

# **Book Study #123** *Fostering Resilient Learners - Strategies for Creating a Trauma Sensitive Classroom* by Kristin Souers with Pete Hall

You have the opportunity to earn more than 3 CEUs when you take the SORLA book–study class. To earn the additional CEUs, you will need to both read the book and also complete an assignment BEFORE coming to SORLA.

Facilitator: Marty Conaty MS.Ed. PK-12

Lakeville, Monday, June 18, 12:30-3:30  
**Assignment to earn a total of 10 CEUs**

Before you come to class: Purchase or borrow and read: *Fostering Resilient Learners-Strategies for Creating a Trauma Sensitive Classroom* by Kristin Souers with Pete Hall.

To earn an additional 7 CEU's for this session, you must bring the following prepared materials to class with you. Please respond to the following questions or statements.

Part I: Trauma

Chapter One:

1. The author reviews the ACE's research and includes the list of eight adverse events included in the initial research and suggests the list is incomplete. The author suggests the following events be included when we think of traumatic events:

- Natural Disasters
- Criminal Behavior in the Home
- Terminal or Chronic Illness of Family Member
- Military Deployments
- War Exposure
- Homelessness
- Victim of Bullying

Are there others you would include? If so what additional adverse events might be considered traumatic events?

2. In your own words distinguish between Acute Trauma and Complex Trauma and Toxic Stress.

Chapter Two:

1. How do you "Set the Table" to encourage/support social emotional learning in your class?

2. What self-care practices do you use to ensure your are in your “upstairs” brain?

Part II: Self-Awareness

Chapter Three:

1. What are your “cement shoes”?

2. What are your core values? What is your “true North”?

Chapter Four:

1. What were the four (4) Proactive Steps the author recommends to avoid “tornadoes”?

Chapter Five:

1. Complete the chart on page 72.

Ideal Student Attributes/Behaviors	Least Favorite Student Behaviors

Chapter Six:

1. What are the (6) Communication Steps offered by the author? (p79) Do you have an alternative communication model? Share

Part III: Relationship

Chapter Seven:

1. How do you “show up”? What rituals do you use to set the table?

#### Chapter Eight:

1. Go to YouTube: Watch all or part of the film “Who Cares About Kelsey?” <https://youtu.be/Qc05uLCc8KM> Reflect on the relationship strategies the school has adopted.
2. Check out the Whole Child Tenets at [www.wholechildeducation.org/about](http://www.wholechildeducation.org/about)

#### Chapter Nine:

1. Complete Reflection #1 and #2 on page 122

#### Chapter Ten:

1. Try the peripheral vision exercise on p. 125. What changes did you notice?
2. Optional: Watch the 5 minute video introduction to Ross Greene’s philosophy. What is the difference between “wanna” and “can” <https://youtu.be/jvzQQDfAL-Q>

#### Part IV: Belief

##### Chapter Eleven:

1. Share a brief (1-2 paragraphs) teaching story in which you used a strength based approach to differentiate instruction for a student who would fit the idea of “ Forever Changed not Forever Damaged”. NOTE: Be mindful of confidentiality change names and locations please.

Chapter Twelve:

1. How do you and/or your school let students know it's OK to Not Be OK?

Chapter Thirteen:

1. Take the self assessment on p. 164-65. Did you discover areas where fear vs. fact is driving your bus? How might you change the fear to fact?

Part V: Live, Laugh and Love

Chapter Fourteen:

1. Share a story of Grace either giving or receiving.

Chapter Fifteen:

1. Investigate "Mindset" Carol Dweck. No assigned task other than to become familiar with the philosophy.

Chapter Sixteen:

1. Try the Self-Care challenge on p.199 or Create your own Self-Care Chart or Outline.

