

Living Between Pedagogy and Therapy: A Critical Autoethnographic Examination of Trauma-Informed Educational Practice in Jamaica and the British Overseas Territory of the Turks and Caicos Islands

Zoe Barnett-Butler^{1,*}

¹Counsellor Educator, Department of Education, Turks and Caicos Islands

*Corresponding author: Tel: 1-649-243-7926. E-mail: Zoebarbutler83@gmail.com

Received: June 23, 2026 Accepted: August 28, 2026 Published: September 20, 2026

doi:10.5296/ije.v18i3.23844

URL: <https://doi.org/10.5296/ije.v18i3.23844>

Abstract

This critical autoethnographic study examines the intersection of education, counselling, and trauma-informed practice through twenty-eight years of professional experience in Jamaica and the British Overseas Territory of the Turks and Caicos Islands. Drawing upon roles as classroom teacher, school counsellor, and Health and Family Life Education (HFLE) instructor, the study examines how repeated encounters with students affected by trauma challenge traditional distinctions between academic instruction and emotional support. Using critical autoethnography informed by trauma theory, post-colonial scholarship, and critical pedagogy, the paper interrogates educational structures that priorities academic achievement while marginalizing emotional wellbeing. Through systematic reflection on professional practice, recurring themes emerged, including the separation of learning from wellbeing, the limitations of reactive intervention models, the centrality of relationships in educational engagement, and the influence of colonial educational legacies on contemporary schooling. The study culminates in the development of Trauma-Informed Curriculum Design (TICD), a conceptual framework that positions emotional wellbeing, relational learning, and resilience-building as core curricular concerns rather than supplementary support services. By contributing a Caribbean perspective to the expanding field of trauma-informed education, this study advances Trauma-Informed Curriculum Design (TICD) as a framework for integrating wellbeing, resilience, and relational learning into curriculum development and educational reform.

Keywords: autoethnography, trauma-informed education, curriculum design, Caribbean education, school counselling, HFLE, post-colonial education

1. Introduction

Over the past two decades, trauma-informed educational practice has emerged as a significant framework for understanding how adverse childhood experiences influence learners' cognitive, social, emotional, and academic development (SAMHSA, 2014; van der Kolk, 2014). Growing evidence suggests that exposure to violence, family instability, poverty, displacement, neglect, and other forms of adversity can significantly affect educational engagement and achievement (Shonkoff & Garner, 2012; Masten, 2014). In response, schools internationally have increasingly sought to adopt trauma-informed approaches that recognize the relationship between wellbeing and learning (Brunzell et al., 2015; Crosby, 2015).

Despite this growing body of scholarship, much of the literature remains rooted in North American, European, and Australian educational contexts (Carello & Butler, 2015; Crosby, 2015). Comparatively little attention has been given to how trauma-informed practices are understood and enacted within Caribbean educational systems, where colonial legacies, socio-economic inequalities, migration patterns, environmental vulnerabilities, and community violence continue to shape educational experiences in distinctive ways.

This paper contributes to that emerging conversation through a critical autoethnographic examination of my professional journey across Jamaica and the British Overseas Territory of the Turks and Caicos Islands. Over a twenty-eight-year career in education, including eighteen years as a school counsellor, I have occupied a professional space that educational institutions often treat as separate domains: the classroom and the counselling office. My work as a teacher, school counsellor, and Health and Family Life Education (HFLE) instructor has provided sustained opportunities to observe how emotional wellbeing and academic learning intersect in the lives of children and young people.

Repeatedly, I encountered students whose academic difficulties could not be adequately explained through conventional educational frameworks. Learners referred for behavioral problems, chronic absenteeism, disengagement, or poor academic performance often carried experiences of grief, neglect, abuse, family disruption, community violence, or persistent socio-economic stress. Yet institutional responses frequently focused on correcting behavior rather than understanding the emotional realities that shaped it.

My dual role as school counsellor and HFLE instructor prompted a critical question: Why is emotional wellbeing typically addressed through reactive interventions rather than intentionally integrated into curriculum and pedagogy?

This paper argues that the separation of pedagogy and therapy reflects a broader structural issue within Caribbean educational systems. Drawing upon critical autoethnography, trauma theory, post-colonial scholarship, and critical pedagogy, I examine how lived professional experiences revealed the limitations of intervention-focused approaches to student wellbeing. In doing so, I propose Trauma-Informed Curriculum Design (TICD) as a framework that situates emotional wellbeing, relational learning, and resilience-building within the curriculum itself.

