

# TRAUMA-INFORMED Strategies to Support Student Success in the Classroom



A Unique One-Day In-Person Seminar Presented by

**Connie L. Hébert**

Recognized Presenter, Outstanding Teacher, Classroom-Based  
Consultant and Trauma Expert

**Specifically Designed for Educators Serving Grades PK-12: General Education  
Teachers, Special Education Staff, Counselors, Instructional Assistants,  
Program Specialists, Title I Staff, School Psychologists, and Administrators**

**Highly effective, classroom-tested Trauma-Informed strategies** to help you make a  
real difference with students affected by trauma

**Practical strategies for creating supportive Trauma-Sensitive instruction for  
classrooms** where students can thrive and learn at their best

**How to strengthen attention, self-regulation, working memory, and other  
executive function** deficits commonly associated with childhood and adolescent  
trauma

**Ways to optimize Trauma-Sensitive strategies and tailor Trauma-Informed  
interventions** to students' specific needs for improved instructional, behavioral and  
academic outcomes

## **New Jersey**

**Cherry Hill – January 27**  
(Mt. Laurel)

**Long Branch – January 26**  
(Freehold)

**Newark – January 24**  
(West Orange)

## **New York**

**Long Island – January 28**  
(Plainview)

## **Pennsylvania**

**Harrisburg – January 25**  
(Camp Hill)

CEUs and Graduate Credit Available  
See page 6 for details

### **CAN'T ATTEND?**

Order the recorded version  
and take the seminar online at  
your convenience (see page 6)

# Ten Key Benefits of Attending

*"This is the most practical seminar I have attended. I came with the hope of helping one student and I'm taking away strategies for my entire class."*

— JESSICA DARLING, TEACHER



## Who Should Attend

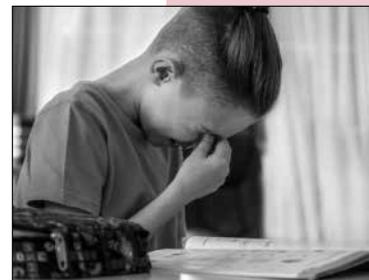
Educators Serving  
Grades PK-12: General  
Education Teachers, Special  
Education Staff, Counselors,  
Instructional Assistants,  
Program Specialists, Title I  
Staff, School Psychologists,  
and Administrators

- 1. Explore Highly Effective, Classroom-Proven Trauma-Informed Strategies**  
More than ever we see students greatly impacted by trauma, especially with the COVID-19 pandemic ... Gain the essential tips, tools and strategies you need in order to make a marked difference in the lives of grades PreK-12 students affected by trauma
- 2. Learn to Identify the Signs, Symptoms and Behaviors Associated with Trauma**  
Examine trauma symptoms and associated behaviors in order to recognize when and how best to provide appropriate interventions ... Decrease stress and increase student belonging, engagement, and learning
- 3. Build Your Toolkit of Trauma-Sensitive Interventions and Approaches**  
Gain a plethora of Trauma-Informed tools, approaches and interventions to improve instructional, behavioral and academic outcomes of the students affected by trauma with whom you work ... Learn how to optimize strategies and tailor interventions to students' specific needs
- 4. Recognize and Address the "Preconditions" for Trauma**  
Identify specific preconditions that may exist for students and families that create an increased likelihood for trauma ... Learn practical ways to support students and families who experience one or more of these preconditions
- 5. Help Students Affected by Trauma Move from Learning-Blocked to Learning-Ready**  
Acquire the key and necessary components students affected by trauma need in order to jump the hurdles that trauma presents ... Learn practical ways to strengthen students' attention, self-regulation skills and more!
- 6. Gain Valuable Tools to Use with Your Most Challenging Students Affected by Trauma**  
Develop a plan that includes Trauma-Responsive supports for students who act out because of their trauma background ... Learn Trauma-Responsive classroom strategies and ways to keep students engaged and focused to maintain their learning momentum
- 7. Essential Self-Care Practices for Staff Working with Students Affected by Trauma**  
Gain a variety of important self-care practices to help staff avoid developing secondary traumatic stress symptoms ... Ways we can remain at our best and avoid burnout, so we can continue to help students affected by trauma
- 8. Establish Consistent Structures and Responses to Support Student Success**  
Design your own response continuum to ensure the consistency that students from trauma need ... Receive valuable tools for helping teams respond with greater consistency for successful implementation of these effective, evidence-based practices
- 9. Learn What Effective Trauma-Informed Classrooms Do Differently**  
Examine proven tools, interventions and responses commonly used in classrooms that are most effective in supporting and responding to students with a trauma background ... Here's how!
- 10. Receive a Valuable and Extensive Trauma-Informed Strategies Resource Handbook**  
You will receive a detailed resource handbook and special access to downloadable materials specifically designed for this seminar, filled with practical, classroom-proven Trauma-Informed strategies, ideas and approaches for helping students from grades PreK-12 who have experienced trauma

