

Menu

This Menu gives you quick access to all the content for *Trauma-Informed Schools Conference*. It will also keep track of your progress as you work your way through the program's video content in the topics. When you feel comfortable with the content of a particular section, take the corresponding assessment.


Module 1: Trauma-Informed School Implementation

This topic is:

100% Complete


Topic A:
Training for Educational Staff in Trauma-Informed Schools | 9 min | Hide Content

- [VIEW](#) 1. Trauma-informed school seminars for all staff | 01:19
- [VIEW](#) 2. Why should we be trauma-informed anyway? | 06:52

This topic is:

8% Complete

Topic B:
Creating a System of Care to Address Trauma in Schools - Kim Jewers-Dailley | 1 hr 15 min | Hide Content

- [VIEW](#) 1. Trauma is about loss, isolation and disconnection | 05:44
- [VIEW](#) 2. Looking at the scope of the trauma problem | 05:03
- [VIEW](#) 3. Behavior modification and the trauma impacted student: it's not working | 05:03
- [VIEW](#) 4. Finding the trauma impacted students and getting them support | 07:45
- [VIEW](#) 5. A sample community in New Haven: a community problem | 03:47
- [VIEW](#) 6. Everyone in the school is responsible for addressing trauma | 05:05
- [VIEW](#) 7. Community agency solutions to trauma in the schools | 02:00
- [VIEW](#) 8. Multi-tiered levels of support and self-care | 10:44
- [VIEW](#) 9. Engaging with families and the question of reporting | 03:54
- [VIEW](#) 10. Coordinating care and meeting funding needs | 04:42
- [VIEW](#) 11. Screening for trauma with consent | 03:10
- [VIEW](#) 12. Monitoring the successes of treatment: we have improvement | 06:08
- [VIEW](#) 13. Making schools trauma-informed, providing resources, modifying policies | 05:54

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Topic C:
Developing a Trauma-Informed, Building-Wide Leadership Team - Dr. Gerald Cox, Theresa Kummer | 1 hr 10 min | Hide Content

- [VIEW](#) 1. What is a Trauma-informed Leadership Committee? (TLC) | 07:48
- [VIEW](#) 2. TLC's support the teachers who are supporting the students | 05:15
- [VIEW](#) 3. Creating safety is a win, win, win; for Billy, Andy and Teacher | 06:58
- [VIEW](#) 4. Starting to assemble the TLC team | 03:31
- [VIEW](#) 5. What does a committee meeting look like? | 06:54
- [VIEW](#) 6. Non-negotiables about the TLC meetings | 10:01
- [VIEW](#) 7. Getting out into the classrooms and working with the kids | 07:56
- [VIEW](#) 8. TLC's can support teachers, parents, and the whole staff | 03:23
- [VIEW](#) 9. How are students tracked and referred? | 06:14
- [VIEW](#) 10. How does the committee remain on target? | 06:00
- [VIEW](#) 11. Maintaining and sustaining your efforts | 05:21
- [VIEW](#) 12. Being on the trauma team has made me more empathetic | 01:31

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Topic D:

My Story at Lincoln from Jim Sporleder | 1 hr 11 min | Hide Content

- VIEW 1. The Scenario: Lincoln High is in Walla Walla Washington | 04:02
- VIEW 2. The darker side of Walla Walla | 01:37
- VIEW 3. Jim is cozy at the middle school | 04:19
- VIEW 4. The report about Paine Alternative High School is bad | 04:33
- VIEW 5. The school is neither safe for students nor teachers | 06:24
- VIEW 6. Jim is motivated to make changes ASAP | 05:06
- VIEW 7. Meeting all of the stakeholders: from student leaders to resource officers | 05:47
- VIEW 8. Paine get a new name – Lincoln High School | 04:35
- VIEW 9. Realizing the impacts of toxic stress | 07:13
- VIEW 10. Offering support to manage the causes of behavior | 10:03
- VIEW 11. Building relationships and building trust | 12:39
- VIEW 12. Long lasting relationships have lifelong impacts | 08:16

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Topic E:

Relationship-Based Approach from a School Resource Officer - D.J. Schoeff | 1 hr 15 min | Hide Content

