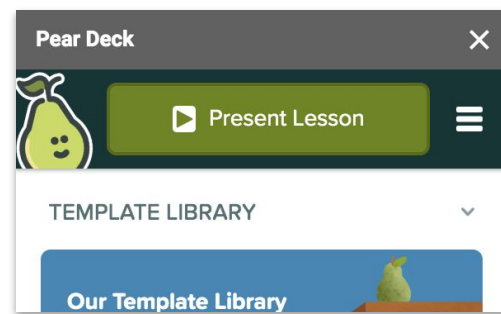
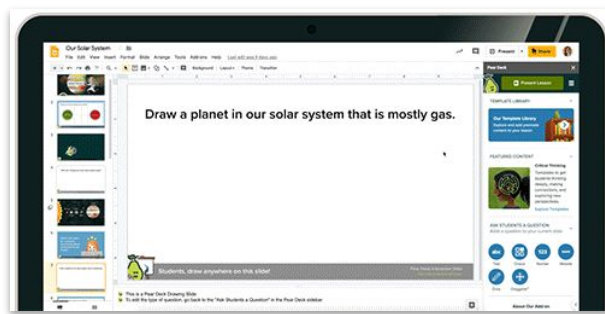
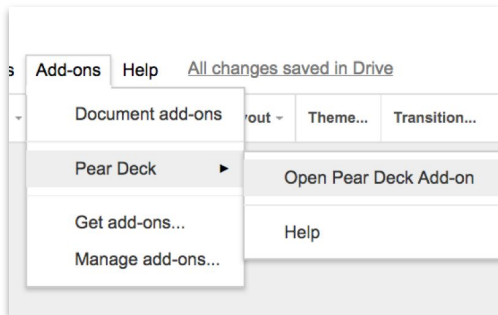


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# Inclusion in the Arabic Classroom

**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.
3. Characteristics of a trauma-informed school culture.
4. Exploration of a deep-oriented therapeutic model, such as NARM.
5. Closing Thoughts.

***Remember, iron sharpens iron. Your participation will enrich this discussion.***

مرحبا  
marhaban  
Welcome

السَّلَامُ عَلَيْكُمْ

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

slidesmania.com

Students, write your response!

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Do not remove this bar

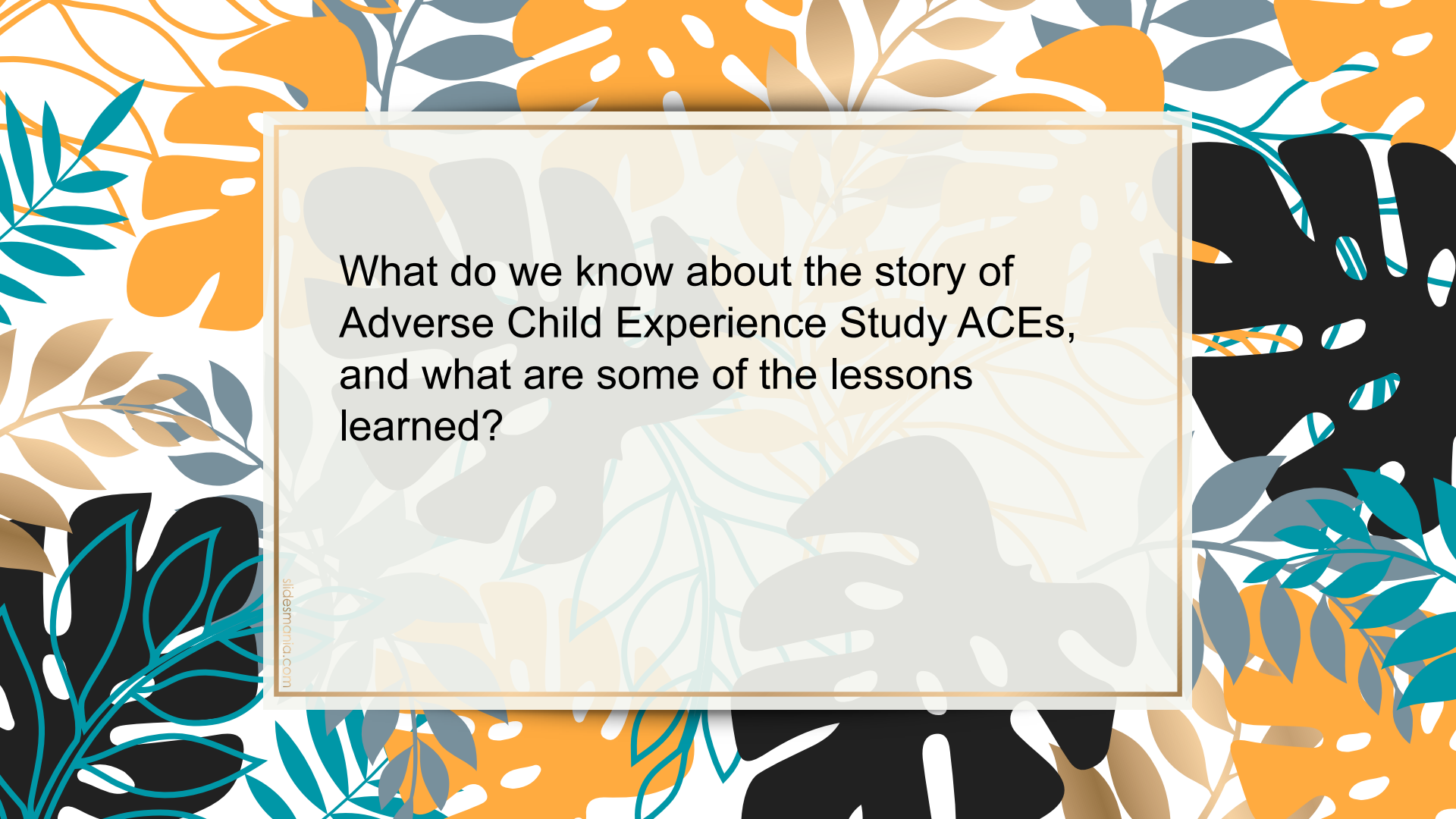
**To address inclusion, we have to  
first address trauma!**

