

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**

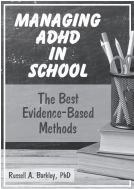
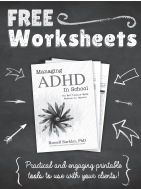
**7:30** Registration/Morning Coffee & Tea  
**8:00** Program begins  
**11:50-1:00** Lunch *(on your own)*  
**4:00** Program ends

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. *Advanced online registration required.*

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# Trauma-Informed Compassionate Classrooms

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

**DULUTH, MN**  
Wednesday  
June 12, 2019

**ROSEVILLE, MN**  
Thursday  
June 13, 2019

**BLOOMINGTON, MN**  
Friday  
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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. 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.

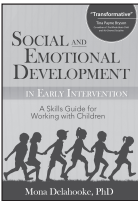
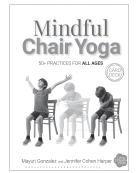
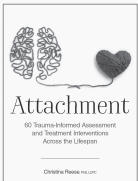
Non-financial: Christina Reese has no relevant non-financial relationship to disclose.

## Questions? Call customer service at 800-844-8260

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**Have a seminar idea? A manuscript to publish?** The nation's top speakers and authors contact us first. If you are interested in becoming a speaker or have a new topic idea, please contact **Marnie Sullivan** at [msullivan@pesi.com](mailto:msullivan@pesi.com) or call **715-855-8226**.

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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 - 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.

### Mindful Chair Yoga Card Deck

*50+ Practices for All Ages*

**By Jennifer Cohen Harper, MA, E-RYT and Mayuri Breen Gonzalez**

When yoga moves off the mat and into the chair, it's easier to integrate into daily life. Use in the classroom, in clinical settings, at your desk, on an airplane, or anyplace you happen to be! Mindful Chair Yoga is a powerful way to harness key benefits of the practice: become stronger, more flexible, navigate challenging situations without becoming overwhelmed, rest when you need it, and much more. This easy-to-use card deck contains 50+ practices that can support everyone - children, teens and adults - in living a happier, healthier life.

### 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 • 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](mailto: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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**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.

**MINNESOTA COUNSELORS:** Application for MN BBHT continuing education credits has been submitted. Please contact us at 800-844-8260 or [info@pesi.com](mailto:info@pesi.com) for the status of LPC CE hours.

**WISCONSIN COUNSELORS:** This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please contact your licensing board to determine if they accept programs or providers approved by other national or state licensing boards. A certificate of attendance will be awarded at the end of the program to participants who are in full attendance and who complete the program evaluation.

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

**WISCONSIN EDUCATORS:** This course may be used toward your Professional Development Plan if it meets your individual goals. Please contact DPI with questions regarding individual PDP's. This course is 6.25 clock hours.

**MINNESOTA SUPERINTENDENTS, PRINCIPALS, SUPERVISORS, DIRECTORS OF SPECIAL EDUCATION, DIRECTORS OF COMMUNITY EDUCATION, AND CAREER & TECHNICAL/VOCATIONAL ADMINISTRATORS AND SUPERVISORS:** A Request for the Approval of a Continuing Education Program has been submitted to the Minnesota Board of School Administrators.

**NURSES/NURSE PRACTITIONER/CLINICAL NURSE SPECIALISTS:** PESI, Inc. is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

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**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.

**MINNESOTA PSYCHOLOGISTS:** Please contact our customer service department at 800-844-8260 or [info@pesi.com](mailto:info@pesi.com) for the most current information.



**PESI, Inc. is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course 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.**

**SPEECH-LANGUAGE PATHOLOGISTS:** This course is offered for .6 ASHA CEUs (Intermediate level, Professional area).

**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 the course. ACE provider approval period: January 27, 2017 - January 27, 2020. Social Workers completing this course receive 6.25 Clinical Practice continuing education credits for completing this course. Course Level: Intermediate. A certificate of attendance will be awarded at the end of the program to social workers who complete the program evaluation. Full attendance is required; no partial credits will be offered for partial attendance.

**MINNESOTA SOCIAL WORKERS:** PESI, Inc. is an approved provider with the State of Minnesota, Board of Social Work. Provider #: CEP-140. This course has been approved for 6.0 continuing education hours.

**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.

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#### WALK-INS

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• **\$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, or call our Customer Service Dept. at 800-844-8260.

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