2. Research Methods

This study employs critical autoethnography as its methodological framework (Ellis, 2004; Ellis et al., 2011). Autoethnography is a qualitative research approach that uses personal experience as a means of understanding broader cultural, social, and institutional phenomena. Rather than treating the researcher's experiences as separate from the research process, autoethnography recognizes the self as a legitimate site of inquiry through which larger systems, structures, and practices can be examined (Bochner & Ellis, 2016).

As both researcher and participant, I draw upon twenty-eight years of professional experience in education, including eighteen years as a school counsellor across Jamaica and the British Overseas Territory of the Turks and Caicos Islands. My career has spanned secondary and primary educational settings and has included roles as classroom teacher, school counsellor, and Health and Family Life Education instructor.

The primary data sources for this study include professional memories, reflective practice records, longitudinal observations, counselling experiences, curriculum planning documents, and instructional experiences accumulated across twenty-eight years of educational practice. To protect confidentiality, all identifying details have been removed or altered. The focus of analysis is not individual students but the recurring patterns and critical incidents that shaped my understanding of trauma-informed educational practice.

Analysis involved revisiting significant professional experiences and identifying recurring themes across educational contexts. Through an iterative process of reflection, comparison, and engagement with trauma theory, post-colonial scholarship, critical pedagogy, and pastoral care literature, several themes emerged concerning the relationship between trauma, wellbeing, and learning.

3. Findings and Analysis

3.1 Theme 1: When Behavior Was a Trauma Response

One afternoon, a teacher referred an eleven-year-old student to my office for what was described as "persistent defiance." According to the referral, the student frequently refused to complete classwork, argued with teachers, and appeared uninterested in learning. The teacher expressed frustration and suggested that the student required stricter disciplinary consequences.

When the student entered my office, he sat silently, avoiding eye contact. His body language communicated resistance but also exhaustion. Having encountered many similar referrals throughout my career, I initially approached the conversation through the lens of behavioral intervention. As the conversation unfolded, however, a different story emerged. The student disclosed that his mother had recently migrated due to immigration-related challenges affecting her employment status. He was now living with relatives and described feeling abandoned, angry, and disconnected. He admitted that he often stayed awake late into the night worrying about his family and struggling to concentrate in school. What teachers

interpreted as defiance was, in many respects, an expression of grief, uncertainty, and emotional distress.

I remember leaving that session unsettled. The issue was not simply the student's behavior; it was the educational system's interpretation of that behavior. The referral form contained detailed descriptions of classroom disruptions but no questions regarding emotional wellbeing, family circumstances, or recent life events.

Reflecting on this encounter, I began to question how many students were being disciplined for manifestations of distress rather than intentional misconduct. Rather than asking, "What is wrong with this student?", a trauma-informed perspective encourages educators to ask, "What has happened to this student?" This encounter became one of the experiences that informed my later development of Trauma-Informed Curriculum Design.

3.2 Theme 2: Living with Violence: Trauma Beyond Physical Injury

While working as a school counsellor in a Jamaican secondary school, I encountered an incident that significantly influenced my understanding of how trauma can manifest among adolescents living in communities affected by chronic violence.

A Grade 11 student approached me with concerns about a classmate who had been absent from school for several days. According to the student, his classmate lived in a community experiencing ongoing armed conflict and had reportedly been injured during a violent incident.

The disclosure immediately raised safeguarding concerns. Working alongside school administrators and external agencies, efforts were made to establish contact with the student and ensure his wellbeing. After considerable coordination, arrangements were made for him to attend school.

When the student eventually arrived, he appeared withdrawn and apprehensive. He was wearing bandages over an area that appeared to indicate a physical injury. However, when the school nurse examined him, no visible wound was found beneath the bandages. Initially, some staff interpreted the incident as deception. Yet as I reflected on the encounter, I became increasingly convinced that the absence of a physical injury did not negate the presence of trauma. This interpretation aligns with trauma research demonstrating that traumatic stress often manifests psychologically and behaviorally even in the absence of visible physical harm (van der Kolk, 2014).

The student was living within an environment characterized by fear, instability, and exposure to violence. Whether or not he had sustained a physical injury, he was navigating the psychological realities associated with life in a community where violence had become normalized.

This experience deepened my understanding of trauma as a phenomenon that extends beyond physical harm. The incident reinforced the importance of recognizing that students often carry invisible burdens related to fear, insecurity, loss, and community violence. The bandages became symbolic of a broader truth: schools often respond most readily to visible

wounds, while emotional wounds remain unseen.

