CHILDREN’S CRISIS TREATMENT CENTER (CcTC)

West African Refugee Assistance Program (Tamaa) School Trainings Manual
Children’s Crisis Treatment Center’s Tamaa School Training Series

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Children’s Crisis Treatment Center’s
West African Refugee Assistance Program (Tamaa)
School Trainings

Presentation Topic 1: "Understanding the West African Refugee Experience and its Impact on School and Family Life in the United States – Part 1"

Length of Presentation: 2.0 Hours

Potential Presenters: Richard De Gourville, Ph. D., African Cultural Alliance of North America

October 7, 2009
“Understanding the West African Refugee Experience and it’s Impact on School and Family Life in the United States – Part 1”

**Presentation Outline**

I. Historical Background of Liberia, Guinea, and Sierra Leone
   A. History of Each Country’s Conflict
   B. Cultural Issues among Warring Factions
   C. Issues of Geography and Natural Resources
   D. Religious Issues
   E. Political Issues

II. The Impact of History on Current Relationships among West African Refugees in the United States

III. Understanding the Refugee Experience
   A. What it Means to Be a Refugee vs. an Immigrant or Asylee
   B. Life in a Refugee Camp
   C. Coming to the United States
   D. Resettlement Process
   E. Acculturation Issues
“Understanding the West African Refugee Experience and its Impact on School and Family Life in the United States – Part 1”

Learning Objectives

Following this presentation, participants will be able to:

1. Identify the historical, cultural, and geopolitical factors involved in West African civil conflicts.

2. Recognize the impact of West Africa’s history on current relationships among refugees in the United States.

3. Differentiate between the terms refugee, asylee, and immigrant.

4. Understand the refugee camp experience.

5. Recognize common acculturation issues faced by West African refugee families in the United States.
1. Background to Liberian Civil War (1990)

- Samuel Doe, Liberia’s first indigenous president (Krahn)
- Doe’s manipulation of ethnic loyalties and tensions to impose state power upon the citizens of Liberia
- Rebel forces of Prince Johnson and Charles Taylor forced Doe out of power and then continued fighting among themselves for control of the country
- Widespread persecution of Doe’s followers and clan (Krahn) in north and east of Liberia; many other tribal groups flee across the borders to Sierra Leone, Guinea, Ivory Coast and Ghana. In collaboration with the UNHCR, many of the countries bordering Liberia provide sanctuary and refuge to the hundreds of thousands of displaced Liberian citizens; many later seek refugee and asylee status in the US while others allowed in under TPS (temporary protected status; status used by US State Department to protect vulnerable populations from genocide)
Many of the families that arrived in the US during the 1990's under the TPS provision, represent the major tribes from the north and east of the country (Gio, Mano, Dan, Krahn, etc).

These are the "indigenous" peoples of Liberia. Another group of Liberians, with ties to the ruling power elite of the country i.e. Americo-Liberians or "Congos" also entered the US during the same time period and under the same immigration provisions dictated by the US State Department i.e. TPS

2. Life before the Liberian Civil War

A. Americo-Liberians, as ruling elite (prior to Doe presidency) were well entrenched in every sphere of life in Liberia; they controlled political, economic, legislative, and religious power. Their power, privilege, and education, allowed them to dominate the national life of Liberia from since the inception of its' founding. Their children attended the most prestigious private denominational schools in the country (i.e. Monrovia) and were usually sent abroad for higher education. Upon their return, they were often placed in prominent positions in government and private enterprise. This led to much resentment from the indigenous peoples who were mostly excluded from
participation in national life. As an altruistic response, the Americo-Liberians established the “ward system” to assist poor and needy children from the interior to receive an education in the city. Many were the abuses of the “ward system” as “wardees” were often expected to work long hours in the homes of their sponsors in exchange for the privilege of being educated. The Americo-Liberians were mostly Christian, having long standing religious ties to denominations such as Methodists, Lutherans, Baptists, Presbyterians and Pentecostals. While many Congo families publicly maintained a monogamous stance, the reality was that their men often engaged in extra marital relations with indigenous women and even supported separate homes and families with their paramours in the interior towns and villages.

B. The indigenous people were the original natives of the region now known as Liberia.

With the exception of the presidency of Samuel Doe, the indigenous people had been largely excluded from national life and have been rendered almost invisible by the dominant cultural minority i.e. Americo-Liberians.
Mixed marriages were common among several of the many tribes of Liberia in spite of the explosion of ethnic strife and cleansing during the civil war.

Loyalties were usually directed towards one’s tribal group or clan. The notion of Liberia as a nation state is still evolving.

Life in the “hinterland” or “interior” is characterized by a lack of modern infrastructure, limited opportunities for education, the dominance of tribal customs and institutions such as the Poro and Sande societies, subsistence farming and agriculture, and the domination of the paramount chiefs as an arm of the state.

With respect to religion, traditional African, Islam and Christianity are the major groups. Through the proselytism of the Christian missionaries, many indigenous people have been converted to Christianity as well. Islam is typically practiced by some tribal groups such as the Vai, Gola, Gbande, Mende and Mandingos.

3. **Coming to America: More changes!**

Since the majority of the **refugees, asylees, and immigrants** referred to in this presentation, originated from the interior parts
of the country (i.e. north and east), their lived histories, experiences of civil war as well as life in the refugee camps, have all played a significant part in shaping their current family relationships and their children’s encounter with the American school system.

Definitions

Refugee: Someone who has been displaced from his/her homeland as a result of war and who seeks sanctuary in another country.

Asylee: Someone who seeks sanctuary in another country because of fear of political persecution or death (involuntary).

Immigrant: Someone who voluntarily moves from one country to another.

Many refugees and asylees were not able to immigrate to the US with their families intact; spouses, children, brothers and sisters were often left behind either in Liberia or the refugee camps. Some children end up living with surrogate “aunts” and “uncles” i.e. family friends or clan members. Such fragmentation of the family has
led to stress as individual spouses must now learn to care and provide for their family in a strange and unfamiliar environment.
Children who live with non-family members often experience feelings of abandonment and alienation in their new surroundings.
Many adults lack the required education and job training to acquire jobs with livable wages as well as good quality housing for their families.
Conversely, Americo-Liberian families, who are often well-educated and familiar with Western systems and institutions, are generally able to acquire better paying jobs and housing in less dangerous neighborhoods.
Many adults work more than one low-paying job in order to “make ends meet.” Many women work as “live-in” domestics and are often away from their children for weeks at a time. Children are often left in the care of younger siblings or other family members that live in the home.
The lack of supervision experienced in many refugee homes, leads many children and youth to succumb to the lure of the streets. This seriously impacts their education as homework often remains undone and truancy becomes the norm in their school environment.
Many refugees and asylees of indigenous background, are often unable to read, comprehend and write in Standard English due to a lack of educational opportunity in many towns and villages in the interior. They are thus, unable to assist their children with their schoolwork or likely to attend parent-teachers’ conferences. They also lack the sociocultural capital that is necessary to guide their children through the US school system.

Conversely, Americo-Liberian families are much more familiar with Western educational systems and expectations and are much better positioned to assist their children with their school work as well as position them for entrance into better quality schools.

Educationally, many refugee/immigrant students from the interior, have large gaps in their schooling (especially females!). Many indigenous families prefer to educate their sons rather than their daughters who they see as being more suitable for household chores and field labor. Also, primary education is not universal in Liberia and families desirous of educating their children must incur the financial burden of providing uniforms, books, and transportation.

Consequently, many of these students miss key periods of schooling and are often lagging behind their peers in the US school system.
A major concern of many West African parents, is the overwhelmingly secular nature of US schools. In Liberia, for instance, most of the schools that have served its’ citizenry from it’s founding, have been predominantly denominational. Although government schools also exist, the overwhelming culture of the schools has largely been Christian. Hence, it is very difficult for these parents to accept the “godless” and “corrupt” nature of American public schools, that they allege, has negatively influenced their children’s morals.

Socially, many refugee/immigrant children and youth attending urban schools, are often stigmatized by their African American peers due to cultural unfamiliarity and ignorance of racial and historical ties to the former. Refugee/immigrant youth respond by developing an oppositional identity that further keeps both groups apart.

Culturally, refugee/immigrant youth either try to mimic the dominant culture in their often-futile efforts to become “American” or retreat into the familiar fortress of their own African ethnic identity.

Linguistically, some African students “code-switch” from Liberian English to AAVE depending on the audience, others mimic the language of their oppressors (AAVE), while the rest stubbornly
maintain the use of their native vernacular i.e. Liberian English as a symbol of loyalty to their African ethnicity.

Legally, many West African families that have been admitted to the US under TPS can now be returned to their home countries under yet another immigration provision called the DED (delayed enforced departure). The uncertainty of such enforcement, has occasioned instability among families, fearful of their future as well as that of their children.
Following this presentation, participants will be able to:

1. Recognize how different sociocultural backgrounds affect students’ learning styles.
2. Understand differences between American and African styles of teaching and learning.
3. Identify useful instructional strategies that can positively impact student learning.
4. Develop a repertoire of instructional strategies that can be directly applied to their own classroom situations.

Exploring African Pedagogy
(Whole Group Assignment-15 minutes)

Please explore the following question: What would my own pedagogy look like if …

1. There were only a few textbooks available to use with my students.
2. There were no teachers’ guidebooks, activity books, enrichment activities, etc.
3. There were an average of 40 to 60 students in my classroom.
4. I was almost entirely responsible for designing and implementing the curriculum.
5. There was only a chalkboard, an eraser and chalk for teaching.
6. There were no graded assessment and testing materials available.
7. There was a lack of graded instructional materials.
8. Students of differing age groups and abilities were present in my classroom.
9. There was no class or school library.
10. There were no manipulatives, wall charts, audiovisual equipment, etc.

Definitions of Pedagogy

Pedagogy refers to the art and science of teaching. It includes the formation of appropriate knowledge, skills, and dispositions (attitudes) relevant to the conduct of teaching or instruction (Teacher centered).
In Dewey's pedagogy the teacher has two main functions. The teacher must guide the young through the complexities of life and give them opportunities to learn in the natural way, that is, by solving relevant problems. The teacher must also enable the young to cope adequately with contemporary conditions and to cope with the new tasks which an unpredictable future will bring (Student centered).

The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences. ... the teacher's business is simply to determine, on the basis of larger experience and riper wisdom, how the discipline of life shall come to the child.

Pedagogy: An educational approach characterized by teacher-centerdness. The teacher is viewed as an authority figure and students are not generally involved in decisions/actions in regard to learning. Related concepts include: directed learning.

www.nald.ca/adultlearningcourse/glossary.htm

Pedagogy refers to a deliberate attempt to influence how and what knowledge and identities are produced within and among particular sets of social relations ...

Pedagogy is a concept which draws attention to the processes through which knowledge is produced (critical pedagogy)

Guiding Concepts

No knowledge is "objective," culture or value-neutral!

A "Critical" Pedagogy is chiefly concerned with the production as well as consumption of knowledge. It examines who produces the knowledge, what knowledge is of most "worth" or "value, and how the knowledge produced is used to maintain particular relations of power

"Culturally relevant teaching uses student culture in order to maintain it and to transcend the negative effects of the dominant culture. The negative effects are brought about by not seeing one’s history, culture, or background represented in the textbook or curriculum or by seeing that history, culture, or background distorted ... The primary aim of culturally relevant teaching is to assist in the development of a "relevant black personality (identity) that allows African American students to choose academic excellence yet still identify with African and African American culture. Specifically, culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. These cultural referents are not merely vehicles for bridging or explaining the dominant culture; they are aspects of the curriculum in their own right.”
CcTC's West African Refugee Assistance Program (Tamaa)

Post-Test For Act 48 Credits - Teacher Educational Seminar

Workshop Title: “Understanding the West African Refugee Experience and it's Impact on School and Family Life in the United States - Part I”

Name: ___________________________ Date of Workshop: _______________________

True or False:

__ The Civil War was fought to restore the rights of the indigenous peoples of Liberia.
__ When the war broke out, many Liberians fled to the United States.
__ The ward system was used to punish the indigenous people.
__ Religion played a minor part in the Liberian national life.
__ Liberia is an example of an industrial state.
__ Refugees cannot become asylees.
__ A major source of stress among refugee and asylee families is the TPS.
__ West African students lack adequate linguistic skills.
__ The majority of West African students lack stable family lives.
__ Assimilation is the key to the success of West African students attending American schools.
Children's Crisis Treatment Center’s
West African Refugee Assistance Program (Tamaa)
School Trainings

**Presentation Topic 2:** “Understanding the West African Refugee Experience and its Impact on School and Family Life in the United States – Part 2”

**Length of Presentation:** 2.0 Hours

**Potential Presenters:** Emeka Nwadiora, Ph. D., DSW, Temple University

November 4, 2009
“Understanding the West African Refugee Experience and it’s Impact on School and Family Life in the United States – Part 2”

Presentation Outline

I. Presentation of “Children of War: A Video for Educators”
   A. Group Discussion

II. Working with Refugee Children Who Have Experienced War-Related Trauma
   A. Types of Traumatic Experiences That Refugee Children Have Been Exposed to in Their Homelands, Refugee Camps, and Their Host Communities
      i. Violence
      ii. Loss
      iii. Separation
      iv. Displacement
      v. Deprivation
   B. The Effects of War-Related Trauma on Children/ Common Symptoms
   C. Misunderstood Behaviors and Coping Skills
   D. Acculturative Stress
   E. Strengths of Refugee Children and Families
      i. Value of Education
“Understanding the West African Refugee Experience and it’s Impact on School and Family Life in the United States – Part 2”

Learning Objectives

Following this presentation, participants will be able to:

1. Identify types of traumatic events that West African refugee children have been exposed to in their homelands, refugee camps, and host communities.

2. Identify the impact of war-related trauma on children.

3. Identify common acculturative struggles faced by the West African refugee children and their families.

4. Recognize strengths of refugee children and their families.
Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States.

Presenter: Emeka Nwadiora, Ph.D, DSW, MSW [J.D.,2009]

Author, Therapist, Radio Show Host, Professor of Human Behavior,

Temple University, School of Social Administration, Philadelphia, PA, 19122.

1. History: Pre-Colonization---Empires
   1. Mali
   2. Songhai
   3. Texts, Scripts and over 500 Languages
   4. Religions

Over 500 years of Colonization: France, England, and Arabs
Islam and Christianity, Languages, Linguistic Groups
Law and Governance, Chaos and Psycho-cultural Nuerosis.

Post Colonization:
Ethnic, Linguistic and Religious Conflicts and Distrusts
   Internal Strife, Turmoil and Conflicts resulting in Wars—The Legacies of Colonization and Slavery, More than 80% of African Americans originated from West Africa.

2. Definition of Terms:
   Asylee: Individuals seeking protection from a country for fear of harm or persecution should he/she return to her country of origin—political, religious, ethnic, racial or national reasons [e.g. My case of Zimbabwe as a legal intern]
   Refugee: Individuals who flees her country due to fear of persecution, is outside her country and cannot return or avail herself of the protection of that country.
   Immigrant: Residents of any country with all the protections, the rights and privileges and responsibilities, except in some circumstances the right to vote.

3. The West African Family Structure and Values
   Roles and Functions [a] Age, Child, Adolescence, Adult, Elderly
   [b] Gender
   [c] Religion

4. Acculturative Challenges accompanied by Acculturative Stress
   Acculturation: A process of Psycho-cultural Adaptation to a new culture
   Food, Climate, Family, Housing, Language, Child rearing and Dating Practices, Adolescence, Role of the Elder, Gender
   Intergenerational, Stresses that could lead to all types of
Psycho-pathology without effective Intervention on the Micro—Mezzo and Macro Levels

5. Refugee Camp Experience: Akin to Shelter. [Involuntariness of Forced Relocation] Privacy, Space, Overcrowding, Diseases Severe Stress, Severe Trauma, and Anxiety, Hopelessness and Helplessness Nihilism, Internalized Alienation and Suicidal Ideations. Schizophrenia

6. Traumatic events Witnessed by Children and Families [Note developmental issues!] Killings Stabbings, Shootings of Relatives, Parents, Neighbors and Friends. Sounds of and sights of dead bodies on the streets


9. How you can help as Teachers and Counselors.
A] Take an interest and listen attentively to their unique stories of survival, trials and tribulations in their native homelands and in the United States.
B] Ask them what are some of the immediate challenges they are going through as they try to navigate living in America.
C] Emphasize their strengths and Resilience in their daily attempts to restructure their family lives.
D] Find out their future goals, Hopes and Aspirations
D) Try to imagine yourself in similar situations and how that might be for you.
E] Deemphasize the immediate tendency to diagnose.
F] Be a Friend and an Advocate.


THE END—Please do your Evaluations and Thank You
Post-Test for Act 48 Credits—Teacher Education Seminar.


PRESENTER: Emeka Nwadiora, Ph.D, DSW, MSW,[J.D, 2009]

Author, Therapist, Professor of Human Behavior, Temple University.

From this seminar, please identify the most salient issues on overcoming the barriers towards these parents involvement in the education of their children.

How much information have you received from this short seminar that is helpful to you in your teaching and other works?

How much were the objectives of this training met?

How much was the appropriate materials covered?

Please state the salient merits you personally gained from your participation in this short seminar.
Thank you.

For CcTC Staff Use Only

The person who completed this Post Test Has

----------Passed the Test

----------Did not pass the Test

CcTC Staff Representative-----------------------------Date------------------------

Please note that participants who do not pass the test are not eligible to receive Act 48 credits for this workshop from the Pennsylvania Department of Education.
Children’s Crisis Treatment Center’s  
West African Refugee Assistance Program (Tamaa)  
School Trainings

**Presentation Topic 3:** "Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience"

**Length of Presentation:** 2.0 Hours

**Presenters:** Portia Kamara, MSW. Multicultural Community Family Services, Emeka Nwadiora, Ph. D., DSW, Temple University

December 2, 2009
“Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience”

Presentation Outline

I. Definition of Parental Involvement

II. The Importance of Parental Involvement

III. Types of Parental Involvement

IV. Barriers to Parental Involvement
   A. Barriers Specific to West African Refugee Families

V. Strategies/Activities to Overcome Barriers
   A. Strategies/Activities to Overcome Barriers to West African Parental Involvement
      i. Educating Parents about Expectations for Involvement
“Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience”

Learning Objectives

Following this presentation, participants will be able to:

1. Define types of parental involvement.
2. Identify general barriers to parental involvement.
3. Identify barriers to parental involvement, which are specific to West African immigrant/refugee families.
4. Identify strategies for overcoming general barriers to parental involvement.
5. Identify strategies for overcoming barriers specific to West African parental involvement.
Overcoming Barriers to Parental Involvement and Engaging Families in their Children's School Experience

Barriers Specific to West African Refugee Families

- Language
- Socio-economic problems
- Time pressure
- Culture
- Education

Language

- Learning formal English
- Learning new words and meanings
- Lack of comprehension about basic subject matters when conversing.
- The stress of being stigmatized as a foreigner or with a foreign ascent.
Socio-economic problems
- Lack of formal education
- Low Income
- Working multiple jobs to support families here in the US and back in their homelands.