# Outstanding Strategies You Can Use Immediately

## What You Will Learn ...

- **Highly effective, classroom-proven Trauma-Informed strategies** to help you make a difference in the lives of your students who have experienced trauma
- **Recognize the 'preconditions' for trauma that may be present** and ways to build healthy practices for student resilience, helping them respond rather than react when adversities arise
- **Help students move beyond learning-blocked to learning-ready** through key and necessary components for jumping the hurdles that trauma presents
- **Ways to avoid creating secondary traumatic stress symptoms** in grades PreK-12 students
- **Trauma-Responsive interventions** for small group, whole group, and classroom settings
- **How staff can engage in vital self-care practices** to avoid developing secondary traumatic stress symptoms
- **How to address student needs and manage behaviors** often associated with trauma
- **Ways to equip students affected by trauma with important self-regulation strategies** ... Develop effective self-talk, self-monitoring, goal setting, and self-evaluation
- **Ways to enhance working memory, attention and other executive function** deficits common in grades PreK-12 students with a trauma background
- **How to strengthen and build resilience** needed for students from trauma to sustain their success in the future



*"This seminar offered practical, USABLE tools and information to help me better work with and help Trauma-Affected students. I'm leaving ready to implement them tomorrow."*

– HEATHER GOMEZ-DOUGHERTY, TEACHER

## Practical Ideas and Strategies

More than ever we see students greatly impacted by trauma in our schools, and especially given the COVID-19 pandemic. What should we do differently for such students? How can we even know which students may have trauma in their life now or in the past? How can we best help? We will explore the answers to these and many more important questions. In this one-day seminar, trauma expert, **CONNIE L. HÉBERT** will focus on effective Trauma-Informed tools, strategies, interventions and supports specifically designed for educators who work with students affected by trauma. Discover the preconditions for trauma as well as some common types of trauma that occur in children and adolescents, and learn to recognize the symptoms and behaviors associated with children or adolescents who have experienced trauma. The focus of this seminar will be on practical and proven Trauma-Informed approaches, strategies, and interventions educators can powerfully use in their work with students to address specific executive function and learning deficits created as a result of trauma. All the approaches Connie shares are geared toward improving instructional, academic and behavioral outcomes of PreK-12 students impacted by trauma. We will also explore key cautions for staff in avoiding the creation of secondary traumatic stress for students, as well as how to engage in self-care to avoid secondary traumatic stress in staff. **You will leave this seminar with a renewed commitment and an expanded toolkit of valuable Trauma-Informed strategies designed to make a difference with students impacted by trauma.**



