

Creating Trauma-Informed SEL Schools: Professional Development Offerings



GOAL:

Led by a team that has presented statewide and nationally on these topics, our professional development offerings will help schools create environments where **ALL students and staff feel safe and supported**. A primary focus on social emotional learning and supporting the *whole child* in order to move learning forward most effectively. Participants will gain the essential knowledge and skills needed to create learning environments that integrate social emotional learning and trauma-informed practices in order to help all students and staff meet their potential for success in a positive school climate — whether it's in person, remote, or blended.

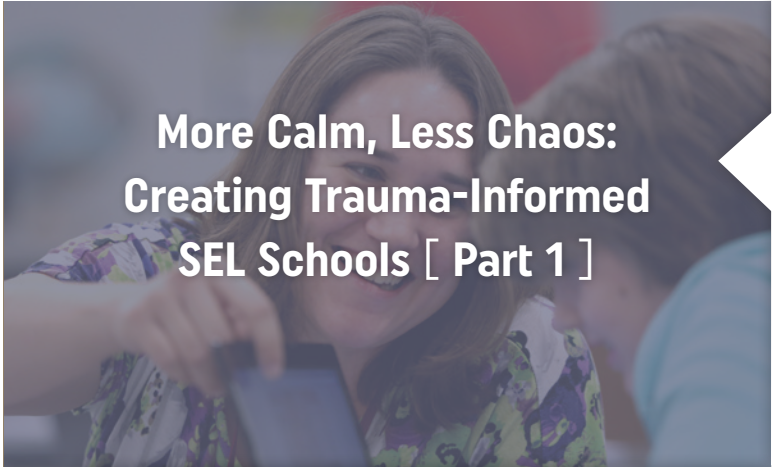
BACKGROUND:

Research shows that integrating SEL and trauma-informed practices into schools leads to better social emotional skills, improved attitudes about self, improvement in classroom behavior, and increased academic scores on standardized tests, as well as decreased conduct problems and substance abuse. The COVID-19 pandemic has further underscored SEL as an essential part of high-quality education — highlighting our relationships, resiliency, and collective problem solving as fundamental to teaching and learning and the creation of more inclusive and equitable learning environments.

DELIVERY:

- Length of sessions can be customized to meet district needs.
- All offerings can be delivered remotely or in person (with appropriate safety measures in place).
- It is recommended to start with the "More Calm, Less Chaos" sessions and then the sequence/ time of following sessions can be customized depending on building/district needs.

Click to see session descriptions.



More Calm, Less Chaos: Creating Trauma-Informed SEL Schools [Part 1]

As a continuation of part 1, this session will provide an introduction to brain-based, multi-tiered practices that support *regulating before we educate* and *connecting before we correct*. Participants will dig deeper into practical application through self-assessment and self reflection, and will leave inspired, with strategies that can be implemented the next day — whether in person or remotely.

Research shows educators are in a prime position to heal brains and build resilience in children. Learn how stress, trauma and ACES impact learning, emotional regulation, and behavior. This session will focus on how we can *regulate before we educate* and *connect before we correct* so that together we can decrease stress, build strong social emotional and academic skills, and increase positive behavior in a safe and supportive learning environment — whether in person, remote, or blended.



More Calm, Less Chaos: Creating Trauma-Informed SEL Schools [Part 2]

This session will focus on ensuring the creation of positive and supportive learning environments where all staff and students can not just survive, but thrive! We will dig deeper into adult SEL to help participants understand how to increase our own resiliency and SEL skills by tapping into the positive experience of compassion, satisfaction, and meaningful connections at home and at work. We will identify and practice strategies to build personal resiliency, increase self-care and address traumatic stress in order to better support the young people we serve.



Putting Your Own Oxygen Mask on First: Building Adult Resiliency in Times of High Stress

An important component to teaching SEL is first understanding adult SEL. Integrating social emotional learning into the district/school fabric is the focus of this session, which will dive into understanding the SEL competencies and Ohio SEL standards of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Practical application through adult modeling and SEL activities will be reviewed so that SEL learning can be integrated into daily activities for in-person, remote and blended learning environments.



Weaving Social Emotional Learning into the Classroom Fabric

Email Jess Davies to schedule a session in your district.



Regulate Before You Educate: Self-Regulation and Implementation Supports

Build connections and relationships through a community of trust and safety in order to prevent challenging behaviors. This session will focus on how we can de-escalate dysregulated students and support neural development for all children through co-regulation and relationships. We'll also explore methods to build connections between staff to staff, staff to students, and students to students.

Understanding regulation/dysregulation in self including preferences, triggers, and tools is key for healthy co-regulation and a decrease in overall challenging behavior in schools. This session will focus on the three methods to self-regulation and explore effective regulation supports for in-person or remote learning environments including individual spaces, classroom supports (safe spaces), and campus supports (sensory/reset rooms). Best practices regarding responding to students with intensive social and emotional needs will be discussed.



Connect Before You Correct: Relationship Building



Introduction to Restorative Practices

Research shows that SEL helps create and is most effective in safe and supportive learning environments. This session is for administrators at the early stages of creating trauma-informed SEL schools. We will help you organize, plan, and improve your SEL efforts by building the foundation needed to launch, sustain, and continually improve high-quality, trauma-informed SEL implementation.

Effectively responding to incidents of conflict and wrongdoing is the hallmark of restorative practices. In this session, we will introduce restorative practices and share the benefits of utilizing this framework in the school setting; discuss strategies to set high expectations while offering support through direct feedback and asking questions that foster accountability, and show how to facilitate restorative circles effectively. Participants will also learn to assess the readiness of victims, offenders, and their family and friends to determine if restorative conferences will be effective.



Creating a Transformative SEL School: A Guide for Administrators

Email Jess Davies to schedule a session in your district.