



Trauma-Informed Support Committee

Issue 5: March 2024 Editor: Lannette Story



Leaning Into a Trauma-Informed Approach

One of the most important practices I have adopted in order to facilitate a trauma-informed classroom, is awareness of my own nervous system and practices to support conscious nervous system regulation. I realized that my reactive impulse to center my experiences as a teacher was my unconscious effort to minimize stress and create predictability (both helpful goals!). However, by slowing down, practicing breath awareness, mindfulness of the present moment, somatic grounding practices, and more, I have found that I have a wider window of tolerance for stress and unpredictability, and can invite students to proactive collaboration and self-discipline in a more calm and connected way. Ultimately, I found that it was essential for me to learn and integrate these nervous system regulation practices for myself first before I could hold space for a trauma-informed classroom.

Leaning into trauma-informed principles is liberating for both students and teachers. But it can sometimes feel messy. It can inspire more questions than definite answers. It requires deconstructing and building something new. And all of these can be scary! Due to this, exploring these practices with a community of fellow educators has been essential for me. I am grateful and so excited that our district 201 Trauma-Informed Support Team holds space for faculty and staff conversations and inquiries about trauma-informed practices, challenges, and goals. My classroom and teaching practices definitely aren't perfect, but by continuing my own self-reflection, learning about trauma-informed practices, and collaborating with other educators, I can feel a greater sense of love and life moving through my classroom.

-- Sarah Bland, Belleville East English Teacher

Book Rec

Grief Is for People
by Sloane Crosley



Click the image to read more about this book!

Podcast Rec

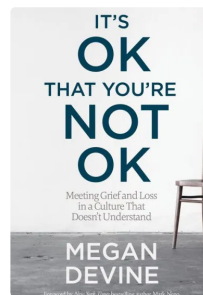
"Mental Health in the Classroom with Honest Teacher Vibes!!" Episode on Teachers Off Duty Podcast



Your favorite teacher-comedians from the Bored Teachers Comedy Tours sharing stories and experiences from the classroom and beyond, brought to you by Bored Teachers.

Book Rec

It's OK That You're Not OK:
Meeting Grief and Loss in a Culture That Doesn't Understand
By Megan Devine, Mark Nepo



Click the image to read more about this book!

Socials Rec

@Jay Shetty



Carrie Howard | Anxiety Therapist and Coach

Author, Podcaster, Speaker, Coach
#1 @nytimes Bestseller
Podcast ON Purpose
Chief Purpose Officer @calm

District 201 TJSC Members

Amanda Borkowski, Amanda Meirink, Anna Kurtz, Anoa Alimayu, Ashley Mims, Ashley Short, Chelsea Kilzer, Christina Roedel, Cyndi Oberle-Dahm, Donna Bauman, 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



Behavior is Biology: Understanding Essential Brain Science Behind Students' Trauma



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

AdLit | All About Adolescent Literacy Episode 5: What is Resilience?



Click to access resources

In this episode, Mr. Robertson defines individual and collective resilience as well as toxic notions of resilience ("Don't talk, Don't trust, Don't feel."). Mr. Robertson also explores the factors that cause stressful experiences to be either positive, tolerable, or toxic for young people's health and well-being. He addresses ways in which schools can be a source of protective factors and foster resiliency skills.

Professional Development Opportunities

Check out these PD workshops at the St. Clair ROE. Click on the links for details.

Youth Mental Health First Aid April 4 @ 8:30 am - 3:30 pm

Youth Mental Health First Aid USA is an 8 hour public education program which introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.

The Will to Learn: Cultivating Student Motivation in Grades 6-12 Without Losing Your Own July 22 @ 9:00 am - 3:00 pm

Understand how motivation relates to engagement and why the difference can help us find efficiencies in the face of overwhelming demands on our time; and leave with practical next steps for teaching and learning.

Advanced Classroom Management (Grades 5-12) June 4 @ 9:00 am - 3:00 pm

Jim Kestner will present his nationally recognized program in a high-energy session dedicated to helping experienced 5-12 teachers address a wide range of classroom management issues. Teachers who attend will find strategies that lead students to make good choices, replacing controlling behaviors with strategies that lead students to monitor and take responsibility for their own behavior.

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@bths20l.org)
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