# A Message From Seminar Leader, Connie L. Hébert



## Uniquely Qualified Instructor

**CONNIE L. HÉBERT** is a recognized presenter with extensive experience as an educator, consultant and Trauma-Informed strategies expert. She brings years of experience as a grades K-12 teacher, classroom-based consultant coaching grades PreK-12 educators, and a systems level consultant. Having worked in public, private and charter school settings, Connie knows what works and what doesn't in terms of supporting educators in providing targeted and effective Trauma-Informed interventions for students from trauma backgrounds. She has received awards for her work and served in leadership roles at state and regional levels. Connie is a published author and a frequent contributor to a variety of publications and resources. Connie is also the author of, *TRAUMA-INFORMED Strategies to Support Student Success in the Classroom*, the extensive resource handbook you will receive at the seminar. **Join Connie for a vital day full of essential Trauma-Informed strategies to truly help you make a difference in the lives of the students affected by trauma with whom you work.**

Dear Colleague:

Too many students today come to school learning-blocked when we need them learning-ready. Often this block can occur as a result of trauma, and the COVID-19 pandemic has only served to complicate matters further. As educators, we often struggle trying to identify the best ways to address behaviors and symptoms that occur in the classroom as a result of trauma. The good news is that I can help!

We all know adversity is inevitable, but which of these adversities may create a traumatic experience? By recognizing the preconditions of trauma we can better equip students with resiliency skills, so they respond rather than react to these experiences. Similarly, by equipping educators with appropriate knowledge, skills and strategies, we can help eliminate some causes of burnout and compassion fatigue, supporting more favorable outcomes for staff that will translate into more favorable outcomes for students, too.

In my extensive work as both a teacher and classroom-based consultant, I have learned firsthand the benefits of using evidence-based, effective strategies and approaches for supporting students who are Trauma-Affected. It is my goal to share with you the best of what I have found to be effective.

I want to add doable, research-based Trauma-Informed strategies to your existing repertoire of effective approaches and resources. I also want to equip you with ways to tweak and adjust the approaches, interventions and strategies you already use to strategically address the unique needs of students from trauma backgrounds.

We will explore a framework for matching strategies to student needs. We will look at Trauma-Informed methods of strengthening the impact of our instruction and feedback, and for strengthening students' working memory, attention and executive functioning skills. In my experience each of these elements are critical for our students with a history of trauma.

Please join me for a learning-rich day on this incredibly important topic! I cannot wait to share my resources and knowledge with you!

Sincerely,

Connie L. Hébert

**P.S. Students who have experienced trauma need YOU, and they need you to respond with a variety of effective Trauma-Informed approaches. I hope you will take this opportunity to gain these essential tools.**

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# What Your Colleagues Say About Connie L. Hébert

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*"Thanks for the **wealth of strategies!** I was ACEs aware, but found the "know" was not translating into an intuitive "how." Now I feel like I have many more tools to support students of trauma."*

**Sheri Crooker, Instructional Coach**

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*"**Amazing content with widespread applications.** Relevant to my classroom and every day! Thank you so much!"*

**Leanna Decker, Grades 1-8 Head Teacher**

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*"The knowledge Connie shared was **VERY worthwhile and helpful.** I would love to attend another seminar presented by Connie."*

**Chase Stevens, School Counselor**

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*"This seminar was **chock full of specific, practical and research-based suggestions.** I not only have many new strategies to implement – I know **WHY** this will help. Great job!"*

**Becky Fukuda, Special Ed. Paraeducator**



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*"Excellent seminar! Very informative and **so many useful resources, tools and strategies.** Thank you!"*

**Joseph Tomaselli, Assistant Principal**

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*"Connie was **fabulous, very engaging and knowledgeable.** Thanks for all the valuable resources!"*

**Laura Watson, Teacher**

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*"Connie shared **so many great strategies that I can use** in my classroom. Thank you!"*

**Greg Vaughn, Teacher**

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*"**Great information** that I'm excited to bring back to my classroom and school!"*

**Marianne Sletteland, Grades 4-6 Special Ed**

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*"**Very helpful resources** and Connie's activities really solidified the concepts and learning."*

**Theresa Countryman, Academic TOSA**

# Special Benefits of Attending



"Exceptional seminar!  
I appreciate the  
practical application  
to real classrooms  
with tangible  
materials. I learned  
more than expected  
and look forward  
to implementing  
these strategies  
in my classroom."

