



Trauma-Informed Support Committee

Issue 3: January 2024 Editor: Lannette Story

IFT Trauma-Informed Training

Nine members of the Trauma-Informed Support Committee will complete a comprehensive three-day trainer-in-training workshop in order to bring these trauma-informed approaches to our campuses for all faculty and staff. The training is hosted by the IFT at the Fairview Heights location, and the first day of training was on January 2nd. Future training will take place on March 20th and April 19th. The curriculum focuses on how students' adverse experiences of loss, violence, abuse, neglect, and more result in trauma that interrupts healthy development and impacts their brains, bodies, and behaviors. Trainers will learn about the impact of trauma on students and explore trauma-informed strategies for supporting children.



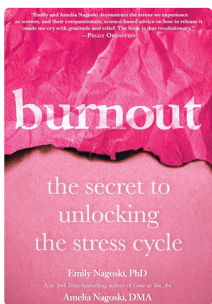
Tiffany Stellhorn, math teacher at Belleville West, was in attendance on the first day and left feeling inspired: "I'm excited to see how we develop over the next two times to meet. My biggest takeaway was a personal struggle with how much compassion is needed to be trauma-informed. Since the pandemic, I have felt overextended in my compassion to the point that it feels like manipulation and being taken advantage of. I was able to walk away [from the training] excited for this semester, knowing how to hold space [for students]. We discussed the extent to which we've been told to "give grace" to students. In my mind, that meant allowing them to do anything to get them through their struggles. However, the concept of "holding space" has helped me reframe my thinking, to listen wholeheartedly and be authentic while still having boundaries and enforcing expectations."

Belleville West science teacher Nickie Pelch was also motivated by the workshop and impressed with the curriculum and the trainers: "I thought the trainers did an excellent job of keeping us engaged. Personally, it can be difficult for me to sit through a day of training. I tend to lose a lot of focus in the afternoon. I can't recall that happening one time in this case. My biggest takeaway: I am overly empathetic and compassionate. I realized that I tend to allow those traits to fog my ability to keep expectations and accountability high. I started the new year with high expectations and holding myself and my students accountable. I know I can do that with compassion and empathy. I am excited to continue to learn about trauma-informed teaching and growing more and more towards being the best educator I can be for my students and an even better colleague! Lastly, I'm starting the second semester full of gratitude for [our committee] and the privilege of working in a district that supports this training for us and our students."

Trainees: Tiffany Stellhorn, Christina Roedl, Sarah Bland, Nicole Pelch, Thomas Gallaher, Lannette Story, Katherine Schnoeker, Jennifer Sorg, and Donna Bauman.

Book Rec

Burnout: The Secret to Unlocking the Stress Cycle
by Emily Nagoski PhD,
Amelia Nagoski DMA



Click the image to read more about this book!

Podcast Rec

Where Should We Begin?
Esther Perel

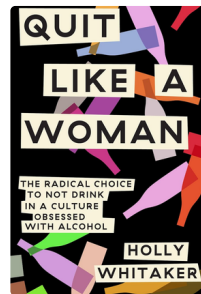


Join Esther in her office every Monday to listen in as real couples in search of help bare the raw, intimate, and profound details of their stories.

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Book Rec

Quit Like a Woman: The Radical Choice to Not Drink in a Culture Obsessed with Alcohol
by Holly Whitaker



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Socials Rec

@drbeckyatgoodinside



Dr. Becky Kennedy | Parenting

Psychologist

Mom of 3 & Founder of Good Inside

#1 NYT Best Seller: Good Inside

Podcast Host of Good Inside



District 201 TJSC Members

Amanda Borkowski, Amanda Meirink, Anna Kurtz, Anoa Alimayu, Ashley Mims, Ashley Short, Chelsea Kilzer, Christina Roedl, Cyndi Oberle-Dahm, Jennifer Sorg, Jules Hunter, Julie Schloesser, Katherine Schnoeker, Lannette Story, Leigh Reidelberger, Melissa Kettler, Michael Olson, Michele Robinson, Nick Johnson, Nicole Pelch, Sarah Bland, Sarah Ruder, Teagan Gross, Thomas Gallaher, Tiffany Stellhorn

Recommended Resources



Welcome to your monthly collection of news, tips, and resources from CPI. We are dedicated to changing behaviors and reducing conflict for the *Care, Welfare, Safety, and Security*SM of everyone.



The Connection Between Trauma and Bullying

If a student in your classroom has experienced trauma, one of the ways their behavior may shift could be through various acts of bullying. In this blog, you'll explore the connection between trauma and bullying so you can best support students and create a classroom of healing and acceptance.

[READ NOW >](#)

Access the entire resource from the Crisis Prevention Institute by clicking [HERE](#) or click the image above!

AdLit | All About Adolescent Literacy Episode 3: How Trauma Impacts Behavior



Click to access resources

By sharing the story of two students, Ricky Robertson discusses how trauma and toxic stress can impact the brain and impair students' ability to learn, express emotions, and engage behaviorally in school. He also discusses ways that trauma can invoke a range of fight/flight/freeze/fawn responses and how educators can utilize Dr. Bruce Perry's 3 R's (Regulate, Relate, Reason) to better support students. Ricky also talks about how educators can self-regulate to help students to co-regulate.

5 Myths

Surrounding Trauma-Informed Teaching

Myth #1: Trauma-informed teaching is a passive approach that avoids challenging students.

Reality: Trauma-informed teaching encourages high expectations and academic challenges. It focuses on providing necessary support and understanding while still promoting academic growth.

Myth #2: Trauma-informed teaching is permissive and lacks discipline.

Reality: Trauma-informed teaching does not mean abandoning discipline. It emphasizes understanding the root causes of behavior and responding with empathy and support, rather than punitive measures.

Myth #3: Trauma-informed teaching is only for students with severe trauma.

Reality: Trauma-informed teaching benefits all students, as it creates a supportive and understanding environment for everyone. It's not limited to those with extreme trauma experiences.

Myth #4: Trauma-informed teaching is therapy.

Reality: Trauma-informed teaching involves understanding the impact of trauma on learning but is not a substitute for therapy. It's about creating a classroom culture that fosters resilience and well-being.

Myth #5: Trauma-informed teaching is a temporary trend.

Reality: Trauma-informed teaching is based on solid research about the impact of trauma on learning and development. It's not a passing trend but a sustainable approach to creating supportive learning environments.

Contact Info

Please contact one of the following people if you're interested in creating a safe space for educators and students:

- Tiffany Stellhorn (tstellhorn@bths201.org)
- Lannette Story (lstory@bths201.org)
- Nicole Pelch (npelch@bths201.org)
- Christina Roedel (croedel@bths201.org)
- Julie Schloesser (jschloesser@bths201.org)
- Donna Bauman (dbauman@bths201.org)