

## **From Trauma to Triumph: *Nurturing Resilience in the Classroom***

TRIUMPH - "A successful result brought about by hard work"

Today's Educators don't have a choice about being in the trauma business, but they do have a choice about what to do about it. The 'Trauma to Triumph' trainings are designed to support Educators in three key areas: becoming '*Trauma Informed*', being '*Trauma Responsive*' and '*Nurturing Resilience in the Classroom*' for those students whose early life experiences may be impacting their ability to optimize the learning environment.

Who We Are...

Ann-Marie Deas is a registered Social Worker with the Ontario College of Social Workers and Social Service Workers. She holds a Master of Social Work degree as well as certification in Health & Life Coaching. Ann-Marie recently retired as the Mental Health Lead from the Bruce Grey C.D.S.B. where she led a team of Social Work and Child & Youth Worker staff. Previous to this position she was a School Social Worker and has 33 years of experience working in schools with the most challenging situations. Ann-Marie was instrumental in bringing Trauma training to the Board and in assisting schools in the development of trauma plans which looked at policies, practices and individual student needs. She has provided consultation and training to school staff on a variety of topics including Trauma training and believes that through personal reflection, knowledge and skill development Educators are in a prime position to influence the trajectory of our most vulnerable students.

Marion Massaloup is a retired Elementary School Principal who worked for the past 33 years as a school social worker, a junior-intermediate teacher, and an elementary school principal, primarily with the Bruce Grey Catholic District School Board. It was through her experiences as a school principal where she began to experience the varied impact of trauma on student success and well-being, and the broader school community. Looking for ways to support students, staff, and families, Marion became Trauma Trained and worked with her school staff and board staff, students, and families, to develop positive responses and programming for many of the impacted students. Challenging as each situation can be, Marion believes that with training, understanding and programming, schools can provide trauma sensitive learning environments that allow all students to reach their full potential.

Training Outline...

### **Becoming Trauma Informed - \$500 + mileage**

This 1/2 day training is grounded in research and provides an overview of trauma theory and the potential impact of early adverse childhood experiences (ACES) and/or toxic stress. The physiology of the trauma response is explored as well as the impact on brain development

and learning. Using personal experiences, participants will learn how to read 'behaviour' as communication and see how the survival instinct plays out in student responses.

## **2. Becoming Trauma Responsive - \$500 + mileage**

This 1/2 day training builds on 'Becoming Trauma Informed' by supporting staff in understanding their own mindset toward 'behaviour' and developing their own personal mission statement. They will explore how to reflect, relate and respond to specific behaviours and students. Staff will also explore their own 'shark music' that may be impacting their ability to respond to specific behaviours. Using Sandra Blooms 'Sanctuary Model' as a foundation, staff will begin to see how their school and personal practices are currently impacting students who have experienced trauma and where there are opportunities for growth.

## **3. Nurturing Resilience in the Classroom - \$1500 + mileage**

Students who overcome adversity typically have developed resiliency and have supportive adults in their lives. This full day workshop will look at developing foundational classroom practices that support all students but specifically those who have been impacted by trauma. The day will be broken into 4 sessions which also can be delivered as 4 separate PLNs

1. Taking care of you - 'YOU as the most important tool in the classroom'
  - a. finding your triggers in the classroom
  - b. The power of breathing and being present
  - c. Reflecting and responding on the ground
  - d. Creating sanctuary for you
2. Creating Safety in the Classroom
  - a. What does safety look like?
  - b. Physical safety
  - c. Social safety
  - d. The importance of predictability, rules and routines
  - e. Psychological safety - 'do you have my back?'
3. Offering Choices & Collaboration
  - a. Relationships, relationships, relationships
  - b. Co-creating
  - c. Nothing done to me without me
  - d. Restorative Practices
4. Building skill to calm the amygdala and grow resiliency
  - a. The power of breathing and being present (students)
  - b. Everyday Mental Health in the classroom
  - c. Creating a New Story - strengths based
  - D. Slowing down to speed up - setting realistic expectations

If you would like to book these workshops or connect for more information please contact:

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