



**Trauma-Invested
Institute
for
Fostering Resilient
Learners**

July 15-16, 2019

Stadium High School

Tacoma, WA

Institute Program

Hosted by Kristin Souers & Pete Hall

www.FosteringResilientLearners.org

Join the conversation on
Twitter: use the hashtag
#TraumaInvested and follow
Kristin (@KristinKSouers) and
Pete (@EducationHall).



Questions? Email Info@EducationHall.com or text Mindy (208-755-3139) before/during the Institute

Welcome!

You may know us (Kristin Souers and Pete Hall) as the authors of *Fostering Resilient Learners: Strategies for creating a trauma-sensitive classroom* (ASCD, 2016) and *Relationship, Responsibility, and Regulation: Trauma-invested practices for fostering resilient learners* (ASCD, 2019), and we are thrilled that you’ve opted to join us for this extremely important, timely, and impactful professional-development experience. We’ve crafted these two days to offer you critical information, useful strategies, and multiple opportunities to meet your needs, deepen your knowledge, and build your network. At the end of day two, all our experts and presenters will be available to you and your team as you craft (and/or refine) your plan to become (even more) #TraumaInvested.

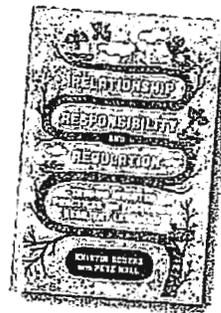
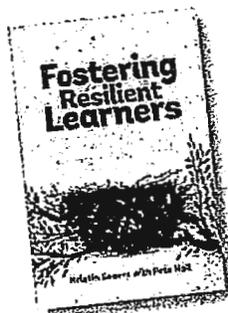
This is a labor of love. With roughly 50 years of experience in schools and the field, we continue to seek the approaches, mindsets, and habits that truly transform the trajectories of our youth. We don’t claim to have all the answers – which is why we’ve invited a handful of amazing, dynamic individuals to lead additional sessions. We do know some of the key questions we need to be asking, though, which is why we’ve decided to host these regional Institutes in the first place. How can we better meet our students’ needs? How can we strengthen our commitment to the process? How can we foster a nest in which our young people can grow and develop, so when then eventually fly, they can soar?

Together, let’s roll up our sleeves and generate some answers and make a difference.

Thank you,

Kristin Souers (KristinSouers@gmail.com)

& Pete Hall (PeteHall@EducationHall.com)



Agenda-at-a-glance for the 2-day Institute:

Monday, July 15		Tuesday, July 16	
7:15-8:00	Upper Commons: Breakfast	7:15-8:00	Upper Commons: Breakfast
8:00-9:05	Auditorium: Welcome message	8:00-8:45	Auditorium: Kickoff message
9:05-9:15	Passing period	8:45-8:55	Passing period
9:15-10:45	Breakout sessions #1	8:55-10:25	Breakout sessions #4
10:45-10:55	Passing period	10:25-10:35	Passing period
10:55-12:25	Breakout sessions #2	10:35-12:05	Breakout sessions #5
12:25-1:30	Upper Commons: Lunch	12:05-1:10	Upper Commons: Lunch
1:30-3:00	Breakout sessions #3	1:10-1:55	Auditorium: Energetic message
3:00-3:10	Passing period	2:00-3:30	Upper Commons: Planning time
3:10-3:45	Auditorium: Closing message	3:30	Institute adjourns

*Breakout sessions are hosted in the “Castle” (main building) and the “PAC” (Performing Arts Center, across the courtyard).

