



## Trauma-Sensitive Schools Training and Consultation

Trauma Sensitive Education, LLC is an organization dedicated to training, coaching and supporting educators who are learning about the impact of trauma and its prevalence and working to implement the practices in their classrooms, school or district. Training and supportive services are provided to school and district staff including teachers, paraprofessionals, student support, administrators and school boards. Opportunities are also available to parents, community partners and interested organizations.

**Region(s) of the State Available:** Statewide

### Trainings and Workshops:

#### 1. Introduction to Trauma-Sensitive Schools Principles and Practices

- 3 ½ hour presentation suitable for a morning, afternoon or early evening time slot
- **Target Audience:** 10 to 500 participants including school and district teachers, paraprofessionals, student support, administrators, school board members, parents, community partners and interested organizations
- No prerequisite training or knowledge required
- **Learning Objectives:**
  - *The impact of trauma on the developing brain's ability to learn.*
  - *The prevalence of trauma exposure in our schools and classrooms.*
  - *Trauma-sensitive principles, practices and procedures to address the impact of trauma on learners and increase their ability to succeed in the school environment.*
  - *Integrate trauma-sensitive practices with the Positive Behavior Interventions and Supports (PBIS) framework at the universal level (Tier 1).*
- **Description:**

*The prevalence of children impacted by mental health and trauma is evident in every classroom. The lived-experience of these students challenges their ability to engage in classroom instruction, follow directions, comply with the school code of conduct, develop relationships and learn. Students impacted by trauma are two and a half times as likely to be placed in a special education program. Almost 50% of youth ages 8 to 15 with a mental illness received no mental health services in 2014. Educators implementing trauma-sensitive school practices are seeing amazing results, including dramatic decreases in suspensions and referrals, as well as dramatic increases in attendance, academic success and graduation. For all these reasons, using the practices of trauma-sensitive schools is a must for all schools.*

*Participants in this workshop will learn about the impact of developmental trauma on students, its relationship to mental health and how that manifests itself in the classroom setting. The necessity of using a growth mindset and "trauma lens" when planning for and working with these children will be emphasized. The presenter will make the case for a perspective shift from asking the student "what is wrong with you?" to "what happened to you?" or "what do you need?" as an essential component to successfully address the students' needs. Trauma-sensitive principles and practices that assist the teacher and the students manage their anxiety, dissociation, need for control and hyper vigilance will be shared. Participants will leave this session with a list of resources to utilize in the ongoing work of creating a trauma-sensitive classroom and school at the Tier 1 level.*

## 2. Trauma-Sensitive Schools Principles and Practices in Action

- 1-Day Interactive workshop during which presentations are intermixed with small group and individual activities
- Small groups from 10 to 100 participants including school and district teachers, paraprofessionals, student support, administrators, school board members, parents, community partners and interested organizations
- No Prerequisite Training or Knowledge
- **Learning Objectives:**
  - *The impact of trauma on the developing brain's ability to learn.*
  - *The prevalence of trauma exposure in our schools and classrooms.*
  - *Trauma-sensitive principles, practices and procedures to address the impact of trauma on learners and increase their ability to succeed in the school setting.*
  - *Tools to integrate trauma-sensitive interventions with the Positive Behavior Interventions and Supports (PBIS) framework at the universal, small group and individual student level (Tiers 1, 2 and 3)*
  - *Incorporate teacher self-care and wellness into the school culture and practices.*

- **Description:**

*The increase in prevalence of children impacted by mental health and trauma is evident in every classroom. The lived-experience of these students makes it difficult for them to engage in classroom instruction, follow directions, comply with the school code of conduct, develop relationships and learn. Students impacted by trauma are 2½ times as likely to be placed in a special education program. Almost 50% of youth ages 8 to 15 with a mental illness received no mental health services in the previous year. Educators implementing trauma-sensitive school practices are seeing amazing results including dramatic decreases in suspensions and referrals, as well as dramatic increases in attendance, academic success and graduation. For all these reasons, using the practices of trauma-sensitive schools is a must for all schools.*

