

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 Webcast Schedule

(Times listed in Eastern)

8:00 Program begins

11:50-1:00 Lunch Break

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.

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



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Trauma-Informed Compassionate Classrooms

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

LIVE Interactive Webcast

Friday, December 11, 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. 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, and has recently completed training as a TBRI Practitioner. 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 with 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.

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School Psychologists - CA

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To inquire about credit in other states or home study credit, please contact cepesi@pesi.com or 800-844-8260 before the event.

National Approvals

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This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

**** Please note that Speech-Language Pathologists must complete the post-test and evaluation within two weeks of attending the live event if they would like their participation submitted to the ASHA CE Registry. Detailed instructions will be provided the day of the program under the Handouts section of the online program.**



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