MARISSA FACKLER, HIGH  
SCHOOL ENGLISH TEACHER

## On-Site Training

Most BER seminars can be brought to your school or district in-person or online. See the options at [www.ber.org/onsite](http://www.ber.org/onsite) or call 877-857-8964 to speak to one of our On-Site Training Consultants.

## Extensive Trauma-Informed Resource Handbook

You will receive an extensive digital resource handbook giving you access to countless strategies. The handbook includes:

- An effective framework for matching student needs to interventions, strategies and supports
- Easy-to-implement, research-based and classroom-proven strategies and interventions to help students move from learning-blocked to learning-ready
- Preconditions for trauma and resiliency skills to develop in all students for optimal success now and in their future
- Samples, templates and materials to use with students and for team planning, collaboration and documentation
- Fact sheets, reference guides and strategy protocols for trauma and resilience—all ready to copy and share, as well as a link to more downloadable resources

**For in-person seminars, registrants will also receive a printed copy of the resource handbook as long as their registration is received in the BER office at least 15 calendar days before the event.**

## Consultation Available

Connie Hébert will be available to answer your specific questions and the unique needs of your own program.

## Meet Inservice Requirements / Earn State CEUs

Participants of In-Person Seminars and those completing the Recorded Version online can receive a certificate of participation that may be used to verify five continuing education hours. For details about state CEUs available, visit [www.ber.org/ceus](http://www.ber.org/ceus)

## Earn One to Four Graduate Semester Credits



Up to four graduate level professional development credits are available with an additional fee and completion of follow-up practicum activities. Details for direct enrollment with Brandman University, part of the Chapman University system, will be available at this program.

## Can't Attend?

### Other Professional Development Options:



#### Recorded Version of the Seminar

A video recorded version of this seminar will be available to take online at your convenience. You'll have access to the entire course and to the extensive digital resource handbook. Optional CEUs and graduate credit available.

To enroll, see registration form on page 7.



#### Related On-Demand Online Courses

Related On Demand Video-Based Online Learning courses, *Practical Strategies for Improving the Behavior of Attention-Seeking, Manipulative and Challenging Students*, for Grades 1-12, and *Restorative Discipline: Help Students Improve Their Behavior and Strengthen Their Learning*, for Grades K-12, are available for immediate registration.

To enroll, visit [www.ber.org/online](http://www.ber.org/online)

# TRAUMA-INFORMED Strategies to Support Student Success in the Classroom

## Registration (DTY2W1)

- 1. **Cherry Hill** (Mt. Laurel), NJ – January 27, 2022
- 2. **Harrisburg** (Camp Hill), PA – January 25, 2022
- 3. **Long Branch** (Freehold), NJ – January 26, 2022
- 4. **Long Island** (Plainview), NY – January 28, 2022
- 5. **Newark** (West Orange), NJ – January 24, 2022  
—or—
- 6. **I'd like to order the recorded version of this seminar**

FIRST NAME	M.I.	LAST NAME
<hr/>		
POSITION, SUBJECT TAUGHT	GRADE LEVEL	
<hr/>		
SEMINAR LOCATION NUMBER: _____ (Please see list above)		

**List additional registrants on a copy of this form**

SCHOOL NAME	
<hr/>	
SCHOOL MAILING ADDRESS	
<hr/>	
CITY & STATE	ZIP CODE
<hr/>	<hr/>
SCHOOL PHONE NUMBER	HOME PHONE NUMBER
(     )	(     )

**Registration confirmations and login details are sent via e-mail**

E-MAIL ADDRESS (REQUIRED FOR EACH REGISTRANT)	
<hr/>	
HOME MAILING ADDRESS	
<hr/>	
CITY & STATE	ZIP CODE
<hr/>	<hr/>

## IMPORTANT – PRIORITY ID CODE: EDTY2W1

### METHOD OF PAYMENT – Team Discount Available

The registration fee is \$279 per person, for teams of three or more registering at the same time, the fee is \$259 per person. **Payment is due prior to the program.** No cash, please.