- A: True
- B: Falls
- C: Maybe

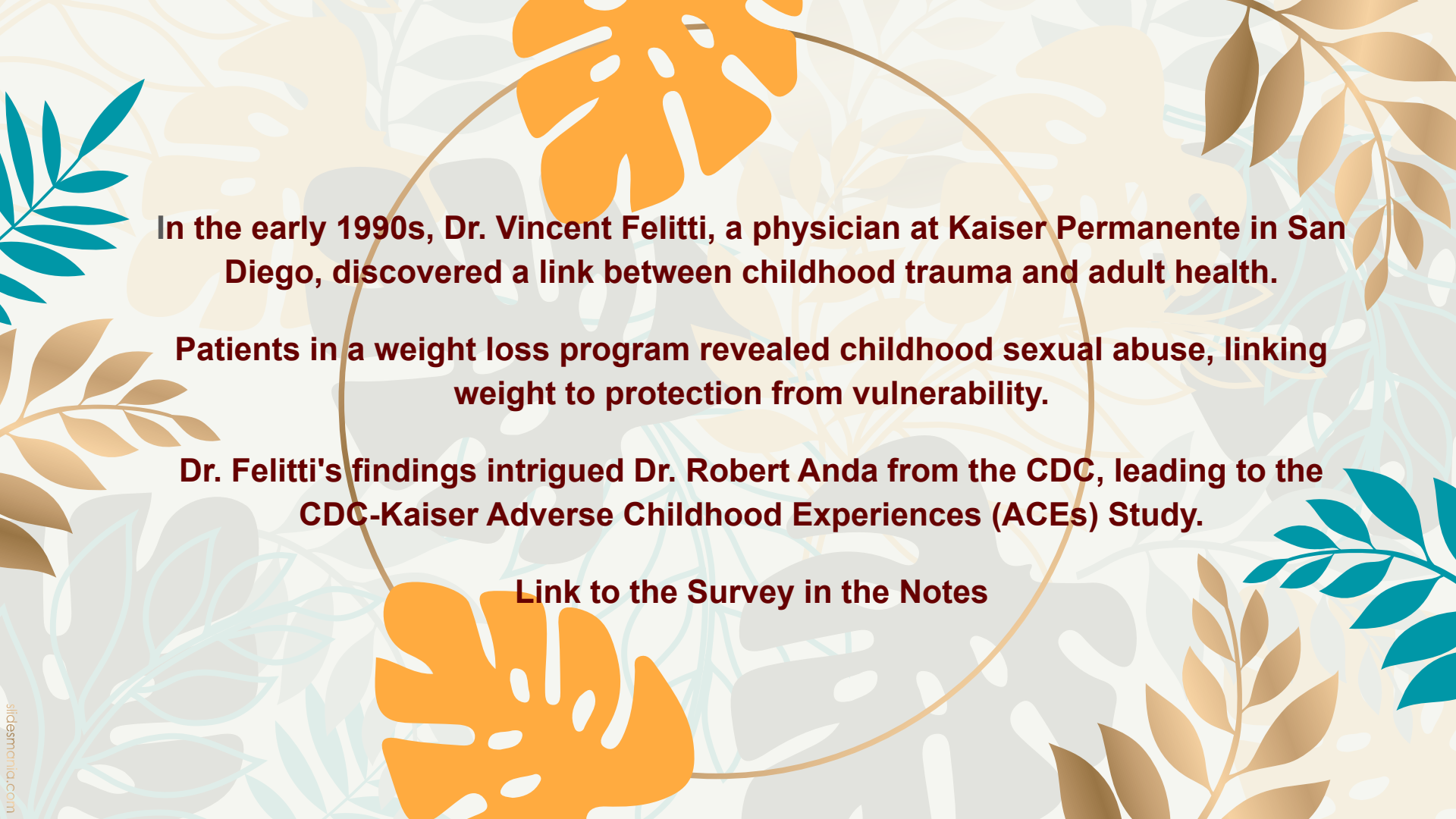


Students choose an option

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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](#)**



