

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

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.

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.


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Trauma-Informed
Compassionate
Classrooms

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

HAGERSTOWN, MD
Wednesday, February 19, 2020

FREDERICK, MD
Thursday, February 20, 2020

WINCHESTER, VA
Friday, February 21, 2020

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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

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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. Bashant 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

Jennifer L. Bashant, Ph.D., LMSW, MA, is a sought-after presenter on the topics of mental health, trauma, restorative justice and mindfulness in schools. As a licensed clinical social worker with experience in a variety of clinical settings, Jennifer shares her clinical knowledge and expertise with educators in a way that is both practical and relevant.

Dr. Bashant started her own business, Building Better Futures, LLC, through which she extends her work with children exhibiting challenging behavior. She is an educational consultant in New York State, where she provides training and embedded coaching to educators regarding the most behaviorally challenging students. Her approach is trauma-sensitive and strengths-based, and she seeks to foster collaborative relationships between educators and students as they work together as partners in learning.

Jennifer has been trained in Collaborative Problem Solving, Restorative Justice and the Mindful Schools curriculum for K-12 students. As a certified DiSC Leadership and Work Style Trainer, Jennifer also trains teachers about how to communicate more effectively.

Speaker Disclosures:
Financial: Jennifer Bashant is the owner of Building Better Futures, LLC. She receives a speaking honorarium from PESI, Inc.
Non-financial: Jennifer Bashant has no relevant non-financial relationship to disclose.




Hassle-Free Cancellation Policy: If you contact us before the event date, you can exchange for a self-study package on the subject (CE credits may be available), a certificate to attend another seminar, or receive a tuition refund less a \$30 cancel fee. Substitutions are permitted at any time.


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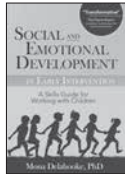
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CBT Toolbox for Children and Adolescents
Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression & Conduct Disorders
By Robert Hull, EDS, MED, NCSP, Amanda Crowder, MSW, LCSW, Lisa Phifer, DED, NCSP, and Tracy Elsenraat, MA, LPC, ATR-BC
The CBT Toolbox for Children and Adolescents gives you the resources to help the children in your life handle their daily obstacles with ease. Written by clinicians and teachers with decades of experience working with kids, these practical and easy-to-use therapy tools are vital to teaching children how to cope with and overcome their deepest struggles. Step-by-step, you'll see how the best strategies from cognitive behavioral therapy are adapted for children.



Self-Compassion & Mindfulness for Teens Card Deck
54 Exercises and Conversation Starters
By Lee-Anne Gray, PsyD
Clinicians, educators, and even parents sometimes need help getting the conversation started with teens, especially around topics of anxiety, depression, school, ADHD, LGBTQI, anger and body image. This card deck is a collection of 54 prompts using mindfulness, compassion, self-compassion, and kindness to tackle, discuss, and treat these challenging issues. Suitable for ages 13-99, these versatile cards stimulate conversation and promote mindful and kind ways of being.



Social and Emotional Development in Early Intervention
By Mona M. Delahooke, PhD
A groundbreaking resource for the field of early intervention. Illustrated with worksheets, charts and handouts, this reader-friendly book will provide valuable tools to nurture relationships, measure progress, reduce child stress, address challenging behaviors and promote self-regulation.

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

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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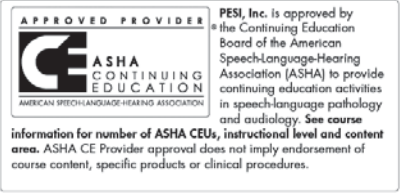
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EDUCATORS/TEACHERS: This course is designed to qualify toward your professional development requirement. The program is 6.25 clock hours in length.

PENNSYLVANIA EDUCATORS & SCHOOL PERSONNEL: 6.5 ACT 48 Hours will be made available through Capital Area Intermediate Unit (CAIU) for location in Hagerstown, MD on February 19, 2020. Those requesting ACT 48 Hours will be required to sign in and provide their Pennsylvania Certification Number and will receive instructions at the seminar on how to create a free online account with CAIU; only those individuals who have a CAIU online account are eligible to receive ACT 48 Hours.

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WEST VIRGINIA SOCIAL WORKERS: The West Virginia Board of Social Work Examiners can only approve programs held in the state of West Virginia. This course does not qualify for West Virginia social work credits. You will still receive a certificate of completion at the end of the seminar to retain for your records.

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We would be happy to accommodate your ADA needs; please email info@pesi.com or call 1-800-844-8260 at least two weeks prior to the seminar date.

SAME DAY REGISTRATION
Walk-ins are welcome but admission cannot be guaranteed. Contact us for space availability if registering within one week of seminar.

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