- A check (payable to **Bureau of Education & Research**) is attached
  - A purchase order is attached, P.O. # \_\_\_\_\_ (Be sure to include priority ID code on the P.O.)
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## FIVE EASY WAYS TO REGISTER:

 **REGISTER ONLINE** at: [www.ber.org](http://www.ber.org)

 **EMAIL this form to:** [register@ber.org](mailto:register@ber.org)

 **PHONE toll-free: 1-800-735-3503**  
(Weekdays 5:30 am - 5:30 pm Pacific Time)

 **FAX this form to: 1-425-453-1134**

 **MAIL this form to: Bureau of Education & Research**  
915 118th Avenue SE • PO Box 96068  
Bellevue, WA 98009-9668

## Program Hours

All In-Person Seminars are scheduled 8:30 a.m. – 3:15 p.m.  
Check-in is 8:00 a.m. – 8:30 a.m.

## Fee

The registration fee is \$279 per person, \$259 per person for groups of three or more registering at the same time. Call us at 1-800-735-3503 for groups of ten or more. **Payment is due prior to the program.**

Fee includes seminar registration, a certificate of participation and an extensive digital resource handbook. The fee is the same for In-Person Seminars, or Recorded Seminars.

**For in-person seminars, registrants will also receive a printed copy of the resource handbook as long as their registration is received in the BER office at least 15 calendar days before the event.**

## Meeting Sites and Hotel Accommodations

Seminars will be held at the following sites:

- Cherry Hill: Westin – Mt. Laurel, (856) 778-7300
- Harrisburg: Radisson – Camp Hill, (717) 763-7117
- Long Branch: American Hotel – Freehold, (732) 431-3220
- Long Island: Four Points by Sheraton – Plainview, (516) 694-6500
- Newark: The Wilshire Grand Hotel – West Orange, (973) 731-7007

If needed, please make your own hotel reservations by calling the appropriate hotel listed above.

## Cancellation/Substitutions:

100% of your paid registration fee will be refunded if you can't attend and notify us at least 10 days before the seminar. Late cancellations made prior to the event date will be refunded less a \$15 service fee. Substitutions may be made at any time without charge.

## Further Questions

Call the Bureau of Education & Research (800) 735-3503 or visit us online at [www.ber.org](http://www.ber.org)

## Program Guarantee

We stand behind the high quality of our programs by providing the following unconditional guarantee: If you are not satisfied with this program, we'll give you a 100% refund of your registration fee.

DTY2W1

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# TRAUMA-INFORMED Strategies to Support Student Success in the Classroom



An outstanding one-day In-Person Seminar

Includes an extensive Resource Handbook

Can't Attend? A Recorded Version is available  
to use online at your convenience

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## Practical TRAUMA-INFORMED Strategies to Support Student Success

DTY2W1

## TRAUMA-INFORMED Strategies to Support Student Success in the Classroom



Bureau of Education & Research

In-Person Seminar  
or Recorded Version



A Unique One-Day In-Person Seminar  
(Also available as a Recorded Online Version  
to Use at Your Convenience)

Presented by

**Connie L. Hébert**  
Outstanding Teacher, Classroom-Based Consultant  
and Trauma Expert

Highly effective, classroom-tested Trauma-Informed strategies to help you make a real difference with students affected by trauma

Practical strategies for creating supportive Trauma-Sensitive instruction for classrooms where students can thrive and learn at their best

How to strengthen attention, self-regulation, working memory, and other executive function deficits commonly associated with childhood and adolescent trauma

Ways to optimize Trauma-Sensitive strategies and tailor Trauma-Informed interventions to students' specific needs for improved instructional, behavioral and academic outcomes