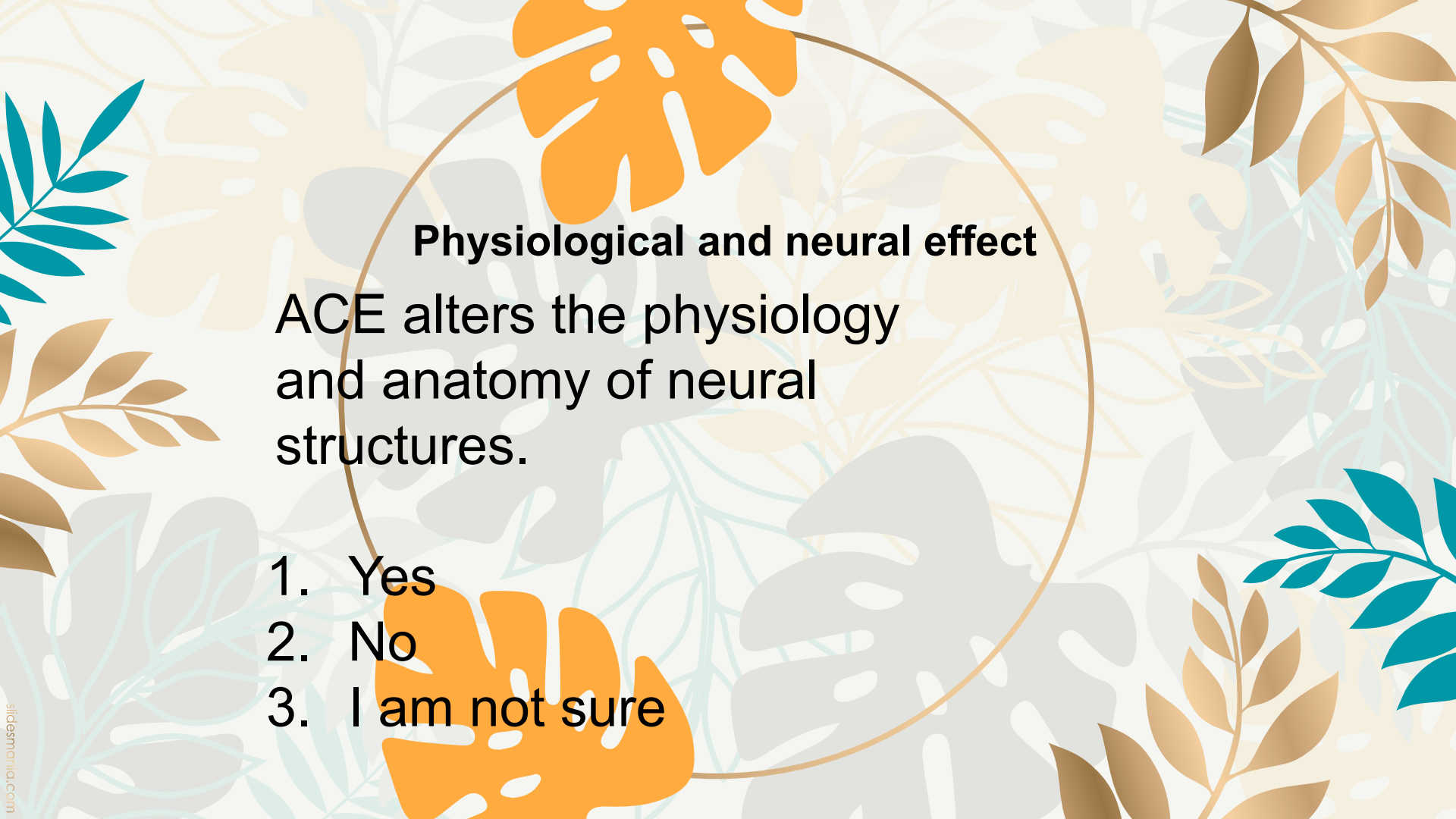
The ACE study discovered that adverse experiences are often forgotten due to underestimating their impact, shaming and downplaying, choosing to conceal rather than reveal them.

Click to add text



**On emotions:**

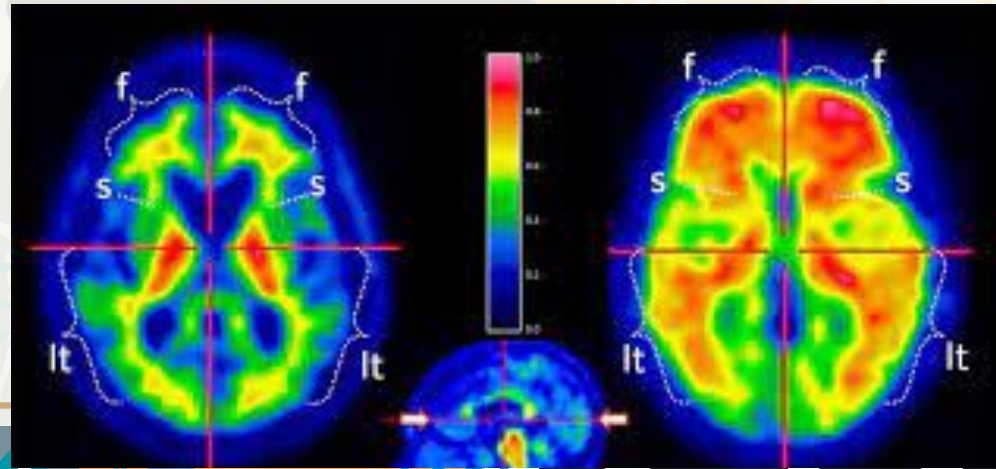
Shame is rejecting one's  
expression of authentic self