Monday, July 15

7:15-8:00	Upper Commons	Registration, info, breakfast, coffee, networking, booths
8:00-9:05	Auditorium	Welcome message: Trauma is a word, not a sentence <i>Kristin Souers & Pete Hall</i>
9:05-9:15	Passing period	
9:15-10:45	Breakout sessions #1	
	Castle B28	Personalized Learning <i>Andre Wicks</i> (repeated session)
	Castle B30	Brain language for the littles (preK) <i>Anna Rowe</i> *STARS credit available
	Castle B32	Tier II & Tier III system of support for struggling students <i>Shannon Dahl</i> (repeated session)
	PAC Band	Repair <i>Kristin Souers</i> *STARS credit available
	PAC Choral	Schoolwide systems, structures, and routines to support trauma-invested practice <i>Celina Brennan</i> (repeated session)
	PAC Orchestra	The power of healthy relationships to influence even the toughest kids <i>Keith Orchard</i> (repeated session)
10:45-10:55	Passing period	
10:55-12:25	Breakout sessions #2	
	Castle B26	Building a vision for trauma-invested practice <i>Pete Hall</i>
	Castle B28	Personalized Learning <i>Andre Wicks</i> (repeated session)
	Castle B30	Beyond Open House: Connecting school with the parents & home <i>Anna Rowe</i> *STARS credit available
	Castle B32	Tier II & Tier III system of support for struggling students <i>Shannon Dahl</i> (repeated session)
	PAC Choral	Leveraging PLC's to build trauma-invested environments <i>Celina Brennan</i>
	PAC Orchestra	Dysregulation, Dissociation, Discombobulation: understanding brain science and how it affects kids from hard places <i>Keith Orchard</i>
12:25-1:30	Upper Commons	Lunch, networking, booths, info
1:30-3:00	Breakout sessions #3	
	Castle B26	Leadership for successful initiatives <i>Pete Hall</i>
	Castle B28	Building community networks & outreach <i>Andre Wicks</i> (repeated session)
	Castle B30	The New 3 R's: interventions for kids (focus on littler kids) <i>Anna Rowe</i> *STARS credit available
	Castle B32	Tier II & Tier III system of support for struggling students <i>Shannon Dahl</i> (repeated session)
	PAC Band	"We caught you" teams <i>Kristin Souers</i> *STARS credit available (repeated session)
	PAC Choral	Schoolwide systems, structures, and routines to support trauma-invested practice <i>Celina Brennan</i> (repeated session)
	PAC Orchestra	The power of healthy relationships to influence even the toughest kids <i>Keith Orchard</i> (repeated session)
3:00-3:10	Passing period	
3:10-3:45	Auditorium	Closing message: The true value of this work -- how does this change lives? <i>Celina Brennan</i>

Tuesday, July 16

7:15-8:00	Upper Commons	Registration, info, breakfast, coffee, networking, booths
8:00-8:45	Auditorium	Kickoff message: What is standing in the way? <i>Andre Wicks</i>
8:45-8:55	Passing period	
8:55-10:25	Breakout sessions #4	
	Castle B26	Keeping burnout at bay <i>Pete Hall</i>
	Castle B28	Personalized Learning <i>Andre Wicks</i> (repeated session)
	Castle B30	Beyond Open House: Connecting school with the parents & home <i>Anna Rowe</i> *STARS credit available
	Castle B32	Attendance matters...even when dealing with trauma <i>Shannon Dahl</i> (repeated session)
	PAC Choral	Gaining consent and using data to build a trauma-invested environment <i>Celina Brennan</i> (repeated session)
	PAC Orchestra	The power of healthy relationships to influence even the toughest kids <i>Keith Orchard</i> (repeated session)
10:25-10:35	Passing period	
10:35-12:05	Breakout sessions #5	
	Castle B28	Building community networks & outreach <i>Andre Wicks</i> (repeated session)
	Castle B30	The New 3 R's: interventions for kids (focus on teens/tweens) <i>Anna Rowe</i> *STARS credit available
	Castle B32	Social stories aren't just for special education! <i>Shannon Dahl</i>
	PAC Band	"We caught you" teams <i>Kristin Souers</i> *STARS credit available (repeated session)
	PAC Choral	Gaining consent and using data to build a trauma-invested environment <i>Celina Brennan</i> (repeated session)
	PAC Orchestra	Top strategies for being a resilient caregiver <i>Keith Orchard</i>
12:05-1:10	Upper Commons	Lunch, networking, booths, info
1:10-1:55	Auditorium	Energetic message: Together <i>Kristin Souers & Pete Hall</i>
1:55-2:00	Passing period	
2:00-3:30	Upper Commons	Team Time / Planning Sessions What are your takeaways from this institute? How has the information you've gathered changed your thinking? What changes are you committed to make? What is your plan? With your teammates, draft a specific, intentional action plan for building and sustaining a Trauma-Invested environment within your classroom, team, department, school, or district. All speakers and facilitators will be available to answer questions, offer advice, prompt your thinking, and otherwise support your efforts throughout this period. Take advantage of this amazing opportunity to strategize while connecting with the expert presenters: <i>Andre Wicks, Anna Rowe, Celina Brennan, Keith Orchard, Kristin Souers, Pete Hall, and Shannon Dahl</i>