Time Pressure
- Working long periods of time.
- Competing schedules for different activities.
- Time demand by multiple systems.
- Adapting to complex systems

Culture
- Conflict of shedding or maintaining the old culture vs adapting the new culture
- The role of men and women in the home.
- Clothes and foods
- Values and customs
- Methods of discipline
Education

- Lack of formal education
- Intimidation (Learning to engage with children's school teachers and other school authority figures with minimal English proficiency).
- Inability to deal with multiple school involvements and other school activities.

Strategies/Activities to Overcome Barriers

- Outreach to parents
- Provide parents with information on the relevance of education.
- Develop a partnership with parents.
- Create an enabling environment.
- Frequent meeting with parents
- Using available resources

Outreach to parents

- Orientate parents to American school system.
- Learn about the children's cultures and families.
- Build trust.
- Provide clarity on child's educational goals and parental involvement.
Provide parents with information on the relevance of education.

- Share information with parents.

- Keep line of communication open (Utilize the telephone as a mechanism not only to report negative behaviors, but positive behaviors).

- Send periodic reports on student's progress (not only during parent-teacher meetings).

Develop a partnership with parents.

- Collaborate with parents regarding their children's academic progress.

- Be culturally sensitive (choose vocabulary carefully).

- Show empathy

- Be tolerant of their needs.

Create an enabling environment

- Give parents free and unhindered access to school administration, teachers and others involved in their children's education process.
Frequent meeting with parents

- Plan meetings to attract parents.
- Provide flexible schedules to accommodate parents.

Using available resources

- Utilize school-based services well as school social workers/counselors as resources.
- Get familiar with community resources and make necessary referral as needed.
- Utilize culturally appropriate community-based services.

THE END
Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience: By Dr. Emeka Nwadiora, Professor, Temple University.

December 2, 2009

Types of Barriers:

CULTURAL -- Fundamentally

Values, Belief Systems and Ecology

The meaning and Concept of being a Refugee—Taking refuge in a new culture—involuntary migration

---crises of load and crisis of guilt—depression

Issues they are struggling with:

Education pedagogy and significance of schooling for their children

Gender Relations—Men as the head of the family

Child rearing Attitudes and values—Children should obey, not question

Role of the Elderly—Age is an asset—the elderly are respected

Role of the Minister or Imam—Highly sought after for counseling

Role of Fathers and Mothers of Extended Family—Patriarchy

Sexuality—Hardly discussed in family.

Other barriers

Language

Food

Climate

Relationships

Employment

CULTURE A: Incoming Culture: West African Refugees

Vulnerabilities
Fear
Anxieties
Anger
Depression
Powerlessness
Guilt
Shame: self, family and children
Homelessness (psychological)
Voicelessness
Invisibility
Inaudibility
Forked Tongues

CULTURE B: Receiving Culture: USA
Power
Compassion
Tolerance
Interest in the incoming group
Understanding
Curiosity
Advocacy
Multicultural Community Family Services
Workshop Evaluation
Date: December 2, 2009
Workshop/Seminar Topic: Taama Teacher’s Education Seminar Presentation

Please check the box that best tell what you think about the training today.

1. The material was clear and well explained:
   □ Excellent  □ Good  □ Fair  □ Poor

2. The information was easy to understand.
   □ Excellent  □ Good  □ Fair  □ Poor

3. The presenter answered the questions I asked.
   □ Excellent  □ Good  □ Fair  □ Poor

4. Overall, I thought that the seminar was:
   □ Excellent  □ Good  □ Fair  □ Poor

5. I would like for us to have this seminar again.
   □ Yes  □ No

6. What I like best about the seminar was:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. What I did not like best about the seminar was:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

8. What I learned from the Teacher’s Education Seminar:
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
Children’s Crisis Treatment Center’s
West African Refugee Assistance Program (Tamaa)
School Trainings

Presentation Topic 4: “Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds in the Classroom”

Length of Presentation: 2.0 Hours

Presenters: Richard De Gourville, Ph. D., African Cultural Alliance of North America

January 6, 2010
"Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds in the Classroom"

Presentation Outline

I. Understanding the Different Learning Backgrounds of Children
   A. How Sociocultural Differences (e.g., culture, socioeconomic status, family expectations/roles) Affect Learning Styles
   B. The Effect of Gender on Learning
   C. Learning Style Research (visual, auditory, and kinesthetic learners)

II. Understanding the Impact of Trauma on Learning

III. The Impact of the West African Refugee Experience on Learning
   A. How West African Cultural Issues and Expectations May Affect a Child’s Learning Style (e.g., gender issues, family expectations, cooperative vs. competitive cultures)
   B. School Experiences in West Africa
   C. School Experiences in Refugee Camps
   D. Gaps in Education Caused by the Refugee Experience
   E. Culturally Sensitive Approaches to Understanding a Child’s Academic Performance and Learning Potential
   F. Acknowledging Language Issues in the Classroom
“Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds in the Classroom”

**Learning Objectives**

Following this presentation, participants will be able to:

1. Recognize how different sociocultural backgrounds affect learning styles.

2. Understand different learning styles.

3. Recognize the impact of trauma on learning.

4. Identify how West African refugee children’s backgrounds and experiences may impact their learning and school performance.
Responding to Children with Different Styles and Learning Backgrounds in the Classroom

Length of Presentation: 2.0 hours
Presenter: Richard De Gourville, Ph.D.

Presentation Outline: “Teachers teach as they have been taught.” (Well-known axiom)

1. Understanding the Teaching Styles (i.e. Pedagogy) of American Teachers
   - Sage on the Stage or Guide on the Side?
   - Relationships with Students
   - Teacher or Student oriented curriculum?
   - Preferred Instructional Style (Direct or Indirect?)
   - Classroom Organization
   - Approach to Motivation & Discipline (behaviorist, cognitive, etc)
   - Approach to Literacy (functionalist, culture sensitive, etc)
     - Beliefs/Attitudes about language learners and language learning

2. Schooling in West Africa: African-centric Pedagogy
   - Central Role of the Teacher in Instruction (Conductor not Coach!)
   - Teacher centered curriculum
   - Student Learning (Field dependent nature of)
   - Relational nature of Student-Teacher Relationships (Teacher as parent)
   - Cooperative classrooms (Generally so at elementary level but can be very competitive at the high school level in exam driven systems)
   - Intrinsic Motivation in learning
   - African centered versus Western-centric approaches to Literacy (Oral and Writing Cultures)
     - School-based and cultural literacies
   - Multilingual nature of African classrooms
   - Multiage/grade classrooms (generally do not conform to a Piagetian model of child development)

3. Effective Instructional Strategies
   - Group learning
   - Direct Instruction
   - Mastery learning (rote learning and memorization techniques)
   - Conversion of lessons into notes
   - Vocabulary Development-Substitution of simple words and syntactic structures for more complex ones
   - Reading Fluency and Comprehension Support- Use of culture and gender sensitive literature
   - Writing in Context
   - Other strategies (Please contribute!)

4. Towards a Culturally Relevant Pedagogy
   De Gourville’s Core of Literacy model (OHP slide and handout)
   Excerpt from *Dreamkeepers* by Gloria Ladson-Billings (handout)
Learning Objectives:
Following this presentation, participants will be able to:
1. Recognize how different sociocultural backgrounds affect students’ learning styles.
2. Understand differences between American and African styles of teaching and learning
3. Identify useful instructional strategies that can positively impact student learning
4. Develop a repertoire of instructional strategies that can be directly applied to their own classroom situations

Exploring African Pedagogy
(Whole Group Assignment-15 minutes)

Please explore the following question: What would my own pedagogy look like if ...
1. There were only a few textbooks available to use with my students
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5. There was only a chalkboard, an eraser and chalk for teaching
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7. There was a lack of graded instructional materials
8. Students of differing age groups and abilities were present in my classroom
9. There was no class or school library
10. There were no manipulatives, wall charts, audiovisual equipment, etc.
**Culturally Relevant Pedagogy (Ladson-Billings, 1991, pp. 17-18)**

“Culturally relevant teaching uses student culture in order to maintain it and to transcend the negative effects of the dominant culture. The negative effects are brought about by not seeing one’s history, culture, or background represented in the textbook or curriculum or by seeing that history, culture, or background distorted ... The primary aim of culturally relevant teaching is to assist in the development of a “relevant black personality” (identity) that allows African American students to choose academic excellence yet still identify with African and African American culture. Specifically, culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes. These cultural referents are not merely vehicles for bridging or explaining the dominant culture; they are aspects of the curriculum in their own right.”
Responding to Children with Different Learning Styles
And Backgrounds in the Classroom

Post-test
Directions: Please circle the correct or most appropriate choice given below

1. Pedagogy by definition must include the following
   A. Methods    B. Attitudes    C. Knowledge    D. All of the above

2. Pedagogy is generally considered to be __________ knowledge
   A. Subjective    B. Objective    C. Cultural    D. None of the above

3. The central role of the American teacher in instruction is as a ...
   A. Facilitator    B. Mentor    C. Coach    D. Expert

4. The central role of the African teacher in instruction is as a ...
   A. Facilitator    B. Expert    C. Coach    D. Conductor

5. A School-based literacy perspective excludes one of these ...
   A. Math    B. Computers    C. Reading    D. Cultural knowledge

6. Social control in American classrooms is achieved mainly through a __________ approach
   A. Cognitive    B. Psychological    C. Behavioral    D. Neither

7. Instruction in African classrooms is primarily driven by the ...
   A. Teacher    B. Textbook    C. Student    D. Ministry of Education

8. African students are more _____ than their American peers
   A. Field independent    B. Textbook bound    C. Field dependent    D. Neither

9. The most practical approach to reading in many African classrooms is ...
   A. Individual    B. Whole Group    C. Small Group    D. Paired

10. With respect to Student-Teacher relationships, the African teacher is generally
regarded as a …

a. Parent    B. Coach    C. Counselor    D. Friend
Understanding American Styles of Pedagogy

- Ethnic identity, social competence, curriculum, and language as literacy at core
- DeGourville's Core of Literacy
- Definitions of Pedagogy
- Seeing Pedagogy as culturally mediated
- Analyses of American styles of pedagogy (See handout)
Schooling & Pedagogy in West Africa

- Multiage/grade classrooms are norm
- Language of instruction Africanized English is the norm
- Reading & Writing skills are taught in large groups
- Corporal punishment is the norm
- Reward system is intrinsic.

- Teacher as conductor and not coach
- Rewards system is intrinsic.
- Corporal punishment is the norm
- Field dependent nature of student learning
- Field dependent nature of student relationships (parental)
- Relational nature of student and teacher relationships
- Cooperative classrooms in lower grades. Competitive at high school level
- Teacher as conductor and not coach
- Cooperative classrooms in lower grades. Competitive at high school level
Effective Instructional Strategies

• Writing must be contextualized
  where appropriate
  Gender and sensitive literature
  Reading Fluency-Use culture
  Reading comprehension versus
  to more complex
  Syntactic structures i.e. simple
  Enhancing Vocabulary &

• Conversion of Lessons into note
• On skill building
• Master Learning-Emphasis must
  explicitly taught
• Academic Skills must be
• Direct Instruction-Social and
• Group Learning

Enhancing Vocabulary &
CHAPTER ONE
PROLOGUE

My Language is Me

The me that sees the world through the dark prism of my peoples’ holocaust
Not the holocaust of the 6 million but the 100 million
Through my prism, I see the slave forts standing like evil sentinels beckoning the ships
of the Great Eagle and his brothers to a great feast of blood
I see the hungry ships of the Great Eagle and his brothers rising above the mighty
ocean from which no one returns except as restless spirits dispossessed of their homes
and families
I see the great ocean floating like water in a glass, entombed in its massive girth, the
defiant spirits of my dead ancestors who preferred to die rather than be enslaved

I see the enormous sugar, cotton and tobacco plantations grinding out the blood and
sweat of my ancestors to produce sweeteners, clothes, cigars and rotten boroughs for
the plantocracy and their patrons; providing the grist for the industrial revolution
I see my ancestors beating upon the drums of their languages, trying to find kinship
and community among the masses of overworked and abused bodies lashed by the
zealous overseer’s whip
I see the anguish of the African mothers who suffocate their new-born children rather
than allow them to live as beasts of burden for the avaricious planter and his pampered
family
I hear the cries of grief stricken wives and husbands, mothers and fathers and
children, torn away from each other never to be seen again. Their cries rise up in
Yoruba, Igbo, Hausa, Mende, Fanti, Ashanti, Mandingo—their collective languages of
grief that only they could understand

Forged from their innate love of liberty and their unquenchable desire to regain their
humanity, they created new tongues to speak their pain, their anger, their joys and
their sorrows—the patois of the Jamaican Maroon; the Gullah and Geechee of the
South Sea Islands of Georgia; the Creole of the French-speaking slaves of Haiti; the
English of the Samana region of the Dominican Republic; the Creole ancestor of
African American Vernacular English spoke on the plantations of the antebellum
South and others too numerous to mention

Though the white man foolishly believed that they had tamed their spirits, they
survived extinction through creating their own secret languages from which they could
escape the oppressive and cruel yoke of their slave masters
They plotted, they planned, they escaped, they fled to the welcoming embrace of the
impenetrable mountains and forests, there to form their own maroon communities
But always they carried their language with them for it was impossible to separate themselves from themselves.

Throughout their displacement in the diaspora of the Americas, they faithfully retained their language-their tongue, their accent and their speech-to remind them of their greater and more enduring links to their Mother Africa that gave them birth and mourned their loss as they were cruelly snatched away from her proud and protective bosom.

We salute you, Mother Africa, for reminding us that though our tongues may differ, we once drew our nourishment and strength from your queenly umbilical cord; we once sucked from your proud and stately breasts, the milk that has sustained and nourished us through our centuries of separation.

Through our language, we have rediscovered our imperious and noble past, that we were once rulers of mighty kingdoms, artisans, farmers, soldiers, statesmen, adventurers, architects, philosophers, healers, chiefs, priests, priestesses and common folk.

Through our language, we regain our history and humanity; our inalienable right to be human and to be treated with dignity and respect.

Yes, indeed. Language is me, for it is the mirror through which I see myself as human and whole.

(Richard Everest De Gourville, 2001)
Figure 3. Core of Literacy Model
Children’s Crisis Treatment Center’s
West African Refugee Assistance Program (Tamaa)
School Trainings

Presentation Topic 5:  “Understanding and Responding to Traumatized Children in the School Setting”

Length of Presentation:  2.0 Hours

Potential Presenters:  Julie Campbell, LCSW, Children’s Crisis Treatment Center

February 3, 2010
“Understanding and Responding to Traumatized Children in the School Setting”

Presentation Outline

I. Prevalence and Types of Childhood Trauma
   A. Simple vs. Complex Psychological Trauma

II. Understanding the Effects of Trauma on Children
   A. Myths
   B. Signs and Symptoms
   C. Triggers

III. The Impact of Trauma on the Family System
   A. Denial, Avoidance, and Minimization
   B. Traumatized Caregivers

IV. Managing Traumatized Children in the Classroom Setting
   A. Misdiagnosis
   B. Understanding and Managing a Child’s Triggers
   C. School/Classroom Interventions
   D. Dealing with One’s Own Reactions to Students’ Trauma
   E. Vignettes/Exercises

V. Making Appropriate Referrals
   A. When and Where to Refer Children for Additional Services
"Understanding and Responding to Traumatized Children in the School Setting"

Learning Objectives

Following this presentation, participants will be able to:

1. Identify prevalence rates and types of childhood trauma.
2. Understand the common effects of trauma on children.
3. Recognize the impact of trauma on the family system.
4. Understand the effects of trauma on a child’s school functioning.
5. Utilize simple interventions with traumatized children in the classroom.
6. Make appropriate referrals for additional services for children when indicated.
Tamaa Teacher's Educational Seminar:

Understanding and Responding
To
Traumatized Children in a School Setting

February 3, 2010

Julie Campbell, LCSW
Coordinator of Trauma-Focused Projects
Children's Crisis Treatment Center (CcTC)
Children's Crisis Treatment Center (CcTC)

- Founded in 1971
- Provides behavioral/mental health services to young children (ages 18 months – 13 yrs.)
- Community-Based Services
- School-Based Services
- Center-Based Services – Including:
  - Therapeutic nursery program
  - General outpatient treatment
  - Specialized trauma-focused treatment

CcTC's Trauma Services Department

**Trauma Assistance Program (TAP):**
- Specialized treatment for children ages 18 mos. to 13 years who have experienced a traumatic event

**Sexual Trauma Treatment Program (STTP):**
- Specialized treatment for children ages 18 mos. to 13 years who have experienced a sexual abuse or assault within the past 1-2 years

**Tamaa Program:**
- School-based mental health & community-based case management services for West African children/families
CcTC's Trauma Services Department

Trauma-Focused Treatment to Address Traumatic Events Such As:

- Murder or suicide of a loved one
- Exposure to community violence
- Serious accidents
- Exposure to domestic violence
- Witnessing abuse of others (e.g., siblings)
- Fires
- Physical abuse or sexual abuse
- Verbal/emotional abuse
- Physical neglect/emotional neglect
- Serious illness

Understanding And Responding To Traumatized Children In A School Setting
What Defines A “Trauma?”

- An event involving actual or threatened death or serious bodily injury to oneself or others
- Intense feelings of fear, helplessness, horror

A Traumatic Event Is:

- Not an expected life experience
- Should not be considered “normal”
The Prevalence of Trauma:

- **National Survey of 12- to 17-Year Olds:**
  - 39% reported witnessing violence
  - 17% had experienced physical assault
  - 8% reported sexual assault  
    - (Kilpatrick, Saunders & Resnick, 1998)

- **Inner-City Community Study of Elementary & Middle School Students:**
  - 30% had witnessed a stabbing
  - 26% had witnessed a shooting  
    - (Bell & Jenkins, 1993)

Exposure to Violence / Trauma

- Although violence is a reality in the daily lives of many children, exposure to violence is still traumatic.