- VIEW 1. Effective School Resource Officers programs (SROs) | 03:48
- VIEW 2. What is a School Resource Officer anyway? | 06:24
- VIEW 3. Primary goal of an SRO is to build positive relationships | 05:18
- VIEW 4. Changing the misconceptions about SROs | 07:52
- VIEW 5. Proper selection and training of an SRO | 09:47
- VIEW 6. Law enforcement, school safety and emergency operations | 05:45
- VIEW 7. SROs can teach | 10:28
- VIEW 8. The counselor and mentor SRO | 07:57
- VIEW 9. It takes a team: the story of Wyatt | 04:05
- VIEW 10. Not much law enforcement needed if we're doing it right | 04:57
- VIEW 11. The adolescent brain and the effects of stress need strategies | 06:04
- VIEW 12. Strategies used by SROs including heart | 01:54
- VIEW 13. A few words from a School Resource Officer | 04:17

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Topic F:

Building Trauma-Informed Elementary Schools - Kathy Szafran, LPC and Joe King, LCSW | 1 hr 10 min | Hide Content

- VIEW 1. Community based services and residential treatments from Crittenton | 04:09
- VIEW 2. Looking at the ACEs data | 09:10
- VIEW 3. Community agency looks at collaborating with schools in providing treatments | 04:58
- VIEW 4. How many schools can we serve? | 04:46
- VIEW 5. Trauma prevents parts of the brain from working in unison | 05:57
- VIEW 6. Tying in treatment to also include the family | 04:05
- VIEW 7. Emotional neglect has negative impact on the brain | 04:41
- VIEW 8. Children getting stuck in their trauma | 09:46
- VIEW 9. Building classroom strategies with teachers | 06:56
- VIEW 10. Building relationships with teachers, staff and families | 04:49
- VIEW 11. Expanding school's mental health supports | 04:34
- VIEW 12. Using data to help determine therapy | 05:22

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Topic G:

Trauma-informed for All: Equity for LGBTQ+ Students - Anne Thomson | 67 min | Hide Content

- VIEW 1. Encompassing people of all sexual and gender identities | 06:19
- VIEW 2. Hiding one's true feelings from others | 06:33
- VIEW 3. The issues affecting the LGBTQ student | 03:24
- VIEW 4. LGBTQ in schools: Looking at the impact | 06:24
- VIEW 5. Strategies for inclusive practices | 05:28
- VIEW 6. One in every crowd | 08:03
- VIEW 7. LGBTQ cultural competence | 06:04
- VIEW 8. Surrounding the students with support | 04:53
- VIEW 9. The healing of the Rainbow Camp | 06:54
- VIEW 10. LGBTQ students can build resilience | 05:00
- VIEW 11. Questions and Answers | 11:19

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Topic H:

Litigation as a Stratagem to Bring Trauma-Informed Practices to Schools- Annie Hudson-Price | 49 min | Hide Content

- VIEW 1. Trying to stop punitive discipline for trauma related behaviors | 04:48
- VIEW 2. The stories about five real students at Compton | 09:35
- VIEW 3. Using ADA/504 law to change punitive policies for trauma-impacted students | 03:41
- VIEW 4. Disability definition fits the brain science of trauma | 02:51
- VIEW 5. The correlation between trauma and behavioral problems | 02:59
- VIEW 6. Seeking various remedies for the students at Compton | 03:40
- VIEW 7. A federal case turns Compton SD into a trauma-informed school model | 02:52
- VIEW 8. The secondary impacts of trauma on teachers and funding services | 09:49
- VIEW 9. A loving video hearing from the students and lawyers in Compton case | 08:33

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Topic I:

Nuts and Bolts: Why Schools Need a New Approach - Part 1 - Jim Sporleder | 61 min | Hide Content

- VIEW 1. Traditional approaches aren't working and teachers are stressed | 07:38
- VIEW 2. Accountability is not the same thing as punishment | 05:14
- VIEW 3. How students and teachers get dysregulated | 06:10
- VIEW 4. The healthy brain versus the survival brain | 07:47
- VIEW 5. Early interventions are more effective than waiting for misbehavior | 06:59
- VIEW 6. Everybody needs to calm down before we problem solve | 06:30
- VIEW 7. Learning to model self-regulation | 04:06
- VIEW 8. Students and their triggers – it's not about you | 06:04
- VIEW 9. Turning hopelessness into hope | 07:05
- VIEW 10. Questions and Answers | 05:14
- VIEW 11. An implementation guide for administrators and school personnel | 00:44