*Participants in this workshop will learn about the impact of developmental trauma on students, its relationship to mental health and how that manifests itself in the school setting. Strategies for creating support and “buy-in” for incorporating trauma-sensitive schools’ principles and practices at the school and district level will be discussed. The necessity of using a growth mindset and “trauma lens” when planning for and working with these children will be emphasized. The presenter will make the case for a perspective shift from asking the student “what is wrong with you?” to “what happened to you?” or “what do you need?” as an essential component to successfully address the students’ needs. Trauma-sensitive principles and practices that assist the teacher and the students manage their anxiety, dissociation, need for control and hyper vigilance will be shared. Participants will acquire trauma-sensitive tools and strategies to use in the school setting and leave this session with a list of resources to utilize in the ongoing work of creating a trauma-sensitive classroom and school.*

### 3. Create a Compassionate Culture in your School by incorporating Educator Self-Care and Wellness Practices within a Trauma-Sensitive Environment

- ½ day workshop
- **Target Audience:** Small groups from 10 to 100 participants especially designed for educators, student support and administrators who are involved in creating a safe, compassionate environment for all students and staff.
- Prerequisite Training or Knowledge in the impact and prevalence of trauma is helpful but not a requirement to benefit from this workshop.
- **Learning Objectives:**
  - *The impact on staff of caring for students with significant emotional & trauma-related needs.*
  - *Understand compassion satisfaction and compassion fatigue.*
  - *Process of determining one's personal level of compassion satisfaction or fatigue and creating a self-care plan.*
  - *Strategies that build resilience & counteract compassion fatigue.*
  - *Incorporating self-care into the culture of the school.*
- **Description:**

*Healthy and happy educators create the best environment and provide the best instruction for students. However, working with students who are impacted by trauma, toxic stress, mental health issues and behavioral problems is very challenging. Many of our school staff, including student support, teachers, paraprofessionals, and administrators, give their heart and mind to them every day. Staff can only give more than they receive for so long before they begin to suffer from burnout and compassion fatigue. These real issues and their causes will be explored in this session. Participants will learn about tools to assess and address these concerns while building resilient professionals. The pro-active strategy of embedding self-care into a school's culture and climate will be discussed as the most efficient and caring way to support all staff and keep them at their very best for their students.*

### 4. Trauma-Sensitive School and Classroom Environments at the Universal Level—the Nuts and Bolts of Making it Happen

- ½ day workshop
- **Target Audience:** Small groups from 10 to 100 participants. All educators including (but not limited to) teachers, para-professionals, support staff, pupil services, building and district administrators.
- Prerequisite Training or Knowledge in the impact and prevalence of trauma is helpful but not a requirement to benefit from this workshop
- **Learning Objectives:**
  - *Characteristics and descriptors of a safe, calm, non-anxious educational environment that allows all students to access learning.*
  - *Academic, behavioral, physical, emotional, and social safety within the classroom.*
  - *Strategies that balance the needs of all children in the classroom.*
  - *Assessing your classroom and developing a plan to blend in trauma-sensitive practices and tools.*
- **Description:**

*The performance and success of students are significantly impacted by the environment of the school and their specific classroom. This workshop will address the multiple environmental factors including the physical set-up, safety factors, and human interactions within that setting. Outcomes from examples of trauma-sensitive classrooms will be shared. Strategies will be explored and participants will have an opportunity to evaluate their classroom or school environment using the principles of trauma-sensitive schools.*

## 5. Planning for and Educating Individual Youth Significantly Impacted by Trauma and Mental Health in the School Setting

- **½ day workshop**
- **Target Audience:** Small groups from 10 to 100 participants. All educators including (but not limited to) teachers, para-professionals, support staff, pupil services, building and district administrators. Trainings can also be designed for community members, including parents and care-givers, as well as school-community partners
- Prerequisite Training or Knowledge in the impact and prevalence of trauma is helpful but not a requirement to benefit from this workshop
- Learning Objectives:
  - *Understanding and identifying the function of a student's disruptive behaviors based on data.*
  - *Gathering the appropriate team members to create a plan for the student.*
  - *Creating a plan goal and strategies and supports to help the student reach the goal.*
  - *Implementing the student's plan with fidelity and making needed revisions.*
- **Description:**