3.3 Theme 3: HFLE as a Preventative and Transformative Space

While much of my work as a school counsellor involved responding to crises after they had occurred, my experiences as a Health and Family Life Education (HFLE) instructor offered a different perspective on student wellbeing. Rather than addressing emotional difficulties through individual intervention, HFLE created opportunities to engage students proactively in discussions about emotions, relationships, decision-making, resilience, and personal development.

During one lesson focused on coping with stress and life challenges, I invited students to reflect on situations that caused them anxiety and to discuss strategies they used to manage difficult emotions. Initially, many students were reluctant to participate. As the discussion progressed, however, students began sharing experiences that extended far beyond the academic concerns I had anticipated.

Several students spoke about family separation, migration, financial hardship, community violence, and uncertainty about the future. What struck me most was not simply the content of their disclosures but the fact that many had never previously been provided with a structured opportunity within the school day to discuss these experiences.

As the conversation unfolded, students began responding to one another with empathy and encouragement. The classroom temporarily shifted from a traditional instructional space into a community of shared understanding and support.

Reflecting on this experience, I realized that many of the issues emerging during counselling sessions could potentially be addressed much earlier through intentional curriculum design. Students were demonstrating a need not only for academic instruction but also for opportunities to develop emotional literacy, self-awareness, communication skills, and coping strategies.

This lesson became a turning point in my professional thinking. I began to question why opportunities for emotional learning were largely confined to HFLE rather than embedded across the wider curriculum. If students benefited from structured opportunities to develop self-awareness, resilience, empathy, and emotional regulation in one subject area, why should these capacities not be cultivated throughout the educational experience?

4. Discussion

Taken together, these experiences revealed a recurring tension between the educational and emotional needs of students. In each incident, traditional educational responses initially focused on behavior, compliance, attendance, or academic performance. Yet deeper exploration revealed experiences of grief, migration-related separation, community violence, fear, and emotional distress.

The findings suggest that trauma is often present within schools but not always recognized

through conventional educational frameworks. Students frequently communicate distress through behavior, withdrawal, absenteeism, or disengagement rather than through direct disclosure. Consequently, educational systems that focus primarily on academic outcomes risk overlooking significant emotional and contextual influences on learning.

The experiences described also highlight the limitations of intervention-focused approaches. Counselling services remain essential, but they are often reactive by nature. Students typically enter counselling after difficulties have already become visible. In contrast, the HFLE experience demonstrated the preventative potential of curriculum as a vehicle for emotional development, resilience-building, and relational learning.

The findings are consistent with trauma-informed educational scholarship that recognizes behavior as a form of communication rather than simply an indicator of misconduct (Perry & Szalavitz, 2017; SAMHSA, 2014). They also support research suggesting that emotional wellbeing, relational trust, and psychological safety are foundational conditions for meaningful learning and educational engagement (Brunzell et al., 2015; Noddings, 2013). Collectively, these experiences suggest that schools may benefit from moving beyond reactive intervention models towards more proactive and preventative approaches that intentionally cultivate resilience, emotional literacy, and relational learning within the curriculum itself. These insights ultimately led to the development of Trauma-Informed Curriculum Design (TICD).

4.1 Trauma-Informed Curriculum Design (TICD)

Trauma-Informed Curriculum Design emerged from years of observing the limitations of educational systems that separate learning from wellbeing and counselling from curriculum. The framework proposes that emotional wellbeing should not be treated as an additional educational responsibility but as a foundational condition for learning.

TICD is built upon six interconnected principles:

1. Safety and Belonging
2. Relational Learning
3. Emotional Literacy
4. Student Voice and Agency
5. Cultural and Contextual Relevance
6. Resilience and Strength-Based Development

Each principle reflects established scholarship within trauma-informed, relational, and culturally responsive educational practice. Safety and Belonging draw upon trauma-informed frameworks that identify psychological safety as a prerequisite for learning (SAMHSA, 2014; Brunzell et al., 2015). Relational Learning reflects the importance of caring educational relationships in student engagement and development (Noddings, 2013). Emotional Literacy supports students' capacity to recognize, understand, and regulate emotional experiences (Carello & Butler, 2015). Student Voice and Agency are informed by critical pedagogical

traditions that emphasize participation, dialogue, and empowerment (Freire, 1970; hooks, 1994). Cultural and Contextual Relevance acknowledge the importance of culturally responsive and decolonizing approaches to education (Gay, 2018; Smith, 2021; Ladson-Billings, 2021). Resilience and Strength-Based Development focus on fostering adaptive capacities and protective factors rather than concentrating solely on deficits (Masten, 2014; Ungar, 2021).