Session Descriptions

*Title (Presenter: Breakout session(s) offered)

Personalized learning (Andre Wicks: 1, 2, 4)

National data and research suggest a significant barrier to student success is a lack of personal connection and that teachers have misconceptions about their relationships with their students. Educators must take a hard look at the story behind their data, and do business as *unusual* to get improved results. In this session, learn how to personalize the learning experience for each and every kid to maximize the outcomes.

Brain language for the littles (preK) (Anna Rowe: 1) *STARS credit available

From birth to age 5, a child's brain develops more than at any other time in the lifespan. Positive or negative experiences can shape a child's development and can have lifelong effects. When children understand what's happening in their brain, it can be the first step to having the power to make positive and regulative choices. In this session, participants will learn how to use the knowledge of how the brain works and how to partner with children and parent to teach the skills necessary to understand how to respond when a child is asking for help.



Tier II & Tier III system of support for struggling students (Shannon Dahl: 1, 2, 3)

How can you apply trauma-invested practices into an existing multi-tiered system? Learn what strategies already exist, what works, and how to implement them in a variety of educational settings. Remember we have options – lots of options! When the doors are locked, look for windows. Participants will leave with Tier II & III strategies to implement in their educational settings right away.

Repair (Kristin Souers: 1) *STARS credit available

Feel like you are on a rotating hamster wheel with a student who is struggling? Nothing seems to be working and things just seem to feel worse? Let's really examine what true repair and re-entry can look like? Who should be involved?

Learn and build some examples of how we can do this effectively and truly restore the relationships, justice, and safety that was lost in this process. Let's empower all members of the equation to be a part of a true repair – students and staff alike. With a legit repair, we'll move away from proving that a wrong was done to finding a way to make it right again – really examining that reset to connection.

Schoolwide systems, structures, & routines to support trauma-invested practice (Celina Brennan: 1, 3)

What are some ways we can adjust the SYSTEM to be truly trauma-invested? Are there structures and routines that we can incorporate school-wide that support healthy, safe, helpful connections? In this session, participants will discuss aspects of common language, rituals, and foundational elements to emphasize sustainability of trauma-informed practices. Participants will actively engage in the development of an implementation plan to support their own students, staff, and families.

The power of healthy relationships to influence even the toughest kids (Keith Orchard: 1, 3, 4)

To be a trauma-invested school means to be a relational school. However, kids who have experienced trauma and extreme stress can be very challenging for staff and peers to connect to. They often have insecure attachment strategies and their trust in others being safe with them can be very low. How frustrating – the kids who need us the most are often the most resistant to us! In this workshop, we will explore practical principles and strategies to connect with even the toughest kids.

Building a vision for trauma-invested practice (Pete Hall: 2)

We have heard the terms before: trauma-invested, ACEs, Culture of Safety...in any given setting, this might look a little different. So what does it mean for you? In this session, learn a protocol for building a compelling vision with your team, faculty, or department that provides you with a common target, shared agreements, and powerful leverage to take action.

