Chapter 5
Student Trauma, the Hidden Curriculum, and Cultural Humility:
This Trio Needs a Team Approach

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ABSTRACT

Student trauma can set up challenges and obstacles to a student's academic success. The correlation between experienced childhood trauma and negative medical and social problems is significant, creating problems at school with academic work, behaviors, and social interactions. Further compounding this issue are cultural differences in traumatic resolution and the hidden curriculum of education, especially as the globalization of school communities increases. The complexity of this issue generates an ideal situation for a multidisciplinary team approach, with precise defining of each team member's role to increase comprehensive services for teachers, students, families, and the administration. Essential members of the multidisciplinary team are school administration, teachers, family members, guidance staff, counseling staff, school social workers, school nurses, and community resources that can coordinate with the school to create individualized plans to optimize student success. The chapter is a compilation of scholarly research through desktop research.

INTRODUCTION

The goal of educators is to provide students with a learning environment in which they can absorb, comprehend, synthesize, and apply information that is important for the future. While educating students has always involved challenges, the globalization of the classroom, amalgamated with childhood trauma and the hidden curriculum, are creating new obstacles that make learning difficult for some of schools' most vulnerable students. This chapter will discuss contemporary research concerning childhood trauma and how common and paradoxical manifestations of behavior can spill over into the classroom. Additionally, cultural differences and the hidden curriculum of classrooms can create another layer of difficulty for students—often students who are already at a disadvantage due to being displaced, adjusting to new surroundings, communication difficulties, on-going negative dynamics of being a member of an oppressed and marginalized people group, and lack a peer support group.

Due to the complexity of these intertwined issues, there is no simple or universal approach to effectively deal with these challenges to learning and classroom management. A multidisciplinary team is a realistic approach to a problem that is complicated and involves numerous individual factors. The team approach involves two important components: a well fashioned, multiple-player team with well-defined roles and the unity of the team toward an end goal. It is not enough to believe that a teacher or a guidance counselor should be able to "fix" a multidimensional problem. An ideal team comprises players from a student's home, school, and community to provide comprehensive assistance to all aspects of the issues, not just the behaviors in the classroom.

BACKGROUND

Research into childhood trauma has consistently found that experienced adversity is correlated with an increased risk of negative outcomes in several life domains, specifically physical, emotional, cognitive, social, and spiritual arenas (Asok, Benard, Roth, Rosen, & Dozier, 2013; Belsky, Schlomer, & Ellis, 2012; Danese & McEwen, 2012; Institute of Medicine and National Research Council, 2014; Power, et al., 2013). The importance of family is central to theoretical underpinnings and a starting point of investigation of both positive and negative life outcomes. For example, the family serves many roles, such as basic protection, affection, companionship, social status, means of reproduction, and regulation of sexual behavior, and constructs a world view for members through a complex lens of culture, temperament, personality, environment, and individual experiences (Zastrow & Kirst-Ashman, 2016). The

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