- Exposure to Violence / Trauma:
  - Robs children of their innocence
  - Changes the way children see the world
  - The world often becomes an unsafe place where lives are expendable & less valuable
Exposure to Violence / Trauma (Continued)

➢ Impacts children’s emotional development
  ▪ More likely to suffer from depression & anxiety

➢ Impacts children’s cognitive development
  ▪ More likely to have poor attendance & decreased performance in school

Effects of Children’s Exposure to Domestic Violence (DV)

➢ Children exposed to domestic violence:
  ▪ Are usually emotionally affected by it
  ▪ Often experience trauma-related symptoms
Effects of Children's Exposure to Domestic Violence (DV)

- Children do not have to be injured during DV to experience it as trauma.

- Even very young children are affected by exposure to domestic violence.

- For many children, their exposure to ongoing domestic violence is *more* emotionally distressing than their exposure to other types of trauma, including their own physical abuse.

Even if children are not in the room when domestic violence occurs, they are usually traumatized by it.
Understanding the Effects of Trauma Over the Lifespan

The ACE Study

“ACE” = Adverse Childhood Experiences

➤ A Decade-long Collaborative Study Done By:

- Kaiser Permanente’s Dept. of Preventive Medicine in San Diego
- The Centers for Disease Control and Prevention

(VJ Filetti, RF Anda, et. al.)
The ACE Study:

A Major Research Project that Poses the Question:

➢ Do childhood experiences affect adult health decades later?

➢ If so, how?

The ACE Study (Continued)

This study examined Adverse Childhood Experiences (ACE) including:

Growing Up In A Household With:

▪ Recurrent physical abuse
▪ Recurrent emotional abuse
▪ Sexual abuse
▪ Someone who abuses alcohol and/or drugs
▪ An incarcerated household member
The ACE Study (Continued)

- Someone who is chronically depressed, suicidal, institutionalized, or mentally ill
- Mother being treated violently
- One or no parents
- Emotional or physical neglect

This Large Study of More Than 17,000 Adults Found Compelling Evidence That:

- ACEs are surprisingly common
- They happen even in the “best” of families
- ACEs have long-term, damaging consequences that impact physical health and emotional well-being.
The ACE Study (Continued)

- ACEs Were Found To Contribute To:
  - Addiction
  - Behavior problems
  - Mental illness
  - Physical illness including:
    - disease
    - disability
    - early death

The ACE Study - Conclusions

The ACE study reveals:

- A powerful relationship between our emotional experiences as children & our physical and mental health as adults
- Documents the conversion of traumatic emotional experiences in childhood into organic disease later in life.

www.acestudy.org
Myths About Children Who Have Experienced Trauma

- **Myth**: Children are resilient and will "bounce back."
  
  **Fact**: Children have no "special" ability to heal after trauma.

- **Myth**: Over time, children will simply forget about what happened.
  
  **Fact**: Even very young children remember and are affected by traumatic events.

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Myths About Children Who Have Experienced Trauma

- **Myth**: We should not talk to children about the trauma because children will talk about it on their own, if they want to.
  
  **Fact**: Children take their cues from those around them. Most children will not talk about the trauma if no one else does.

- **Myth**: Talking to children about the trauma will make them remember it more.
  
  **Fact**: Talking about trauma helps children with healing.
Common Symptoms In Children Exposed to Trauma

- Difficulty falling or staying asleep
- Nightmares
- Changes in eating patterns
- Irritability
- Restlessness
- Angry outbursts
- Excessive sadness
- Increased anxiety/nervousness
- Mood swings

Common Symptoms In Children Exposed to Trauma (Continued)

- Difficulty concentrating
- Exaggerated startle response/jumpiness
- Monitoring the environment for danger
- Sense of not having a future (hopelessness)
- Regression (lost of development – e.g., toileting)
- Separation anxiety
- Fear that more bad things will happen
- Repeatedly playing about the trauma
- Intrusive thoughts or visual images of the trauma
- Flashbacks
Posttraumatic Stress Disorder (PTSD) in Children

➢ Different from PTSD in Adults

- Mental Health (DSM IV) Diagnosis Criteria for PTSD – was designed for adults, not for children
- Does not capture the clinical picture for children well, especially for young children

➢ Research indicates that even very young children can be diagnosed with Posttraumatic Stress Disorder (PTSD) following traumatic events
Challenges in Diagnosing PTSD in Young Children, Infants & Toddlers:

- Young children are unable to self-report many PTSD symptoms such as flashbacks and intrusive memories.

- Many PTSD symptoms resemble developmentally appropriate behavior in children.
  (e.g., temper tantrums, common childhood fears)

- Symptoms of PTSD in children are often similar to the symptoms of ADHD which can easily lead to a misdiagnosis of trauma symptoms.

Posttraumatic Stress Disorder in Children (Continued)

➢ Although very young children exposed to trauma are usually unable to describe their symptoms, they do experience intrusive thoughts and flashbacks, often accompanied by physical symptoms such as:
  - Rapid heart rate
  - Accelerated breathing
  - Stomach aches
  - Headaches
Posttraumatic Stress Disorder in Children (Continued)

- **Children exposed to trauma 28 months of age:**
  - Able to give a *full* verbal description of the event

- **Pre-verbal children exposed to trauma, even during 1st year of life:**
  - Can retain some form of internal representation of the event (memory)
  - Many can verbalize some memories of the trauma *after* they acquire language

Capturing the Clinical Picture of PTSD in Children

Trauma-related symptoms commonly seen in children:

- **Re-experiencing Symptoms:**
  - Posttraumatic play
  - Play reenactment
  - Recurrent recollections
  - Nightmares
  - Episodes with objective features of a flashback or dissociation
  - Distress at exposure to reminders of the event

[Scheeringa et al (1995)]
PTSD in Children (Continued)

➤ **Numb/Avoidance Symptoms:**

- Constriction of play
- Relative social withdrawal
- Restricted range of affect
- Loss of acquired developmental skills

[Scheeringa et al (1995)]

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PTSD in Children (Continued)

➤ **Hyper-arousal Symptoms:**

- Nightmares
- Difficulty going to sleep
  (unrelated to fear of having a nightmare or fear of the dark)
- Waking at night
  (unrelated to nightmares or night terrors)
- Decreased concentration
- Hypervigilance
- Exaggerated startle response

[Scheeringa et al (1995)]
PTSD in Children (Continued)

Symptoms of Fear and Aggression:

- New aggression
- New separation anxiety
- Fear of using the bathroom alone
  (If going alone is age appropriate)
- Fear of the dark
- New fears of things that might not be obviously related to the trauma

[Scheeringa et al (1995)]

Video – “Students & Trauma”

2007- Los Angeles Unified School District; RAND Health; UCLA Health Services Research Center; & UCLA child Anxiety Program (National Child Traumatic Stress Network [NCTSN] members)
Trauma Informed Systems & Services

NCTSN:
➤ The National Child Traumatic Stress Network

- A network established by the U.S. Congress in 2000
- Collaboration of academic and community-based service centers
- Mission - to raise standard of care & increase access to services for traumatized children and their families across the United States

What is a “System of Care?”

- A coordinated network of community-based services & supports organized to meet the challenges of children and youth with serious mental health needs.

- A system of care is not a program - a philosophy of how care should be delivered.

- An approach to services that recognizes the importance of family, school, and community

- Seeks to promote the full potential of every child by addressing their physical, emotional, intellectual, cultural & social needs.
Trauma Informed Systems & Services

Utilize the NCTSN as a resource for understanding:

- Trauma-Informed Systems
- Trauma-Informed Services
- Trauma-Specific Services
- Best Practices
- Evidence-Based Treatment
- "Promising" Practices

www.nctsn.org

The Effect of Traumatic Events on the Brain

- PTSD = A very complex neurobiological disorder
- Several neurotransmitter systems involved with PTSD
- Research has found that the physiological changes are different in children than in adults with PTSD
- Medication used = depends on which neurotransmitter system is involved  (Based on child’s specific symptoms)

Medications Prescribed to Treat PTSD in Children:

- Medications = Chosen according to which of the brain's neurotransmitter systems are most affected

A Medication Evaluation Should Be Completed When:

- The child's symptoms are not responding to trauma-focused therapy
- The child's symptoms or behaviors interfere with his daily functioning significantly and/or will put him or others at risk for injury


Helpful Classroom Interventions for Traumatized Children

- Have high and clear expectations
- Provide high levels of structure
- Make time to talk & listen to child's experiences
- Journals - often a good way for children to experience the classroom as a safe environment
- In their journals, they can tell their stories or be encouraged to draw or write.
- However, students should never feel pressure to reveal more than they want to share.
### Complex Trauma:

- Repeated events/multiple exposure  
  - (e.g., A child who is victimized several ways – sexual abuse, neglect, exposure to domestic violence)
- Prolonged – may occur over several months or years
- Relational – usually interpersonal  
  - (e.g., A trusted relative sexually abuses a child or assaults or murders a family member)
- Complex trauma – often involves secrecy & shame

### Symptoms Are More Likely To Involve:

- Changes in the brain chemistry
- Denial, numbing, rage, dissociation, restricted affect, sadness
- Constant state of hyper-arousal
- Exaggerated threat perception
- Problems with trust and/or attachment
Additional Childhood Grief & Loss Complicates Traumatic Events:

- "Normal" death of a loved one
- Death or loss of a pet
- Moving to a new neighborhood (loss of friends)
- Going to a new school or day care program
- Changes in teachers or babysitters
- Family changes (e.g., birth of a sibling)
- Lifestyle changes due to financial problems

Trauma Anniversary Reactions

- Re-emergence of feelings & symptoms = common at key times connected to a traumatic event, such as:

  The time period around the "anniversary" of:
  
  - The event itself
  
  - Other significant issues tied to the event
    
    (e.g., parent going to jail; child's placement in a foster home; a court hearing)
Trauma Triggers

➢ Reminders of the traumatic event can trigger feelings and symptoms connected to the event

➢ Trauma triggers can be obvious, such as:
  - Child attacked by a dog gets upset by seeing any dog
  - Child survived a fire in which a family member died, re-experiences symptoms re TV coverage of fires

Trauma Triggers

➢ Trauma triggers are often not obvious and may be idiosyncratic to the child/event, such as:
  - Someone who looks like the child’s perpetrator
  - A trip to an amusement park triggers the memory of sexual abuse that happened in the past after a trip to an amusement park
  - Sensory triggers – smells (e.g., smoke; alcohol) sounds (e.g., sirens; screaming)
The Goals of Trauma-Focused Therapy:

- Return child and family to pre-trauma levels of functioning
- Reduce/eliminate trauma-related symptoms
- Enhance/increase coping skills
- Increase safety/self-protection skills
- Prevent child from developing future, chronic trauma-related mental health problems

What Does Trauma-Focused Treatment for Children Include?

- Feelings identification and expression
- Relationship between thoughts, feelings, and behaviors
- Relaxation and other anxiety/stress management techniques
- Sharing the traumatic experience - processing related thoughts, feelings, and bodily sensations
Traumatic events affect children.

However...

With appropriate support & intervention, a child's future does not have to be defined by the traumatic event.

Q & A
**Seminar Title:** “Understanding & Responding to Traumatized Children in the School Setting”

**Presenter:** Julie Campbell, LCSW

**Participant’s Name:**

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**Post-Test (Page 1 of 2)**

*Please Note*: Participants who do not pass this post-test will not be eligible to receive continuing Education Credits/Units for this course.

**Please Circle True or False for Each of the Following:**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1) If a child has been exposed to a traumatic event, it is best for the child to forget about the trauma; therefore, adults should not talk to children about what happened.</td>
<td>True</td>
</tr>
<tr>
<td>2) The term “exaggerated threat perception” means that the person reacts to small incidents as though they are major threats to the person’s safety.</td>
<td>True</td>
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<tr>
<td>3) Children are not affected by being exposed to domestic violence.</td>
<td>True</td>
</tr>
<tr>
<td>4) Children can be diagnosed with Posttraumatic Stress Disorder.</td>
<td>True</td>
</tr>
<tr>
<td>5) Helping a child to resume familiar routines around bedtime, mealtimes, and going to school is a good way to provide stability to the child after a traumatic event.</td>
<td>True</td>
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</table>

*Over*
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<tr>
<td>6) The caregivers’ response to a traumatic event has no effect on how the child will respond to the traumatic event.</td>
<td>True</td>
<td>False</td>
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<tr>
<td>7) When a child has experienced a traumatic event, additional childhood losses such as moving to a new school can complicate a child’s response to the traumatic event.</td>
<td>True</td>
<td>False</td>
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<tr>
<td>8) Research indicates that exposure to multiple traumatic events during childhood can have a negative effect on the person’s future physical and mental health during adulthood.</td>
<td>True</td>
<td>False</td>
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<tr>
<td>9) The term “traumatic grief” refers to grief that involves a loss under traumatic circumstances, such as a murder, suicide, or an accident.</td>
<td>True</td>
<td>False</td>
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<tr>
<td>10) Exposure to traumatic events sometimes affects a person’s brain chemistry.</td>
<td>True</td>
<td>False</td>
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**FOR CcTC STAFF USE ONLY:** (Note: Passing Score = 5 or More Correct Answers)

**Post-Test Score** (Total # of Correct Answers): ____________

**The Participant Who Completed This Post-Test:**

_____ Has Passed this Post-Test

_____ Has Not Passed this Post-Test

**CcTC Staff Representative’s Name & Signature:**

**Name (Print):** ____________________________________________

**Signature:** ____________________________________________ Date: ________________

(Over)
Presentation Topic 6: "Managing Conflict and Diversity-Related Challenges That Arise in A School Setting"

Length of Presentation: 2.0 Hours

Potential Presenters: Randy DuQue, MA. Managing Director
Good Shepard Mediation Program

March 3, 2010
"Managing Conflict and Diversity-Related Challenges That Arise in the School Setting"

Learning Objectives

Following this presentation, participants will be able to:

1. Describe basic conflict resolution.

2. Identify techniques that can be used in the classroom to resolve conflict based on differences.

3. Describe basic harassment issues.

4. Identify techniques for addressing harassment in the classroom.

5. Identify ways to prevent conflict in the classroom.
Good Shepherd Mediation Program

Managing Conflict and Diversity-Related Challenges in the School Setting

Responding to Classroom Needs and Understanding West African Culture

Randy Duque, MA. Managing Director
Good Shepherd Mediation Program | 5356 Chew Avenue, Philadelphia, PA 19138
(o) 215.843.5413 | (f) 215.843.2080 | http://www.phillymediators.org
Managing Conflict and Diversity-Related Challenges in the School Setting
Responding to Classroom Needs and Understanding West African Culture

Presentation by Randy Duque, MA
Managing Director, Good Shepherd Mediation Program

Learning Objectives
I. Understand the origins of conflict behavior
II. Shift conflict paradigms
III. Become familiar with core skills in conflict management and prevention
IV. Explore the meaning of culture
V. Gain deeper understanding of West African social culture
VI. Recognize and respond to bullying and bias behavior

About the Presenter
- Conflict Resolution Specialist with over 6 years of practitioner experience and 10 years teaching experience in a diversified background in mediation, training, curriculum designing, teaching, and education.
- Mediated cases in community, family, divorce, child custody, multi-party, intra/inter-organizational, court-referred, and victim-offender.
- Trained locally, nationally, and internationally courses in mediation, conflict resolution techniques, anger management, conflict coaching, victim-offender conferencing, culture and diversity issues, and communication skills.
- Guest lecturer and professor in conflict resolution education, communication and conflict theory, and interpersonal communication.
- Educated in communication and conflict theory, anthropology, and martial arts.
Who is Good Shepherd Mediation Program?

Good Shepherd Mediation Program's mission is to encourage peace, reconciliation, and social justice through the use of mediation and other constructive conflict resolution processes.

GSMP Programs

Current programs of Good Shepherd Mediation Program include:
- Community Mediation
- Conflict Coaching
- Family Passages Initiative
- Divorce Mediation
- Child Custody Mediation
- Multi-party Mediation
- Meeting Facilitation
- Pre-hearing Conference Facilitation—Philadelphia Dependency Court
- Training and Consulting Services
- Peer Mediation, Anti-Bullying
- Conflict Resolution Skills Training, Restorative Practice, Diversity
- Juvenile Justice Services
- Juvenile Offender Diversion Programs/Youth Violence & Delinquency Prevention Workshops
- Victim-Offender Conferencing

Origins and a Productive Perspective

CONFLICT
Understanding Conflict

What words come to your mind when you hear/see the word "Conflict"?

What did the words that came out have in common? Why?

What is Conflict?

Conflict is the interaction of interdependent people who perceive incompatibility and the possibility of interference from others as a result of this incompatibility.

Assumptions of Conflict

Conflict is a normal part of any ongoing relationship
2. Conflict is related to change or the possibility of change
3. Conflict processes are often similar across conflict settings
4. Conflict occurs at various levels of intensity
5. Conflicts are either managed or resolved
Interdependence and Climate

I. Functional Climate [cooperative]
- Mutual gains
- Hallmarks:
  - Open, effective, honest communication
  - Shared information
  - Trusting, friendly atmosphere
  - Flexible
  - Coordination of effort
  - Energizing
  - Creative
  - Increased sensitivity to similarity

II. Dysfunctional Climate [competitive]
- Mutually exclusive goals
- Hallmarks:
  - Closed
  - Hostility
  - Tense
  - Differences between members emphasized
  - Stereotyping occurs
  - Droning
  - Communication is restrained; even misleading

Face and Conflict Escalation

- Face compounds conflict
- Relational level message can complicate conflict and its management
- Face issues can be implicit
  - Has elements of elusiveness and intangibility
- Face links to identity
  - Threats to identity are an important cause to conflict escalation

Reducing Identity-linked Conflict

<table>
<thead>
<tr>
<th>Perspective-Taking</th>
<th>Escalation-Limiting Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to step outside of one's own biases of relevance and see the situation from the other person's point of view.</td>
<td>Shared understanding in messages</td>
</tr>
<tr>
<td>Empathetic Listening</td>
<td>Awareness of how verbal/nonverbal behavior is perceived</td>
</tr>
<tr>
<td>Empathetic listening: skills show that you're listening to the other's words, thoughts, and feelings.</td>
<td>Disarming statements</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>Speak from own perspective</td>
</tr>
<tr>
<td>Means that you are thinking and acting in ways to promote a better understanding of the other.</td>
<td>Reflects what the other person had said, the other's feeling about what was said, and a request for clarification.</td>
</tr>
</tbody>
</table>
Conflicts affect emotional and cognitive thresholds.