Beyond open house: Connecting school with the parents & home (Anna Rowe: 2, 4) *STARS credit available

Caregiver involvement in education is one of the biggest predictors of student success. Every family is different and offering different ways parents can get involved and support their child's education is essential. Building a partnership is rewarding and challenging. In this session, participants will walk away with an understanding of what it means to establish sincere communication and how to be involved in their child's education and/or invite caregivers into the education setting.

Leveraging PLC's to build trauma-invested environments (Celina Brennan: 2)

Engaging professional learning communities (PLC's) in modeling the mindset of "ALL truly means ALL" is essential to becoming trauma-invested. Participants will determine how to engage their own school teams in this critical work. Social emotional learning routines, interventions, progress monitoring, and the value of relationships will be highlighted.

Dysregulation, Dissociation, Discombobulation - understanding brain science and how it affects kids from hard places (Keith Orchard: 2)

Understanding how to help kids from hard places begins with understanding the specifics of how trauma and stress affect and change the developing brain. In this workshop, we will discuss brain development and how trauma impacts the brain, memory, emotional development, behavior, and readiness to learn – and explore some high-impact strategies for effective interventions.

Leadership for successful initiatives (Pete Hall: 3)

Launching and leading initiatives is tough work, and the path is littered with the skeletons of poorly-implemented great ideas. Join your colleagues in an exploration of what our team members and stakeholders need in order to generate enthusiasm, build on momentum, and create sustainable initiatives that truly transform organizations.

Building community networks and outreach (Andre Wicks: 3, 5)

As school leaders, don't get stranded on the "island" of the schoolhouse. Forging lasting change means education must go back to its roots: the community it serves. To leverage the symbiotic relationship between schools and community, educators must team with local officials, organizations, businesses, and families to influence outcomes. In this session, get tips and strategies for doing just that – and building a powerful community network to support all learners.

The New 3 R's: Interventions for kids (focus on littler kids) (Anna Rowe: 3) *STARS credit available

Participants will be introduced to and provided opportunities to explore more in-depth the importance of fostering a culture of safety, predictability, and consistency through the new Three R's: Relationship, Responsibility, and Regulation. Explore multiple strategies for school staff and community members to utilize with children in the P-6 setting to address our students' unmet needs so they can truly thrive.



environment energy. Collaborate with your colleagues to gather strategies for engaging staff in critical conversations to build a pathway towards becoming trauma-invested.

The New 3 R's: Interventions for kids (focus on tweens/teens) (Anna Rowe: 5) *STARS credit available

Participants will be introduced to and provided opportunities to explore more in-depth the importance of fostering a culture of safety, predictability, and consistency through the new Three R's: Relationship, Responsibility, and Regulation. Explore multiple strategies for school staff and community members to utilize with children in the grades 6-12 setting to address our students' unmet needs so they can truly thrive.

Social stories aren't just for special education! (Shannon Dahl: 5)

Interpersonal interactions are at the heart of relationship-building and human connection. Learn to use social stories and lessons in a small group or 1:1 setting in order to teach students to be in their "upstairs brain" and learning ready. Individuals or teams will practice creating social stories and learn how to create a "Brain Book" (applicable to all ages).

Top strategies for being a resilient caregiver (Keith Orchard: 5)

We influence and help kids through the power of presence and our relationships. And... the stress of life and caring for so many others can take its toll on our ability to be whole and available to those who need us most. In this session, we will take time to be present and remind ourselves of the factors that make us resilient and effective caregivers.

***Visit <https://www.fosteringresilientlearners.org/institute-tacoma> and use the password TTOWN19 to access session handouts and other materials.*

GRACE

Clock Hours:

If you are requesting clock hours for your time at the institute, we will have all the forms you need at the Washington ASCD booth.

