

SAU9

# Social Emotional Learning in Trauma Informed Schools



**July 25 & 26, 2019**

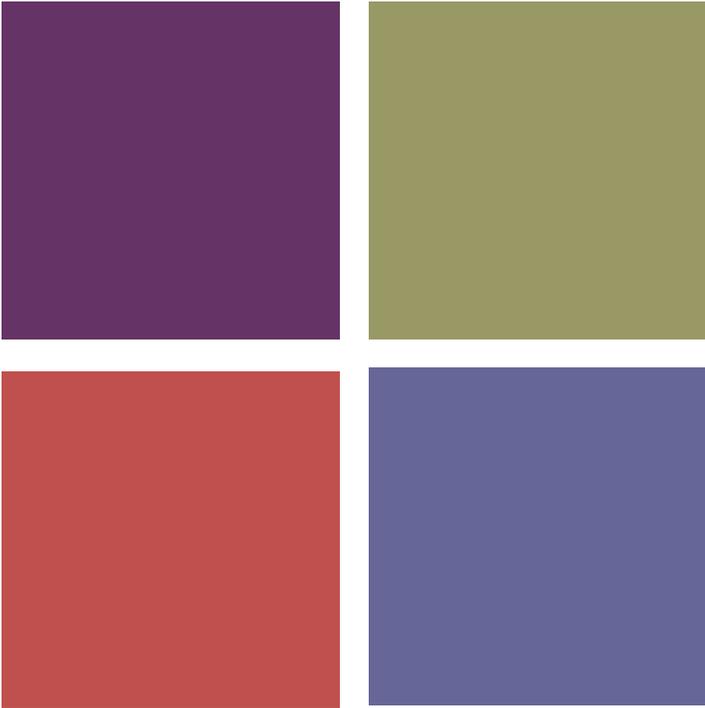
**Pine Tree Elementary School**

183 Mill Street

Center Conway, NH 03813

Conference Partners:

- University of New Hampshire Professional Development & Training
- Horace Mann



## Registration Deadline:

June 15, 2019

### Registration fee includes:

- Two keynote presentations
- One and two-hour break out sessions daily
- Opportunities to talk and work with local and national experts in these topics
- Continental breakfast and lunch each day

Register online at:

<https://forms.gle/32ZXZTAFixYNpqd>

# Agenda

## Thursday, July 25

- 8:00am Continental Breakfast & Registration
- 8:30am Keynote Address:  
*What is the "Trauma - Responsive School?"*  
Cassie Yackley, Psy.D., P.L.L.C.
- 9:45am Breakout Sessions A
- 12:00pm Lunch
- 1:15pm Breakout Sessions B
- 3:30pm Team Time

## Friday, July 26

- 8:00am Continental Breakfast
- 8:30am Keynote Address: *Balance*  
Brian Hastings
- 9:45am Breakout Sessions C
- 12:00pm Lunch
- 1:00pm Closing Remarks: *Trauma-Responsive Schools: Holding Hope in the Face of Challenges*  
Cassie Yackley, Psy.D., P.L.L.C.
- 1:30pm Team Time and/or Collaborate with Available Presenters

# Conference Schedule at a Glance

## July 25, 2019

<b>8:00-8:30am Coffee/Refreshments/Registration</b>							
8:30am-9:30am Keynote: <i>What is the "Trauma-Responsive School?"</i> Cassie Yackley, Psy.D., P.L.L.C.							
<b>Session A</b>							
9:45am-11:45am					9:45am-10:45am		
Understanding Behavior Through SEL Skills and Stress	Attachment-based Teaching: Using the Science of Relationships to Promote Learning	Emotional-Social Learning	Promoting a Growth Mindset in the Classroom	Let's Play! A Prop-based Approach to Helping Students	What does a Mindful Classroom Look Like?	Classroom Management Through an SEL Lens	Resource, Refocus, Repeat
					<b>11:00am-12:00pm</b>		
					Embedding SEL into a Larger System	Implementing School-wide Initiatives to Support SEL and Trauma in Schools	Resource, Refocus, Repeat
<b>12:00-1:00pm Lunch</b>							
<b>Session B</b>							
1:15pm-3:15pm					1:15pm-2:15pm		
Understanding Behavior Through SEL Skills and Stress	Attachment-based Teaching: Using the Science of Relationships to Promote Learning	The Way You Love and Nurture is Important for Social-Emotional Growth	Promoting a Growth Mindset in the Classroom	Let's Play! A Prop-based Approach to Helping Students	Trauma-Informed SEL and Teacher Self Care	Mindfulness	Tools for Schools
					<b>2:30pm-3:30pm</b>		
					Trauma-Informed SEL and Teacher Self-Care	Implementing School-wide Initiatives to Support SEL and Trauma in Schools	What Does a Mindful Classroom Look Like?
<b>3:30pm-4:15 PM Time for Individual Teams to Meet and Reflect</b>							

