

Trauma Engaged Schools: Building Resilience through Strength-Based Practices

with Linda Chamberlain, Heather Coulehan and Michelle Byer

Dates February 11, 13, 27 and March 27

Registration Fee \$75 for educators from Level 1 school districts and organizations. \$195 for all others. No cost for BSSD, LKSD or NSBSD Educators

Credit One optional university credit is available. Participants must attend all webinars, complete assignments, and take part in online discussions. There is an additional tuition fee of \$125 for the credit.

Target Audience K-12 Educators and Administrators

Description Trauma engaged schools provide foundational supports for student learning and well-being. Learn the latest research around teaching self-regulation -- and how to take care of yourself in the process. Then explore the nuts and bolts of how Alaskan districts are "opening their ears and hearts" to promoting self-regulation and well-being in both students and adults.

Webinar 1: The Neurobiology of Safety: Opening Our Ears and Hearts to Self-Regulation: (Dr. Linda Chamberlain)

The neurobiology of safety has led to a new awareness of how behavior is driven by our autonomic nervous system. This system is continually scanning our internal and external environment for cues of safety that will determine our capacity to perceive human voice and socially engage. Linda will explain what neuroception is and why it is an important consideration for trauma-engaged school policies. She will discuss two interventions that have their foundations in this research: the "Safe and Sound Protocol" and HeartMath.

Webinar 2: Building Vicarious Resilience: A Strengths-based Approach to Prevent Compassion Fatigue (Dr. Linda Chamberlain)

Compassion fatigue and vicarious trauma are predictable and preventable occupational hazards in settings such as schools where there can be daily exposure to the suffering of others. Unaddressed, these issues can affect our work, relationships and health and lead to systemic dysfunction in an organization. The warning signs of compassion fatigue and vicarious trauma at the personal and organizational level will be discussed. Strategies for self-care and organizational response will be highlighted along with strategies to nurture vicarious resilience.

In the third and fourth webinars Heather Coulehan and Michelle Byer will discuss the application of the strength-based approaches introduced by Dr. Chamberlain through examples and stories from schools across Alaska. These webinars will explore how Alaskan districts are promoting self-regulation and well-being in both students and adults. They will draw on their experience supporting schools and communities in co-creating culturally responsive social emotional learning to discuss an Alaska-based framework that can be used at the classroom, building or district level.

Webinar 3: Transforming Schools: An Alaskan Framework for Trauma Engaged Schools (Heather Coulehan & Michelle Byer)

Webinar 4: Building Resilience: Relationships, School Climate and Skill Instruction (Heather Coulehan & Michelle Byer)

Presenters

Scientist, author, professor, dog musher, and founder of the Alaska Family Violence Prevention Project, **Dr. Linda Chamberlain** is an internationally recognized keynote speaker and advocate on domestic violence, Adverse Childhood Experiences (ACEs), brain development and trauma, and the amazing adolescent brain. Certified in brain-body practices to promote self-regulation, resilience and healing, she demonstrates simple skills with audiences that can be taught to children and families. Dr. Chamberlain teaches at the University of Alaska and earned public health degrees from Yale School of Medicine and Johns Hopkins University.



Heather Coulehan, Social and Emotional Learning Coordinator for the Association of Alaska School Boards (AASB), works with school districts across Alaska to integrate culturally responsive social and emotional learning (SEL) into the core functioning of districts and schools.

Michelle Byer recently retired as an elementary principal where she worked as part of a community to address the social and emotional needs of students. She continues to promote the power of developing SEL skills through her work with the AASB.