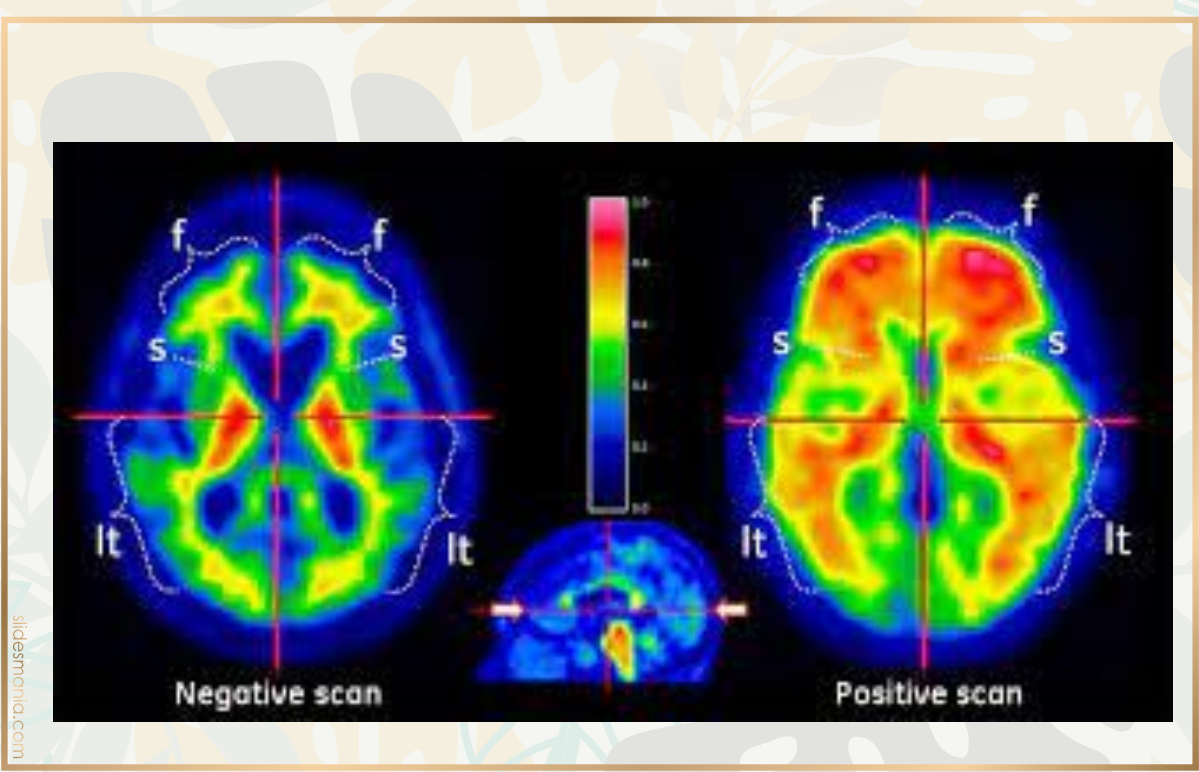


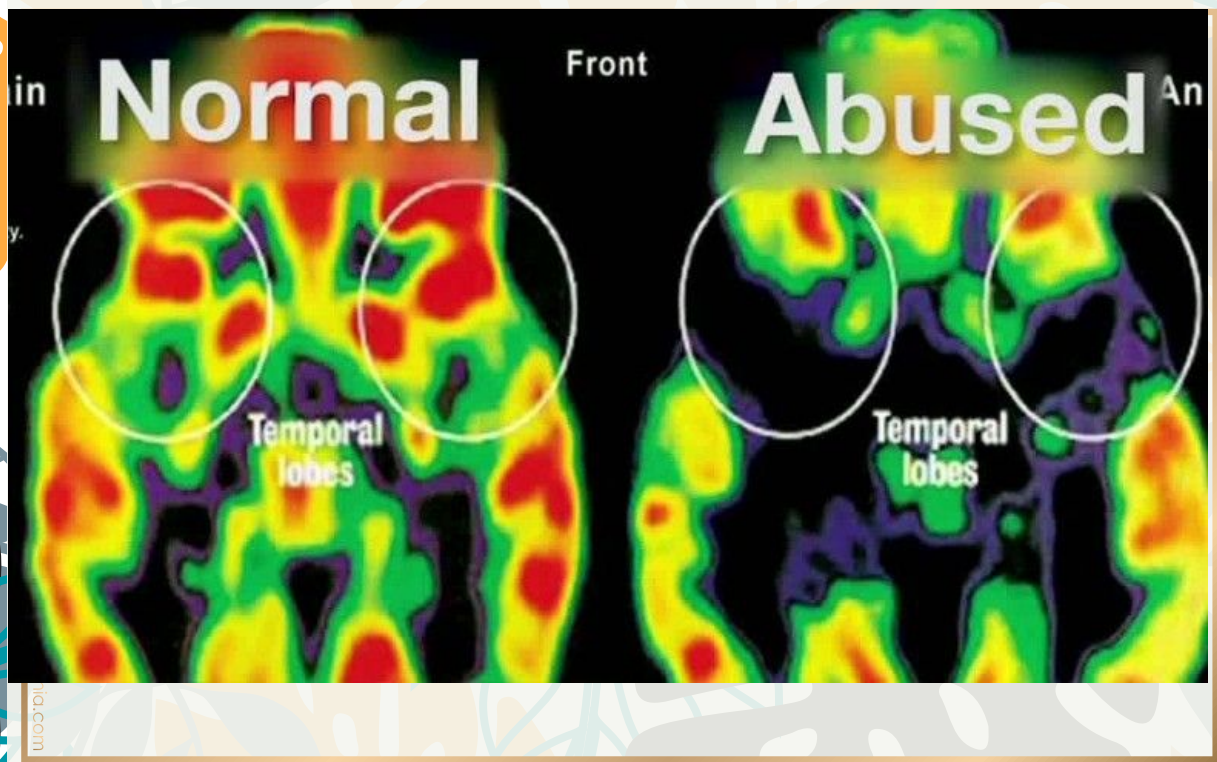
**Physiological and neural effect**  
ACE alters the physiology  
and anatomy of neural  
structures.

