

## 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.



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.*

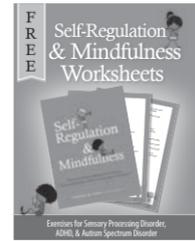
## Objectives

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

**BOISE, ID**  
Monday, February 10, 2020

**SALT LAKE CITY, UT**  
Tuesday, February 11, 2020

**LAS VEGAS, NV**  
Wednesday, February 12, 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.

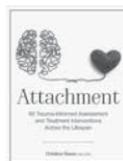
Non-financial: Christina Reese has no relevant non-financial relationship to disclose.

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

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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](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.

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.

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**NEVADA COUNSELORS:** This program has been submitted to the State of Nevada Board of Examiners for Marriage and Family Therapists for review. Credit is pending.

**OREGON 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.

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**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.



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**APPROVED PROVIDER**

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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.

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**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.

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

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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, first come, first serve.
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