Open the Pear Deck Add-on through the Add-ons menu.

Add interactive slides from our library or create your own custom questions.

Click the ‘Present Lesson’ button to start your interactive lesson.

(Psst! If you don’t know what Pear Deck for Google Slides is, click here!)
Inclusion in the Arabic Classroom

A Trauma-Informed Approach
During this discussion, we aim to enhance our understanding of the following:

1. The impact of trauma on development.
2. The impact of trauma on behavior, focusing on the 4 F’s.
4. Exploration of a deep-oriented therapeutic model, such as NARM.
5. Closing Thoughts.

Remember, iron sharpens iron. Your participation will enrich this discussion.
I am Ahmed Salem
An ACE Survivor
We are all exceedingly complex creatures and do ourselves a service in regarding ourselves as complex. Otherwise, we live in a dream world of nonexistent, simplistic black and white notions which simply do not apply to life.

- T. Rubin
To address inclusion, we have to first address trauma!

A: True
B: Falls
C: Maybe
What do we know about the story of Adverse Child Experience Study ACEs, and what are some of the lessons learned?
In the early 1990s, Dr. Vincent Felitti, a physician at Kaiser Permanente in San Diego, discovered a link between childhood trauma and adult health.

Patients in a weight loss program revealed childhood sexual abuse, linking weight to protection from vulnerability.

Dr. Felitti's findings intrigued Dr. Robert Anda from the CDC, leading to the CDC-Kaiser Adverse Childhood Experiences (ACEs) Study.

Link to the Survey in the Notes
The ACE study discovered that adverse experiences are often forgotten due to underestimating their impact, shaming and downplaying, choosing to conceal rather than reveal them.
On emotions:

Shame is rejecting one’s expression of authentic self
Physiological and neural effect

ACE alters the physiology and anatomy of neural structures.

1. Yes
2. No
3. I am not sure
Which brain image represents a person who had ACE?
When traumatic memories are activated, we resort to one or more of these behaviors/conditions:

- Fight
- Flight
- Freez
- Fawn
It is hard to know when something is missing if it has never been experienced.

Why this is a great challenge for us teachers?
How can we sharpen our prescription to identify these four reactions in our classes?

- Fight
- Flight
- Freez
- Fawn
Attachment and Trauma
When traumatic memories are activated, they surface/show up without flashback/images, which makes it challenging to identify to teachers/adults around the individual who is going through this.
Types of Addiction

a. Substance
b. Process

How does understanding addiction contribute to our approach in addressing trauma effectively?
How does the presence of a secure attachment in early development contribute to long-term psychological well-being and social competence?
Secure Attachment

The child has core needs

The child is met by attuned attachment figures and/or environmental support

The child develops the capacities for:
- Connection
- Attunement
- Trust
- Autonomy
- Love-Sexuality

FROM: THE PRACTICAL GUIDE FOR HEALING DEVELOPMENTAL TRAUMA by LAURENCE HELLER, PHD, AND BRAD J. KAMMER, LMFT, LPCC
## Positive Characteristics of the Four F’s

<table>
<thead>
<tr>
<th>Fight</th>
<th>Flight</th>
<th>Freeze</th>
<th>Fawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertiveness</td>
<td>Disengagement</td>
<td>Acute awareness</td>
<td>Love &amp; Service</td>
</tr>
<tr>
<td>Boundaries</td>
<td>Healthy Retreat</td>
<td>Mindfulness</td>
<td>Compromise</td>
</tr>
<tr>
<td>Courage</td>
<td>Industriousness</td>
<td>Poised Readiness</td>
<td>Listening</td>
</tr>
<tr>
<td>Moxie</td>
<td>Know-How</td>
<td>Peace</td>
<td>Fairness</td>
</tr>
<tr>
<td>Leadership</td>
<td>Perseverance</td>
<td>Presence</td>
<td>Peacemaking</td>
</tr>
</tbody>
</table>
Consequences when secure attachment fails/does not develop

Your thoughts?
## 4F Distortions of Attachment and Safety Instincts

<table>
<thead>
<tr>
<th>Fight</th>
<th>Flight</th>
<th>Freeze</th>
<th>Fawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Perfect</td>
<td>No way</td>
<td>Merge</td>
</tr>
<tr>
<td>to connect</td>
<td>to connect</td>
<td>I’ll connect</td>
<td>to connect</td>
</tr>
<tr>
<td>Rage</td>
<td>Perfect</td>
<td>Hide</td>
<td>Grovel</td>
</tr>
<tr>
<td>to be safe</td>
<td>to be safe</td>
<td>to be safe</td>
<td>to be safe</td>
</tr>
</tbody>
</table>
Attachment and Environmental Failure

