

## 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

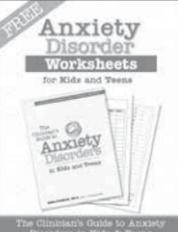
There will be two 15-min breaks (mid-morning & mid-afternoon).  
 Actual lunch and break start times are at the discretion of the speaker.  
 A more detailed schedule is available upon request.



PESI Inc. is proud to offer this seminar (at these locations only) free of charge (on live seminar tuition) for veterans and active duty military personnel. *Limited seats available; advance online registration required.*

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## Anxiety Disorders for Kids and Teens Worksheets



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# Trauma-Informed Compassionate Classrooms

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

<p><b>SHREVEPORT, LA</b>          Wednesday          May 6, 2020</p>	<p><b>LAFAYETTE, LA</b>          Thursday          May 7, 2020</p>	<p><b>METAIRIE, LA</b>          Friday          May 8, 2020</p>
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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

**SHREVEPORT, LA**  
 Wednesday, May 6, 2020

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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 Julianna Elsworth, MSW, LCSW, 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

**Julianna Elsworth, MSW, LCSW**, has dedicated her career as a psychotherapist, educator, and advocate to individuals who have endured trauma. She has extensive experience educating professionals who work with trauma survivors, including providing agency wide residential treatment trainings and for teachers in the Syracuse City School District. Julianna has worked in numerous settings across the social work field, including psychiatric inpatient hospitals, adolescent residential treatment, and as an adjunct professor for the MSW program at Syracuse University.

Julianna works with children, adolescents, adults, and families as an outpatient private practice therapist in Charlotte, NC. Her specialties include complex trauma, sexually reactive behaviors in childhood, depression, anxiety, behavioral problems, and high conflict families. Julianna is knowledgeable, likable, and engaging and relates to her clients and audiences in a personable, direct and compassionate manner. She is an expert at taking evidenced-based practices and implementing them into creative and functional interventions that get results and promote positive client outcomes.

### Speaker Disclosure

Financial: Julianna Elsworth has an employment relationship with Calming Waters Counseling Services. She receives a speaking honorarium from PESI, Inc.

Non-financial: Julianna Elsworth has no relevant non-financial relationship to disclose.

**Questions?** Visit our FAQ page at [www.pesi.com/faq](http://www.pesi.com/faq) or contact us at [www.pesi.com/info](mailto:www.pesi.com/info)

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**\*SAVE by including these products with your seminar registration!**

### Attachment

60 Trauma-Informed Assessment and Treatment Interventions Across the Lifespan

By Christina May Reese, LCPC, PHD

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 [cepsi@pesi.com](mailto:cepsi@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.*

*PESI, Inc. offers continuing education programs and products under the brand names PESI, PESI Healthcare, PESI Rehab and Psychotherapy Networker.*

**Counselors:** This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

**Louisiana Counselors:** This course has been submitted to the Louisiana Counseling Association for review.

**Texas Counselors:** CE credit is available. This activity consists of 6.0 clock hours of continuing education instruction for Texas Counselors. The Texas State Board of Examiners of Professional Counselors no longer approves programs or providers. PESI activities meet the continuing education requirements as listed in Title 22 Texas Administrative Code, Chapter 681, Subchapter J, Section 681.142 Acceptable Continuing Education. Please retain the certificate of completion that you receive and use as proof of completion when required.

**Educators/Teachers:** This activity qualifies for 380 minutes of instructional content as required by many national and state licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

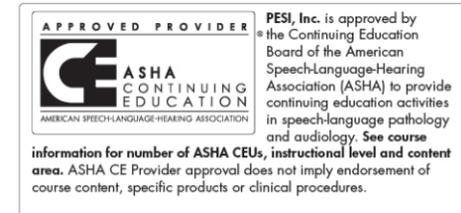
**Texas Educators:** PESI, Inc. has been approved as a CPE Provider #500-981 for Texas Educators by the Texas State Board for Educator Certification (SBED). This course qualifies for 6.0 CPE clock hours.

**Nurses, Nurse Practitioners, and Clinical Nurse Specialists:** PESI, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Nurses in full attendance will earn 6.3 contact hours. Partial contact hours will be awarded for partial attendance.

**Occupational Therapists & Occupational Therapy Assistants:** PESI, Inc. is an AOTA Approved Provider of continuing education. Provider #: 3322. Full attendance at this course qualifies for 6.0 contact hours or .6 CEUs in the Category of Domain of OT and Occupational Therapy Process. Partial credit will be issued for partial attendance. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. Course Level: Intermediate.

**Psychologists/School Psychologists:** PESI, Inc. is approved by the National Association of School Psychologists to offer professional development for school psychologists. PESI maintains responsibility for the program. Provider #1140. PESI is offering this activity for 6.25 hours of continuing education credit. Full attendance is required; no partial credits will be offered for partial attendance.



**Speech-Language Pathologists:** This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

**School Social Workers:** PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 General continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

**Social Workers:** PESI, Inc., #1062, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. PESI, Inc. maintains responsibility for this course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits. Course Level: Intermediate. Full attendance is required; no partial credits will be offered for partial attendance. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation.

**Louisiana Social Workers:** This program was approved for 6.25 (Clinical) contact hours of continuing education credit by the National Association of Social Workers, Louisiana Chapter as authorized by the Louisiana State Board of Social Work Examiners.

**Other Professions:** This activity qualifies for 380 minutes of instructional content as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific requirements.

## REGISTRATION FORM

### TRAUMA-INFORMED COMPASSIONATE CLASSROOMS: STRATEGIES TO REDUCE CHALLENGING BEHAVIOR, IMPROVE LEARNING OUTCOMES AND INCREASE STUDENT ENGAGEMENT

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**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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*Advance registration required. Cannot be combined with other discounts.*

• **FREE Military Tuition:** PESI, Inc. is proud to offer this seminar free of charge on live seminar tuition for veterans and active duty military personnel. *Limited seats available; advance online registration required.*

• **\$30 Tuition:** If you are interested in being our registration coordinator for the day, go to: [www.pesi.com/coord](http://www.pesi.com/coord) for availability and job description, first come, first serve.

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