*\*Schedule subject to change.*

# Conference Schedule at a Glance

## July 26, 2019

<b>8:00am-8:30am Coffee/Refreshments</b>						
8:30am-9:30am Keynote Presentation: Balance Brian Hastings						
<b>Session C</b>						
9:45am-11:45am				9:45am-10:45am		
Everyday SEL for You and Your Students	Emotional Social Learning	Teens & Technology: Guiding Adolescents Towards Mindful Media Use	Creating the Trauma Responsive Classroom	Tools for Schools	SEL in a Small Group Setting	Mindfulness & Trauma Sensitive Schools
				11:00am-12:00pm		
				Classroom Management through the Lens of SEL	SEL in a Small Group Setting	Mindfulness & Trauma Sensitive Schools
<b>12:00pm-1:00pm Lunch</b>						
1:00pm-1:30pm Closing Remarks: Trauma Responsive Schools: Holding Hope in the Face of Challenges Cassie Yackley, Psy.D.						
<b>1:30pm-2:30pm Time for Teams to Collaborate, Reflect, and Plan/Meet with Available Presenters</b>						

*\*Schedule subject to change.*

*“No one thinks punishment will teach a kid math or to read,” and “why we put behavior in a different category of developmental delays is beyond me.”*

*~Ross Greene*

# Keynote Presentations

Thursday, July 25

Opening Keynote: What is the Trauma Responsive School?

Cassie Yackley, Psy.D.

8:30am-9:30am

Largely driven by our understanding of the prevalence and impacts of adverse childhood experiences on the academic functioning of students, school systems across the country are working to creating “trauma-sensitive schools.” But, what does this mean? In this session we will explore the defining characteristics of a trauma-informed approach to education, including how it aligns with the development of multi-tiered systems of support. Participants will walk away prepared to engage in their own journey toward trauma-informed care.

Friday, July 26

Keynote: Balance

Brian Hastings

8:30am-9:30am

Is your backpack full? Too full? During the school year, do you find that you sometimes get out of balance with your own social, emotional, and physical needs? With our busy lives and many responsibilities, we can get out of balance very quickly. The balance among work and play, rest, exercise, food etc. can be challenging. If we are out of equilibrium, it will affect everyone who comes in contact with us. Balance helps us be our best educator self, so that we can be fully engaged and present for the students in our care. We will take a deep dive into this topic, and share and talk about ways we can stay healthy throughout the school year.

# Breakout Session Descriptions

*Below you will find descriptions of each breakout session as well as when individual sessions are being offered. Please note that some sessions will run for one hour, while others last for two hours.*

## **Understanding Behavior through SEL Skills and Stress**

Eric Mann, SERESC

Session A, 9:45am-11:45am

Session B, 1:15pm-3:15pm

This session will explore the relationship between behavior and social-emotional skills, executive skills and stress. Through this exploration we'll discuss the importance of arriving at a common framework or philosophy for understanding why children (and adults) do what they do. In the process, we'll discuss practical ways (routines, practices, strategies, and language) to integrate SEL in daily life in schools at all education levels.

## **Promoting a Growth Mindset in the Classroom**

Sarah Wagner & Hannah Mariotti,  
**UNH Professional Development & Training**

Session A, 9:45am-11:45am

Session B, 1:15pm-3:15pm

Research on growth mindset (Dweck, 2006) demonstrates that students who believe they can develop their basic abilities have greater motivation and higher achievement than do students who believe their abilities are fixed. In this workshop, educators will learn to facilitate an environment of healthy intellectual and emotional risks that promotes a growth mindset and develops students' skills for academic and interpersonal success. This presentation will use experiential activities to explore mindsets, discuss relevant research and neuroscience, examine the impact of educators' mindsets on student achievement, and provide a tool kit of strategies to assist educators in introducing these concepts in their classrooms.

## **Emotional Social Learning (K-5)**

Meaghan Thompson

Session A, 9:45am-11:45am

Session C, 9:45am-11:45am

We know that social-emotional development is the job of early childhood teachers. I challenge you to think in a different way and start teaching in a different way. Emotions come first! They inform our social being. We have to start with the emotional competence of 4 of the 6 pure emotions and self-regulation which will inform self-discipline before we jump to our social being and how that piece informs our thoughts. Let's start following research and helping children learn in a developmentally appropriate way!