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Topic J:

Nuts and Bolts: Implementing a Trauma Informed School - Part 2 - Jim Sporleder | 68 min | Hide Content

- VIEW 1. Implementing a trauma approach starts with de-escalating students | 05:38
- VIEW 2. Listening for what's really driving behaviors | 08:34

- VIEW 3. Building relationships is mission critical | 08:08
- VIEW 4. Students benefit from accountability mixed with positive intents | 06:53
- VIEW 5. Developing a trauma leadership team | 07:09
- VIEW 6. Training a trauma-informed staff | 04:47
- VIEW 7. Talking about students of concern | 07:45
- VIEW 8. Implementing the action plan strategies | 03:51
- VIEW 9. More strategies for confronting dysregulation | 06:12
- VIEW 10. Leadership working with school resource officers (SROs) | 05:06
- VIEW 11. Including the families by offering supports | 04:47
- VIEW 12. An implementation guide for administrators and school personnel | 00:44

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Topic K:

Building an Emotionally Regulated Staff - John Laffoon, EdD | 1 hr 15 min | Hide Content

- VIEW 1. This principal's passion brought him to trauma through mental health | 05:34
- VIEW 2. Building trauma-informed practices from the ground up | 05:07
- VIEW 3. Ending emotionally punitive practices | 05:11
- VIEW 4. Training need to be on-going or old habits won't die | 07:04
- VIEW 5. Bumps in the road of implementation | 06:45
- VIEW 6. Relationship building is deeper and takes more effort | 07:36
- VIEW 7. Don't overestimate your capabilities | 04:35
- VIEW 8. Data is important for motivating reluctant adopters | 05:34
- VIEW 9. Hiring with trauma-informed practices in mind | 04:21
- VIEW 10. Recommendations for training for staff | 07:14
- VIEW 11. Challenging the negative beliefs and processes | 04:53
- VIEW 12. Openly discuss self-care and burnout | 04:31
- VIEW 13. Co-regulation means being present, parallel, and patient | 06:28

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Topic L:

Keeping the Momentum Despite the Barriers - James Moffett | 1 hr 12 min | Hide Content

- VIEW 1. Transitioning from traditional to trauma-informed | 09:08
- VIEW 2. The trauma-informed journey is like a marathon | 07:34
- VIEW 3. Developing a strong school culture | 08:57
- VIEW 4. Shifting from punishment to consequences | 06:30
- VIEW 5. Treat your students the way you want to be treated | 05:24
- VIEW 6. Modeling de-escalation | 06:39
- VIEW 7. Reacting versus responding | 03:18
- VIEW 8. Notice, name that feeling, validate, respond and calm that student | 07:06
- VIEW 9. Compassionately firm: not too firm and not too soft | 03:34
- VIEW 10. Supporting teachers to maintain their commitment | 08:50
- VIEW 11. Getting buy-in from students, teachers and parents | 02:35
- VIEW 12. Sustaining trauma-informed practices for the long-haul | 02:36

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Topic M:

The Secret Life of Teens - Shane Feldman | 1 hr 5 min | Hide Content

- VIEW 1. Shane secretly goes back to high school as an adult | 08:19
- VIEW 2. Hating his school changed when Shane made connections | 05:12

- VIEW 3. A youth-led organization is conceived: Count Me In | 05:04
- VIEW 4. Trying to understand today's teens | 07:14
- VIEW 5. Getting to know other students by really listening: three real stories | 04:28
- VIEW 6. Connecting with students: three keys | 07:13
- VIEW 7. The secret power of mentorship | 07:12
- VIEW 8. Three mentees all reaching for their personal best | 05:10
- VIEW 9. The secret is revealed: giving and receiving gratitude | 09:06
- VIEW 10. A new mentorship program is born | 05:11

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Topic N:

Self-Care and the Resilient Educator - Hailey Uphaus | 56 min | Hide Content

- VIEW 1. Focusing on self-care | 05:00
- VIEW 2. Stressors and coping skills | 03:44
- VIEW 3. The cost of caring is similar to post-traumatic stress | 05:48
- VIEW 4. Emotional resiliency can be learned | 05:08
- VIEW 5. The many components of self-care | 06:58
- VIEW 6. Psychological self-care ideas | 06:55
- VIEW 7. Personal self-care ideas | 08:37
- VIEW 8. Professional self-care ideas | 06:10
- VIEW 9. Create a plan for your coping strategies | 07:52