Signatures from daily sign in sheets (am/pm) are the only acceptable verification for attendance of the training, so please remember to sign in. If your name is not on the sign in sheet and you are registered please print and sign and let a representative on site know. To request clock hours complete the [clock hour form](#) and [WSASCD online evaluation](#). The training is eligible for a maximum of 12 clock hours (and minimum of 3 clock hours), the clock hour fee is \$36 or \$3/clock hour. Please make checks payable to WSASCD or complete credit card information on the request form. For questions feel free to contact WSASCD Executive Coordinator, Carrie Lam at CarrieLamASCD@gmail.com

If you are requesting STARS credits for your time at the institute, be sure to bring your STARS number and align your session attendance with those marked "STARS eligible" in the Institute program. You'll also need to sign in/out of each of those sessions individually in order to receive your credits!

The lineup of speakers/presenters/facilitators:



Andre Wicks (Castle B28), not yet on Twitter

Andre is an assistant principal at Shadle Park HS in Spokane, Washington. The former director and original architect of The ZONE Project, a place-based collective impact initiative in Spokane, Andre is driven by purpose, passion, and people. You might not encounter a more passionate advocate for improving the lives of his fellow human beings. Fortunately, Andre brings his energy and inspiration to us with the desire to disrupt our everyday approaches and build a better experience for each and every colleague, parent, family, and student within our reach.

Anna Rowe (Castle B30), on Twitter @AORowe

Anna is a childhood trauma expert who provides professional development and consultation to schools and organizations across the country. As a former teacher, counselor, social worker, and university trainer, Anna has applied her expertise in childhood trauma to all angles. Approachable, kind, and focused, she consistently emphasizes the importance of relationship, understanding its value in the schoolhouse, home, and workplace.



Celina Brennan (PAC Choral), on Twitter @CelinaBrennan

Celina is currently the proud principal of Salnave Elementary School in Cheney, Washington. As an elementary teacher and instructional leader, she has been dedicated to identifying practices that meet the individual needs of every learner – and at the top of the list of philosophical approaches is an unyielding emphasis on becoming trauma-invested. An advocate for the Whole Child, Celina’s inspiring message and authentic approaches push all of us to increase our impact and change the lives of everybody we come into contact with.

Keith Orchard (PAC Orchestra), on Twitter @BKOrchard1

Keith serves as the mental health specialist for the Coeur d’Alene (ID) School District. With a vast array of experiences as a licensed clinical social worker, regional trainer for child welfare, environmental educator in the Peace Corps, and a clinical supervisor of the Family Advocate Program at the Marine Corps Base in Kaneohe Bay, Hawai’i, Keith’s enduring message is about implementing practical solutions to complex interpersonal situations. Insightful, open, and patient, Keith’s message resonates in a very real, very honest way.





Kristin Souers (PAC Band), on Twitter @KristinKSouers

Kristin has dedicated herself to the improvement of people’s lives. Her background in the fields of early learning, counseling, law enforcement, education, and mental health, partnered with her expertise in complex trauma, the impact of violence, crisis management, counseling, and trauma-informed care, has allowed her to support professionals in the development of trauma-informed practices in a multitude of settings. As a best-selling author and dynamic, enthusiastic speaker, she works with educators and caregivers across the globe.

Pete Hall (Castle B26), on Twitter @EducationHall

Pete is a former school principal and a current *professional development agent*, working with schools and districts across the globe. With an emphasis on capacity-building, Pete lives according to a simple mantra: “Always strive to be a better you.” He has partnered with Kristin for the past dozen years or so, first in the schools in which he was principal and now in providing trauma-invested PD and creating helpful resources for educators in that pursuit. He’s a believer in civics and gymnastics as core elements of a Whole Child education.



Shannon Dahl (Castle B32), not yet on Twitter

Shannon is the proud principal of Grant Elementary School in Ephrata, Washington. Her leadership is marked by a firm dedication to looking for every possible opportunity to create a safe, successful experience for each individual student (and adult) who enters the school. Keen on creating viable structures that facilitate success, she has led efforts to build trauma-invested practices into every nook and cranny of her school. With straightforward goals in mind, Shannon uses creative and innovative approaches to build forward momentum as a leader.

Need a snack? Try some trail mix or Hippeas and have some water – you’d be amazed at what healthy options can do for your brain! And a mint or two can help with focus and attention...not to mention freshening your breath!

