

## 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.

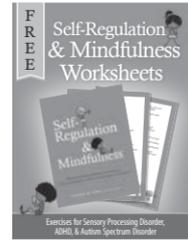
## Objectives

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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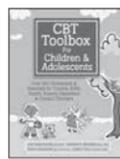
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### CBT Toolbox for Children and Adolescents

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.

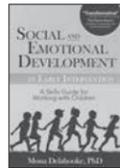


### Self-Compassion & Mindfulness for Teens Card Deck

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

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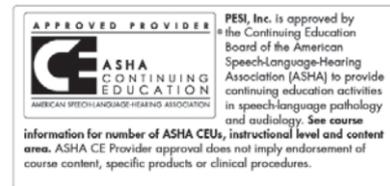
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**PENNSYLVANIA SOCIAL WORKERS:** The Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors accepts many national association CE approvals, several of which PESI offers. For a full list, please see your State Board regulations at <https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/>. This Intermediate activity consists of 6.25 clock hours of continuing education instruction.

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## REGISTRATION FORM

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