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Topic O:

Applying Data to Determine Trauma Interventions - Suzanna Ramirez & Kim Bryant | 1 hr 9 min | Hide Content

- VIEW 1. Creating equitable opportunities for all students | 07:31
- VIEW 2. Turning around a low achieving school | 08:14
- VIEW 3. Starting with a Multi-Tiered Systems of Support (MTSS) program | 08:23
- VIEW 4. Universal Design and Social Emotional Learning for all students | 11:07
- VIEW 5. Tier one support teaches regulation to all students | 10:22
- VIEW 6. Assessing when students need more than the tier one interventions | 08:56
- VIEW 7. A calm room called the Peace and Love Zone (PALZone) | 07:22
- VIEW 8. Students use the PALZone systematically to learn to self-regulate | 06:49
- VIEW 9. Preparing a student to return from the PALZone to the classroom | 05:57
- VIEW 10. Referrals and discipline issues are down as a result of interventions | 02:38

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Topic P:

Derailing the School-to-Prison Pipeline - David Diehl | 54 min | Hide Content

- VIEW 1. How do we stop children from going to prison? | 05:55
- VIEW 2. Challenged to write a book - imparting knowledge | 04:55
- VIEW 3. Preventing the school-to-prison pipeline | 07:38
- VIEW 4. Disengagement, delinquency, and dropouts | 06:29
- VIEW 5. Clashes in culture between the street socialized and others | 06:40
- VIEW 6. Teachers need non-punitive discipline options | 08:31
- VIEW 7. School connectedness is the solution | 06:49
- VIEW 8. Resources and Q&A | 06:35

Module 2: Trauma-Informed Topics of Importance for Educators

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Topic A:

Balancing the Effects of Trauma on Student Learning - Jill Reedy and Matt Snyder | 1 hr 14 min | Hide Content

- VIEW 1. A posse from Illinois is there to help | 05:18
- VIEW 2. An adopted boy and his expectations | 03:52
- VIEW 3. Pooling resources to make a difference | 05:29
- VIEW 4. Looking at the pilot schools | 03:59
- VIEW 5. Studying all of the research | 04:33
- VIEW 6. Understanding our student's world view | 04:09
- VIEW 7. Hijacking the amygdala: Small triggers - huge responses | 09:22
- VIEW 8. Year one: Building awareness | 06:21
- VIEW 9. Emotional strategies for checking-in and self-regulation | 05:33
- VIEW 10. More strategies for self-regulation | 05:53
- VIEW 11. Tracking the initial results - good news | 04:35
- VIEW 12. Case studies captured stories | 04:11
- VIEW 13. Training and engaging everyone including parents | 06:40
- VIEW 14. Q & A's from the audience about trauma informed implementation | 04:00

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Topic B:

Responding vs. Reacting: Understanding Self-Regulation Begins with You - James Moffett, Cindy Blasi, LMSW, CCTP | 1 hr 18 min | Hide Content

- VIEW 1. First steps taken for this elementary school | 06:20
- VIEW 2. A mindset shift is required to make the change | 03:23
- VIEW 3. Looking at yourself and your state of regulation | 04:02
- VIEW 4. Building relationships and making connections | 04:02
- VIEW 5. Relationships, vulnerability, dignity and love | 04:00
- VIEW 6. Teaching both academics and behavior | 06:09
- VIEW 7. Thinking about "that kid" who always gets to us | 04:20
- VIEW 8. Turning negative interactions into positive interactions | 08:13
- VIEW 9. Responding gets you further than reacting | 06:13
- VIEW 10. Strategies for the power struggles and situation escalations | 06:34
- VIEW 11. Giving students time they need to regulate | 06:24
- VIEW 12. Mindfulness is a tool for self-regulation | 04:05
- VIEW 13. Safe spots and peace corners and teaching about the brain | 06:05
- VIEW 14. Teachers share stories of their journey | 09:05

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Topic C:

Transforming the Difficult Child - Howard Glasser | 1 hr 12 min | Hide Content

- VIEW 1. Nurtured heart approach: Planting seeds of positivity | 06:14
- VIEW 2. Profound noticing: Kids feel seen, heard and valued | 06:15
- VIEW 3. Learning inner restraints and growing in goodness | 07:04
- VIEW 4. Diagnosis and it's negative implications | 07:02
- VIEW 5. Kids are trying to figure us out and push our buttons | 05:24
- VIEW 6. Giving more energy to the good and less to the bad | 07:04
- VIEW 7. Learning the incentives from video games | 03:51
- VIEW 8. Kids are always reading our energy | 05:35