1. Yes
2. No
3. I am not sure

Which brain image represents a person who had ACE?



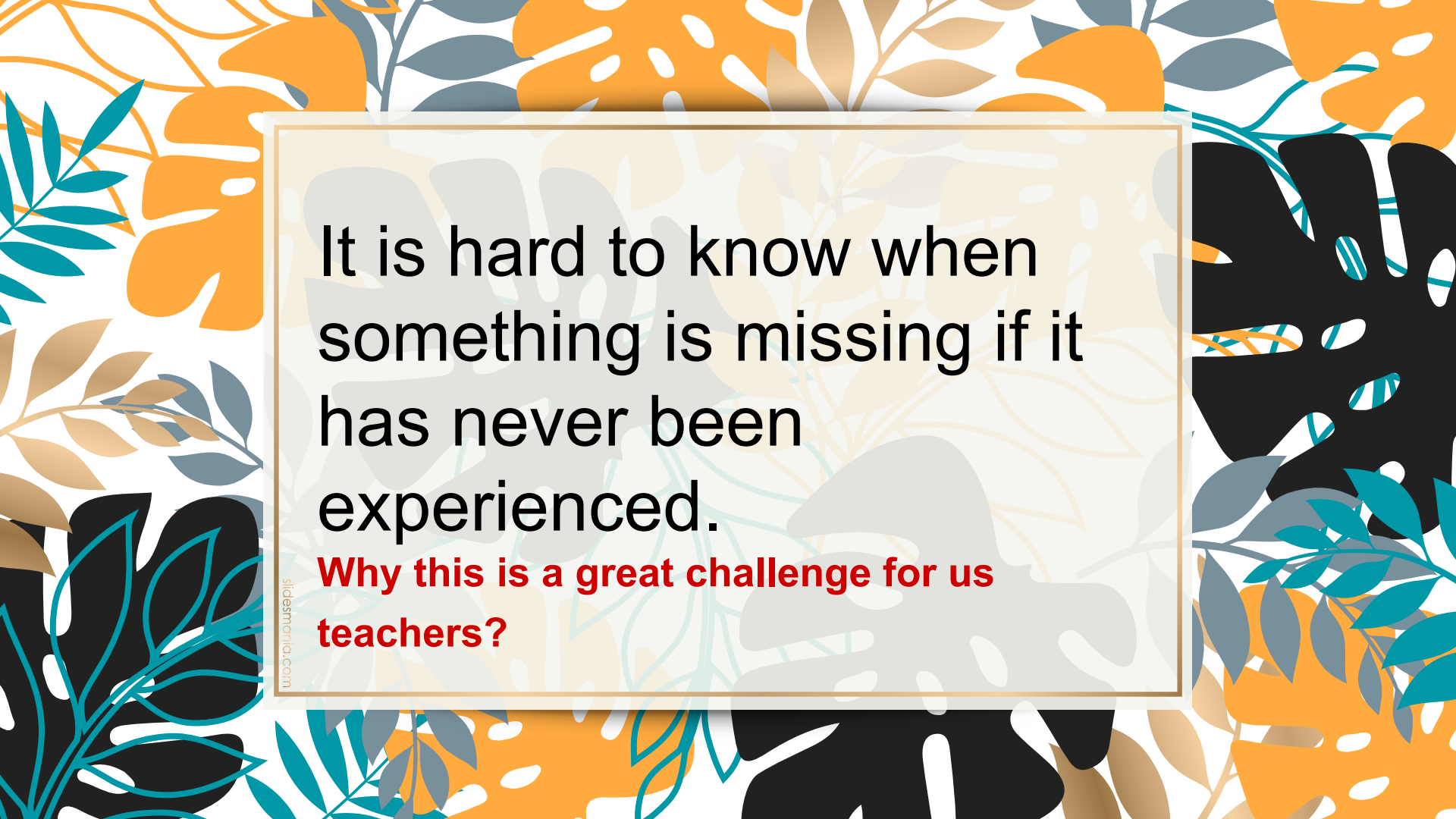




**When traumatic memories are activated, we resort to one or more of these behaviors/conditions:**

- **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

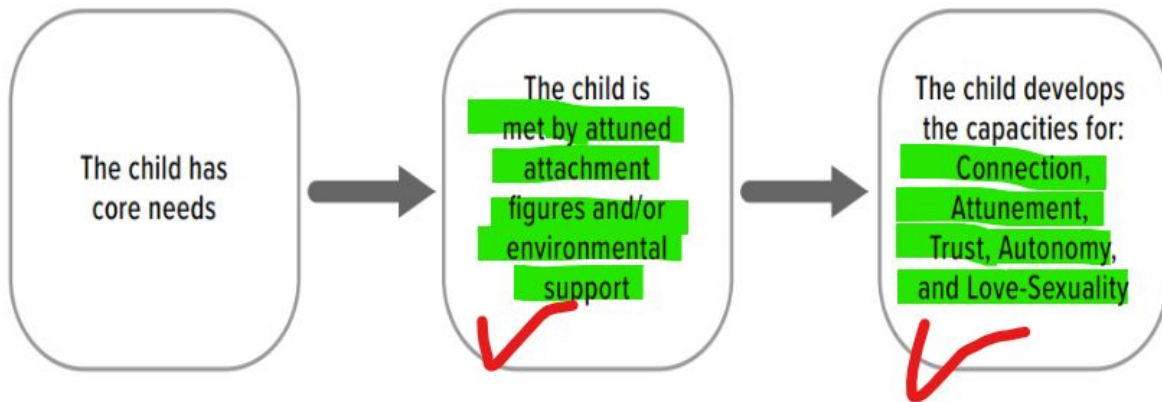
a. Substance

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?**

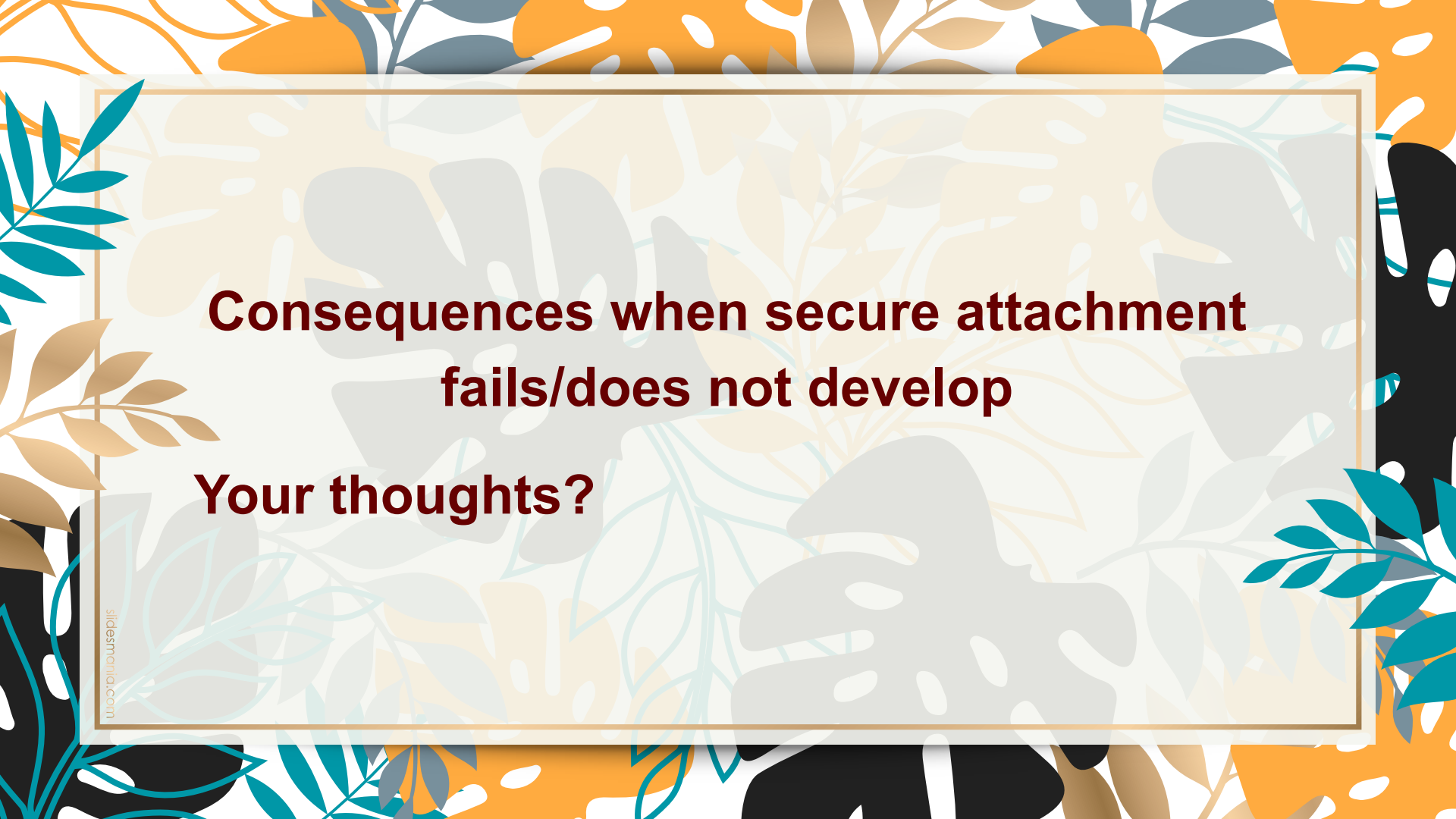
## Secure Attachment



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

<b>Fight</b>	<b>Flight</b>	<b>Freeze</b>	<b>Fawn</b>
Assertiveness	Disengagement	Acute awareness	Love & Service
Boundaries	Healthy Retreat	Mindfulness	Compromise
Courage	Industriousness	Poised Readiness	Listening