The child has core needs

The child experiences attachment failure and/or environmental failure

In order to survive attachment and/or environmental failure, a child must rely on strategies of disconnection

Childhood trauma leads to compromised core capacities

The child develops adaptive survival styles: Connection, Attunement, Trust, Autonomy, and Love-Sexuality

FROM: THE PRACTICAL GUIDE FOR HEALING DEVELOPMENTAL TRAUMA by LAURENCE HELLER, PHD, AND BRAD J. KAMMER, LMFT, LPCC
## DETRIMENTAL CHARACTERISTICS OF THE 4F DEFENSES

<table>
<thead>
<tr>
<th>Fight</th>
<th>Flight</th>
<th>Freeze</th>
<th>Fawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narcissistic</td>
<td>Obsessive/Compulsive</td>
<td>Dissociative</td>
<td>Codependent</td>
</tr>
<tr>
<td>Explosive</td>
<td>Panicky</td>
<td>Contracting</td>
<td>Obsequious</td>
</tr>
<tr>
<td>Entitlement</td>
<td>Driven-ness</td>
<td>Isolation</td>
<td>Loss of self</td>
</tr>
<tr>
<td>Type-A</td>
<td>Adrenaline junkie</td>
<td>Couch Potato</td>
<td>People-pleaser</td>
</tr>
<tr>
<td>Bully</td>
<td>Busyholic</td>
<td>Space case</td>
<td>Doormat</td>
</tr>
<tr>
<td>Autocrat</td>
<td>Micromanager</td>
<td>Hermit</td>
<td>Slave</td>
</tr>
<tr>
<td>Demands perfection</td>
<td>Compelled by perfectionism</td>
<td>Achievement-phobic</td>
<td>Social perfectionism</td>
</tr>
<tr>
<td>Sociopath</td>
<td>Mood disorder [Bipolar]</td>
<td>Schizophrenic</td>
<td>D.V. victim</td>
</tr>
<tr>
<td>Conduct disorder</td>
<td>ADHD</td>
<td>ADD</td>
<td>Parentified child</td>
</tr>
</tbody>
</table>
Example of a deep oriented therapeutic model:

NeuroAffective Relational Model

NARM training is a therapeutic approach that Arabic language teachers may consider to learn more about trauma-informed teaching:

- NARM equips teachers to understand and address trauma's impact on students, fostering healing and resilience in a safe learning environment.

- Cultural Sensitivity: Helps teachers support students from diverse backgrounds effectively.

Share any examples from your own practice reflecting embracing cultural sensitivity?
In trauma informed school we,

- connect before we correct.
- stay curious, not furious.
- understand that behavior is communication.
- believe in co-regulation; students regulate off the adults in their lives.
- think "cannot" not "wouldn't."
- empathize when someone is struggling.
- believe in restoration, not punishment.
- believe that relationships buffer stress and build resilience.
- All of us need one another, always.
- Resilience means we see you, we hear you, and we are with you.

What stands out for you from the statement above?
Which of these personality changes that are common to individuals and families who experienced trauma stood out for you?

1. Learned Helplessness
2. Anxiety
3. Depression
4. Emotional Constriction
5. Disorganized Inner World (Disorganized Object Relations)
6. Traumatic Bonding
7. Cycles of Reenactment
8. Loss of Ability to Modulate Emotions (Black and White Thinking)
9. Emotional Triggering
10. Distorted Reasoning
Which of these personality changes that are common to individuals and families who experienced trauma stood out for you?

11. Loss of Trust and Faith
12. Hypervigilance
13. Loss of Ability to Take in Support
14. Fused Feelings
15. Emotional Numbness (Alexithymia)
16. Loss of Spontaneity
17. High-Risk Behaviors
18. Survival Guilt
19. Development of Rigid Psychological Defenses
20. Desire to Self-Medicate
To cultivating effective learning, we have to open some doors for students to release and express their trauma or traumatic moments, how can this happen?

How???
What is The way out then?

To show understanding, to slow down, and to avoid lashing out
How the emotions recovered in grieving fuel Intentionality
Integration
Organization
Transformation
Thank you!

Do you have any questions?

I'm excited to share insights on trauma-informed communities in any settings

571-344-3837
asalem@gmu.edu
What is the meaning of growth?

Share your answer/thoughts

This is where you section ends. Duplicate this set of slides as many times you need to go over all your sections.
How do you grow?
What do you do to let this happen?
Please share your answer
Then, we will have our hands on activity

Floor Check: Experiential Group Work | Sociometry Facilitation Training with Dr. Scott Giacomucci - Phoenix Center for Experiential Trauma Therapy (phoenixtraumacenter.com)