

## **Haunted Trauma Narratives of Race, Disability, and Inclusion in a School Community**

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### **Summary of Paper**

- Introduces a framework of “haunted trauma narratives” that draws on sociological affective theories of haunting based on state-sanctioned violence; critical disability studies; and transgenerational trauma.
- Based on ethnographic research at an elementary school that has transitioned to schoolwide full inclusion
  - Specialize in supporting students with emotional and behavioral disability labels (EBD) in diverse general education setting
  - Students with EBD labels are mostly students of color who have experienced and are experiencing persistent trauma
- First, I introduce the school community and why I understand it as haunted
- Second, I describe my framework of haunted trauma narratives
- Throughout the paper, I use vignettes and other data from the school that captured moments of these narratives.
- This summary shares:
  - Important components of the paper
  - A partial list of references that I used in the full article

### **“Good Morning, Memorial Community”**

Meet Memorial Elementary School

#### **This School is Haunted**

- FEELINGS
- Segregated spaces – within the room, building, and community/city
- Negative relationships between “upstairs” and “downstairs” students
- Educator burnout
- Unable to forget and wonder about students

#### **On Race and Disability**

- History of State-Sanctioned Violence is Ongoing
  - Settler Colonialism
  - Capitalism and Poverty
  - Slavery
  - Racism and anti-Blackness
  - Carceral Logics
- What it means to be human and to have a life worth living
  - Normal, able, disciplined

- DisCrit is concerned with the dehumanization of students of color with disabilities where racism and ableism have been co-constructed.
- Many emotional and behavioral disabilities (EBD) among students of color are *constituted by transgenerational trauma from contact with colonizing and racist institutions* (Dutro & Bien, 2014; Gill & Erevelles, 2017).

### Haunting and Transgenerational Trauma

- “Uncanny”: things that seem to be visiting from another time and place, are repetitions of the past, or that make the inanimate alive
- Erasure and silence: Memories and histories that have been suppressed, unacknowledged, undocumented
- Ghosts demand justice: transformative potential when ghosts of colonizing and enslaving institutions speak
  - Affective force for justice and transformation
  - Not a metaphor
- Complex personhood is possible and part of what haunts

### Time: Past Traumas in the Present (and Ongoing into the Future)

- Trauma is a fragmentation, a fundamental shattering of self that is experienced physically, cognitively, affectively, and spiritually (Burstow, 2003).
- Trauma events vs. ongoing, persistent traumas
- Transgenerational and collective trauma
  - Institutional violence assaults individuals’ sense of self, safety, and community
- Dissolving time: chronological time loses power and is caught in circulations and repetitions

### Haunted Trauma Narratives

- Self and community narratives: Complex personhood and beloved community
- Transformations: past futures, present futures

*“A self-narrative is a cognitive-affective-behavioral structure that organizes and consolidates our self-understanding, our goals, our emotional range, and our way of being in a social world .... Therefore, personal storytelling establishes both structure and social connections. It is precisely this self-narrative that is disrupted by trauma.”*  
(Szymanski & Rosenfeld, 2014, p. 264; quoted on p. 427)

### Room 109 (vignette on p. 423)

*Room 109 was on the ground floor, one of the small classrooms that used to be part of Memorial Elementary’s segregated behavior unit ....*

### Kianna’s Graduation Speech (vignette on pp. 426-427)

*I just wanted to say thank you to my classmates for helping me through some rough times. This made me feel good because I knew people cared about me ....*

### Beloved Community

- History is the present and future. Connections to history build community.
- Layered possibilities in unstructured collaborative work

### In Place of Conclusion

- Emergent Design for Transformation: *Nepantla* (Anzaldúa, 2015)
- Learning into Beloved Community

- Imagination and Love

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