- VIEW 9. Negative energy fuels bad behavior | 03:41
- VIEW 10. Valuing the greatness in our kids | 05:53
- VIEW 11. Clear limits, consequences and most importantly... reset | 04:58
- VIEW 12. Setting rules with clarity | 06:41
- VIEW 13. Nothing is gained from negativity | 02:42

This topic is:
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Topic D:

Recognizing and Responding to Trauma - Katie Bell-Simpson | 1 hr 11 min | Hide Content

- VIEW 1. Trauma is often recognized first through behaviors | 05:16
- VIEW 2. Dealing with reinforced neural pathways in the brain | 05:35
- VIEW 3. Developmental trauma impacts the ability to interact with the world | 04:08
- VIEW 4. States of the brain; from calm to terror | 05:55
- VIEW 5. How novelty quickly progresses to fear and terror | 05:04
- VIEW 6. Respond by regulating, relating and lastly reasoning | 04:58
- VIEW 7. Restoring relationship is key | 05:14
- VIEW 8. Balancing intimacy and abandonment | 07:41
- VIEW 9. Taking a child from dysregulation through relationship to reasoning | 03:18
- VIEW 10. Re-engaging the brain by reasoning and matching the payout | 08:39
- VIEW 11. Mindfulness helps to pay attention to emotions in a non-judgmental way | 04:40
- VIEW 12. Teaching kids to pay attention to their emotions | 04:19
- VIEW 13. Shifting from trauma informed to trauma responsive | 05:18

This topic is:
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Topic E:

Sensory Processing Disorder in the Classroom: Strategies for Success - Cara Koscinski, MOT, OTR/L | 1 hr 13 min | Hide Content

- VIEW 1. Understanding Sensory Processing Disorder (SPD) | 06:48
- VIEW 2. The body accommodates for the stimulus that surrounds us | 05:07
- VIEW 3. The basics of the nervous system | 05:49
- VIEW 4. Hypersensitivity occurs when child registers stimuli too intensely | 07:14
- VIEW 5. Using sensory input to calm the body | 06:12
- VIEW 6. More ways to calm using proprioceptive input | 05:45
- VIEW 7. More things to do to calm the body | 04:35
- VIEW 8. Scents, tastes and chews | 05:13
- VIEW 9. Visuals, noises and accommodations | 04:51
- VIEW 10. Becoming a detective; looking for the why of behavior | 05:37
- VIEW 11. Look for the signs of stress in your students and have a plan | 04:32
- VIEW 12. Trauma impacted students an underdeveloped hippocampus | 03:53
- VIEW 13. Give your students a sensory activity diet | 06:58

This topic is:
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Topic F:

Overcoming Negative Belief Systems - Heather Forbes | 1 hr 8 min | Hide Content

- VIEW 1. Students' negative beliefs impact their reality | 02:59
- VIEW 2. I don't deserve to succeed | 08:21
- VIEW 3. Learning to believe positive things about oneself | 06:53
- VIEW 4. The emotions and energy which we emit outside ourselves | 06:01
- VIEW 5. Song: How could anyone think you are any less than? | 03:32
- VIEW 6. Creating a family atmosphere of compassion and empathy | 05:45

- VIEW 7. Showing students they can have joy | 02:29
- VIEW 8. Confronting the negative attitudes with curiosity | 07:33
- VIEW 9. Checking our own negative beliefs about Billy | 09:24
- VIEW 10. Affirmations help reprogram the brain | 04:49
- VIEW 11. Q&A - Changing the belief system of the educators | 09:02

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Topic G:

The Neuropsychology of Mindfulness & Trauma - Cody Wiggs | 1 hr 15 min | Hide Content

