



Grades
k-12

STROBEL
EDUCATION

Trauma-Informed Schools

Reaching & Teaching Challenging Students

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Presenters



Jennifer Mitchell

In her 17 years as an educator, Jennifer has been a special education teacher, a Title 1 director, and is now Assistant Principal at Perry Central (Indiana) Elementary School. She is passionate about education and learning and brings that passion to her sessions with teachers. An optimist by nature, she looks for the best in students and teachers alike and strives to provide the individualized guidance and support they need.



Lauren Blake

A classroom teacher for six years, Lauren recently earned a master's degree in school counseling and now serves as a middle school counselor. In this position, she's spearheading a school-wide effort to implement trauma-informed care—and she brings this same engaging and inspiring leadership to all of her trainings.

REGISTER TODAY FOR A FULL DAY OF LEARNING. ➡

What People are Saying About Jennifer & Lauren

“Mrs. Mitchell's love for children and her belief that all children can be successful—if we as educators meet them where they are—shine through her presentations. After hearing about her background with students who have experienced trauma, you can feel the joy in her heart and you begin to feel the fire of inspiration growing within yourself.” —Jamie

Guillaume, 5th Grade Teacher, eLearning Coach, Title 1 Director, PowerEd Up Coordinator

“Lauren Blake gets it. She understands how to balance the demands of standards-based instruction with meeting the unique needs of her students. In the classroom, she incorporates trauma-informed and brain-aligned strategies to enable her students to be ready learners. Teachers will love Lauren's practical approach and will walk away from her trainings with concrete steps they can take to improve classroom culture and student learning!” — Dr. Tara Bishop, Assistant Superintendent, Perry Central Community Schools

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An Invitation from Jennifer

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.

—Jennifer

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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.

SAVE 5-10%
when you bring a team
of 3 or more!

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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!

REGISTER NOW!

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