



## MENTAL HEALTH VIRTUAL BLASTS!



CESA 7 is here to support you through this challenging school year. Learn how trauma impacts your students and what you can do to support them. Learn how to support yourself and colleagues through compassion resilience. Learn how to implement social emotional learning practices into your classroom and increase the effectiveness of your relationships with your students. Learn how to raise the bar and support ALL of your student's academic and emotional growth.

These **1 hour BLASTS** are meant to **energize** your teaching and **increase the impact** you have with your students in any delivery model! Contact Dr. Marci Waldron-Kuhn with any questions [mkuhn@cesa7.org](mailto:mkuhn@cesa7.org)

**Register for all 16 Blast for \$350:**

**Or register for individual Blasts for \$25:**

Trauma Sensitive School Blasts	Compassion Resiliency Blasts	Social Emotional Learning Blasts	Access and Equity Blasts
Held the 3rd Thursday of the month from 3:20-4:20 Starting Nov. 19	Held the 1st Thursday of the month from 3:20-4:20 starting Dec. 3	Held the 4th Monday of the month from 3:20-4:20 starting Nov. 23	Held the 2nd Tuesday of the Month from 7:30-8:30 a.m. Starting Dec. 8
<p><b>We are all in the same storm, but we are not in the same boat. How do we help staff understand the impact of trauma on our students?</b></p> <p><b>November 19 3:20-4:20</b></p> <p>Trauma Sensitive Schools (TSS) are founded on the core values of safety, trust, choice, collaboration and empowerment delivered in a multi-level system of support to meet the needs of all students.</p>	<p><b>I don't want to burn out!</b></p> <p><b>December 3 3:20-4:20</b></p> <p>The recent pandemic and Modern Day Civil Rights movement has brought us into uncharted waters. This school year has added layers of stress. Educators need to process the impact of flexible delivery and learn how to build their compassion resilience as we move through the</p>	<p><b>How do we ensure we are addressing the SEL needs of our students in any delivery model?</b></p> <p><b>November 23 3:20-4:20</b></p> <p>Learners will develop an understanding of social and emotional learning as a process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions. Participants will understand the</p>	<p><b>Help us understand our access and equity data.</b></p> <p><b>December 8 7:30-8:30 a.m.</b></p> <p>Educators want to see ALL of their students succeed. Participants will begin by diving into access and equity data through a curious lens to set academic and behavioral goals to ensure ALL of their students succeed.</p>

<p>Participants will learn the foundation research on the impact trauma has on the developing brain and how TSS can implement programming to build resiliency in their students as they grow as lifelong learners.</p>	<p>year.</p>	<p>importance of children and adults setting and achieving positive goals, feeling and showing empathy for others, and establishing and maintaining positive relationships.</p>	
<p><b>What does trauma sensitivity look like in the classroom?</b></p> <p><i>December 17 3:20-4:20</i></p> <p>The 7 essential ingredients of trauma-sensitive school is a model of practice that supports implementation in the school setting. Participants learn about the prevalence of trauma and adversity in the lives of our students. We will discuss how this impacts students emotionally, socially, and developmentally and learn strategies to increase relationship and regulation in the classroom.</p>	<p><b>How do we get staff to buy-in to the need for Staff Wellness?</b></p> <p><i>January 7 3:20-4:20</i></p> <p>Educators are experiencing a level of stress unparalleled to their previous years in teaching, yet they do not feel they have enough time to slow down and take care of themselves. Participants will learn how to support themselves and their colleagues by championing Staff Wellness.</p>	<p><b>How do we bring joy back into the classroom?</b></p> <p><i>January 25 3:20-4:20</i></p> <p>Educators and students are missing the joy that seems to naturally develop and happen in traditional face to face delivery. Participants will learn strategies and techniques to bring the joy back into the classroom in any delivery model through brain breaks, play, and SEL 3 signature practices.</p>	<p><b>How can access and equity be addressed through ACP?</b></p> <p><i>January 12 7:30-8:30 a.m.</i></p> <p>Success is more than a standardized test score. Participants will look a universal vs. opt in approach to ACP delivery to ensure ALL students are equally accessing their post-secondary options.</p>
<p><b>TSS Connection to other Initiatives</b></p> <p><i>January 21 3:20-4:20</i></p> <p>Many of the current initiatives in education align with the development of a TSS. Many of these</p>	<p><b>The impact of Compassion Fatigue on Student Achievement.</b></p> <p><i>February 4 3:20-4:20</i></p> <p>We all know compassion fatigue can be part of the</p>	<p><b>In flexible delivery, how do we engage our families?</b></p> <p><i>February 22 3:20-4:20</i></p> <p>Parents and families are critical partners in helping their children develop social and</p>	<p><b>How to raise the bar for everyone and keep it there.</b></p> <p><i>March 9 7:30-8:30 a.m.</i></p> <p>Differentiation and meeting the needs of students that belong to marginalized</p>

<p>initiatives have been implemented in silos instead of a system approach of support. Participants will explore the current best practices in TSS programming such as PBIS, RtI, Restorative Practices, SEL, ACP, Zones of Regulations, soft skill development, mindfulness, and character education.</p>	<p>experience as an educator. Typically, we find ways to relieve stress and build our compassion resilience. But, our present situation has left many educators feeling overwhelmed, anxious, exhausted, cynical, etc... Educators and Administrators need to focus on staff self-care because compassion fatigue takes its toll in the classroom and student engagement and achievement.</p>	<p>emotional know-how. In addition, community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming.</p>	<p>populations is not about moving the bar. It is about keeping the bar high and making sure to provide the supports and programming to ensure ALL kids achieve at a high level. Through the use of multi-tiered systems of support schools are able to close achievement gaps and ensure they are meeting the needs of ALL kids.</p>
<p><b>How do we know TSS implementation is working?</b></p> <p><b><i>February 18 3:20-4:20</i></b></p> <p>In a world of accountability, schools are charged with the responsibility of implementing programming that correlates with student academic, social and emotional success. Participants will explore current data trends that have shown to be directly impacted by TSS initiatives such as academic growth, decrease in punitive disciplinary practices, increase in attendance, student and family engagement and access and equity</p>	<p><b>How to Keep Going, when I feel like I'm done!</b></p> <p><b><i>March 4 3:20-4:20</i></b></p> <p>Compassion Resilience can be developed through the implementation of the circle of wellness including heart, mind, spirit and strength. Learn how to overcome system drivers of compassion fatigue and reset your own wellness to meet your own needs as well as your students needs.</p>	<p><b>SEL a Systems Approach</b></p> <p><b><i>March 22 3:20-4:20</i></b></p> <p>The success of a comprehensive SEL program depends on high-quality implementation. School leaders will gain an understanding of key principles that support the implementation and sustainability of evidence-based SEL programs. Leaders will determine the goals of SEL implementation district wide.</p>	<p><b><i>Creating a school where ALL means ALL!</i></b></p> <p><b><i>April 13 7:30-8:30 a.m.</i></b></p> <p>In order to develop a culture where ALL means ALL, schools need to have courageous conversations about their core values and beliefs around student achievement. By looking at school academic and behavior systems, educators and administrators are able to identify if their core beliefs and practices include the ALL means ALL philosophy.</p>