- VIEW 1. What is mindfulness? | 04:23
- VIEW 2. An experience of mindfulness | 04:58
- VIEW 3. The importance of active engagement strategies | 05:28
- VIEW 4. You cannot mess up the practice of mindfulness | 07:33
- VIEW 5. Belly breathing | 03:11
- VIEW 6. A definition of trauma | 03:18
- VIEW 7. How the brain works in perceived trauma | 04:06
- VIEW 8. Mindfulness, trauma and the brain | 05:38
- VIEW 9. The power of the breath; the Win Hof story | 05:44
- VIEW 10. A breathing technique and ACEs | 06:57
- VIEW 11. The consequences of ACEs | 04:36
- VIEW 12. The stages of stress on the autonomic nervous system | 05:11
- VIEW 13. Learning to notice the stress in your body | 05:48
- VIEW 14. Treating trauma with mindfulness plus Q&A | 04:20

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Topic H:

Art Smart Classrooms for Traumatized Children - Deb Fetterman Moyer, MDiv | 1 hr 2 min | Hide Content

- VIEW 1. Introducing the four "M"s of the "Art Break" | 08:33
- VIEW 2. Immersing oneself in art to heal trauma | 03:41
- VIEW 3. Finding healthy releases for stress | 06:03
- VIEW 4. Kids reclaiming their power through play | 04:25
- VIEW 5. The power of play dough | 06:32
- VIEW 6. All kinds of art strategies | 05:22
- VIEW 7. Art Break: Tear yourself a tree | 03:42
- VIEW 8. Sharing our thoughts and feelings about doing art | 04:48
- VIEW 9. Research says participation in art improves quality of life | 10:33
- VIEW 10. Materials and activities to bring to school to add more art | 08:02

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Topic I:

Putting Tools in Their Hands - Sharon Plaskett | 1 hr 14 min | Hide Content

- VIEW 1. Movement helps with rewiring the brain | 06:45
- VIEW 2. Stress inhibits the ability of both sides of the body working together | 08:21
- VIEW 3. Learning the first four steps of the brain gym activities | 09:33
- VIEW 4. Tools, like focused movement, gives students power to control their brain | 07:35
- VIEW 5. This process allows students to evaluate their own stress | 06:58
- VIEW 6. Reviewing the movements | 06:09
- VIEW 7. More movements and their intended purpose | 05:16
- VIEW 8. Movement activities and the brain | 06:54

- [VIEW](#) 9. Teaching the movements to students | 04:49
- [VIEW](#) 10. Questions & answers | 06:46
- [VIEW](#) 11. Where to find more information | 04:45

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Topic J:
BONUS The Whole Team Approach - Including Parents and Students - A Panel Discussion | 43 min | Hide Content

- [VIEW](#) 1. The roles and responsibilities of the members of the team | 10:17
- [VIEW](#) 2. One of the foundational requirements is team communications | 07:45
- [VIEW](#) 3. Moving from academic needs to the social emotional needs of students | 03:29
- [VIEW](#) 4. Building community with a class meeting | 09:52
- [VIEW](#) 5. The teacher in the classroom with the support of the team | 06:43
- [VIEW](#) 6. Building two-way trust with parents | 04:51

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Topic K:
Powerful Tools to Help Kids Overcome Stress and Trauma - Dianne Maroney | 1 hr | Hide Content

- [VIEW](#) 1. Imagine that... A personal story | 03:40
- [VIEW](#) 2. Exploring the power of story | 04:44
- [VIEW](#) 3. Faith imagines advocating for herself | 03:08
- [VIEW](#) 4. Releasing stress and trauma to improve outcomes | 04:45
- [VIEW](#) 5. The Imagine Project is a free and easy process | 04:37
- [VIEW](#) 6. Working through the steps of the imagine writing project | 05:11
- [VIEW](#) 7. Volunteers share their stories | 08:06
- [VIEW](#) 8. EFT tapping to release negative feelings | 03:41
- [VIEW](#) 9. Learning to imagine a future that we want | 05:31
- [VIEW](#) 10. Troubled students struggle to imagine the possibilities | 04:18
- [VIEW](#) 11. How to support the students through the process | 06:00
- [VIEW](#) 12. More strategies to regulate emotions | 03:45
- [VIEW](#) 13. Giving Super Brain Yoga a try | 01:28

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Topic L:
Mindful Instruction: Teaching the Standards with Intention - Michelle Benedict | 1 hr 11 min | Hide Content