The principal contribution of this study is the development of Trauma-Informed Curriculum Design (TICD), a conceptual framework derived from critical reflection on twenty-eight years of educational and counselling practice within Caribbean contexts. While existing trauma-informed models frequently focus on school climate, behavior, and intervention strategies, TICD emphasizes curriculum itself as a vehicle for emotional wellbeing, resilience-building, relational learning, and personal development. Rather than positioning trauma-informed practice solely within counselling services, TICD embeds these principles within curriculum planning, pedagogy, classroom relationships, assessment practices, and school culture.

Table 1. Trauma-Informed Curriculum Design (TICD) Framework

Principle	Curriculum	Pedagogy	Assessment	School Culture
Safety and belonging	Wellbeing outcomes embedded in units	Predictable routines	Flexible demonstrations of learning	Inclusive climate
Relational Learning	Collaborative learning tasks	Relationship-centered teaching	Feedback conversations	Strong home–school partnerships
Emotional Literacy	SEL competencies integrated	Reflection activities	Self-assessment	Emotional support systems
Student Voice and Agency	Choice-based learning	Student-led discussions	Student goal setting	Shared decision-making
Cultural and Contextual Relevance	Caribbean realities reflected	Culturally responsive teaching	Authentic assessment	Celebration of identity
Resilience and Strength-Based Development	Resilience-focused outcomes	Strengths-based feedback	Growth-oriented assessment	Recognition of strengths

2.1.1 Conceptual Framework of Trauma-Informed Curriculum Design (TICD)

The Trauma-Informed Curriculum Design (TICD) framework positions emotional wellbeing as a foundational condition for learning. The framework integrates six interconnected principles—Safety and Belonging, Relational Learning, Emotional Literacy, Student Voice

and Agency, Cultural and Contextual Relevance, and Resilience and Strength-Based Development—across curriculum, pedagogy, assessment, and school culture.

Conceptual Diagram Structure
TRAUMA-INFORMED CURRICULUM DESIGN (TICD)

STUDENT WELLBEING
&
LEARNING SUCCESS

-
1. Safety & Belonging
 2. Relational Learning
 3. Emotional Literacy
 4. Student Voice & Agency
 5. Cultural & Contextual Relevance
 6. Resilience & Strength-Based Development
-

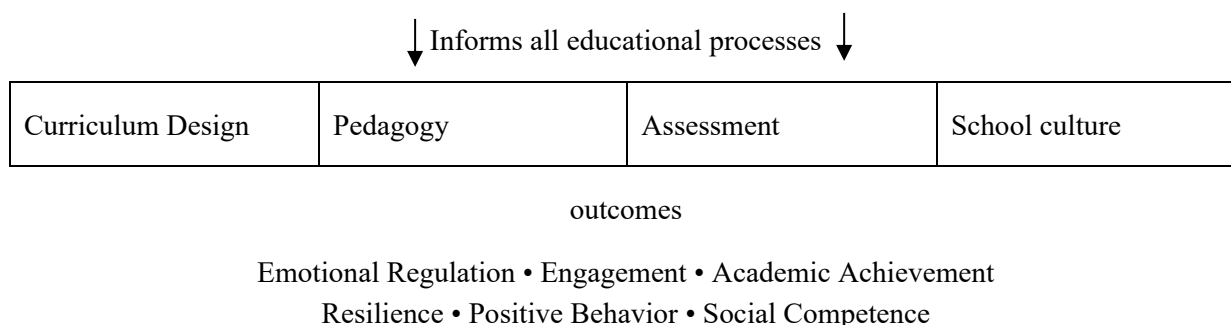


Figure 1. Conceptual Framework of Trauma-Informed Curriculum Design (TICD)

The framework illustrates how six interconnected principles collectively support trauma-informed educational practice and contribute to improved wellbeing, resilience, engagement, and academic achievement.

3. Limitations

As an autoethnographic study, this research is grounded in the author's lived professional experiences and interpretations. While these experiences provide valuable insight into trauma-informed educational practice within Caribbean contexts, the findings are not intended to be statistically generalized. The analysis reflects one practitioner's perspective and may not fully represent the experiences of all educators, students, or institutions. Future research incorporating interviews, focus groups, and quantitative measures may further

examine the applicability of Trauma-Informed Curriculum Design across diverse educational settings.