Moxie	Know-How	Peace	Fairness
Leadership	Perseverance	Presence	Peacemaking

The background features a vibrant pattern of tropical leaves in shades of orange, teal, and grey. A central white rectangular box with a thin orange border contains the text. 

# **Consequences when secure attachment fails/does not develop**

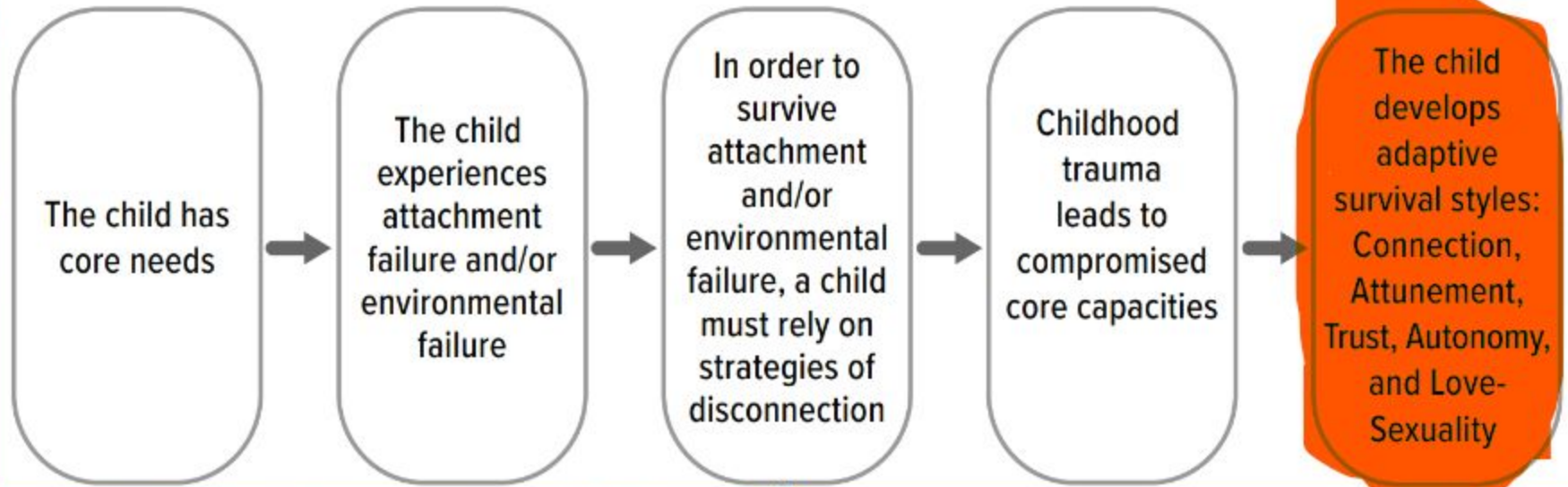
**Your thoughts?**

## 4F DISTORTIONS OF ATTACHMENT AND SAFETY INSTINCTS

<b>Fight</b>	<b>Flight</b>	<b>Freeze</b>	<b>Fawn</b>
Control to connect	Perfect to connect	No way I'll connect	Merge to connect
Rage to be safe	Perfect to be safe	Hide to be safe	Grovel to be safe



## Attachment and Environmental Failure



FROM: THE PRACTICAL GUIDE FOR HEALING DEVELOPMENTAL TRAUMA By LAURENCE HELLER, PHD, AND BRAD J. KAMMER, LMFT, LPCC

## DETRIMENTAL CHARACTERISTICS OF THE 4F DEFENSES

<b>Fight</b>	<b>Flight</b>	<b>Freeze</b>	<b>Fawn</b>
Narcissistic	Obsessive/Compulsive	Dissociative	Codependent
Explosive	Panicky	Contracting	Obsequious
Controlling [Enslaving]	Rushing or worrying [Outrunning pain]	Hiding [Camouflaging]	Servitude [Groveling]
Entitlement	Driven-ness	Isolation	Loss of self
Type-A	Adrenaline junkie	Couch Potato	People-pleaser
Bully	Busyholic	Space case	Doormat
Autocrat	Micromanager	Hermit	Slave
Demands perfection	Compelled by perfectionism	Achievement-phobic	Social perfectionism
Sociopath	Mood disorder[Bipolar]	Schizophrenic	D.V. victim
Conduct disorder	ADHD	ADD	Parentified child