- [VIEW](#) 1. Considering human needs in the classroom | 02:47
- [VIEW](#) 2. Allow students choices of where to sit | 08:25
- [VIEW](#) 3. Sandpiper demonstrates resilience | 06:11
- [VIEW](#) 4. Building community and connections | 05:34
- [VIEW](#) 5. Embedding social emotional learning using choice of books | 04:08
- [VIEW](#) 6. ELA and social emotional themes | 03:35
- [VIEW](#) 7. Books for teaching social emotional learning | 02:55
- [VIEW](#) 8. Books and ELA theme including inferencing and cause and effect | 06:26
- [VIEW](#) 9. Teaching sequencing, self-talk, growth mindset and problem solving | 05:56
- [VIEW](#) 10. Math suggestions, breathing techniques and more | 04:05
- [VIEW](#) 11. Science, social studies and social emotional curriculum | 03:12
- [VIEW](#) 12. Learning about mindfulness in everyday routines | 03:49
- [VIEW](#) 13. Bedtime strategies set up students for success | 06:54
- [VIEW](#) 14. The book "Charlotte and the Quiet Place" | 06:24

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Topic M:
Unstacking the Deck - J Anderson | 1 hr 7 min | Hide Content

- VIEW 1. Who is J Anderson, his school and his family? | 04:16
- VIEW 2. Looking at Springfield MO: statistics and challenges | 05:09
- VIEW 3. Personal connections overcome assumptions about trauma-impacted kids | 04:37
- VIEW 4. Collecting data on trauma factors that impact students | 04:20
- VIEW 5. Blessed live versus the at-risk life | 06:45
- VIEW 6. Factors stacking the deck | 06:19
- VIEW 7. Totaling the stacked decks: the qualities of life compared | 03:21
- VIEW 8. What can teachers do to help with the disadvantaged students? | 05:54
- VIEW 9. Strategies to improve connection | 03:29
- VIEW 10. Will somebody else take care of that kid? | 06:44
- VIEW 11. Trust needs to be earned | 05:07
- VIEW 12. The connection between the heart and the head | 05:28
- VIEW 13. Invite your students into a connected relationship | 04:59

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Topic N:
Building Relationships with Your Toughest Parents - Janie Dickens | 1 hr 12 min | Hide Content

- VIEW 1. A cliff hanging story from the presenter | 04:54
- VIEW 2. The family that informs the presenter | 03:10
- VIEW 3. How to start the conversation with a tough parent | 05:03
- VIEW 4. The story of Keegan and his quest for safely | 05:33
- VIEW 5. Parents' perceptions sometimes differ from our own - be receptive | 04:59
- VIEW 6. Shifting judgement to observations then make a connection | 07:01
- VIEW 7. Kids with trauma backgrounds have a different home life | 05:19
- VIEW 8. Empathize with the parent | 05:20
- VIEW 9. Combating hopelessness and frustration together | 02:55
- VIEW 10. Parents often feel ready to give up | 04:42
- VIEW 11. Learning to detach from personal attacks | 04:11
- VIEW 12. Making connections and honoring perceptions | 05:30
- VIEW 13. Q & A - Suspend judgement, show compassion, use trusted colleagues | 05:09
- VIEW 14. Dealing with aggressive parents | 08:21

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Topic O:
Emotional Regulation: Helping Children Express and Cope with Their Feelings - Jill Kreikemeier | 1 hr 8 min | Hide Content

- VIEW 1. About Jill, the audience and an overview of topics | 04:59
- VIEW 2. Emotional intelligence, self-regulation, and awareness of bodily sensations | 06:44
- VIEW 3. How the brain makes sense of the world | 05:06
- VIEW 4. Triggers return us to past experiences | 07:07
- VIEW 5. Strategies to assist students to get regulated | 07:13
- VIEW 6. Teaching children about their emotions | 05:17
- VIEW 7. Physical feelings and the emotions | 05:25
- VIEW 8. Share your experience of emotions with students | 03:52
- VIEW 9. Naming our feelings | 03:27
- VIEW 10. Coping skills | 06:32
- VIEW 11. More coping skills | 05:43

VIEW 12. Breathing techniques, smiling, refocusing, and final thoughts | 05:06

This topic is:
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Topic P:

