

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Michael Leary (Director - Institutional Review Board) at 636-949-4730 or mleary@lindenwood.edu.

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age.

You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this information sheet.

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by simply not completing the survey. My consent also indicates

that I am at least 18 years of age, or that I have parental consent on file with the Lindenwood Participant Pool.

You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this information sheet.

and the risks involved. I understand that I can discontinue participation at any time by simply not completing the survey. I also confirm that I am at least 18 years of age.

Appendix B

Survey

Survey: If you have worked in the teaching profession for 10 years or more, please complete the small survey. This study will assist teachers by creating and offering tools for social and emotional restoration surrounding trauma.

1.   What community trauma have you experienced as a teacher?

2.   How did you communicate with your students concerning the trauma?

3.   What strategies did you use to omit your emotions, biases, or personal thoughts?

4.   What strategies did you use to assist with your emotions, biases, or personal thoughts?

5.   How did you communicate with your students concerning the death of Michael Brown?

6.   What strategies did you use to omit your emotions, biases, or personal thoughts?

7.   How did this situation effect your teaching?

8.   How did you communicate with your students concerning the death of George Floyd?

9.   What strategies did you use to omit your emotions, biases, or personal thoughts?

10.   How did this situation effect your teaching?

11.   How did you communicate with your students concerning the Covid-19 pandemic?

12.   What strategies did you use to omit your emotions, biases, or personal thoughts?

13.   How did this situation effect your teaching?

14.   What strategies do you use to assist with your emotions, stress, health, or personal thoughts?

15.   Overall, how has community trauma affected you and your professional well-being?