

Introduction to Trauma Sensitive Schools

With an Emphasis on Historical Trauma

Workshop provided by:



How does trauma affect student learning?

Current research shows that a high percentage of students are exposed to trauma and toxic stress. Trauma can undermine a student's ability to learn, form relationships and function appropriately in the classroom.

Students impacted by trauma:

- Are 2.5 times more likely to fail a grade
- Score lower on standardized achievement tests
- Have more receptive or expressive language difficulties
- Are suspended or expelled more often
- Are designated to special education more frequently

What is a trauma sensitive school?

A trauma-sensitive school is a safe, respectful environment that enables students to build caring relationships with adults and peers; self-regulate their emotions and behaviors; and succeed academically, while supporting their physical health and well-being.

Students at trauma-sensitive schools have the benefits of greater academic achievement, more time spent on learning, reduced disciplinary referrals, improved relationships with peers and adults, and a more supportive learning environment.

In this workshop, participants will:

- Be introduced to the Adverse Childhood Experiences (ACEs) Study
- Learn the impacts of trauma on the brain and the implications that has in the classroom
- Understand the implications of historical and intergenerational trauma
- Discuss trauma-sensitive approaches
- Explore "next steps" for your school to effectively respond to students exposed to trauma.

Workshop Details

Time Frame: 3.5 hr. presentation

Target Audience: 10 to 300 participants including teachers, paraprofessionals, student support, administrators, school board members, parents, community partners and interested organizations.

No prerequisite training or knowledge is required.

For more information call Peacemaker Resources (218) 444-8048 or email

peacemaker@peacemakerresources.org

This workshop meets the following to renew a MN teaching license: **Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents** (MN Statutes Section 122A.09, 122A.18); **Positive Behavioral Intervention Strategies** (MN Statutes 122A.09)