Risk & Resilience - Rodney Walker | 1 hr 9 min | Hide Content

- VIEW 1. Restoring hope in schools | 03:16
- VIEW 2. Trauma day-in and day-out | 10:27
- VIEW 3. An adult who cared | 09:02
- VIEW 4. Situations and circumstances beyond your control | 05:22
- VIEW 5. A mentorship program aimed at rewiring brains | 09:30
- VIEW 6. Developing community, demonstrate consistency and relatability | 06:05
- VIEW 7. Healing through expressing pain and vulnerability | 08:44
- VIEW 8. The next phase was a purging process | 08:17
- VIEW 9. Creating a safe space to release the trauma | 08:14

This topic is:
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Topic Q:

The Language of Trauma - Heather Forbes | 1 hr 4 min | Hide Content

- VIEW 1. Learning to speak the language of trauma | 06:33
- VIEW 2. "I hate you" means "I hate myself" | 03:01
- VIEW 3. "This assignment's stupid" means, "I feel stupid" | 00:42
- VIEW 4. "You're really pissing me off" means "I'm about to hit my limit of stress tolerance" | 01:08
- VIEW 5. "She gets on my nerves" means "My nervous system is overwhelmed" | 00:36
- VIEW 6. "You're not in charge of me" means, "I'm scared that you'll hurt me or reject me" | 01:47
- VIEW 7. "F-off, This sucks," and "I don't care" means... | 03:10
- VIEW 8. Arguments are a power-struggle; learn to dance instead | 07:37
- VIEW 9. Joining students in their pain helps validate their struggle | 07:00
- VIEW 10. The main problem is a lack of trust | 08:09
- VIEW 11. Learn to see the situation through the lens of fear | 05:41
- VIEW 12. Trauma-impacted students often misinterpret body language | 05:50
- VIEW 13. Billies operate from a place of high anxiety | 02:16
- VIEW 14. Rigidity helps Billy feel in control | 05:22
- VIEW 15. Helping students out of trauma requires understanding their fear | 04:30

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Topic R:

Relational, Restorative and Resilient - Shenekia Weeks | 52 min | Hide Content

- VIEW 1. The desire to produce positive outcomes for students | 04:08
- VIEW 2. The scope of the problems with trauma-impacted students | 06:58
- VIEW 3. An understanding of equity and social identities | 07:20
- VIEW 4. The self-determination theory | 03:41
- VIEW 5. Trauma-informed, character education and social emotional learning | 04:43
- VIEW 6. Social emotional competencies | 08:33
- VIEW 7. Understanding Restorative Practices | 07:31
- VIEW 8. A personal story about lack of resources | 01:33
- VIEW 9. Addressing cultural and historical trauma | 07:53
- VIEW 10. Regulation comes before restorative practices | 08:39
- VIEW 11. The gifts resilience | 04:11

This topic is:
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Topic S:

It's Getting Hot in Here - Teri Lawler / Jessica Begley | 1 hr 2 min | Hide Content

- VIEW 1. Regulation comes through relationships | 04:22
- VIEW 2. Rolling out compassionate schools in the State of Delaware | 03:34
- VIEW 3. Managing emotions and how students learn to self-regulate | 10:44
- VIEW 4. Strategies that calm the brain | 08:37
- VIEW 5. Teachers as thermostats know when to apply regulating strategies | 09:04
- VIEW 6. Teach children strategies so they can be empowered to self-regulate | 10:34
- VIEW 7. Drum circles foster a sense of community and belonging | 08:15
- VIEW 8. Share information, strategies and create co-regulation plans | 07:16

This topic is:
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Topic T:

Morning Meetings and Closing Circles - Lisa Allen | 1 hr 10 min | Hide Content

- VIEW 1. Background to starting Morning Meetings & Closing Circles | 03:12
- VIEW 2. The lived history of leading a trauma impacted school | 06:00
- VIEW 3. Responsive classrooms seemed the way to go | 07:57
- VIEW 4. The four components of a morning meeting | 03:32
- VIEW 5. Properly learning to greet each other | 03:31
- VIEW 6. The knock-knock and picture greetings | 04:49
- VIEW 7. Greeting activities result in positive tone, recognition, sense of belonging and builds social skills | 05:11
- VIEW 8. Sharing activities builds connections, relationships and empathy | 05:51
- VIEW 9. Sharing activity examples | 06:59
- VIEW 10. Activities that team-build and increase risk-taking | 07:14
- VIEW 11. More activities for building community | 03:33
- VIEW 12. The morning message | 02:08
- VIEW 13. Implementing Morning Meetings in the classroom | 06:35
- VIEW 14. Closing Circles example to close the session | 03:24