- Anxiety within self and uncertainty [predictive/explanatory] of other affects behavior.
- Communication strategies on "auto-pilot".
- Inability to accurately interpret/predict other's behavior exacerbates conflict.

Conflicts: Constructive

- Conflict Resolution: Details and Attitudes
- Communication Strategies: Talk and Listen
- Identity Emotions: See Perspectives
- Outcome/Consequences: Act
Premises of Conflict

- Inevitable
- Situation
- Neutral

Viewing "conflict" in this way promotes positive actions in managing conflict

Conflict Management Styles

* Five ways we deal with conflict
  - Avoid
  - Compete
  - Accommodate
  - Compromise
  - Collaborate
Conflict Management Styles

- Compete
- Collaborate
- Avoid
- Accommodate
- Compromise

What do you see?

Which Style is Better?

- No style is universally better than another
- Appropriateness of style is context dependent
- One's tendency to manage conflict is context dependent
- Optimally, one should be able to use/adapt all styles
Implications of Culture on Conflict and Communication

CULTURAL DIVERSITY

What is Culture?

Visible
- Skin color
- Ethnicity
- Music
- Religion
- Hidden
- NV Behavior
- Beliefs

Hidden
- Visible
- Language
- Gender
- Age
- SES
- Clothing
- Ethnicity
- SES
- Social Interests/Hobbies
- Hidden
- Education
- Customs
- Values
- Family Upbringing
What is Culture?

Culture is the system of socially created and learned standards for perceiving and acting shared by members of an identity group.

--Nadler, Nadler, & Broome

Cultural Themes

- Social World
  - Individualism vs. Collectivism
- Time
  - Linear vs. Flexible
- Context
  - Low vs. High

Cultural Impact on Conflict and Resolution
Perspectives towards Conflict
- Conflict
  - Positive vs. Negative
- Addressing conflict
  - Competitive vs. Cooperative
  - Criteria for resolution
    - Resolution ("one-shot") vs. Management ("long-term")

Cultural Diversity and Conflict Resolution
- Recognize that one's culture is ultimately unique
  - Multi-culturalism extends beyond ethnicity
- Take cultural cues from others
  - E.g. types of messages (verbal/non-verbal)
- Success of conflict resolution/intervention is dependent on values of resolution
  - What you think is resolution may not be for the other

Review
Predominant West African Populations

<table>
<thead>
<tr>
<th>Socialization</th>
<th>Behavior</th>
<th>Norms</th>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children highly valued as potential workers &amp; supporters of family &amp; household</td>
<td>Neobare</td>
<td>Respect for young children; elder children at bottom of age hierarchy; puberty ceremonies for girls</td>
<td></td>
</tr>
<tr>
<td>Observation, interaction</td>
<td>Hard work, conflict, conflict mediation</td>
<td>Conformity, contribution, respect for older, respect for child</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Formal schooling attempted, little access to primary*</td>
<td>Elementary education expected, but stress family, high interest in higher education</td>
<td></td>
</tr>
</tbody>
</table>

Intercultural Themes
- Hundreds of ethnicities with varying degrees of differences/similarities in language, customs, religion, and traditions
- Gender/family roles affect expectations of boys and girls in different ways
- Socialization may affect learning styles and self-image of child
- Education is highly desired, but importance of formal schooling may not be understood
- Influence of local community changes cultural markers

Cultural Values Dimensional Grid
- Individualism
  - Stresses personal freedom and equality
  - Personal freedom, earned inequality
  - Recognizes authentic connections and equality
  - Obligation to others is strong; high inequality recognized
- Collectivism
  - Stresses group harmony, collective action, interdependence
  - Groups are highly valued and respected
  - Obligation to others is strong; low inequality recognized

*West African PDI Index 80/100
*West African VCI Index 15/100
*(Han Cerri, Hofstede Cultural Dimensions of West Africa)
Cultural Values and Conflict Resolution

- **1. Impartial**
  - Direct confrontation

- **2. Status-Achievement**
  - Able to voice opinions; does not expect change with superiors.
  - Among peers, direct or aggressive tactics

- **3. Communal**
  - Fair; consensus and collaborative procedure
  - Least common

Impact on Intercultural Conflict Resolution

- Recognize that cultural norms and expectations of conflict resolution are different between US and WA.
- In conflict, people tend to revert back to conflict behavior based on their cultural experiences.
- Influence of local community may alter conflict behavior.

Core Communication Skills to Create and Sustain a Constructive Climate

**CLASSROOM MANAGEMENT**
Defensive

- Evaluative statements
- Controlling statements
- Statements that sound strategic
- "neutral" communication
- Sounding superior
- Speaking with absolutism

Cooperative

- Use descriptive language
- Be problem-oriented
- Sound spontaneous, honest, and genuine
- Convey empathy
- Speak with equality
- Be provisional

Communication Strategies

Based on work by Jack Gibb

Slide 41

Ting
Listen Actively

Ear
Eye
Heart

Undivided Attention

Slide 42

Active Listening

Active listening involves our ability to:
- Hear
- See
- Feel
- Stay attentive to the other person

How do you do this?
Paraphrasing: 
Active Listening Component

Excessive 
- Show willingness to understand
- Show that you are listening
- Habit of mis-information
- Convey empathy
- Keep focus party from focusing
- View point to viewing situations objectively

Avoid 
- Making assumptions (do not understand)
- Repeating exactly what was said
- Repetition of 'off-the-record' paraphrases
- Interpreting your opinions expressing agreement/disagreement
- Restating inflammatory or derogatory statements
- Formulaic statements or statements

Paraphrasing
Paraphrase the following:

Students were standing in line and just got cleared into the pool by a couple
of kids so I swung my book bag and hit one of them in the eye. I really didn't mean
It was an accident. I didn't do anything.

Hallmarks of a quality paraphrase
- "Exactly" or "That's right!" or "You got it!"
- More or 'deeper' storytelling
- "That's not quite it...What do you mean..."
- New realizations or statements that show problem-solver potential

Positive Discipline
Encourage Cooperation through Talk
- Praise and raise self-esteem
- Engage Cooperation from Children
- Describe problem
- Give information (not demand)
- Use one word
- Write a note

Alternatives to Punishment
- Point out ways to be helpful
- Express strong disapproval
- State expectations
- Show how to make amends
- Give choices
- Take action
- Set Firm Limits through Language
- Focus on behavior
- Be direct and specific
- Use normal tone
- Specify consequences
- Support words or actions
How Bad is the Problem

- 30% of school kids regularly involved in bullying
- 15% of students severely stressed by encounters with bullies
- 8% are bullied at least once a week
- 160,000 students miss school every day because of fear of bullies
- 20% are scared throughout the day
- 10% of dropouts dropped out because of repeated bullying

What is Bullying?

- Bullying, unlike isolated conflicts between individuals, occurs when a student or group of students targets an individual repeatedly over time, using physical or psychological aggression to dominate the victims
- Repeated
- Intentional
- Goal is to Create and Enforce an Imbalance of Power
What are some myths of bullying?

- Bullying is just a "normal" part of childhood.
- Children who bully just suffer from low self-esteem.
- Victims just need to learn how to stand up for themselves.
- Victims bring bullying on themselves.
- Bullying only happens when physical violence is involved.
- Adults should stay out of it.

Consequences of Bullying

<table>
<thead>
<tr>
<th>More likely to carry weapons and/or sustain serious injury in a fight</th>
<th>Suffers high levels of anxiety and emotional stress</th>
<th>Experience problems associated with both groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likelihood of antisocial behavior increased</td>
<td>Depression, suicidal ideation greater</td>
<td>Trouble developing friendships</td>
</tr>
<tr>
<td></td>
<td>Physical/mental health issues higher</td>
<td>Report high degree of loneliness</td>
</tr>
</tbody>
</table>

How Can You Identify a Bully

- Student regularly engages in hurtful teasing, name calling or intimidation of others (especially those who are smaller and weaker)
- Student thinks s/he is superior to others (contemptuous)
- Student who encourages others to hurt smaller/weaker students
- Students who have little empathy
- Student who seem to desire power and control
Action Steps for Students
- Seek immediate help from an adult
- Report bullying/victimization incidents to school personnel
- Speak up and/or offer support to the victim when they see him/her being bullied
  - Example: picking up the victim’s books and handing them to him/her

Action Steps for Students
- Privately support those being hurt with words of kindness or condolence
- Express disapproval of bullying behavior by not joining in the laughter, teasing, or spreading of rumors or gossip.
- Attempt to defuse problem situations either single-handedly or in a group
  - Example: taking the bully aside and telling them to stop it

Action Steps for Students
- Remember that one of the most powerful people in reducing/preventing bullying behavior and escalated violence is the bystander!
School Wide Efforts to Prevent Bullying
- Assess your school's needs and goals.
- Develop an anti-bullying policy
- Provide training for teachers, administrators and staff
- Involve parents
- Identify resources for bullies, victims and families

Provide increased supervision where bullying tends to occur (playgrounds, bus stops, hallways, bathrooms)
- Integrate anti-bullying themes and activities into curriculum
- Integrate anti-bullying activities with other conflict education programs.

Keys to Success
- Administrators promote and adequately resource the program
- Implement a balanced, thoughtful written policy
- Administrators and teachers need to enforce the policy
- Integrated, long-term, inclusive efforts (no partial, one-shot deals)
- Should have an oversight committee to maintain the focus and quality of the program
Slide 58

Keys to Success
- Teachers must be trained to realize that their response to bullying is critical
  - Know how and be willing to comfort a victimized child
  - Lookout for problematic behavior and intervene even if the victim has not reported it
  - Do not bully students or colleagues
- Teach students strategies to reduce or respond to bullying incidents

Slide 59

Anti-Bias Programs
- Addresses core concepts of:
  - Importance of affirmation (self-worth, relational, cultural)
  - We all have biases towards others
  - We all have experienced bias against us
  - We may experience/commit acts of biases in the future
  - Communication and CR skills are necessary in order to effectively respond to bias and reduce our chances of committing perceived acts of bias

Slide 60

Guidelines for Bias Awareness
Everyone has something positive to offer and everyone respects that person’s right to offer something
- Remain open to new ideas (despite contradiction to own)
- Speak from own experience rather than someone else’s
- Participants should feel safe (e.g. confidentiality)
Anti-Bias Education
- Focuses on diversity awareness
- Acknowledge cultural differences within a diverse community
- Skill-building to interrupt bias
  - "I" Statements
  - Perspective-taking

Putting It All Together
- There are many factors that affect conflict behavior
- Conflict behavior is influenced by prior experiences
- Culture, identity, and face issues compound intercultural conflict
- Understanding individuals' cultures can reduce destructive conflict behavior and bias
- Viewing conflict in a neutral way can constructively influence conflict interaction and climate
- Bullying reduction/elimination depends on action on all levels (from students to administration to community)

Thank You!
Good Shepherd Mediation Program
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www.phillymediators.org
Randy Duque, MA
Managing Director
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rdsuite@phillymediators.org
Reference List


Managing Conflict and Diversity-Related Challenges in School Settings Post Test

Presenter: Randy Duque, MA
Good Shepherd Mediation Program
5356 Chew Avenue, Philadelphia, PA 19138

Read each question carefully and write T (true) or F (false) on the line next to the question.

1. ___ Culture is primarily a group or person’s ethnic background.

2. ___ Conflict is neither positive nor negative, but depends on how people conduct themselves and perceive their situation during conflict with each other.

3. ___ The five styles people deal with conflict are: avoid, compete, accommodate, persuade, and compromise.

4. ___ West African populations tend to practice a benevolent conflict approach which includes rarely directly challenging superiors and an expectancy for superiors to resolve low-level conflicts between peers.

5. ___ Children who bully usually suffer from low self-esteem.
Children's Crisis Treatment Center’s
West African Refugee Assistance Program (Tamaa)
School Trainings

**Presentation Topic 7:** “Understanding and Managing Sexually Reactive Children in the School Setting”

**Length of Presentation:** 2.0 Hours

**Presenters:** Julie Campbell, LCSW, Children’s Crisis Treatment Center

April 7, 2010
“Understanding and Managing Sexually Reactive Children in the School Setting”

Presentation Outline

I. Normative vs. Non-Normative Sexual Behaviors in Children
   A. Developmental Factors
   B. Cultural Factors

II. Possible Causes of Children’s Non-Normative Sexual Behavior
   A. Exposure
   B. Child Sexual Abuse

III. Managing Children Who Act Out Sexually in School
   A. How to Effectively Handle Sexual Remarks and Behaviors When They Occur in the Classroom/School
   B. How to Talk to Parents About Their Children’s Sexual Comments and Behaviors
   C. Ways to Handle Your Own Feelings About and Responses to Children’s Sexual Comments and Behaviors
   D. Prevention Strategies

IV. Making Appropriate Referrals
   A. Mandated Reporting
   B. How to Know When a Child May Need Additional Services
   C. Where to Refer Children for Additional Services
"Understanding and Managing Sexually Reactive Children in the School Setting"

Learning Objectives

Following this presentation, participants will be able to:

1. Recognize the difference between normative and non-normative sexual behaviors in children.

2. Understand the role that development and culture play in normative vs. non-normative sexual behaviors.

3. Identify potential causes of children’s inappropriate sexual behavior.

4. Identify and utilize simple strategies to respond to and prevent inappropriate sexual comments and behaviors in the school/classroom setting.

5. Recognize how children's sexual comments and behaviors affect others and identify ways teachers can respond in a healthy and productive manner.

6. Identify effective ways to talk to parents about their children's inappropriate sexual language and/or behavior.

7. Make appropriate referrals for additional services for children when indicated.
Tamaa Teacher's Educational Seminar:

Understanding & Managing Sexually Reactive Behavior in the School Setting

April 7, 2010

Julie Campbell, LCSW
Coordinator of Trauma-Focused Projects
Children’s Crisis Treatment Center (CcTC)

Children's Crisis Treatment Center (CcTC)
(215) 496-0707
www.cctckids.org

> Main Office: 1823 Callowhill Street
  Philadelphia, PA 19130

> Outpatient and Trauma Services:
  417 N. 8th Street (8th & Callowhill Street)
  Philadelphia, PA 19123
Children's Crisis Treatment Center (CcTC)

- Founded in 1971
- Dedicated to providing mental health services to young children (ages 18 mos. – 13 years)

Community-Based Services

School-Based Services

Center-Based Services – Including:
  - Therapeutic nursery program
  - General outpatient treatment
  - Specialized trauma-focused treatment

CcTC's Trauma Services Department

Trauma Assistance Program (TAP):
- Specialized treatment for children ages 18 mos. to 13 years who have experienced a traumatic event

Sexual Trauma Treatment Program (STTP):
- Specialized treatment for children ages 18 mos. to 13 years who have experienced a sexual abuse or assault within the past 1-2 years

Tamaa Program:
- School-based mental health & community-based case management services for West African children and families
Understanding & Managing Sexually Reactive Behavior in the School Setting

What is Normal Sexual Development In Children?
An Overview of Sexual Development
Birth – Adolescence

- Before birth, the human sexual response cycle begins.
  - The male fetus can become erect in utero
  - The female sexual response cycle is also functional before birth.

Sexual Development: Birth – Adolescence (Continued)

- There are no sexual inhibitions at birth
- Children’s sense of modesty, their positive & negative beliefs about their bodies, and about their genitals come from the world around them
Sexual Development: Birth – Adolescence (Continued)

➢ From ages 6 months to 1 year:

▪ Genital self-exploration & masturbation occur for both sexes

▪ As soon as babies can touch their bodies, they begin to explore their genitals

▪ This is normal curiosity and is not sexual

Sexual Development: Birth – Adolescence (Continued)

➢ By 2 years of age:

▪ Children are aware of their biological sex

▪ Show an understanding of sexual identity

▪ Very focused on toileting functions
Sexual Development: Birth – Adolescence (Continued)

➢ From ages 3 – 5:

- Can clearly affirm their own gender – “I’m a girl, not a boy.”

- Begin to conform to society’s messages about how females & males should act (toys, clothes, play activities, etc.)

- Often have specific names for sex parts

- Usually begin asking where babies come from

Sexual Development: Birth – Adolescence (Continued)

➢ From ages 3 – 5: (Continued)

- Curiosity with peers:
  - Games like “show & tell” and “playing doctor”
  - Not usually curiosity with a sexual focus, but rather, this is usually curiosity about the genital differences between boys & girls
Sexual Development: Birth – Adolescence (Continued)

➢ From ages 5 - 7:
  ▪ Modesty about nudity emerges
  ▪ Some curiosity about pregnancy & babies, but usually not much interest in the details
  ▪ Knows correct terms for male and female sexual parts
  ▪ May begin to masturbate in an organized way & understands that this is private

➢ From ages 7 - 9:
  ▪ Very little sex play with peers; may be thinking about it but usually does not touch peers
  ▪ If they are thinking about sexual things, they might draw sexual pictures
  ▪ Confusion about sexual facts - wants to know the truth
  ▪ Beginning interest in boy/girl relationships
  ▪ May talk about “having a boyfriend or girlfriend,” but this is not sexual
Sexual Development: Birth – Adolescence (Continued)

➢ From ages 9 - 11: (Pre-Adolescence)

- Play kissing games
- Self-conscious about own body & appearance
- Curious about details of how sex organs work
- Talks about sex and sexual things with peers
- Likes to say sexual words
- The first signs of sexual orientation occur (preference toward males or females - or both)

Sexual Development: Birth – Adolescence (Continued)

➢ From ages 11-13: (Early adolescence)

Girls:
- Beginning of body & pubic hair growth
- Breast bud development in most girls
- Menstruation has started (for some girls - as early as age 9)

Boys:
- A few begin having some body & pubic hair growth
- Some begin to have nocturnal ejaculation (“wet dreams”)
Sexual Development: Birth – Adolescence (Continued)

13 to 19 Years: (Adolescence)

- Full onset of puberty with the accompanying surge of hormones
- Rapid & noticeable body development in both boys and girls
- Interest in romantic activity & sexual interest
- The timing of this milestone depends heavily on religious & cultural factors

Society & Culture Affect Sexual Behavior in Children
Society & Culture Affect Sexual Behavior in Children

- Societal & cultural norms dictate what is considered "appropriate" age for onset of sexual activity

- Styles of acceptable sexual attitude and expression fluctuate historically & culturally between generally positive and generally negative polarities

- In some cultures, girls would feel disgraced by engaging in premarital or casual sex

- Yet, in the same culture, boys may be expected to engage in sexual activity before marriage

Regulating Social Influences on Sexuality

- The law influences the:
  - Development
  - Attitudes
  - Outcomes of sexuality

- Other central factors influencing sexuality:
  - Family values and messages
  - School environment
  - Media
Pennsylvania Law

- **Aggravated Indecent Assault:**
  
  When a person engages in penetration, however slight, with one who is:
  
  - Less than 13 years of age
  
  - Less than 16 years of age and the person is 4 or more years older

- **Statutory Sexual Assault:**
  
  - When a person engages in sexual intercourse with a complainant under the age of 16 years and that person is 4 or more years older

---

The School Environment Influences Sexual Behavior

- Schools have the power to develop programs relating to violence prevention, including efforts to prevent and respond to:
  
  - Sexual harassment
  
  - Bullying
  
  - Relationship violence
  
  - Rape

- These programs enable schools to foster responsible sexual behavior
What Is the Difference Between Sexual Harassment & Flirting?

