

Grades
k-12



Trauma-Informed Schools

Reaching & Teaching Challenging Students

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Presenter



Dr. Emma Gibbs

Emma has helped teachers throughout the country create high-impact lessons that include meaning and interaction. Being a teacher herself, she practices this on a weekly basis with her own students.

She understands how hard it can be for teachers to learn how to incorporate engagement in today's challenging world of teaching, but she also knows how to simplify it for you.

[REGISTER TODAY FOR A FULL DAY OF LEARNING.](#) 

What People are Saying About Emma

“Dr. Gibbs did a great job of giving us real-life strategies to increase student engagement. It was nice to hear from someone who is actually in the classroom.”

—Robert Eubanks, Special Education Teacher, Hancock County Schools

“Emma was great! Relatable, intelligent, informed, and captivating. Always ready to answer questions and discuss. I left with so many great tools to use in my classroom!”

— Penny Hobbs, Teacher, Custer Elementary

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An Invitation from Emma

Educator Nicholas Ferroni says, “**Students who are loved at home, come to school to learn, and students who aren’t, come to school to be loved.**”

School populations are becoming ever more diverse. **Students come to us each and every day with background experiences many educators cannot understand, relate to, or even imagine.** So, how do we balance the act of teaching with the act of loving?

Children who have experienced trauma in their pasts enter our schools just like any other student; however, these children’s brains operate and process information somewhat differently than children with non-traumatic histories.

As a special education teacher, Title 1 Director, and now assistant principal, I’ve encountered so many of these struggling students. And I’ve worried about whether I’ve given them enough during our time together. What else can I do?

Fortunately, I now understand a little more what these students need.

In addition to being an educator, I’m the biological mother of four energetic boys. And I’ve also had the good fortune to add another layer to my motherhood experience: foster mom. This has given me a unique perspective on the struggling students I’ve encountered professionally.

I’ve dealt with difficult behaviors at school, and then gone home to deal with those same behaviors as a foster parent. I have held children while they cried, and I’ve fallen victim to the balancing act of teaching and loving—and trying to determine which one should come first. I’ve been in the trenches of both sides of this battle, and I’m the first to admit, it’s not an easy one. Nor, is it a battle with an end.

These are the students we teach. The students who enter our classrooms carrying baggage we could not ever imagine. The students we are held accountable for during high-stakes testing. And there’s hope for them, for a better understanding, with resources and strategies that can help these students become successful!

We are teaching in an exciting time, with access to cutting-edge research that dives into the effects of trauma on the brain. We’ve always known we need to adapt to struggling students, reach them at a different level, and find alternative ways to overcome obstacles. And now we know we have better understanding, we know some of the “why!”

Understanding truly is the beginning. And with that understanding in place, the next step of utilizing and implementing classroom strategies will fall into place.

So, [join me for this workshop](#), and let’s understand together. Let’s learn together and create an environment for trauma-informed classrooms and schools—so ALL of our students can overcome obstacles and be successful.

—Emma

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Workshop Overview

Understand Trauma—Unlock Potential

Students entering the classroom with emotional, behavioral, or mental health issues are often at a disadvantage and struggle to keep up with the demands of traditional learning. Brains affected by trauma require a different kind of instruction—and a special kind of care. The goal becomes unlocking the potential that exists within every student and developing an instructional approach that recognizes and works past the stresses, traumas, and self-imposed mentalities and behaviors that can limit learning and achievement.



Build Resilient and Gritty Students

Teachers will leave this workshop with strategies to build resiliency and grit in even the most challenging students, ideas for encouraging positive behavior and creating effective classroom management, and a plan of action that can be immediately put in place to start increasing student motivation. Additionally, the workshop will focus on self-care habits, helping teachers to avoid adopting students' traumas as their own and ensuring that personal triggers are understood and dealt with before they lead to classroom disruptions.

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Learning Outcomes

This full-day workshop offers educators the opportunity to truly understand what their most vulnerable students need, how these struggling learners' brains work, and how to create a classroom environment that is sensitive to the needs of all students, regardless of background.

- The Impact of Stress and Trauma on Learning
- How to Build a Resilient Classroom
- Creating Gritty Learners
- Neuroscience and Brain-Based Learning Strategies
- How the Brain Operates—and How to Redirect It
- Dealing with Students from Traumatic Backgrounds
- Trauma in Teachers—Fighting Burnout with Self Care



You will leave this workshop with an exclusive Digital Bundle of Resources for easy classroom implementation.

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Register Today



Student
Teacher Rate:
**Only
\$99**

(Must present student ID on day of workshop to receive reduced rate; cannot be combined with other discounts/offers.)

Who Should Attend?

- K-12 English-Language Arts Teachers
- K-12 Content-Area Teachers
- Literacy coaches and coordinators
- Title I teachers and directors
- ELL teachers
- Special education teachers
- K-12 gifted and talented teachers
- K-12 administrators (Principals, Assistant Principals, Curriculum Directors)
- Counselors, therapists, social workers

Administrators attend FREE!

With paid registration of at least one staff member, ONE administrator (building principal, assistant principal, curriculum director, or superintendent) may attend workshop at no charge. (Registration is still required and substitutions are not permitted.)

Learn to create a classroom where compassion and understanding lead to resiliency and achievement!

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