4. Expanded Theoretical Contribution

The principal theoretical contribution of this study is the development of Trauma-Informed Curriculum Design (TICD), a conceptual framework that extends existing understandings of trauma-informed education by positioning curriculum itself as a central mechanism for promoting wellbeing, resilience, relational learning, and educational engagement. While much of the trauma-informed educational literature focuses on school climate, behavioral interventions, counselling services, and organizational responses to trauma (SAMHSA, 2014; Dorado et al., 2016; Overstreet & Chafouleas, 2016), TICD advances a curriculum-centered perspective that integrates trauma-informed principles directly into teaching and learning processes.

Existing trauma-informed frameworks have made significant contributions by encouraging educators to recognize the effects of trauma on student development and behavior. However, many approaches remain primarily intervention-oriented, focusing on responding to difficulties after they become visible through behavioral concerns, attendance issues, emotional distress, or academic underachievement. TICD builds upon these foundations while proposing a more preventative orientation. Rather than viewing emotional wellbeing as an additional support service located outside the curriculum, the framework conceptualizes wellbeing as an essential condition for learning that should be intentionally embedded within educational experiences.

A further contribution of TICD lies in its integration of trauma theory, critical pedagogy, culturally responsive education, and resilience research. By bringing these traditions into dialogue, the framework offers a more holistic understanding of how schools can support learners. The model recognizes that trauma does not occur in isolation from broader social, cultural, economic, and historical realities. Consequently, educational responses must move beyond individualized interventions and address the contextual factors that shape student experiences.

The framework also contributes to the growing scholarship on decolonizing education within Caribbean contexts. Educational systems throughout the Caribbean continue to operate within structures influenced by colonial histories, examination-driven accountability measures, and academic traditions that often prioritize performance over wellbeing. TICD challenges these assumptions by proposing that emotional development, relational learning, cultural identity, and resilience are not peripheral educational concerns but fundamental components of meaningful learning. In doing so, the framework aligns with broader calls for more humanizing, culturally responsive, and socially just approaches to education.

Importantly, TICD contributes a Caribbean perspective to an area of scholarship that has been dominated by research from North America, Europe, and Australia. The framework emerged from professional experiences within Jamaica and the British Overseas Territory of the Turks

and Caicos Islands and therefore reflects the realities of educational practice within post-colonial Caribbean societies. Issues such as migration, family separation, community violence, socio-economic inequalities, cultural identity, and historical legacies form part of the context within which trauma-informed educational practice must be understood.

Ultimately, TICD proposes a conceptual shift from viewing trauma-informed practice as a specialized intervention toward understanding it as an educational philosophy embedded throughout curriculum design, pedagogy, assessment, and school culture. In this respect, the framework provides a foundation for future theoretical development, empirical investigation, and educational reform aimed at creating learning environments that support both academic achievement and human flourishing.

5. Implications for Policy and Practice

The findings of this study have important implications for educational policy, curriculum development, teacher preparation, and school leadership within Caribbean and comparable educational contexts. First, the study suggests that trauma-informed practice should not be confined to counselling services or behavioral interventions. Policymakers should consider integrating trauma-informed principles into national curriculum frameworks, educational standards, and school improvement initiatives. Such integration would recognize emotional wellbeing as a foundational component of educational success rather than a supplementary concern.

Second, teacher education programmers should provide greater preparation in trauma-informed pedagogy, emotional literacy, relational learning, and culturally responsive practice. Many educators encounter students affected by adversity but receive limited training in recognizing trauma responses or supporting emotional wellbeing within classroom settings. Embedding trauma-informed competencies within pre-service and in-service professional development could enhance educators' capacity to respond effectively to diverse learner needs.

Third, curriculum planners should consider opportunities to integrate wellbeing, resilience-building, emotional literacy, and student voice across subject areas rather than limiting these experiences to designated programmers such as Health and Family Life Education (HFLE). A whole-curriculum approach would enable students to develop social-emotional competencies alongside academic knowledge and skills.

Finally, school leaders play a critical role in fostering trauma-informed cultures characterized by safety, trust, inclusion, and relational support. Educational leadership practices that prioritize wellbeing alongside academic achievement may contribute to more positive educational experiences for both students and staff. The Trauma-Informed Curriculum Design framework offers one possible model for guiding such efforts by providing a coherent structure through which wellbeing, learning, and resilience can be integrated across multiple dimensions of educational practice.