➢ **Sexual Harassment Is:**
  - Any unwelcome behavior of a sexual nature that interferes with the life of the target. It is unsolicited and non-reciprocal.  
  
    (Shoop & Edwards, 1994)

➢ **Flirting Is:**
  - Reciprocal, flattering, and boosts self-esteem. It isn't demeaning or one-sided, and doesn't result in feelings of powerlessness.  
    
    (Strauss, 1992)

  - Students capable of distinguishing between teasing and bullying can tell the difference between flirting and sexual harassment  
    
    (Stein and Sjostrom, 1994) 23

Sexual Harassment Among Peers

➢ Generally, any behavior of a sexual nature that provokes undesirable, uncomfortable feelings in a target can be considered harassment. Repeated harassment is bullying (Sexual Harassment Guidance, 1997; Stein & Sjostrom, 1994)

➢ **Sexual Harassment Often Includes:**
  - Use of sexist terms
  - Sexual jokes
  - Comments about body parts
  - Sexual advances
  - Unwanted touching
  - Gestures
  - Taunting
  - Sexual graffiti
  - Spreading rumors about a peer's sexual identity or activity

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Experts agree that sexual harassment is about power, not about sex.

Sexual harassment is connected to deeply ingrained societal beliefs that:
- Women should be subservient to men
- "Real men" are macho

- Encourages boys to believe that harassment is an acceptable way to communicate with girls
- Media (and sometimes family behaviors) perpetuate these beliefs & stereotypes

Sexual Harassment in Schools

- Major Study - April 2008 Study (Fineran & Gruber)
  - More than 30% of middle- and high-school students may be victims of sexual harassment by their classmates
  - Problem of sexual harassment among peers is often dismissed as normal student behavior by school officials
  - Yet, the emotional toll of sexual harassment by school children appears to be even worse than physical bullying, according to new research

(April 2008, Sex Roles Journal)
Sexual Harassment in Schools (Continued)

➢ University of Michigan surveyed 522 children ages 11 to 18 about experiences with bullying and with sexual harassment in school:

▪ Overall, 35 percent of kids reported they had been victims of some form of sexual harassment.

▪ "It happens in gym, on the school bus, and when kids change classes," said Susan Fineran, co-author of the study. "And it's who you're sitting next to, who's sitting behind you and in front of you."

(Fineran & Gruber, April 2008)

Sexual Harassment in Schools (Continued)

➢ Boys & girls reported equal levels of harassment

➢ However, girls & sexual minorities were far more upset by it and suffered from:

▪ Lower self-esteem
▪ Poorer mental health
▪ Poorer physical health
▪ More trauma symptoms

(Fineran & Gruber, April 2008)
Sexual Harassment in Schools (Continued)

- Sexual harassment can be both physical & verbal

- Walking through school hallways or in classrooms, girls said they must fend off boys reaching out and squeezing their breasts or grabbing their crotch or bottom

- Girls also verbally harass each other, making lewd comments and writing sexually-charged allegations on Web pages or in text messages

(Fineran & Gruber, April 2008)

- Openly gay & lesbian students, as well as students perceived to be gay, are victimized at much higher rates.

- In the latest study, 70% of gay & lesbian students reported that they had been sexually harassed at school

- Name-calling is common, but humiliation often plays a role, such as pulling down a boy's pants in front of other students

(Fineran & Gruber, April 2008)
### Sexual Harassment in Schools (Continued)

- Schools often focus only on general bullying problems
- Researchers (Fineran & Gruber) argue that:
  - Sexual harassment is a distinct problem that should be addressed separately
  - The education law (Title IX), already exists to protect students from sexual discrimination & harassment
  - "Title IX protects everybody in school against this kind of behavior, but as soon as you call something 'bullying,' then it's just viewed as ill behavior that one student does to another student."

  (Fineran & Gruber, April 2008)

### Sexual Harassment in Schools (Continued)

- **School Responsibility:**
  - As with bullying, schools are ultimately responsible for creating an environment free of sexual harassment.
School Responsibility (Continued)

- Serious efforts to keep schools free of sexual harassment must include:
  - The commitment of the whole school community
  - A systemic, multidimensional approach
  - Long-term educational strategies
  - Goals to maintain an environment that fosters appropriate & respectful behavior
  - Cooperative interactions among students

School Responsibility (Continued)

- Use of only non-sexist curriculum & teaching methods:
  - To promote staff modeling of non-sexist behavior
  - To indicate clearly that harassment will not be tolerated

(Brandenburg, 1997; Protecting Students, 1999; Shoop & Edwards, 1994)
School Responsibility (Continued)

- **Student Education About Sexual Harassment:**
  - Must be age and grade appropriate
  - Should describe what types of conduct constitute harassment
  - Curriculum on human sexuality can cover harassment, but the problem can also be discussed in other courses (e.g., History; Social Studies; Contemporary Issues; English; Health Education)
  - Co-teaching by males and females "sends a powerful message...about the relevance of sexual harassment to both sexes."

  (Stein & Sjostrom, 1994) 35

Student Education About Sexual Harassment (Continued)

- Empowerment is one of the best ways to prevent harassment

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Schools Need To:

- Build students' self-esteem
- Teach assertiveness skills to enable students (especially girls) to express their feelings clearly & help them stop harassment when it occurs
- Teach boys & girls how to communicate each other in positive and respectful ways
- Discussion sex roles & gender stereotypes to provide valuable information about both sexes
- Curriculum should help students understand that engaging in harassment is a choice that someone makes

(Continued)

Every school (and district) should have a policy that prohibits all forms of sexual harassment and mandates equitable treatment for all students.

The policy should be comprehensive, clearly written, and sufficiently explicit so that students and parents, as well as educators, know what is expected of everyone.

A school's anti-harassment policy must be well-publicized throughout the school and community, through public posting and age-appropriate discussion.

The policy should also be provided to families.
Consequences for Sexual Harassment in School

The consequences for harassers should include re-mediation (apology) as well as punishment. They need to appreciate that their actions are harmful and to learn more acceptable behavior.

(Protecting Students, 1999)

The punishment should fit the offense in severity, both because that’s fair and because under- or over-reactions diminish respect for the problem of harassment.

(Stein, 1999)

Responding to Sexual Harassment in School

1.) Describe the behavior in terms that are clear and direct.

Example: “Jill, I heard you talking about another student’s private parts.”

2.) Respond by pointing out the impact on others.

Example: “I felt very angry when I heard you talk that way to her. The other students feel like avoiding you, because of the way you have talked to them.”

(British Columbia Ministry of Education, Special Programs Branch, 1999)
Responding to Sexual Harassment in School (Continued)

3.) **Confront** the student about the behavior using a strong tone of voice & wording to communicate a serious tone.

   Example: “You do not have the right to speak that way to anyone.”

4.) **Prohibit** the behavior or set limits. Give a consequence or tell the student what will happen if the behavior is repeated.

   Example: “This must stop! For the next week, you will work in the group only when I am present.”

(British Columbia Ministry of Education, Special Programs Branch, 1999)

Informing the Parents of the Sexual Harassment

➢ The principal or designated school staff member should:

   ▪ Contact the parents/guardians of both the student who initiated the sexual harassment and the student who was the recipient of the harassment
   ▪ Inform each of them about the incident
   ▪ The identity of the other students involved should be kept confidential.
   ▪ Meet with the parent of the student who initiated the harassment
   ▪ Offer to meet (separately) with the parent of the student who was the recipient of the harassment
Informing the Parents of the Sexual Harassment \( (\text{Continued}) \)

- During the parent/guardian meeting:
  - Discuss the student's behavior and the school's immediate response
  - Explain the school's procedure for responding to problem sexual behaviors & the next steps in helping the child control the behavior

\( (\text{British Columbia Ministry of Education, Special Programs Branch, 1999}) \)

Informing the Parents of the Sexual Harassment \( (\text{Continued}) \)

- During the parent/guardian meeting: (Continued)
  - Request parent involvement in decisions concerning the details of a safety & support plan for their child, and how it will be implemented
    - With a clear message that the school is ultimately responsible for the safety of all students
  - Offer school-based support for the student and/or refer the student and family for appropriate services in the community

\( (\text{British Columbia Ministry of Education, Special Programs Branch, 1999}) \)
Sexual Harassment vs. Sexually Reactive Behavior in Children

➤ Sexual harassment is usually connected to:
  ▪ power and control
  ▪ A desire to make the recipient feel "less than"

➤ Sexually reactive behavior is usually connected to one or more of the following:
  ▪ Lack of information and sexually curiosity
  ▪ Confusion about the rules of touching
  ▪ A history of being sexually abused

Problematic Sexual Behavior

➤ There is a wide range of problematic sexual behavior that can include:
  ▪ Sexual behavior indicating knowledge of adult sexual behavior that is beyond his developmental level
  ▪ A pattern of repeated normal sexual behavior, that does not respond to correction by adults
  ▪ Sexual behaviors that do not involve other students but do interfere with the student's own functioning (e.g., excessive masturbation)
  ▪ Sexual behaviors that significantly disturb other students

(British Columbia Ministry of Education, Special Programs Branch, 1999)
3 Common Types of Problem Sexual Behavior in Children

1.) Sexually Reactive Behavior

- Some (but not all) sexually abused children will initiate sexual behavior with other children to re-enact what they saw or experienced.
- Re-enactment is a way of unconsciously attempting to make sense of what the child saw or experienced.
- Reactive sexual behavior is usually impulsive and spontaneous.
- The child simply finds himself in circumstances that seem to trigger the memory of a past experience.

(British Columbia Ministry of Education, Special Programs Branch, 1999)
2.) **Sexualized Behavior**

- Children whose life experiences, such as emotional abuse, neglect, and/or sexual abuse, lead them to feel profoundly sad, lonely, or empty, may use sexual behavior to feel comforted.

- They may learn that the sexual behavior can help them cope with sadness and anxiety.

- Children with sexualized behavior often gravitate toward other children with similar problems and can become engaged in mutual sexual activity, and this can have a reinforcing effect.

- These children usually need treatment to assist them in managing the problem.

   (British Columbia Ministry of Education, Special Programs Branch, 1999)

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3.) **Coercive Sexual Behavior**

- Some children with a long history of powerlessness and physical and/or sexual abuse, or have witnessed violence, may engage in coercive sexual behavior that mimics behavior they have experienced or witnessed.

- Many of these children have few close friends and may engage in aggressive, bullying behavior to compensate for feelings of inadequacy. Sometimes this behavior has sexual components.

- These children may seek to befriend younger and/or smaller children with the goal of engaging them in sexual behavior, possibly using force or intimidation.

- Children with this type of problematic sexual behavior tend to plan their actions.
Understanding Sexualized Behavior in Young Children

➢ Sexual curiosity is normal among young children, though of course, not OK for young children to engage in sexual behavior with each other.

➢ This behavior should be addressed directly, yet in a sensitive manner.

➢ An educational, non-punitive approach is always the best place to start, especially with young children.

Responding to Sexualized Behavior in Young Children

➢ Remember that, for children who have been sexually abused, sexualized play with other children is a very common symptom of the sexual abuse.

➢ A Good Response:

   "I can see that you’re mixed-up about the rules of touching. You need to go back to your seat. In a few minutes, we’ll talk about the rules of touching."

➢ Then, take this moment to remind yourself to stay calm - taking some deep breaths is helpful.
Responding to Sexualized Behavior
in
the School Setting

The Goals of Responding to Sexualized Behavior

➢ To Help the Student Better Understand:
  ▪ The rules and expectations for appropriate behavior
  ▪ The effects of the behavior on the child & others
  ▪ To increase the communication between “at risk” students and the adults around them
  ▪ To increase the degree of empathy the child feels for those affected by the behavior.
  ▪ To increase the accountability, and the sense of self-control of the student over his behavior.

(British Columbia Ministry of Education, Special Programs Branch, 1999)
Goals of Responding to Sexualized Behavior (Continued)

- The goals of the interaction can be accomplished by:
  - Providing limits
  - Reminders of the rules & consequences
  - Encouraging students to accept responsibility for the behavior

(British Columbia Ministry of Education, Special Programs Branch, 1999)

Guidelines for Staff Responding to Sexual Behavior

- Whether behavior is observed directly or is reported to staff, it is essential to gather information first
  - Respond to the sexual behavior in a practical and preventive manner – these can be “teachable moments”
  - Do not shame or humiliate the child
  - Speak to the child in a direct and matter-of-fact manner
  - Students will realize that the adult is comfortable communicating directly about sexual behavior
  - Focus on communicating with empathy & accountability

(British Columbia Ministry of Education, Special Programs Branch, 1999)
**Guidelines for Staff Responding to Sexual Behavior**

- Talk with the child directly as soon as possible
- Find a *private* time and place to talk with the child about the incident
- If more than one child was involved, talk with each child separately
- If other children witnessed the incident, talk with each of them separately, as well

*(British Columbia Ministry of Education, Special Programs Branch, 1999)*

---

**Guidelines for Staff Responding to Sexual Behavior**

- **Ask open-ended questions to determine the nature of the incident:**
  - When did the incident occur?
  - Where did it occur?
  - Who was involved?
  - What were the students doing prior to the incident?
  - Be sure to explore how each student *feels* about what happened

*(British Columbia Ministry of Education, Special Programs Branch, 1999)*
Guidelines for Staff Responding to Sexual Behavior

➢ In private, ask the student who allegedly exhibited the behavior to tell what happened

➢ Listen to what the student says about the incident

➢ Pay attention to the student’s emotional state as well as the words expressed

➢ Follow-up with other appropriate school staff and the child’s caregiver

(British Columbia Ministry of Education, Special Programs Branch, 1999)

Guidelines for Staff Responding to Sexual Behavior

➢ Mandated Reporting - Concerns of Child Abuse:

▪ If there is a concern that the child may be in need of child protection, a Report of Suspected Child Abuse (CY-47) must be made

▪ Child Abuse Hotline # (800) 932-0313

(British Columbia Ministry of Education, Special Programs Branch, 1999)
Mandated Reporting - Concerns of Child Abuse: (Continued)

Note:
A General Protective Services (GPS) report can be called in the Philadelphia Department of Human Services (DHS) Hotline (215) 683-6100, even if the child has not disclosed being victimized, if there are any concerns about:

- The child's safety
- The level of supervision
- Exposure to adult sexual behavior or material

This enables DHS to explore general concerns without a formal (CY-47) report.

Informing Caregivers About Sexualized Behavior

- An appropriate school staff member should inform the parents or guardians of both students about the incident.
- Explain the level of concern connected with the behavior (this will depend on the nature of the incident).
- Inform the parents about how the student’s behavior has been dealt with at the school.
- Encourage parents to reinforce the message at home.
- To protect the privacy of the other student(s), do not share their identity.

(British Columbia Ministry of Education, Special Programs Branch, 1999)
Handling Our Own Feelings & Responses To Children's Sexualized Behavior

Strategies for Responding To Sexualized Behavior

➢ Education & information
➢ Permission for *normal* sexuality
➢ Support around feelings
➢ Explore safety concerns
➢ Rule out un-treated sexual abuse
**Referring Children for Treatment**

Children should be referred for treatment when:

- They have disclosed untreated sexual abuse – all children who have been sexually abused can benefit from a course of treatment to address the effects of the sexual abuse.

- Children whose sexualized behavior does not respond to the combined interventions of school and family, should also be referred for treatment to address the underlying issues related to the pattern of behavior.

**Responding To Sexualized Behavior**

- An effective school response to children’s problem sexual behaviors has 3 goals:
  1. **Encourage Communication**
     Adults provide a model for the child by being able to talk clearly and calmly about the sexual behavior.
  2. **Develop Empathy**
     Adults can help the child to recognize & interpret cues that signal others’ feelings and needs, and about the impact of the child’s behavior on others.
  3. **Promote Accountability**
     Adults help the child develop the ability to “catch” his or her thoughts, recognize thinking errors, and understand that behavior does not “just happen.”

(Ryan, 1998)
### Resources for Treatment for Children

**Children's Crisis Treatment (CcTC) (215) 496-0707**

- Specialized outpatient treatment for victims of sexual abuse and other traumatic events (ages 18 mos.- 13 years)
- School-based programs for children
  (ages 6 – 13 years)

**Joseph J. Peters Institute (215) 701-1560**

Specialized outpatient treatment for victims & offenders of sexual abuse (including juvenile sex offenders)

**Families covered by Medical Assistance can also contact:**

**Community Behavior Health – (215) 413- 3100**
(For additional resources for treatment)

### Prevention- Teaching Boundaries in the Classroom:

- **Personal Space:**
  Boundaries for personal space should be taught in pre-school & should be reinforced throughout the school years

- **Types of Touch:**
  Teach and reinforce the boundaries of appropriate touching with children of all ages – including intimidating touch (bullying)

- **Discuss & Respond:**
  Frequent discussions & immediate responses to both sexual harassment and sexual behavior - most effective way to address & prevent problem behavior
In Conclusion...

➤ Setting limits on sexual behavior needs to be balanced with acceptance, praise, understanding, and patience for the student.

➤ Remember that, the sexual behavior is only one aspect of the child’s behavior.

➤ No matter how shocking the behavior, or how others feel toward the student, he or she is “more than a sexual problem.”