*Some students impacted by trauma and mental health can have significantly disruptive behavior despite Tier I and Tier II trauma-sensitive and PBIS interventions. These students require a unique individual plan to maintain themselves in the school setting and experience success. This workshop will address the possible root causes of the disruptive behavior and how those drive our planning and interventions. Educator mindset, team make-up and strategies to address behavior and the root causes will be shared. Participants should bring a specifically challenging student's data with them to the workshop, so they can begin to craft a plan for changing the behavior and increasing the student's success.*

## 6. Ongoing Coaching for Trauma-Sensitive School Implementation

- ½ day workshop, followed by coaching calls and emails and on-site meetings.
- **Target Audience:** Small groups from 5 to 25 participants of teachers and student-support staff implementing Tier I, 2, and/or 3 trauma-sensitive schools' principles and practices in their classroom or school.
- Prerequisite Training or Knowledge in the impact and prevalence of trauma is necessary.
- **Learning Objectives:**
  - *Identify the areas in need of change, intended outcomes and prioritize for implementation.*
  - *Identify and utilize trauma-sensitive strategies in the school and classroom setting to address student needs.*
  - *Strategize ways to address barriers to implementation of trauma-sensitive schools' principles and practices.*
  - *Use data to evaluate the impact of implementation and revise strategies, if necessary.*
- **Description:**

*This workshop, along with follow-up through emails, phone calls and visits, is intended to assist school staff to implement trauma-sensitive principles and practices at the Tier 1, 2 and 3 levels. It is strongly recommended that schools begin this support at the universal level and that all staff leading the implementation phase are involved in the ongoing coaching support. Staff will be supported through the process of addressing barriers to implementation, securing support and buy-in from the staff and measuring implementation fidelity. Specific coaching topics will be determined based on the needs of the individuals involved in the workshop and ongoing coaching support.*

## **7. Uniquely designed for your district, school or educational setting.**

If you have not found the workshop or presentation that fits your staffs' needs, Trauma-Sensitive Education, LLC staff will work with you to design and create training focused on your needs. Your data and concerns will drive the content, presentation style and learning objectives for the session(s). Possibilities may include, but are not limited to, creating the process for implementation of trauma-sensitive schools' principles and practices in your school or district, overcoming the barriers to trauma-sensitive education in your community, diving deeper into building relationships and teaching social-emotional learning to students impacted by trauma or teaching academics to students with significant behavioral concerns.

### **Trainer: Pamela Black, Educational Consultant**

Pamela Black has over thirty-three years of experience in the Minnesota and Wisconsin public school systems as a teacher, diagnostician, consultant and district level administrator. Her work has touched every area of education including curriculum development, professional learning for staff, school and programmatic processes and procedures, and classroom instruction in general and special education at all levels. As an educational leader, Pam has collaborated with teachers, student support staff, building and district administrators, families and students to develop and implement creative plans for students experiencing significant emotional and behavioral challenges.

Her belief that all students can learn and make progress, along with her expertise in the area of trauma and its impact on learning, is foundational to her involvement in a district initiative to train all staff in the principles of trauma-informed schools. She collaboratively developed and implemented Kenosha Unified School District's trauma-sensitive schools professional learning. Pam worked to build the capacity of teachers, para-professionals, student support staff and administrators to address the needs of individual students.

Pamela is one of the founding members of the Wisconsin Department of Public Instruction's Trauma-Sensitive Schools Workgroup. In that capacity, she has participated in the design of a tiered approach to integrating trauma-sensitive practices into the schools and a toolbox of resources to assist schools in implementation. Currently, she is a co-developer of Trauma-Sensitive Schools staff development for the Wisconsin School Mental Health Initiative and an external coach for schools working to implement those practices.

She is the consultant for the National Council on Behavioral Health's Trauma-Sensitive Schools' initiative focused on training educators nationwide on the impact of trauma on learning and assisting in the implementation of trauma-sensitive processes within their schools.

Pamela is available to provide individual, small group, school-wide or district-wide training and coaching support in the trauma-sensitive schools' processes, practices and principles.

**Contact Information:** Pamela Black, Trauma Sensitive Education, LLC, [jerseygirlpblack@yahoo.com](mailto:jerseygirlpblack@yahoo.com)  
847-707-2490

**Cost:** Trainings and coaching are available at hourly, ½ day, full day and multiple day increments to meet the needs of the participants. Fees are \$200 per hour, \$600 for ½ day or \$1100 for a full day. All expenses are included for services provided in Wisconsin.