

DSEA's Annual Spring PD Day

Saturday, April 6, 2019

Polytech Adult Education Center

Descriptors for Morning Sessions:

Let's Talk: Real Conversations About Supporting the Mental Health Needs of Youth and Their Families – Annie Slease, NAMI Delaware

This 3 hour session is offered twice – as a morning session OR as an afternoon session.

Mental health conditions are common among teens and young adults. One in five has or will have a mental illness in any given year, and 50% began by age 14, yet more than half of those experiencing symptoms will not receive treatment. The primary reason people don't reach out for help: stigma. With awareness, information, and support, we can better the lives of our students. Topics include facts and myths about mental health conditions; warning signs of an emerging mental health concern and warning signs of suicide; what to say and what not to say; stigma, language and the media; materials to continue the conversation with youth; resources for additional support and information, including no-cost services and programs from National Alliance on Mental Illness (NAMI) Delaware. *(Class Size Minimum: 12 / Maximum: 20)*

Working with Trauma: Mindful Approaches – Jim Walsh, GIFT

Children and adults who have experienced traumatic events in their lives often struggle with emotional and behavioral regulation. In the classroom these regulation problems lead to disruption and, sometimes, chaos. If an adult in a classroom can recognize trauma-driven emotions and behaviors and respond with skill, then struggling children are better able to manage their emotions and behaviors.

The purpose of this workshop is to review the nature of trauma and the typical signs and symptoms that are often manifest in children and adults with trauma histories. Mindful approaches to self-regulation of emotions and behavior will be introduced, with the intention to help adults working with children to be better able to respond with skill in the moment of emotional and behavioral dysregulation. The focus will be on self-regulation skills of the adults in the classroom, and discussion of ways to introduce those same self-regulation skills to children. At the end of this workshop participants will:

1. Have working knowledge of the nature of trauma and its consequences;
2. Have practiced basic mindfulness skills and have access to resources that will enable continued practice; and
3. Have access to tools and resources that can be easily used in the classroom to help children struggling with emotional and behavioral regulation.

(Class Size Minimum: 12 / Maximum: 30)

Trauma, Toxic Stress, and the Impact on Learning

Youth who have experienced trauma often have very poor education outcomes. By understanding brain science, how trauma and toxic stress impact the developing brain, and tools to engage students at risk and support staff, participants will enhance education outcomes and have a better understanding of how to connect and engage youth with challenges.

Participants will learn how to forge a path to cultivate meaningful change within their school communities and the importance of supporting students with challenging behaviors. *(Class Size Minimum: 12 / Maximum: 20)*

The Importance of Self-Care

This 3 hour session is offered twice – as a morning session OR as an afternoon session.

About 51% of Delaware children have experienced at least one traumatic event in their childhood, and 23% of those children have experienced two or more traumatic events. Children impacted by trauma are more likely to be retained, suspended, expelled, and placed in special education services.

This workshop will help educators understand the professional and personal toll working with challenging and complex students can have on educators. Participants will learn strategies to practice self-care so that they can maintain professional excellence and better connect with their students. *(Class Size Minimum: 12 / Maximum: 20)*

Understanding and Recognizing Student's Mental Health Challenges and Building Resilience - Delaware Health and Social Services, Division of Public Health and Department of Services for Children, Youth, and their Families.

During this session, teachers will develop an understanding of the prevalence of mental health challenges among Delaware's youth and how to recognize signs and symptoms of depression, anxiety, self-harm, and suicidality. In addition, this session will provide teachers with common-sense approaches to recognize when students might need additional support and a discussion of what resources are available in Delaware for students, their families, and school communities. This interactive session will provide an opportunity to practice discussion techniques, share resources, and address any questions about experiences in the classroom. Additionally, this session will help teachers apply trauma-informed approaches to their classroom practices and examine techniques that contribute to positive youth development, safe and supportive school climate, and better connections to students. After attending this session, attendees will understand the most common mental health challenges among Delaware youth, how to identify these challenges in students, and approaches for supporting youth and promoting positive youth development. *(Class Size Minimum: 12 / Maximum: 20)*

Restorative Practices in Schools: Creating Safe and Supportive Teaching and Learning Environments – Aaron Dorsey, NEA staff

This session will provide participants with a brief overview of the philosophy of restorative justice and its introduction into public schools. In addition, participants will become familiar with the various restorative practices and how they are being used to create safe and supportive teaching and learning environments within classrooms and schools. Special focus will be given to peace circles. *(Class Size Minimum: 12 / Maximum: 20)*

Descriptors for Afternoon Sessions:

Let's Talk: Real Conversations About Supporting the Mental Health Needs of Youth and Their Families – Annie Slease, NAMI Delaware

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Community Health Resources for Educators: Primary Prevention and Harm Reduction – Brandywine Counseling and Community Resources Inc.

This session focuses upon several health issues confronting educators in schools today and explores the various resources available out in their community. Participants will learn about prevention and harm reduction strategies

for a variety of topics including opioid use and addiction, substance abuse and mental disorders, HIV/AIDS, and the use of E-cigarettes and Vaping. *(Class Size Minimum: 12 / Maximum: 20)*

Youth Substance Use: Understanding Trends and Identifying Problems - Delaware Health and Social Services, Division of Public Health and Department of Services for Children, Youth, and their Families.

This session will provide teachers an overview of youth substance use trends in Delaware, as well as an understanding of motivational interviewing techniques to help teachers better identify students who are currently using substances or are at-risk of doing so. Presenters will also provide guidance and an opportunity to practice a technique, Screening, Brief Intervention, and Referral to Treatment (SBIRT), which is a standardized approach that helps teachers quickly assess the severity of substance use and identifies potential levels of treatment, provide the student with insight and awareness regarding substance use and motivation towards potential behavior change, and, if necessary, a referral to treatment resources or additional support.

Following this session, teachers will understand trends in youth substance use and have the tools to address concerns with students or others in their lives. *(Class Size Minimum: 12 / Maximum: 20)*

Strategies for Building Resilience: Creating a Trauma Responsive Culture Within Your Classroom

National statistics show that nearly one out of four children attending school has been exposed to a traumatic event that can affect learning and/or behavior. Educators have the power to mitigate the impact of trauma and improve the educational outcomes for all students.

This session focuses on creating a safe and supportive learning environment, developing a positive relationship with your students, and establishing rules and routines that promote student learning and help your students succeed. Participants will learn strategies to build a sense of community within their classroom, engage and connect with students impacted by trauma and toxic stress, deal with student uncertainties, help students self-regulate, and strengthen relationships between students and the teacher. *(Class Size Minimum: 12 / Maximum: 20)*

Mindfulness in the Classroom – Jim Walsh, GIFT

Mindfulness is the awareness that emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment to moment (Kabat-Zinn, 2003). This simple practice has many psychological and medical benefits. Outcomes research has demonstrated that trait mindfulness is significantly related to stress reduction, burnout prevention and self-regulation. These benefits, when brought to the classroom environment, help both the students and the education professionals in the room.

This workshop will seek to answer three questions:

1. What is a mindful classroom?
2. What are the benefits of a mindful classroom?
3. How is a mindful classroom established?

Data will be presented that supports the establishment of a mindful classroom atmosphere. Mindfulness practices will be conducted, with the intention to help attendees to establish their own personal meditation practice and to demonstrate how to share mindfulness with students of all ages. At the end of this workshop participants will:

1. Be aware of the rationale for establishing a mindful classroom culture;
2. Have access to the resources they need to begin the process of creating a mindful classroom; and
3. Have practiced mindfulness activities appropriate for the classroom.

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