(British Columbia Ministry of Education, Special Programs Branch, 1999)

A Helpful Resource for Schools

The British Columbia Ministry of Education Manual:

“Responding to Children’s Problem Sexual Behaviour in Elementary Schools: A Resource for Educators”

➤ This Manual is Available on the Internet at:

http://www.boed.gov.bc.ca/specialed/docs/probxexbehave.pdf

(British Columbia Ministry of Education, Special Programs Branch, 1999)
Seminar Post-Test

Topic: “Responding to Sexually Reactive Children in the Classroom”

Participant’s Name: ________________________________

Please Circle True or False for Each of the Following Statements:

1. The human body has the capacity to experience sexual pleasure from birth.

   True   False

2. For young children, some sexual curiosity with peers of the same age is normal.

   True   False

3. When children of the same age engage in sexual play with each other, it is best to respond with punishment.

   True   False

4. Masturbation is a normal part of sexual development for boys but not for girls.

   True   False

5. Sexually reactive behavior is a common symptom in children who have been sexually abused.

   True   False

6. Sexual harassment only occurs among adults and not among children.

   True   False

(Over)
7. Issues of sexual behavior among children in school should be handled by the school only, and parents should not be involved in this problem.

True  False

8. Sexual harassment is the same as sexual reactivity among children.

True  False

9. Children who call each other "gay," are engaging in harmless teasing.

True  False

10. Sexual harassment only includes males harassing females and does not include females harassing males.

True  False

FOR CcTC STAFF USE ONLY:  (Note: Passing Score = 5 or More Correct Answers)

Post-Test Score (Total # of Correct Answers): ______________

The Participant Who Completed This Post-Test:

_____ Has Passed this Post-Test

_____ Has Not Passed this Post-Test

CcTC Staff Representative’s Name & Signature:

Name (Print): _____________________________________________

Signature: ___________________________________________ Date: __________________
Tamaa School Training Evaluation Form

Topic: ____________________________ Date: _________________

Ratings

(5 = STRONGLY AGREE)

For each of the following statements, please indicate your opinion by circling one of the five rating numbers:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>No Opinion</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My expectations for this workshop were met.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. This information is important for educators to know.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. This workshop addressed a need in our schools.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Implementation of workshop content will be beneficial to me professionally.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The content of the workshop was appropriate for the time allowed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The presenter was knowledgeable about the topic.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The presenter was easy to understand.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The presenter was engaging.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Feedback

1. What strategies/techniques presented at this workshop did you find to be the most useful?

2. Do you have any suggestions and/or ideas that will assist us in future workshops on this topic?

3. What other training topics would you suggest as follow-up to this workshop?

Degree of Change

For each of the following four types of change, please indicate the degree of change you have experienced as a result of this workshop by circling one of the four rating numbers:

<table>
<thead>
<tr>
<th>Type of Change</th>
<th>None</th>
<th>Slight</th>
<th>Moderate</th>
<th>Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Informational Change: an increase in your awareness and understanding of the subject matter of the training program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Behavioral Change: an increase in your ability to apply the subject matter of the training program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Attitudinal Change: a modification of your beliefs and perceptions related to the subject matter of the training.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
4. **Motivational Change:** an increase in your desire to be involved with activities related to the subject matter of the training program.

---

**Demographics**

Please complete the following four items by marking the appropriate box or writing on the provided line:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender:</td>
<td>[ ] Male</td>
<td>[ ] Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Education:</td>
<td>[ ] Less than a High School Diploma</td>
<td>[ ] Master Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] High School Diploma or equivalent</td>
<td>[ ] Specialist Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] Bachelor Degree</td>
<td>[ ] Doctorate Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. School:</td>
<td>(Please write in what school you work at or your child attends)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Role:</td>
<td>[ ] Special education teacher</td>
<td>[ ] Parent</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>[ ] General education teacher</td>
<td>[ ] Nurse or Health Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] Paraeducator</td>
<td>[ ] Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[ ] School counselor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>[ ] Administrator</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

---

**Optional:**

May we contact you for additional information about this workshop, if needed?

Name: ___________________________ Day telephone: (______) __________

E-mail address: ________________________

---
**CONTINUING PROFESSIONAL EDUCATION LEARNING EXPERIENCE EVALUATION**

**Title of Activity**

**Dates**

**Instructor(s)**

Please respond to each item by circling the number which best describes your opinion. (5 = Excellent through 1 = Poor.)

<table>
<thead>
<tr>
<th><strong>A. Course/activity Content</strong></th>
<th><strong>Excellent</strong></th>
<th><strong>Poor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course/activity was well organized.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. Course/activity objectives were clearly stated.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3. Activities and assignments were relevant to objectives.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4. All necessary materials/equipment/resources were provided or made readily available.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

5. Which form(s) of evaluation were used to assess your achievement of the learning experience's objectives? Please check as many as applicable.

- [ ] Abstracts
- [ ] Lesson plan
- [ ] Exam
- [ ] Report
- [ ] Journal
- [ ] Term paper
- [ ] Project(s)
- [ ] Plan of implementation
- [ ] Observation
- [ ] Practicum

Other (please specify):

6. Additional comments:

---

<table>
<thead>
<tr>
<th><strong>B. Course/activity Instruction</strong></th>
<th><strong>Excellent</strong></th>
<th><strong>Poor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor was well prepared for class.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2. The instructor was knowledgeable in the subject area.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3. The manner of presentation of the material was clear.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4. The instructor employed effective teaching strategies/techniques.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. The instructor was objective and equitably interacted with the class.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
6. Additional Comments:

C. Questions

Please take a few moments to respond to the following questions. Your answers will greatly assist us in determining how to improve continuing professional education course offerings.

1. What were the strengths of this course/activity?

2. What were the weaknesses?

3. Could this course/activity have been more helpful to you? Please specify.

4. Should this course/activity be offered again?

5. What changes would you recommend?

6. If this course/activity is offered again, should the same instructor teach it?

7. Did the course/activity announcement/description statement have enough information for you to make a sound enrollment decision?

8. What (if any) changes would you suggest for the course/activity announcement/description?

9. What other course/activity subject matter would interest you?

10. Can you recommend future instructors?

D. Additional comments:
# Teacher's Educational Seminar Presentations

**S. Weir Mitchell Elementary School 2009/2010’ Academic Year**

<table>
<thead>
<tr>
<th>Presentation Topic</th>
<th>Dates</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>“Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States” - Part I</td>
<td>Wednesday, October 7, 2009</td>
<td>Dr. Richard DeGourville</td>
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<tr>
<td>“Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States” - Part II</td>
<td>Wednesday, November 4, 2009</td>
<td>Dr. Emeka Nwadiora</td>
</tr>
<tr>
<td>“Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience”</td>
<td>Wednesday, December 2, 2009</td>
<td>Portia Kamara, Dr. Emeka Nwadiora</td>
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<tr>
<td>“Responding to Children with Different Learning Styles and Learning Background in the Classroom”</td>
<td>Wednesday, January 6, 2010</td>
<td>Dr. Richard DeGourville</td>
</tr>
<tr>
<td>“Understanding and Responding to Traumatized Children in the School Setting”</td>
<td>Wednesday, February 3, 2010</td>
<td>Julie Campbell</td>
</tr>
<tr>
<td>“Managing Conflict and Diversity-Related Challenges that Arise in the School Setting”</td>
<td>Wednesday, March 3, 2010</td>
<td>Randy Duque</td>
</tr>
<tr>
<td>“Understanding and Managing Sexually Reactive Children in the School Setting”</td>
<td>Wednesday, April 7, 2010</td>
<td>Julie Campbell</td>
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</table>
Tamaa School Trainings

"Understanding and Managing Sexually Reactive Children in the School Setting"

April 7, 2010

Julie Campbell, LCSW
Children's Crisis Treatment Center
Coordinator of Trauma-Focused Projects/
Trauma Services Department Supervisor

Staff Attendance:

<table>
<thead>
<tr>
<th>Staff</th>
<th>2</th>
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<tbody>
<tr>
<td>Counselor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
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</table>

- Principal
- School Transportation Driver
Managing Conflict and Diversity-Related Challenges That Arise in the School Setting

March 3, 2010

Randy Duque, MA
School & Community Services Manager
Good Shepherd Mediation Program

Staff Attendance:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Staff</td>
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<td>Teacher</td>
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- Principal
- School Transportation Driver
**Tamaa School Trainings**

"Understanding and Responding to Traumatized Children in the School Setting"

February 3, 2010

Julie Campbell, LCSW
Children's Crisis Treatment Center
Coordinator of Trauma-Focused Projects/
Trauma Services Department Supervisor

**Staff Attendance:**

<table>
<thead>
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<th>Role</th>
<th>Attendance</th>
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<tr>
<td>Staff</td>
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- Principal
- School Transportation Driver
"Responding to Children with Different Learning Styles and Learning Backgrounds in the Classroom"

January 6, 2010

Dr. Richard DeGourville, Ph. D.
Director, Educational Services
African Cultural Alliance of North America

Staff Attendance:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Staff</td>
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<td>Teacher</td>
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<td><strong>24</strong></td>
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- Principal
- School Transportation Driver
Tamaa School Trainings

"Overcoming Barriers to Parental Involvement and Engaging West African Families in their Children's School Experience"

December 2, 2009

Dr. Emeka Nwadiora, Ph. D., DSW
Associate Professor of Human Behavior
Temple University
School of Social Administration &
Portia Kamara, MSW Executive Director
Multicultural Community Family Services

Staff Attendance:

<table>
<thead>
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<th>Role</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
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</tr>
<tr>
<td>Counselor</td>
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<td>Teacher</td>
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</tbody>
</table>

- SSA (Supportive Service Assistant) x 4
- School Disciplinary x 2
- Food Service x 2
- Noontime Aids x 2
Tamaa School Trainings

"Understanding the West African Refugee Experience and its Impact on School and Family Life in the United States - Part II"

November 4, 2009

Dr. Emeka Nwadiora, Ph. D., DSW
Associate Professor of Human Behavior
Temple University
School of Social Administration

Staff Attendance:

<table>
<thead>
<tr>
<th>Staff</th>
<th>14</th>
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<tbody>
<tr>
<td>Counselor</td>
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<tr>
<td>Teacher</td>
<td>7</td>
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<td>Total</td>
<td>22</td>
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</table>

- Principal
- Librarian
- C&E
- School Disciplinary
- SSA (Supportive Service Assistant) x 3
- ESOL x 2
- Food Service x 2
- School Transportation Driver
- School Social Worker x 2
Tamaa School Trainings

"Understanding the West African Refugee Experience and its Impact on School and Family Life in the United States - Part I"

October 7, 2009

Dr. Richard DeGourville, Ph. D.
Director, Educational Services
African Cultural Alliance of North America

Staff Attendance:

<table>
<thead>
<tr>
<th>Role</th>
<th>Attendance</th>
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<tr>
<td>Staff</td>
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<tr>
<td>Counselor</td>
<td>0</td>
</tr>
<tr>
<td>Teacher</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
</tr>
</tbody>
</table>

- Librarian
- Noontime Aids
- SSA (Supportive Service Assistant) x 2
- Principal
- C&E
JULIE CAMPBELL, LCSW

Children's Crisis Treatment Center (CcTC)
417 N. 8th Street, Suite # 402
Philadelphia, PA 19123
Telephone: (215) 496-0707, Xt. 1424
e-mail: jcampbell@cctckids.org

EDUCATION

COUNCIL FOR RELATIONSHIPS
AAMFT Post-Master’s Certification in Marital / Family Therapy, July 1991

UNIVERSITY OF PENNSYLVANIA
Master of Social Work, May 1983
Specialization: The Urban Family

VASSAR COLLEGE
Bachelor of Arts, May 1981
Major: Psychology  Minor: Elementary Education
Special Study: Elementary School Teaching Internship - Oxförd, England: Fall 1979

CLINICAL EXPERIENCE

CHILDREN’S CRISIS TREATMENT CENTER (CcTC)

Coordinator of Trauma-Focused Projects/Trauma Services Clinical Supervisor
September 2005 – Present

* Provide weekly supervision to several full-time trauma services clinicians in CcTC’s specialized trauma-focused outpatient treatment program, which includes overseeing clinicians’ ongoing treatment of children and their families who have experienced or witnessed physical or sexual abuse or violent/traumatic events.

* Provide clinical training to staff on-site and to other organizations on trauma-related topics such as understanding the emotional effects of trauma, understanding grief and loss, the treatment of sexual abuse, and preparing children for court hearings.

* Participate in several trauma-focused collaborative projects in the community related to the areas of children’s exposure to domestic violence and crisis responses in schools

Coordinator of Clinical Training/Trauma Services Clinician & Supervisor
August 1999- September 2005

* Provided outpatient trauma-focused psychotherapy to children and their families who have experienced or witnessed physical or sexual abuse or violent/traumatic events
* Provided trauma-focused group treatment to West African children exposed to war trauma

* Provided clinical supervision to clinicians and/or graduate interns in the agency’s Trauma Services Department

* Accompanied children and their families to court proceedings related to the child’s trauma

* Participated in special projects with community organizations such as the Philadelphia District Attorney’s Office and Children’s Hospital of Philadelphia regarding traumatized children

* Participated in developing the agency’s training program

* Provided clinical training to staff on-site and to other organizations on trauma-related topics such as understanding the emotional effects of trauma, understanding grief and loss, the treatment of sexual abuse, and preparing children for court hearings

**Director, Trauma Assistance Program,** January 1992 - January 1994

* Provided trauma-focused psychotherapy to children and families following a traumatic event

* Administered the program contract through the Philadelphia Office of Mental Health

* Supervised the Mental Health Assistant in the Trauma Assistance Program

* Consulted with other agencies and provided training around trauma-related issues

**Child and Family Social Worker,** September 1983 - April 1987

* Provided counseling and in-home (SCOH) services to families of developmentally delayed preschool children in the agency’s therapeutic nursery

* Treated children using ongoing play therapy to address a variety of emotional issues

* Supervised graduate social work interns

**JOSEPH J. PETERS INSTITUTE (JJPI)**

**Program Coordinator, Child & Family Program,** May 1998 – July 1999

- Supervised program therapists around clinical treatment of sexually abused children/families

- Provided family reunification treatment to sexual abuse victims and their juvenile sex offenders

- In collaboration with a colleague, developed and published a clinical model for family reunification of juvenile sex offenders and their victims

- Participated in administrative team meetings and performed administrative duties related to supervision and staff development
JOSEPH J. PETERS INSTITUTE (JJPI) (Continued)


* Provided psychotherapy to sexually abused children ages 2 through 18, as well as to adult survivors of childhood sexual abuse
* Coordinated sexual abuse cases with the District Attorney’s Office and testified in criminal and family court hearings
* Conducted trainings for other organizations concerning various aspects of sexual abuse
* Completed assessments of sex offenders and provided individual/family therapy to sex offenders

CHILDREN’S HOSPITAL OF PHILADELPHIA (CHOP)

Sexual Abuse Social Worker, October 1993 - June 1995

* Screened and coordinated all referrals for the Child Abuse Referral and Evaluation (CARE) Clinic, which specialized in providing medical examinations of sexually abused children
* Provided psychosocial assessments and supportive guidance to sexually abused children who were medically evaluated in the CARE Clinic
* Consulted with the CARE Clinic physician and medical staff around sexual abuse cases
* Coordinated with outside agencies and provided case consultation and training around sexual abuse issues

CAMCARE COMMUNITY MENTAL HEALTH CENTER

Child & Family Therapist, April 1987 - June 1988

* Provided ongoing treatment to children and adolescents, focusing on issues of school problems, sexual abuse, behavior problems, depression, and divorce
* Provided individual, marital, and family therapy to adults, including crisis intervention

ADDITIONAL CONSULTATION AND EXPERIENCE

WAGNER PSYCHOLOGICAL ASSOCIATES

Staff Psychotherapist (Group Private Practice), August 1991 - May 1997 (Part-Time)

* Provided psychotherapy to children, families, adults, and couples with a range of problems
PROJECT RAINBOW


* Provided ongoing supervision to the social worker who coordinated the children’s clinical treatment program

RUTGERS UNIVERSITY, SCHOOL OF SOCIAL WORK

Course Instructor, Fall Semester, 1992

* Taught graduate school course titled, “Intervention in Problems of Human Sexuality”
* Planned and conducted each lecture; developed assignments/exams; provided course grades

PUBLICATIONS

“A Model for Therapists to Assess Readiness for and Provide Reunification Treatment to Juvenile Sex Offenders and Their Victims—The S.A.F.E.R. Model,” by Bert Harris, M.A., L.P. and Julie Campbell, MSW, LSW. The Sex Offender: Current Treatment Modalities and Systems Issues, Volume IV, Barbara K. Schwartz, Ph.D., Editor, Civic Research Institute, 2002

TRAININGS CONDUCTED

National and International Conference Presentations:

• Refugee Children: Innovative Approaches to Complex Problems
  The International Society for Traumatic Stress Studies (ISTSS) Annual Conference
  New Orleans, LA, November 2004

• A Treatment Model for the Reunification of Juvenile Sex Offenders and Their Victims
  Association for the Treatment of Sexual Abusers (ATSA) Annual Conference; Vancouver, British Columbia, October 1998

Trainings Provided through the American Prosecutor’s Research Institute, National Center for the Prosecution of Child Abuse (Alexandria, VA):

  o Family Assessment and Treatment in Child Sexual Abuse Cases
    Morgantown and Charlestown, West Virginia; Two half-day trainings, September 1994

  o Enlisting the Non-Offending Parent in the Prosecution of Child Sexual Abuse
    Scottsdale, Arizona; Half-day training, June 1994

  o Enlisting the Non-Offending Parent in the Prosecution of Child Sexual Abuse
    Stowe, Vermont; Half-day training, June 1993

  o Developmental Issues in the Prosecution of Child Sexual Abuse
    West Palm Beach, Florida; Half-day training, June 1993
Philadelphia Area Presentations:

- **Understanding the Effects of Grief and Loss on Children and Families**
  Clayton Summer Institute, Clayton NJ; June 2007

- **Understanding the Effects of Traumatic Events on Children**
  Clayton Summer Institute, Clayton NJ; June 2007

- **Understanding the Emotional Needs of Infants and Toddlers**
  Children’s Hospital of Philadelphia, Starting Young Program; February and May 2007

- **Connecting with Abused and Traumatized Children**
  The Support Center for Child Advocates; November 2007; November 2006; March and November 2005; April 2004; and February, June, and November 2003

- **Working With Traumatized Children**
  Pennsylvania Commission on Crime and Delinquency (PCCD) – Annual Conference; Penn State University, July 2006

- **Responding To Children and Families Who Experience Violence**
  Philadelphia Health Management Corporation (PHMC); Panel Discussion, May 2003

- **Understanding the Impact of Family Violence on Children**
  Women In Transition; April 2003

- **I Saw it Happen: Witnessing Violence and Critical Intervention**
  The National Liberty Museum’s Anti-Violence Seminar; Panel Discussion, October 2002

- **Treatment of Sexually Abused Children and their Families**
  The Supportive Child/Adult Network (SCAN); Half-day training, February 2002

- **Working with Sex Offenders in Community Settings**
  Northwestern Human Services; Two half-day trainings, November 2000

- **Preparing Child Witnesses for Court**
  Philadelphia District Attorney’s Office, September 2000

- **Confronting the Challenges of Sexual Abuse: Family Treatment with Sexually Abused Children**
  - Conference sponsored by Joseph J. Peters Institute, May 1999

PROFESSIONAL CREDENTIALS

License in Clinical Social Work, Commonwealth of Pennsylvania (License # CW015749)
CURRICULUM VITAE
EMEKA NWADIORA

HOME ADDRESS
512 Drew Avenue
Swarthmore, PA 19081
(610) 544-9448

WORK ADDRESS
Associate Professor.[Tenured 1996]
Temple University,
School of Social Administration
Ritter Annex, Room 585
Philadelphia, PA 19122
(215) 204-1203
Email: nwadiora@temple.edu

EDUCATION

December 2009 J.D. Doctor of Jurisprudence
Hofstra University, School of Law.
Hempstead, New York, 11549.
Areas of Interests: International Human Rights Laws,
Family Law, Law and Psychiatry, Immigration Law,
Asylum Law, Health Law, Mediation Law

August to Dec, 2008 Legal Intern, Community Legal Assistance Corporation,
Hofstra University, School of Law, Political Asylum Clinic.

