

Outline

Trauma in Students: What to Look For
Fight, flight or freeze responses: How it manifests in school
Wired for fear: Impact on the whole child
ACEs – Adverse Childhood Experiences study and survey
The role of poverty and mental health challenges

Trauma Therapy
Benefits
Limitations of the Research
Potential Risks

Discipline in a Trauma-Informed Classroom
Changing your mindset: Punitive vs. collaborative
Strategies to foster intrinsic motivation
3 steps to implement a collaborative approach
Case study: How you respond

Neuroplasticity: Activities to Establish & Strengthen Neural Pathways
Strategies to develop new ways of responding
Slow down, stop and think
Respond rather than react
Social stories

Techniques to incorporate the 4 R's:
Rhythmic
Repetitive
Relational
Rewarding

Relationships as a Protective Factor
Techniques to form positive relationships and increase students' likeliness to:
Stay in school longer
Work harder
Increase test scores & grades
Increase their self-confidence

Techniques to help students feel connected to school making them less likely to:
Smoke or drink
Have sexual intercourse
Develop emotional problems
Experience suicidal thoughts or attempts
Carry weapons
Be involved in violence or dangerous activities

Objectives

- Upon completion of this seminar, participants will be able to:
1. Analyze the ways in which poverty and mental health contribute to trauma responses thus informing your approach to working with all students.
 2. Determine how trauma impacts a child's development and develop strategies for meeting his or her needs.
 3. Explore how exposure to adverse childhood experiences (ACEs) determines the likelihood of developmental trauma and its impact on level of functioning across the lifespan.
 4. Establish a collaborative approach to discipline and demonstrate how this fosters intrinsic motivation for behavior change in the child.
 5. Practice techniques to establish positive relationships and build trust with hard-to-reach students thus increasing their social and academic success.
 6. Explore mindfulness activities that foster student self-awareness, self-regulation and the ability to focus as it relates to impulsive behaviors and attention.

Case study: Strengths-based, solution-focused approach
Mindfulness and Self-Awareness Activities To:
Help with transitions
Reduce impulsive behaviors
Strengthen empathy, kindness and compassion
Calm and focus attention

Social and Emotional Learning Techniques to Increase:
Focus and concentration
Impulse control
Conflict resolution skills

Mindful Communication Tools to Improve Student Engagement
Lead with presence
Attention
Intention

Mindful Strategies to Increase Connection, Empathy & Community
Gratitude
Heartfulness

Zones of Regulation to Teach Self-Awareness & Emotional Control
Red zone
Yellow zone
Green zone
Blue zone

Live Seminar Schedule


7:30 Registration/Morning Coffee & Tea

8:00 Program begins

11:50-1:00 Lunch (*on your own*)

4:00 Program ends

There will be two 15-min breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker. A more detailed schedule is available upon request.

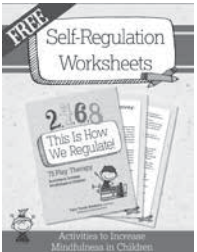


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Trauma-Informed Compassionate Classrooms

Strategies to Reduce Challenging Behavior, Improve Learning Outcomes and Increase Student Engagement

BUFFALO, NY Monday October 28, 2019	ROCHESTER, NY Tuesday October 29, 2019	SYRACUSE, NY Wednesday October 30, 2019
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Trauma-Informed Compassionate Classrooms


Strategies to Reduce Challenging Behavior, Improve Learning Outcomes and Increase Student Engagement

- Establish a trauma-informed classroom
- Build trust with your hard-to-reach students
- Meet the social and emotional needs of diverse learners
- Communicate more effectively with challenging students
- Incorporate neuroplasticity with a strengths-based perspective

BUFFALO, NY
Monday, October 28, 2019

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Tuesday, October 29, 2019

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Trauma-Informed Compassionate Classrooms

Strategies to Reduce Challenging Behavior, Improve Learning Outcomes and Increase Student Engagement

As an educator, you are faced with the challenge of meeting the social and emotional needs of all your students. This can be challenging enough with typical learners but it is even more difficult with those who have experienced trauma or have mental health challenges. Students who have experienced trauma often present as difficult to engage and display problematic behavior such as a low frustration tolerance, angry outbursts or difficult social relationships. These behaviors all get in the way of the teaching and learning. When a student has experienced trauma, he/she often spends much of the day in fight/flight/freeze mode which limits their capacity to learn. Their outwardly aggressive and irritable behaviors also disrupt the flow in the classroom, requiring your time and attention. Despite the amount of time you invest in behavior charts or incentives for good behavior, traditional behavioral approaches to classroom management and a punitive approach to discipline simply are not effective.