## **Let's Play! A Prop-based Approach to Helping Students (preK-5)**

Lynda True-Carter

Session A, 9:45am-11:45am

Session B, 1:15pm -3:15pm

"You can discover more about a person in an hour of play than in a year of conversation." This is especially true when working with elementary school-aged children. As a School Counselor with a School Based Registered Play Therapist credential (SB-RPT), I incorporate toys and games in most of my work with students. In this session, I will review some of my most tried and true prop-based techniques to help traumatized students feel safe and empowered by developing their self-management skills. Attendees should come prepared to actively participate and play.

## **Attachment-Based Teaching: Using the Science of Relationships to Promote Learning**

Cassie Yackley, Psy.D., P.L.L.C.

Session A, 9:45am-11:45am

Session B, 1:15pm-3:15pm

Social neuroscience has taught us that we are fundamentally interconnected as human beings and that we literally shape each other's brains through our interactions. Given the nature of the teacher-student relationship, educators play a particularly potent role in this process, leading to immense opportunity for brain growth and learning. In this session, we will explore the fundamentals of interpersonal neurobiology as they relate to relationships in the school setting.

Participants will understand not only why, but how, to develop these attachment-focused relationships within their own role at school.

## **Classroom Management through the Lens of Social Emotional Learning**

Brian Hastings

Session A, 9:45am-10:45am

Session C, 11:00am-12:00pm

SEL and Mindfulness does not mean that students should not be held accountable for their behavior. How does one thread the needle between classroom management and SEL? How do you maintain firm and consistent expectations while understanding that students are coming in the door from different and difficult situations at home or at school that can get in the way of their learning and readiness to learn? In this breakout session we will discuss steps in managing and changing behavior over time with your students.

## **Resource, Refocus, Repeat**

Tracy Vokey & Anne Longver

Session A, 9:45am-10:45am

Session A, 11:00am-12:00pm

This session will shed additional light on what it means to be trauma sensitive in the classroom, with the hopes that the conversation will help in diminishing adult worries regarding the support of their students. We will share tools and common language that are not only applicable to students in need of trauma sensitive responses but also language that can be used to seamlessly support all learners in the classroom. Participants will leave feeling like they have a few take-aways that they can use right away, along with a few new resources to look into. Our goal is to create a feeling of genuine camaraderie among those of us in the caregiving "trenches".

## **Embedding SEL into a Larger System**

Bureau of Student Wellness, NH DOE

Session A, 11:00am-12:00pm

In this workshop, the Bureau of Student Wellness (Office of Social & Emotional Wellness at the NH DOE) will talk about the importance of a school system that supports SEL in its classrooms. Looking at the genesis of SEL will help educators understand that, in order for students to be ready to learn content, they must be working on social emotional skill building in tandem. We'll take a look at how SEL can be woven into a coordinated approach to teaching academic content and dive into some evidence-based SEL tools that you can start using today!

*"Everything about activating a child's cognitive skills begins with activating their social connectedness... Verbalizing and using language, and working with peers creates that kind of social stimulus that drives the development of the brain."*

*~ Dr. Pamela Cantor*

## **Implementing School-wide Initiatives to Support SEL and Trauma in Schools**

Krystal Bunnell & AnneMarie Gagne

Session A, 11:00am-12:00pm

Session B, 2:30pm-3:30pm

In this workshop, we will focus on discussing how elementary schools can align various school-wide initiatives to foster social emotional learning in students, and how these supports positively impact those who have experienced trauma. Strategies discussed will include Zones of Regulation, boom boards, restorative practices and character education.

## **The Way You Love and Nurture is Important for Social Emotional Growth (K-5)**

Meaghan Thompson

Session B, 1:15pm-3:15pm

Do children feel loved? Most would answer, "Of course!" This workshop will look how different children give and receive love and care in five different ways. And, because human behavior says that we nurture and love in the way we need it, not in the way others need it, adults have to adjust to how children accept love. Come find out how to make those adjustments!

## **Mindfulness**

Helen Fernald

Session B, 1:15pm-2:15pm

What is mindfulness and why is it so highly recommended for people of all ages? In this session, we will discuss the nine tenets of mindfulness and then practice various ways to be more mindful each day.

*"It is probably the sense of being really needed and wanted which gives us the greatest satisfaction and creates the most lasting bond." ~Eleanor Roosevelt*

## **Trauma Informed SEL Practices and Teacher Self-Care**

Stefanie Piatkiewicz

Mindful Practices, Chicago

Session B, 1:15pm-2:15pm

Session B, 2:30pm-3:30pm

Emphasizing the importance of educating students with a trauma-informed approach, this session will include the following: the definition and consequences of trauma and an introduction into the neurobiology of trauma, as well as tangible tools for implementing yoga, mindfulness and SEL through a trauma-informed lens.