Hofstra University School of Law & The Institute for the Study
of Conflict Transformation.

December 2002 Ph.D. Doctor of Philosophy, College of Liberal Arts, African
American Studies Department, Temple University, Philadelphia,
PA 19122
Major: African, African American, Afro-Caribbean Literature
Philosophy, History and Religions, and Languages.(Second
Doctorate)
Dissertation Topic: “God in Africa, Towards a Unitized Pan
African Liberation Theology.”

1996/1997 Graduate courses in: Documentary and International Films,
Journalism, Poetry and Creative Writings: Temple University,
School of Communications, Philadelphia PA, 19122.

June 1994 Advanced Certificate for Culturally Competent Human Services
School of Social Administration, Multicultural Training and Research Institute, Temple University, Philadelphia, PA

June 1991
Dissertation Topic: “Acculturative Stress Among Amerasian Refugees”

May 1987
Master of Social Work (Community Organization / Group Work)
University of Connecticut School of Social Work.
Hartford, CT.
Thesis “Art Therapy with the Mentally Ill”

May 1985
Masters of Education in Counseling: Completed 30 Credits of the 36 credits and internship [St. Johnsbury Community Corrections Center]Required for the Master of Education degree.
Lyndon State College, Lyndonville, Vermont.
Thesis “Depression among College Students”

May to Dec 1984
Took graduate courses in Liberation Theology, Black Theology, African Theology and Western Theology, Studied the theologies of Barth, Bonhoeffer, Tillich, Gilmore Neibhur, Rashenbush, Maritain, Raines Cone, Roberts, Martin King, Eric Lincoln, Guetirez, Boff, Bonino, Boesak, Tutu, Naude, Berryman Coffin

May 1982
Bachelor of Science (Psychology)
Lyndon State College, Lyndonville, VT.
Thesis “The Major Storms and Stresses of Adolescence”

May 1980
Diploma (Special Education)
Federal College of Special Education
Oyo, Nigeria
Thesis, “Use of Sign Language in Teaching High Schools”

May 1973
Diploma (Education: Certification to teach K1 to 10th Grades)
A.B. Teachers College
Minna, Niger State, Nigeria

Languages Spoken:
And taught at Upenn Igbo, Hausa, Gwari and some Yoruba

TEACHING AND RESEARCH EXPERIENCE:

Languages Spoken:
And taught at Upenn Igbo, Hausa, Gwari and some Yoruba

TEACHING AND RESEARCH EXPERIENCE:


June 1973 - May 1989
Elementary School Instructor
Local Government Elementary School
Kontagora, Nigeria, 1973

Instructor
Government Teacher's College, Minna, Nigeria, 1975

Instructor
Ladigbolu Grammar School, Oyo, Nigeria, 1980

Instructor (part-time)
Miller Run School, Sheffield, VT, 1983

Special Education Instructor (part-time)
Department of Social and Rehabilitation Services
St. Johnsbury, VT, 1983

Instructor / Counselor (part-time) - Child and Family Development
Center Head Start Program
St. Johnsbury, Vermont, 1982

Instructor / Counselor (part-time) - Upward Bound
Lyndon State College, Lyndonville, VT, 1983

Teaching Assistant / Research Assistant
Howard University School of Social Work
Washington, DC, Sept. - May, 1989

June 1989 - June 1990
Assistant Professor / Director Field Education
M.S.S.W. Program, Springfield College, School of Human Services, Springfield, MA

July 1990 - August 1992
Assistant Professor - M.S.S.W Program
School of Human Services, Springfield College
Springfield, MA
Courses Taught:

- Social Welfare Policy
- Human Oppression
- Theories of Counseling
- Social Work Research
- Institutional Racism

Adjunct Professor - Greenfield Community College
Greenfield, MA
Courses Taught:

- Human Growth and Development
- Introduction to Sociology

September 1992 - Present  Associate Professor of Human Behavior
Temple University
School of Social Administration
Philadelphia, PA  19122

1992 - Present  Visiting Professor of Family Studies
Department of African-American Studies
Temple University
Philadelphia, PA  19122: Courses Taught, “The Black Family”,
“African Religions,” and “Ideas of God in Africa”.

1997—1999  Affiliate Professor of Intellectual Heritage, Temple University,
Department of Intellectual Heritage:College of Liberal Arts,
Temple University: Courses taught: Freud, Marx, Focault,
Plato, Aristotle, Balzac, Weber, Locke, Derrida, Camus, Bouvier
Achebe, Ngugi, Odera, Houtonji, Soyinka, Breytenbach, Armah
Fanon, Freire

1992-1997  Adjunct Professor of Sociology and Social Welfare
Widener University
Center for Social Work Education
Chester, PA. courses Taught “Sociocultural Foundations of Human
Behavior”, “Social Welfare Policy”

2002 —Present  Adjunct Professor of Africana Literature
University of Pennsylvania, Center for Africana Studies,
Courses Taught: Africa and Diaspora Literature.
The African Studies Center, University of Pennsylvania, PA.
Courses Taught: Igbo Language: Elementary, Intermediate and
Advanced Levels, African Philosophy.

1996—  Earned Tenure and Promotion—Assistant to Associate Professor.

TEACHING AREAS OF INTEREST AND SPECIALIZATIONS:

- Western Civilizations from Freud, Focault to Marx, Ghandi, Malcom, Locke,
  Douglas, Weber, etc.
- African Philosophy, African Religions, Comparative African and Diaspora
  Lit.
- Displaced Populations
- Institutional Domestic and International Racism and Sexism
- Law and Human Rights
Social Interventions with Displaced Populations
- Refugees
- Immigrants
- Homeless
- Sojourners
- Exiles
- Migrants
- Multicultural Social Work Practice & Policy
- Black Families, African Families AfriCaribbean Families
- Elementary, Intermediate and Advanced Igbo, Elementary Hausa.

External Reader, Ph.D. Committee Member for the following Doctoral Candidates/Dissertations
5. Wendy Trout: An Afrocentric Analysis of Root Medicine as Spiritual Practice among the Gullah People in Low Country South Carolina.


Ibram Henry Rogers: The Black Campus Movement: An Afrocentric Narrative History of the Struggle to Diversify Higher Education: Temple University, November 2009

**CLINICAL AND SOCIAL WORK EXPERIENCE:**

1982 to 1985 Counselor, Lyndonville Home for the Mentally Retarded Lyndonville, VT, 1983 part time

Dec 1982 to 1985 Residential Director Mount Eustis Group Home, Littleton, NH, 1984

Counselor, St. Johnsbury Community Correction Center 1984 (part-time)

1983 to 1987 Art Therapist, for the Mentally Ill Androscoggin Valley, Mental Health Center Berlin, New Hampshire, 1984-1987

1985--1987 Clinical Intern - Group Work with the Elderly North Country Rehabilitation Center for the Elderly Franconia, NH, 1986
Social Worker for the Mentally Ill
Anchor Mental Health, New Hampshire Ave.
Washington, DC, August 1987 - May 1988

May 1987—Dec 1987 Clinical Therapist for the Mentally Ill
Threshold Services, Inc., Silver Spring, MD

July 1990 - August 1991
Therapist, Institute at Newton
Springfield, MA (part-time)

January 1993  Consultant, Therapist
Sept. 1993  Philadelphia Intercultural Family Services
Philadelphia, PA

Working with Adjudicated Juveniles.

609 Sedgwick Road, Philadelphia, PA.[Part time]

CIVIC INVOLVEMENT:

Organized the Big Brother / Big Sister Program
Littleton, NH, 1986

Deacon - Community Church of Christ
Franconia, NH, 1986-1987

Social Worker / Organizer, Bancroft Community House (Crisis Home for the Homeless) Franconia, NH, 1986-1987
Member, North Country Peace and Justice Committee, Franconia, NH, 1986

Doctoral Student Representative to Faculty Meetings, School of Social Work,
Howard University, Washington, DC, 1987-1988

Member, National Association for the Advancement of Colored People
Amherst, MA, July 1989 - Aug. 1992

Committee Member, Amherst Regional High School

Organizer, President - Amherst School Minority Parents' Advisory Council,
Amherst, MA, 1991
Member, Tenure, Promotion and Sabattical Committee
Springfield College
August 1991 - 1992

Member, Admissions Committee
Temple University School of Social Administration
Philadelphia, PA 19122
August 1992 to Present

Member, Steering Committee
Association of African and African American Faculty and Staff
Temple University

Member, Computer Committee
School of Social Administration
Temple University

Member, Financial Aid Committee
School of Social Administration
Temple University

President, Minority Parents Association
Swarthmore - Wallingford School District
Wallingford, PA
January 1993 - 1995

Member, Board of Directors
African Institution (Publication
Washington, DC
May 1995 – Present

Talk Show Host WURD Radio Station 900AM. "The Pan Africa Show" 2001 to Present

PERSONAL AFFILIATIONS:
Council on Social Work Education
Society of the Study of Social Problems
National Association of Black Social Workers
National Association of Black Psychologists
National Association of International Social Work

PRESENTATIONS:
- South Africa - From Savagery to Sanity
  North Country Peach and Justice Committee
  Franconia, NH, 1986

- Family Values of Afro-American and Euro-Amerasian Refugees
  Presented at the International Congress of Schools of Social Work
  Washington, DC, July 1992

- The Impact of Religion and Social Welfare in the African American
  Community, Presented at the National Association of Social Workers -
  Black History Month, Temple University, Philadelphia, PA, February
  1993

- African Centered Religious Workshop
  Presented at the Annual Black Family Reunion, Temple University,
  Philadelphia, PA, March 1993

- Child Abuse - A Cross Cultural Perspective: The Case of Indo Chinese
  Refugees. Paper presented to case workers at the Department of Human
  Services - Philadelphia, PA, April, 1993

- Multiculturalism in Education
  Paper presented to the Association of Urban Bankers on November 23,
  1993

- Afrocentricism and the psychology of Frantz Fanon: Social Work
  Temple University African American Studies Department, October, 1993.

- African Cultures and implications for Human Service Practitioners
  Paper presented to the students of Multicultural Certificate Program.
  Temple University, School of Social Administration
  December 17, 1993

- “Reconstructing our Fractured Mind” Presented to the Association of
  Black Social Work Students, January, 2002 Temple University

- “Spirituality and Social Welfare” presented to Intern Supervisors at
  Temple University, February, 2002

- Afrocentricity for African-American Youth
  Presented to the community of Mt. Zion FBH Church,
  2026 Cecil B. Moore Ave., Philadelphia, PA, February 20, 1994
  Career Futures in a Global Economy, How We Can Prepare for the 21st
  Presented to the entire Temple University Community
March 30, 1994


Scholarly Papers Published


Books in Process

3. Decolonizing the Social Work Profession

Published Book:
1 Spear Masters :An Introduction to African Religions" University Press of America Landham Maryland. 2006

Grants Funded

Temple University, Office of Research and Development. Research incentive Fund 1993-1994. $4,000
Temple University, Research Incentive Fund. 1997-1998. $4,500

Awards

1999 Discretionary Research Award—Temple university office of Research


The W.E.B. Award for Excellence in Teaching-University of Pennsylvania 2004-2005. Taught African and Diaspora Literature, Philosophy and Languages

Courses Taught and Teaching Assignments at Temple University since 1992

- Intellectual Heritage: Western Philosophy and Civilizations
• Human Behavior and the Social Environment
• Patterns of Social Service Delivery
• Community Encounter, Institutional Racism
• Immigrants, Migrants and Homelessness/Displaced Populations
• Biopsychosocial Foundations of Human Behavior
• Human Behavior and the Social Environment
• Human Rights, Law and Human Services
• Social Welfare History

**Courses Taught at Springfield College, Department of Social Work, Springfield, MA, June 1989 - June 1992**

. Social Work Research
. Human Oppression
. Social Welfare Policy I Micro
. Social Welfare Policy II Macro
. Institutional Racism
. Theories of Counseling
. Program Evaluation
. Mental Health, Policy and Practice

**Courses Taught at Greenfield Community College, Greenfield, MA, September, 1990 - May, 1992**

. Human Growth and Development
. Introduction to Sociology

**Courses Co-taught at Howard University**

. Human Behavior and the Social Environment
. Social Welfare Policy

**Services to the School of Social Administration**

1. Co-Chair - Human Behavior in the Social Environment Curriculum Sequence 1993 to Present

2. Member: Admissions Committee 1993 to Present

3. Member: Computer Committee 1993 to Present

4. Member: Financial Aid Committee 1993 to Present

5. Co-Chair: Collegial Assembly meeting Sept. 1994 to Present

6. Member: Research Committee - Multicultural Training & Research Institute
1992 - Present

7. Faculty Associate: Multicultural Training & Research Institute 1992 to Present

8. Member: Board of Directors, Multicultural Training & Research Institute

9. Guest Speaker on Religion and Social Work Practice in the African American Community to association of Black Social Workers 1993

10. Redesign and Teaching of "Law and Social Work Practice"

11. Design of new course on immigrants, migrants and the homeless taught since Summer of 1993

**Service to the University**

Presenter at University wide seminar on the Cheikh Anta Diop Conference, October 1993. Department of African American Studies, Temple University. "Afrocentricism and the Psychology of Frantz Fanon."

Affiliate Visiting Professor / Guest Lecturer: Department of African American Studies, Temple University.

Thesis Committee Member: Department of Arts and Sciences, Temple University Fall, 1993.


External Reader for dissertation: Anthropology Department, University of Pennsylvania, 1996.

Steering Committee Member, Association of African and African American Faculty and Staff at Temple University, Fall 1992 to Present.

Guest Lecturer: Multicultural Training & Research Institute, SSA on "African Culture" December 1993.

Member: Committee on Race Studies in Curriculum Content at Temple University Chaired by Dr. Ione Vargus, Associate Provost, 1993 to Present.


Guest Panelist: Alienation and Acculturative Stress Among Black immigrants - Gender Differences. Presented to the School of Social Work 25th Anniversary

**Services to the Regional and Local Community**

2001 to Present—Radio Talk Show Host “The Pan Africa Show” WURD 900AM, Philadelphia, PA

Committee member: Amherst, Massachusetts High School Curriculum and Minority Student Tracking Review, 1991.

Presenter: African American Family Reunion Conference "Tracing Your Roots" May 1993. Organized by Dr. Ione Vargus. (see attached)

Presenter to the Mt. Zion F.B.H. Church, 2026 Cecil B. Moore Avenue, Philadelphia. "Afrocentricity and the Black Church. (see attached document)

Presenter to the Health Federation of Philadelphia to South East Asian Outreach Workers on "Child Abuse and Neglect - A Cross Cultural Perspective" March 1993. (See document attached)

Presenter to the Olney High School students on "adolescents in African Context," February 1993. (See document attached)

Presenter to the Black Urban Bankers Association in Philadelphia, "Cultural Diversity- What does it mean in the 21st Century?" (See document attached)

Consultant to Philadelphia Multicultural Family Service - Chestnut Street, Philadelphia, PA, 1993. (See document attached)

Presenter on Multiculturalism in Health and mental health to Staff of Philadelphia Health Services, Fairmount Avenue. December 1993.


President to Minority Parents Association, Swarthmore-Wallingford School System 1993 to Present.


**Professional and Academic Workshops Attended**

Culture, Class and Gender, Implications for Intervention Organized by the Family Institute of New Jersey, Director Monica McGoldrick, June 1993.


Culture, Class and Gender - An Analysis of Salvador Munichin's Structural Family System and New Zealand's Justice Therapy Team - Moderated by Director of New Jersey Family Institute, Monica McGoldrick, June 1994.


Other Academic Presentations


"South Africa - From Savagery to Sanity." Franconia Social Service, NH, 1986.


Other Research in Progress

Gender and Alienation Among Black Faculty in Selected Schools of Social Work Collaboration with Dr. Davis of Widener University.

Black Deans in Academia, Leadership, Stress, Alienation and Gender. A study of Black Deans School of Social Work in the United States. Collaborative work with Dr. Curtis Leonard, Dean, School of Social Administration, Temple
University
Alienation and Acculturative Stress Among Black Immigrants, Implications for Social Work.
Structural Inequalities or New World Order. A Social Response.
African and Caribbean Men, Sex Roles, Stress, and Health of their Families.
"Afrocentricism and the Psychology of Frantz Fanon", Implications for Social Work Practice and Policy.
Alienation and Academic Productivity Among nonwhite Faculty in Predominantly White Colleges and Universities.
Black Psyches in Captivity and Crisis: Implications for Multilevel Intervention.
Ngugi, Fanon and Asante: Cultural Bomb and Afrocentricism. A Path to Sanity for Africans and African-Americans.
Post Traumatic Stress Disorder: A Socio-political Analysis of Africans in the Global Context.
Colonialism, Enslavement and the Concept of God: Impact on Blacks psychological Well Being.