Join Dr. Reese and learn how a trauma-informed approach will greatly reduce challenging behavior, improve student engagement and increase learning outcomes. Leave this seminar with new strategies, tools and resources to reduce students' impulsiveness, aggressive behaviors and inattention and increase their focus, attention and compassion. While this positive approach is absolutely essential for students with trauma, it will also greatly benefit each and every student in your classroom. Return to your school with:

- Research-based practices to establish a trauma-informed classroom
- A plan to develop positive relationships and build trust with your hard-to-reach students
- Proven techniques for communicating more effectively and collaboratively with challenging students
- Cognitive skill-building strategies which incorporate the science of neuroplasticity and the strengths-based perspective of neurodiversity

Speaker

Christina Reese, LCPC, Ph.D., has been working with children impacted by trauma for over 15 years. She helps children and their families impacted by a variety of traumas, providing both in home and in school therapy to these children. Over this time, Dr. Reese has partnered with schools in Baltimore County and Baltimore City to help teachers find interventions that get results in the classroom. A passionate advocate for children and their families, she has worked with children in court ordered drug treatment at the Anne Arundel County Circuit Court, as well as in residential treatment centers and in the community.

Dr. Reese, a recognized attachment and trauma professional has created a comprehensive guide that explains attachment over a lifetime. Her book, Attachment: 60 Trauma-Informed Assessment and Treatment Interventions Across the Lifespan released in October 2018 offers trauma-informed strategies to facilitate connection, rebuild trust and restore positive emotions.

Dr. Reese is a licensed clinical professional counselor in Maryland and Pennsylvania as well as a licensed clinical supervisor. She received her Master's Degree in community counseling from McDaniel College in Westminster, MD and her Ph.D. in counselor education from George Washington University in Washington, D.C. Past work experiences include being director of a mental health clinic and the case manager of the Howard County Cold Weather Shelter, working with homeless individuals and families. Additionally, Dr. Reese is very passionate about her work focusing on attachment and has extensive experience adoptive families and with children in foster care.

Speaker Disclosures:

Financial: Christina Reese has an employment relationship with Mosaic Community Services. She receives a speaking honorarium from PESI, Inc.

Non-financial: Christina Reese has no relevant non-financial relationship to disclose.

Questions? Call customer service at 800-844-8260

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Attachment

60 Trauma-Informed Assessment and Treatment Interventions Across the Lifespan

By Christina May Reese, LCPC, PHD - Seminar Presenter!

Attachment is the way that we connect to each other. Without attachment, people feel alone to deal with challenges they face, which leads to distress, dysfunction and mental health disorders. Improve your client's relationships by teaching them **strategies to feel more connected, reestablish trust, and restore positive emotions**. Dr. Christina Reese, a recognized attachment and trauma professional, has created a comprehensive guide that explains attachment over a lifetime, and offers trauma-informed approaches to treat attachment at any age.

Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges

By Mona M. Delahooke, PhD

In *Beyond Behaviors*, internationally known pediatric psychologist, Dr. Mona Delahooke describes behaviors as the tip of the iceberg, important signals that we should address by seeking to understand a child's individual differences in the context of relational safety. Featuring impactful worksheets and charts, this accessible book offers professionals, educators and parents tools and techniques to reduce behavioral challenges and promote psychological resilience and satisfying, secure relationships.

Target Audience:

General Educators • Special Educators • School Administrators • School Psychologists • Social Workers • Guidance Counselors
School Nurses • Directors of Special Education • Paraprofessionals • Speech-Language Pathologists • Occupational Therapists

LIVE SEMINAR CONTINUING EDUCATION CREDIT INFORMATION

Credits listed below are for full attendance at the live event only. After attendance has been verified, pre-registered attendees will receive an email from PESI Customer Service with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print, email or download a certificate of completion if in full attendance. For those in partial attendance (arrived late or left early), a letter of attendance is available through that link and an adjusted certificate of completion reflecting partial credit will be issued within 30 days (if your board allows). Please see "LIVE SEMINAR SCHEDULE" on this brochure for full attendance start and end times. NOTE: Boards do not allow credit for breaks or lunch.

If your profession is not listed, please contact your licensing board to determine your continuing education requirements and check for reciprocal approval. For other credit inquiries not specified below, or questions on home study credit availability, please contact cepesi@pesi.com or 800-844-8260 before the event.

Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

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information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

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___ Seminar on CD* (audio) \$219.99 (RNA053350)

___ **Attachment** book* \$24.99 (PUB085705)

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