## **Everyday SEL for You and Your Students**

Stefanie Piatkiewicz

Chicago Mindful Practices

Session C, 9:45am-11:45am

Experience and acquire some fresh social-emotional learning activities to set a positive tone in your classroom setting! We'll breathe, stretch, learn and play in an effort to get so comfortable with self-awareness and social awareness activities that you're ready to implement them on Day One. Bring a journal and pen so you can sketch out your SEL action plan for 2019-20.

## **SEL in a Small-Group Setting**

Alison Memoli & Beth Cole

Session C, 9:45am-10:45am

Session C, 11:00am-12:00pm

This session will provide a brief overview on Social Emotional Learning with an emphasis on utilizing strategies in small learning groups. During the session, participants will practice strategies and have time to create specific SEL items to bring back for immediate use. By the end of the session, participants will learn successful strategies for implementing SEL strategies in small group settings and will have created tangible SEL items to utilize in a small group setting.

## **Teens & Technology: Guiding Adolescents Towards Mindful Media Use (6-12)**

Sarah Wagner and Hannah Mariotti,  
UNH Professional Development and  
Training

Session C, 9:45am-11:45am

Social media use among children and adolescents is at an all-time high, with more than 75% of American teens actively using social networking sites and apps. Many adults are concerned about this phenomenon, fearing the negative impact on children's mental, physical and emotional health; some feel that social media can be a positive tool for young people today; while many others are simply resigned to the fact that this has become the primary way that teens communicate with peers. This workshop will explore social media use through the lens of adolescent development, examining the research on the positive and negative impacts on social development, cognitive growth, and emotional and physical health. In addition, participants will gain tools to educate young people on the topic and to assist them in developing a mindful approach to media use.



## **Creating the Trauma-Responsive Classroom**

Cassie Yackley, Psy.D., P.L.L.C.

Session C, 9:45am-11:45am

Teachers are looking to create trauma-responsive classrooms to address the increasing incidence of disruptive student behavior, as well as to respond to high number of students who face ongoing adversity and trauma in their lives. The trauma-responsive (TR) classroom has an environment, procedures, and practices that are conducive to regulating traumatized students and instructional practices that accommodate learning differences associated with exposure to adversity. The TR classroom employs an overall behavior management approach for students in the classroom that is positive and evidence-based. Finally, students in a TR classroom benefit from instruction aimed at social-emotional learning and curriculum that specifically addresses stress and resilience. Come learn how to start creating your TR classroom today.

## **What does a Mindful Classroom Look Like?**

Chelsea Latham

Session A, 9:45am-10:45am

Session B, 2:30pm-3:30pm

Mindfulness isn't just a practice, but a mindset. With this understanding, Mindfulness is much less a classroom curriculum and much more a culture. Any teacher can create a mindful classroom while still maintaining individual unique strengths and style. In this workshop we will discuss what mindfulness is, what it is not and the process of creating a more focused, cooperative and kind learning environment.

## **Tools for Schools**

Bureau of Student Wellness, NHDOE

Session B, 1:15pm-2:15pm

Session C, 9:45am-10:45am

The Office of Social & Emotional Wellness at the NH DOE's Bureau of Student Wellness will give an overview of the professional learning opportunities and technical assistance available. Learn more about how Youth Mental Health First Aid, cultural and diversity trainings, 40 Developmental Assets trainings, the KNOW & TELL Mandatory Reporter Training, the School Safety Training Series, and our lending library could benefit your team. Featured as well will be a description of the NH Student Wellness Toolkit; comprehensive planning and implementation guidance for those interesting in creating or enhancing a school wellness program. This session will walk attendees through the steps to access these resources and build a partnership with the Bureau.

## **Mindfulness & Trauma Sensitive Schools**

Chelsea Latham

Session C, 9:45am-10:45am

Session C, 11:00am-12:00pm

Mindfulness is the practice of paying attention as a way of fostering greater control over our behavior, attitudes and reactions to our day. Mindfulness has a long list of benefits for practitioners- students, teachers and staff alike- when it comes to trauma, both first and second hand. Mindfulness teaches us the skills of being self-aware and able to regulate, we cannot change what happens to us but we can change how we experience it, process it and are affected by it. Mindfulness gives us the tools to process and regulate both first and second hand traumatic experiences, giving us opportunity to become more than the conditions through which we live.

*After our closing remarks, attendees are welcome to meet in school teams or with the available presenters.*

**Register Online: <https://forms.gle/32ZXZTAFixYNpqdR6>**

Registrations must be received by June 15, 2019.

For questions, please contact Kadie Wilson at [k\\_wilson@sau9.org](mailto:k_wilson@sau9.org) or by calling (603) 447-8368.