Future research should further examine the implementation and effectiveness of TICD across diverse educational settings, including primary, secondary, and tertiary institutions. Empirical investigation of the framework's impact on student wellbeing, engagement, resilience, and academic outcomes would provide valuable evidence to support its continued refinement and application.

6. Conclusion

This critical autoethnographic study examined the intersection of education, counselling, and trauma-informed practice through twenty-eight years of professional experience in Jamaica and the British Overseas Territory of the Turks and Caicos Islands. Through reflective analysis of professional experiences across teaching, counselling, and Health and Family Life Education (HFLE), the study explored how emotional wellbeing and academic learning intersect within Caribbean educational contexts.

The experiences presented in this paper revealed that students' behaviours are often rooted in broader social, emotional, and contextual realities that remain invisible within traditional educational frameworks. They also demonstrated the limitations of approaches that address wellbeing primarily through reactive intervention.

Most importantly, the study suggests that curriculum itself can function as a site of prevention, connection, resilience-building, and healing. The development of Trauma-Informed Curriculum Design (TICD) represents an attempt to move beyond the traditional separation of pedagogy and therapy by positioning emotional wellbeing as an integral component of educational practice.

In doing so, this paper contributes a Caribbean perspective to ongoing conversations about trauma-informed education and offers a framework for reimagining schools as spaces where learning and wellbeing are understood not as separate goals but as mutually reinforcing dimensions of human development.

7. Ethics Statement

This study employed critical autoethnography and draws upon the author's reflective examination of professional educational practice accumulated over twenty-eight years. No interviews, surveys, or direct data collection involving human participants were conducted for research purposes. All student-related narratives have been anonymized and identifying details have been removed or altered to protect confidentiality.

References

- Berger, E. (2019). Multi-tiered approaches to trauma-informed care in schools: A systematic review. *School Mental Health, 11*(4), 650–664. <https://doi.org/10.1007/s12310-019-09326-0>
- Bochner, A. P., & Ellis, C. (2016). *Evocative autoethnography: Writing lives and telling stories*. Routledge. <https://doi.org/10.4324/9781315545417>
- Brunzell, T., Stokes, H., & Waters, L. (2015). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology, 19*(1), 63–83. <https://doi.org/10.1007/s40688-014-0030-0>
- Carello, J., & Butler, L. D. (2015). Practicing what we teach: Trauma-informed educational practice. *Journal of Teaching in Social Work, 35*(3), 262–278. <https://doi.org/10.1080/08841233.2015.1030059>
- Crosby, S. D. (2015). An ecological perspective on emerging trauma-informed teaching practices. *Children & Schools, 37*(4), 223–230. <https://doi.org/10.1093/cs/cdv027>
- Dorado, J. S., Martinez, M., McArthur, L. E., & Leibovitz, T. (2016). Healthy Environments and Response to Trauma in Schools (HEARTS): A whole-school, multi-level, prevention and intervention program for creating trauma-informed, safe and supportive schools. *School Mental Health, 8*(1), 163–176. <https://doi.org/10.1007/s12310-016-9177-0>
- Ellis, C. (2004). *The ethnographic I: A methodological novel about autoethnography*. AltaMira Press.
- Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An overview. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research, 12*(1). <https://doi.org/10.17169/fqs-12.1.1589>
- Freire, P. (1970). *Pedagogy of the oppressed*. Continuum.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Hooks, B. (1994). *Teaching to transgress: Education as the practice of freedom*. Routledge.
- Ladson-Billings, G. (2021). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
- Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Press.
- Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews, 15*(1–2), e1018. <https://doi.org/10.1002/cl2.1018>
- Noddings, N. (2013). *Caring: A relational approach to ethics and moral education* (2nd ed.). University of California Press.

- Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health*, 8(1), 1–6. <https://doi.org/10.1007/s12310-016-9184-1>
- Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook* (3rd ed.). Basic Books.
- Shonkoff, J. P., & Garner, A. S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics*, 129(1), e232–e246. <https://doi.org/10.1542/peds.2011-2663>
- Smith, L. T. (2021). *Decolonizing methodologies: Research and Indigenous peoples* (3rd ed.). Zed Books.
- Substance Abuse and Mental Health Services Administration. (2014). *SAMHSA's concept of trauma and guidance for a trauma-informed approach* (HHS Publication No. SMA 14-4884). U.S. Department of Health and Human Services.
- Ungar, M. (2021). *Multisystemic resilience: Adaptation and transformation in contexts of change*. Oxford University Press.
- van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Viking.

Acknowledgments

Not applicable.

Authors contributions

Not applicable.

Funding

Not applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.