REFERENCES AVAILABLE UPON REQUEST
Curriculum Vitae

RICHARD EVEREST DE GOURVILLE

2 Dewey Road
Cheltenham, PA 19012
(215) 635-3930
E-mail: profdego@aol.com

Degrees Earned

Doctor of Philosophy in Curriculum & Instruction 2002
Emphasis in Bilingual Education
The Pennsylvania State University
University Park, Pennsylvania

Master of Education 1998
Emphasis in Multicultural Education
Eastern University
St. Davids, Pennsylvania

Bachelor of Arts (Upper Second Class Honors) 1984
Emphasis in Spanish & History
University of the West Indies
St. Augustine, Trinidad, West Indies

Graduate & Pre-service Teacher Education

Lecturer in Curriculum & Instruction September 2003 – June 2004
Curriculum Studies
The Pennsylvania State University
School of Graduate & Professional Studies
Great Valley Campus
Malvern, Pennsylvania

Adjunct Professor June 2001 – June 2004
Graduate Education Degree Program
Department of Education
Eastern University
St. Davids, Pennsylvania

Adjunct Professor September 2003 – December 2003
Supervisor of Pre-Student Teaching Practicum
Temple University
Ambler, Pennsylvania
Tenure-Track Positions (Applied for or Received)----------------------2004

Finalist, Assistant Professor of Foreign & Second Language Education, Department of Teaching and Learning College of Education, The Ohio State University, Columbus, Ohio

Assistant Professor of Education-Coordinator of Graduate Degree Programs-Lincoln University, Oxford, Pennsylvania. Position required the coordination of all Graduate Degree Programs (Philadelphia Campus), the supervision of the Clinical Education Program, as well as teach related courses in the School of Education (Did not accept position for personal reasons)


**Lead Teacher & Principal**
Sojourner Truth Seventh-day Adventist School
Sedgwick St. & Thouron Avenue
Philadelphia, PA

**Spanish Teacher**
Wakisha Charter School
12th. St. & Vine St
Philadelphia, PA

**Spanish Teacher**
School District of Philadelphia

Julia De Burgos Middle Magnet Bilingual School
7th. St. & Lehigh Avenue
Philadelphia, Pa

Martin Luther King High School
Stenton Avenue & Haines St.
Philadelphia, PA

**Bilingual Teacher**
Tri-County Community Action Agency
Bridgeton, New Jersey

**Volunteer Spanish Teacher**
Sojourner Truth Seventh-day Adventist School
Sedgwick St. & Thouron Avenue
Philadelphia, Pennsylvania

---

September 2004 – June 2006
Instructional Level: K-8
Responsibilities: Teaching, Evaluation, Assessment, Administration and Supervision

October 2002 – August 2003
Instructional Level: Grades 6-8
Responsibilities: Teaching, Home Room Teacher

Instructional Level: Grades 6-8
Responsibilities: Teaching

Instructional Level: Grades 9-12
Responsibilities: Teaching, Home Room Teacher

September 1994 – December 1994
Instructional Level: Pre-school
Responsibilities: Teaching

Instructional Level: K-8
Responsibilities: Teaching
Grades 5-8
Spanish & French Teacher
Pine Forge Academy of Seventh-day Adventists
Pine Forge, Pennsylvania
Instructional Level: Grades 9-12
Responsibilities: Teaching, Weekend Supervision

International Teaching Experiences-------------------------------1997-1979

English As A Second Language Teacher
Seventh-day Adventist Languages Institutes
Seoul, Republic of Korea
January 1997-October 1997
Instructional Level: College
Responsibilities: Teaching & Assessment

Spanish Teacher
Caribbean Union College of Seventh-day Adventists
High School Division
Maracas Valley, St. Joseph
Republic of Trinidad & Tobago
September 1989 – June 1991
Instructional Level: High School
Responsibilities: Teaching, Home Room Teacher

Assistant Professor of Spanish
Caribbean Union College of Seventh-day Adventists
Republic of Trinidad & Tobago
September 1989 – June 1991
Instructional Level: Undergraduate
Responsibilities: Teaching, Curriculum Planning & Evaluation

Spanish Teacher
Ministry of Education
Republic of Trinidad & Tobago
September 1987 – September 1989
Instructional Level: Middle School
Responsibilities: Teaching

Spanish Teacher
South Caribbean Conference of Seventh-day Adventists
Republic of Trinidad & Tobago
January 1979 – April 1987
Instructional Level: High School
Responsibilities: Teaching & Assessment
Doctoral Dissertation


Abstract: Using a postmodern theoretical framework, this critical-qualitative inquiry explored the “lived experiences” of a group of Liberian refugee/immigrant high school students placed in an ESL program. The study also sought to identify their indigenous literacies as well as analyze the various social and academic contexts in which such African-centered literacies were deployed in the students’ attempts to make sense of and negotiate their way through the bewildering array of cultural and linguistic codes in the urban US high school

Publications

Newspaper Articles


Book Chapters


Conferences/Scholarly Presentations


“Using our students’ lives as text.” Joint presentation with Rene Antrop-Gonzalez, Rodney Pederson and Mary Napoli at the Puerto Rico TESOL Conference, Ponce, Puerto Rico (November 1999)


“Developing English Proficiency Among World English Speakers.” Policy brief presented at the ‘Coordination of Efforts’ Meeting chaired by Germaine Ingram Esq., Chief of Staff, Board of Education of the School District of Philadelphia (July, 1999)

Workshops/ Panels


Guest panelist at meeting to discuss problems faced by African students Philadelphia public schools. Organized and sponsored by the Balsch Institute for Ethnic Studies, Philadelphia (December 2000).


Conducted language and literacy-oriented professional development workshops for teachers at the Eugenio Maria De Hostos Bilingual Charter School, Philadelphia (June 2000).

Awards & Fellowships


Government Services


Professional Memberships

American Educational Research Association
National Association of Bilingual Educators
Teaching English to Speakers of Other Languages
Liberian Studies Association
Association of Supervision, Curriculum and Development

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References

1. James P. Willis  
   Superintendent of Education  
   Office of Education  
   Allegheny East Conference of Seventh-day Adventists  
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   Assistant Professor of Education  
   Department of Curriculum & Instruction  
   University of Wisconsin-Milwaukee  
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   E-mail: antrop@uwm.edu

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   University Park, PA 16802  
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5. Dr. Arlene Harris Mitchell  
   Associate Professor of Education  
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   School of Graduate & Professional Studies  
   Penn State Great Valley  
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   Malvern, PA 19355-1443  
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   Fax: (610) 725-5253  
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6. Dr. Ladislaus Semali  
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   Department of Curriculum & Instruction  
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   E-mail: lms11@psu.edu

7. Dr. Ravinder Koul  
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   Education Division-Curriculum & Instruction  
   School of Graduate & Professional Studies  
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   Malvern, PA 19355-1443  
   Phone: (610) 725-5231  
   Fax: (610) 725-5253  
   E-mail: rxk14@psu.edu
EDUCATION

University of Pennsylvania, Philadelphia, PA.
Ph. D. in Child Clinical, Community, and School Psychology from APA-accredited program received December 1994.
M. S. in Psychological Services received August 1989.

Dickinson College, Carlisle, PA.
B. A. in Psychology received Cum Laude May, 1987.

CRISIS RESPONSE TRAINING/CERTIFICATION

National Organization of Victim Assistance, National Community Crisis Response Team Training (October, 2005).

Red Cross, Disaster Mental Health Volunteer Training (September, 2001; September, 2005).

CLINICAL AND RESEARCH EXPERIENCE

Children's Crisis Treatment Center (CCTC), Philadelphia, PA.
Director of Trauma Services (June, 1999 to present).
Psychologist in Trauma Assistance Program (January, 1999 to June, 1999).
As Director, oversee and manage the daily operations of CCTC’s Trauma Assistance Program, Sexual Trauma Treatment Program, and West African Refugee Assistance Program (Tamaa); supervise departmental staff (10 trauma therapists, 2 case managers, 1 research project coordinator, and 2 administrative assistants); and serve as internship supervisor to doctoral psychology students. In addition, work as a clinician within the Trauma Services Department, conducting psychological evaluations of children who have experienced trauma, providing therapy to traumatized children and their caregivers, accompanying traumatized children and their families to court proceedings, providing crisis intervention services in the community after a violent or traumatic event has occurred, conducting seminars for professionals on the impact of child abuse and trauma, and advocating for the rights of child victims and their families.

Assessment and Treatment Alternatives, Philadelphia, PA.
Staff Psychologist (November, 1997 to December, 1998).
Conducted psychological and custody evaluations involving victims and perpetrators of abuse and neglect. Provided individual and family therapy to child victims, adult survivors, and perpetrators of abuse and neglect.
ANNE M. HOLLAND, PH. D.

CLINICAL AND RESEARCH EXPERIENCE CONTINUED

Joseph J. Peters Institute, Philadelphia, PA.
Grant Project Director/Clinician (August, 1995 to October, 1997).
Directed National Center for Child Abuse and Neglect (NCCAN) funded study investigating the impact of sexual abuse on child victims and their siblings. Supervised research staff that included 1 full-time and 15 part-time employees. Provided therapy to sexually abused children and their families.

READS, Inc., Philadelphia, PA.
School Psychologist (September, 1994 to August, 1995).
School Internship (September, 1993 to June, 1994).
Provided mental health services (individual and group counseling, psychoeducational evaluation, teacher consultation, staff development, and student and family referral) to three urban elementary schools.

Children's Crisis Treatment Center, Philadelphia, PA.
Clinical Internship (October, 1992 to June, 1993).
Conducted psychological evaluations of and provided individual play therapy to child victims of abuse and neglect. Consulted with therapeutic nursery staff about classroom management and with administrative staff regarding research design and analysis.

Department of Health and Human Services (DHHS) Grants to the University of Pennsylvania, Philadelphia, PA.
Staff (June, 1991 to May, 1992).
Assisted in start-up procedures and data collection for a project designed to improve the social competence of disadvantaged preschool children. Supervised budgeting and purchasing for and assisted in the implementation of a project designed to enhance the social effectiveness of maltreating parents and their physically abused preschool children.

Children's Hospital of Philadelphia, Philadelphia, PA.
Participated in research projects concerning the subtyping of childhood aggression and the enhancement of children's social competence.

United Cerebral Palsy of Philadelphia and Vicinity, Philadelphia, PA.
Assisted in psychoeducational assessments of Head Start children and took part in case consultations with Head Start teachers. Provided physically handicapped children enrolled in United Cerebral Palsy's preschool program with individual assistance in their classroom environments and helped teachers structure their classrooms and develop activities to meet the varied needs of their pupils.
ANNE M. HOLLAND, PH. D.

TEACHING EXPERIENCE

Families and Schools Assistant Instructor, University of Pennsylvania (January, 1992 to May, 1992).
Psychological Assessment Assistant Instructor, University of Pennsylvania (September, 1989 to December, 1991).
Social Psychology Teaching Assistant, Dickinson College (September, 1986 to May, 1987).

PUBLICATIONS


HONORS AND AWARDS

University Merit Fellowship Recipient, University of Pennsylvania, 1989 to 1991.
Psi Chi, National Honor Society in Psychology.

PROFESSIONAL MEMBERSHIPS/AFFILIATIONS

American Psychological Association (APA)
APA Division 53, Clinical Child Psychology
Pennsylvania Psychological Association
International Society for Traumatic Stress Studies
National Child Traumatic Stress Network, Steering Committee Representative 2003 to 2005
Philadelphia Interdisciplinary Youth Fatality Review Team, Member
Philadelphia Women’s Fatality Review Team, Member
Philadelphia’s Trauma Transformation Task Force, Member
Multiplying Connections, Advisory Board Representative
Members of Tamaa’s Advisory Board

Ahonkhai, Bernadine
Family Services of Montgomery County, Director of Parents as Leaders Development Program

Anderson, Marjorie
Department of Human Services (DHS), Director of Parent Collaborative Services

Arthur Trent III, Horace
Office of Specialized Services, Coordinator

Bishop Lardner, Gabriel
Mt Calvary Temple of Jesus Christ Ministries

Blackwell, Jannie
City Councilwoman

Breeze, Meney
Children’s Crisis Treatment Center, Case Worker

Devos, Andy
Community Behavioral Health (CBH), Director of Intake/Member Services

Emeka, Nwadiora
Professor, Temple University School of Social Administration

Ferrell, Deborah
Office of Mental Health (OMH), Director of Children’s Services

Haltie-Simpkins, Jacqueline
Principal, S. Weir Mitchell Elementary School

Holland, Anne
Children’s Crisis Treatment Center, Trauma Assistance Program Director/Tamaa

Iheoma, Jude
Coalition of African Communities-Philadelphia (AFRICOM) President

Iseley, Tamika
Children’s Crisis Treatment Center, Tamaa Administrative/Research Assistant

Johnson, Sando
Children’s Crisis Treatment Center, Case Worker
<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Kawah, Alphonso</td>
<td>SEAMAAC, Case Manager and ACANA Representative</td>
</tr>
<tr>
<td>Magatte Dia</td>
<td>African and Caribbean Communities Affairs Coordinator</td>
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<td>Philadelphia Department of Public Health</td>
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<td>Ambulatory Health Services</td>
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<td>Maisterra, Amy</td>
<td>School District of Philadelphia, Office of Specialized Services, Assistant Director</td>
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<tr>
<td>Orduna-Sneed, Alisa</td>
<td>Office of Jannie Blackwell, Director of Special Projects</td>
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<tr>
<td>Rasul, Fatimah</td>
<td>Office of Specialized Services, Liaison Southwest Region</td>
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<tr>
<td>Ryder, Grace</td>
<td>Children’s Crisis Treatment Center, Director of Center-Based Services</td>
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<td>Sacks, Zena</td>
<td>Principal, Morton Elementary School</td>
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<td>Soler, Anibal</td>
<td>Principal, Patterson Elementary School</td>
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<td>Straughter, Stanley</td>
<td>Chairman of the Mayor Commissions on African and Cultural Immigrant Philadelphia</td>
</tr>
<tr>
<td>Valdes, Tony</td>
<td>Children’s Crisis Treatment Center, Executive Director</td>
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<tr>
<td>Voffee Jabateh</td>
<td>African Cultural Alliance North America, Chief Executive Officer</td>
</tr>
<tr>
<td>Waritay, Lanfia</td>
<td>Children’s Crisis Treatment Center, Tamaa Community Practice Center Coordinator</td>
</tr>
<tr>
<td>Wiley, Laverne</td>
<td>School District of Phila. SW Regional Superintendent</td>
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</tbody>
</table>
Tamaa Components for Science
Tamaa 9 Essential Components For Success

1. Do your homework
   a. Gather information on population/community of interest, for example, type and scope of needs and barriers to engagement in already existing services
   b. Review research/clinical literature on relevant topics, such as specialized needs of a given population/community and evidenced-based, evidence-supported, and promising practices for similar populations/communities

2. Interaction with and involvement of target population/community in design of program/intervention
   a. Empower the targeted population/community from the beginning

3. Continuous feedback loop
   a. Solicit continual feedback from consumers and use feedback to make modifications in all project components over time
   b. Be flexible, not wedded to your initial idea as to how programs/interventions should look and operate

4. Program must fit agency mission and vision, and there must be an organizational commitment to making it work (Board of Directors, management, and staff)
   a. Risk is often involved
   b. Able to move forward, despite risk, because of strong commitment to cause

5. Services multidimensional, not unidimensional (do not look at problem with tunnel vision, think about multiple ways to approach and address consumers’ needs)
   a. Engage consumers in multiple ways
   b. Address consumers problems/issues from multiple angles, making it more likely to have an impact (more likely for consumers to try the service and not drop out of service prematurely)

6. Staffing
   a. Use of staff with similarity to consumers for whom service is being designed (language, ethnicity) (for us hiring of West African staff and consultants)
   b. Using team treatment ant (partnership) approach in delivery of services when appropriate (for us pairing trauma therapist with West African co-facilitator in children’s therapy groups, using parent specialist with West African co-facilitator for caregiver support groups, and cultural consultants paired with case managers for initial home visits)

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7. Location/Geography
   a. Services provided in the community/neighborhood where consumers reside
   b. Consider co-location with another agency already established in the community/already seen as a resource for your target population (not necessarily another mental health or social service agency, perhaps something that provides an adjunct, but equally needed/important services)

8. High visibility and strong presence in the larger community (not just showing up at mental health events). Be seen as part of fabric of the community
   a. (For us, going to churches and mosques, health fairs, community events, Speaking at Echoes of Africa celebration, health fairs, social events)

9. Collaborations and partnerships
   a. Recognize your own limitations (cannot solve problems on your own). Look for partners/collaborators locally and beyond (for us, other agencies servicing refugees/immigrants/asylees, NCTSN, African Community Groups)

***Copyright pending***
School Training
Preparation
Survey
### Trainer Advisory Committee

**2009/2010 School Training Preparation Survey**

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<tr>
<th>Work Telephone Number:</th>
<th>Best way, times, days to contact you:</th>
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Have you previously done school trainings for CcTC's Tamaa Program?  
Y  N  

If yes, what school trainings have you conducted? 

Are you interested in doing school training for the 2007/2008 school year?  
Y  N  

The following is a list of school trainings the Tarnaa Program has held in the past. Do you have the interest and expertise to conduct any of the following trainings this school year (for detailed descriptions of each training, please see e-mail attachment entitled Tarnaa Curric Topics Revised)?

1. “Understanding and Responding to Traumatized Children in the School Setting”  
   Y  N

2. “Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States – Part I” (focus of Part I was to provide background information about the countries of Liberia, Sierra Leone, and Guinea, such as where these countries are located in Africa, demographic information, resources, religious issues, political issues, the history of conflict/war in these countries, and why many West Africans have relocated to United States, specifically Philadelphia)  Y  N

3. “Understanding the West African Refugee Experience and Its Impact on School and Family Life in the United States – Part II” (focus of Part II was on what it means to be a refugee, life in refugee camps, and what specific challenges West African refugee families face once in the united states; Children of War Video used)  Y  N

4. “Overcoming Barriers to West African Parental Involvement and Engaging Families in their Children’s School Experience”  Y  N

5. “Understanding and Managing Sexually Reactive Children in the School Setting”  
   Y  N

6. “Responding to West African Refugee Children and Other Children with Different Learning Styles and Learning Backgrounds in the Classroom”  Y  N

7. “Managing Conflict and Diversity-Related Challenges that Arise in the School Setting”  Y  N

8. “Survival Strategies: Managing Stress and Ways to Take Care of Yourself in the Challenging Work Environment of an Inner-City School”  Y  N
Are there other trainings which you would like to suggest that would be beneficial to Southwest Philadelphia public school personnel in terms of helping them better understand childhood trauma, the West African refugee/immigrant experience, cultural sensitivity, and conflict resolution? Please list each new training and give a brief description of what your proposed training would cover.

1. Title:
   Description:

2. Title:
   Description:

3. Title:
   Description:

Thank you for taking the time to complete this form. We look forward to working with you.