

THE TRAUMA-SENSITIVE HIGH-ACHIEVING CLASSROOM

SETTING UP YOUR CLASSROOM FOR SUCCESS



Most teacher professional development focuses on curriculum delivery. However, it is often the times between that determine the success of that day. This workshop addresses ways to help students succeed in spite of their circumstances.

ADDRESSING TRAUMA'S IMPACT ON RELATIONSHIPS, BEHAVIOR, AND ACADEMICS SO ALL KIDS CAN LEARN

Violence is just one among many types of childhood trauma. The ACE Study found that violence is not more – or less — damaging than divorce, living with a parent who's an alcoholic, being yelled at nearly every day of your childhood, or emotional neglect. Just as important, it rarely happens alone. If a child is experiencing violence, there's usually some other type of trauma happening, too. The results are children with toxic stress.

This toxic stress – the kind that comes from living with a physically and verbally abusive alcoholic parent, for example – damages the function and structure of a kid's brain. Toxic stress

floods the brain with stress hormones. When a kid's in fight, flight or freeze mode, their thinking brain is offline and doesn't develop as it should.

Kids experiencing trauma act out. They can't focus. They can't sit still. Or they withdraw. Fight, flight or freeze – that's a normal and expected response to trauma. So they can't learn. Their schools respond by suspending or expelling them, which further traumatizes them.

Recent research findings reveal almost half of the nation's children have experienced at least one or more types of serious childhood trauma. It's hardly a wonder that educators have

difficulty in helping children focus and engage in our classrooms.

This workshop is about how to implement practices that will transform your classroom for you and your students. During this 9-hour workshop, classroom teachers learn the skills and techniques that counteract and defuse trauma and help children succeed academically, socially and emotionally. These techniques are not an add-on to your curriculum, but the framework within which we make instruction easier to deliver, reduce interruptions, foster better student behaviors and build student self-efficacy and academic growth.

Almost half the nation's children have experienced at least one or more types of serious childhood trauma, according to a [new survey on adverse childhood experiences](#) by the [National Survey of Children's Health \(NSCH\)](#). This translates into an estimated 34,825,978 children nationwide, say the researchers who analyzed the survey data.

Childhood adversities increase as a child grows older, and decrease as family income rises. Nevertheless, ACEs are still experienced by more than one in three children under the age of six. Even in higher income families, more than one in four children have ACEs.



Every successful classroom

addresses the emotional well-being of the students. Current studies show more than 61 percent of students have some form of traumatic stress. In high-poverty schools, more than two-thirds of your class is adversely affected. Students bring this with them when they enter your classroom. It increases behavior problems and inhibits students' ability to focus, engage, reason, and listen. This is the added burden that teachers experience as stress, additional workload, and frustration.



SET UP YOUR NEXT SCHOOL YEAR FOR HIGH-POWERED STUDENT SUCCESS!

Day One: In addition to understanding trauma, participants learn simple, practical routines to embed throughout the school day that help students stay engaged, manage mental states, and reduce the self-sabotaging attitudes and behaviors that interfere with student progress. Activities and routines defuse student frustration and anxiety. In addition, students gain coping mechanisms and ways to alleviate their stress in a productive way. Teachers learn how to ramp up the effectiveness of things you already do that result in greater benefits for you and your students. Most of all, the routines, activities, and instructional techniques ensure all students make academic growth.

Day Two: Positive relationships are the key to ensuring each child is

ready to learn. Brains in pain do not learn to read or do math. These simple tactics help students think differently, develop skills to get along with others, and put more effort into their work. Teachers learn how to diffuse potential problem behaviors before they start and preserve a positive working relationship with even those who are uncooperative and inflexible. Learn how to bring out the best in every student and turn around difficult behaviors. Develop powerful techniques that not only correct and reduce problem behaviors, but also will reduce the drama and stress for you and your students.

Day Three: The most powerful influence on students' academic growth is the students' belief that they CAN learn. But what do you do with

a struggling learner who lacks confidence or grit necessary to improve? Moreover, how do students with below grade level skills in reading or math get caught up? In this session, teachers will develop a framework for building student self-efficacy that taps into and fosters a drive to persevere and work independently on the fundamental skills to succeed academically for every child, even those who struggle. Set up next year's classroom routines to help those with lagging skills catch up, document their own progress, and have all the data you need to show exactly where they are and how much progress they have made. This will also help teachers with up-to-the-minute progress reports for RTI without extra work or testing.

ABOUT YOUR PRESENTER



Susan Ciminelli's expertise is a rare combination of instructional design

experience, data-driven inquiry, and research savvy. Susan has been an educator since 1977, working as a public school teacher, teacher trainer, technology coordinator, Apple Education Grant author and award recipient, school principal, data manager / analyst, and now consultant for Title I schools. Susan has received extensive training in brain-based instruction and educating children impacted by poverty.

Her experience with Positive Behavioral Interventions and Strategies and training in Collaborative and Proactive Solutions helps the schools she works with to address behaviorally challenging students develop the communication and social-emotional skills they need to succeed in school.

Among her most recent accomplishments this year, Susan has presented at the National At-Risk Education Network conference in April and the Canadian Association of Principals national conference in May. She is currently working on her book— Collapse of the Hive: America At-Risk.

Susan brings depth, practicality, and a human touch to her work that makes the connections required to achieve lasting positive change in classroom instruction.

BRING WHITE WAVES EDUCATION TO YOUR SCHOOL

EXPERIENCE

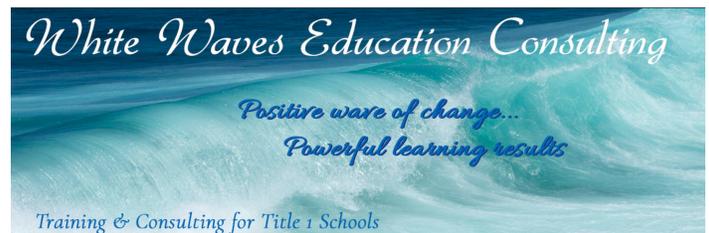
Teacher-training to empower your staff to succeed with struggling learners!

EXPERTISE

Refine RTI & data practices at your school for greater gains and remarkable results!

EXCELLENCE

Transform your school with evidence-based strategies targeted to your needs!



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