## **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)**

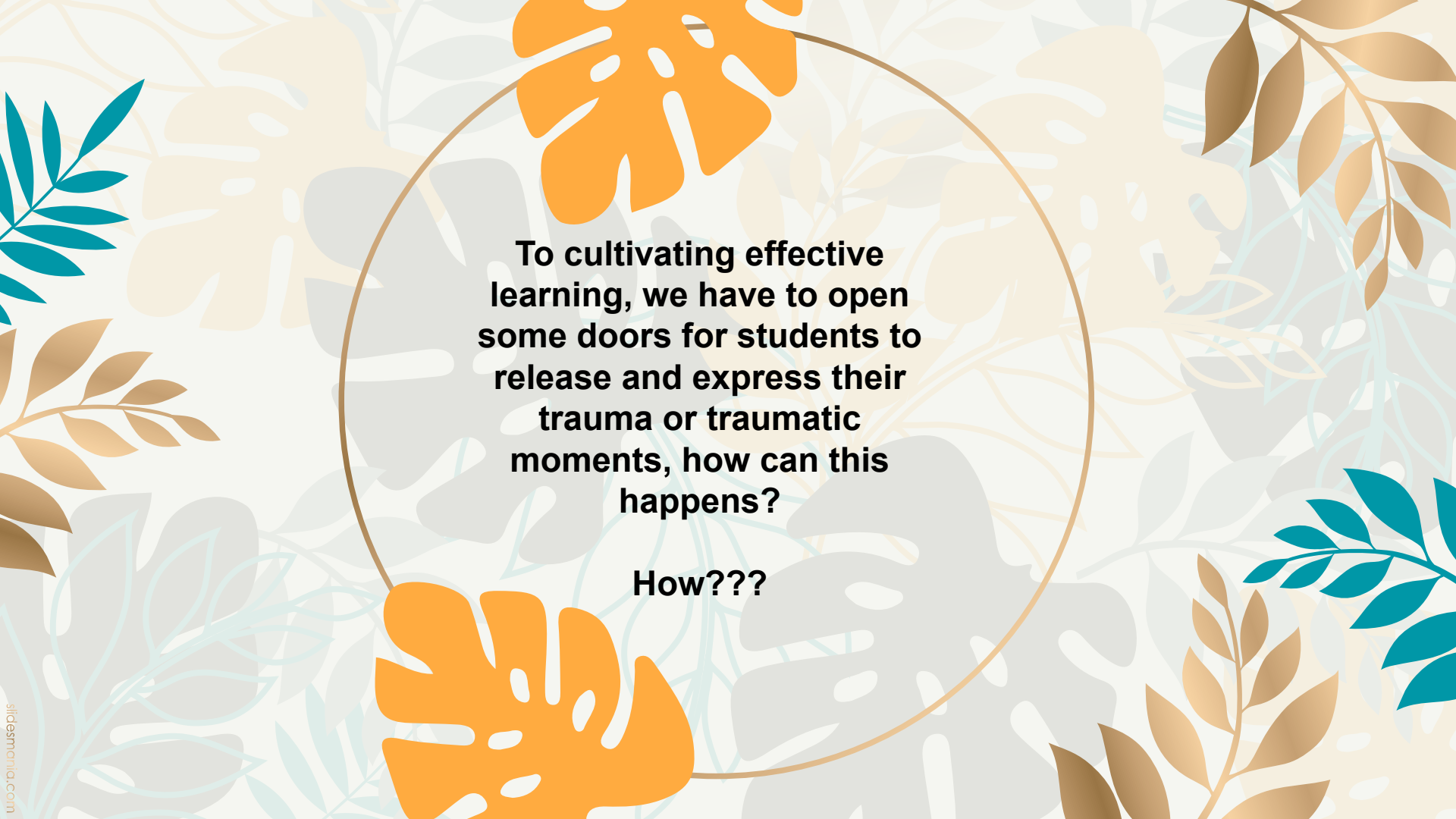
**16. Loss of Spontaneity**

**17. High-Risk Behaviors**

**18. Survival Guilt**

**19. Development of Rigid Psychological Defenses**

**20. Desire to Self-Medicating**



**To cultivating effective learning, we have to open some doors for students to release and express their trauma or traumatic moments, how can this happens?**

**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

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Students, write your response!

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# 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

The background of the slide is a vibrant, repeating pattern of tropical leaves. The leaves are in various shades of orange, teal, and brown, set against a light cream background. Some leaves are solid colors, while others are outlines. The pattern is dense and covers the entire slide.

How do you grow?  
What do you do to let this  
happens?

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 \(\[phoenixtraumacenter.com\]\(http://phoenixtraumacenter.com\)\)](#)