What do we do?

- Provide Social & Emotional Learning (SEL) instruction in area schools
- Students Teaching Attitudes of Respect (STAR) Program
- Speak Your Peace Curriculum
- Professional Development
- Cultural Responsiveness

The Problem

1. Many students have had adverse childhood experiences.
2. ACEs can impact learning, behavior, and relationships at school.
3. Trauma-sensitive schools help children feel safe to learn.
4. Trauma sensitivity requires a whole school effort.
5. Helping traumatized children learn should be a major focus of educational reform.

The Solution

How do we get there?

Implementation of Trauma Sensitive Schools

- Professional Development:
  - ACEs for Educators/ Trauma Sensitive Schools
  - PLCs (Professional Learning Community)
  - SEL Curriculum Specific Workshops
- Social & Emotional Learning lessons and integration of SEL throughout the school day

Trauma Sensitive Schools

ACEs for Educators
- 300 Bemidji Area Schools Teachers
- 40 Schoolcraft Learning Community Teachers and Support Staff
- 160 Park Rapids Youth Workers
- 80 Bagley Schools Employees
- 80 Lake of the Woods School Employees

Trauma Sensitive Schools
- 25 Trek North Jr. and Sr. High
- 25 Voyageurs Expeditionary School
- 50 Bemidji Area Youth Workers
- 120 Social Service Providers
- 50 Pre-Service Teachers

Introduction to Trauma Sensitive Schools

In this workshop, participants:
- Briefly overview the Adverse Childhood Experiences Study.
- Learn the impacts of trauma on the brain the the implications that has in the classroom.
- Discuss trauma-sensitive practices and procedures.
- Explore “next steps” for your school to effectively respond to students exposed to trauma.
Developing Next Steps for Schools

1) What trauma sensitive practices is your school already implementing?
2) What practices would your school like to strengthen or add?
3) What practices does your school need to re-evaluate?

Professional Development

Professional Learning Community (PLCs)
- Revisit information from ACEs or TSS workshop
- Trauma Informed Strategies
  - The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success by Wolpow, Johnson, Hertel and Kincaid
  - Helping Traumatized Children Learn: Supportive school environments for children traumatized by family violence
- Opportunity to ask questions and share successes and failures
- Classroom visits

SEL Curriculum Specific Workshops
- On-going support of curriculum implementation

Paul Bunyan Elementary Pilot

- Bi-Weekly Social & Emotional Learning Lessons – 30 min
- Job Embedded Professional Development
- Trauma Coach - Stelther Human Services

Social & Emotional Learning Integration

- An 11% average gain in standardized test scores
- An increase in positive classroom behavior
- Improved attitudes about self, others, and the school
- Stronger sense of community
- Better ability to cope with stressors

Development of Self-Regulation: It Doesn’t Just Happen

“There are two clear developmental periods where self-regulation skill increase dramatically due to underlying changes in brain architecture—early childhood and adolescence—suggesting particular opportunities for intervention.”

Working with Kindergarten Students

Helping students learn how to self regulate.
Brain Hand Model

- Amygdala “Guard Dog”
- Prefrontal Cortex “Wise Owl”
- Flip your lid!

Brain Hand Model Based off of Dan Siegel’s Brain Hand Model

- Belly Breath
- Breathing Ball
- Five Finger Breathing
- Hot Chocolate Breathing
- Yoga Calm

Calming the Amygdala

Positive Relationships

- Schools & school staff can be intentional about how they interact with students.
- Resist blaming and judging! Use your compassionate lens.

Positive Relationships

Paul Bunyan Elementary - Results

- Morning Announcements and consistent language
- The Ripple Effect - Home
- Behavior referrals were cut in half during the first year
- District SEL Curriculum

Paul Bunyan Elementary - Results

Teacher Self-Care

- Mindfulness
- Healthy Lifestyle (Food, Exercise, Sleep, & Relationships)
- Positive Psychology

Teacher Self-Care
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