1 in 4 children have been exposed to a traumatic event that may have a lasting impact on the well-being and functioning of students and their families.

Understanding how trauma impacts students and adopting a trauma-informed approach, empowers educators to play a crucial role in mitigating both the short and long-term effects.

Trauma-Informed Practices for Schools (TIPS) learning modules assist schools to increase capacity to implement and sustain a trauma-informed system through EXPLORATION & INNOVATION.

The availability of prevention & early intervention programs for children & families is essential to effectively address some of our communities' toughest behaviors health challenges like opioid addiction & suicide.

HEATHER SIMONICH
PATH North Dakota
ENGAGING FAMILIES
Students with engaged caregivers attend class more regularly; demonstrate higher levels of academic achievement; and exhibit more positive behavior. Examine current strategies & learn effective ways to maximize engagement.

COLLABORATING WITH COMMUNITY PARTNERS
Partnerships and collaborations, although challenging to create & maintain, can bolster student success. Equip your school to recognize & respond to the impact of traumatic stress by partnering with agencies and other support services.

TIPS Needs Assessment
Attend a facilitated session designed to assist educators in completing the Trauma-Informed Practices for Schools (TIPS) Needs Assessment. This will aid in the assessment of progress toward creating and maintaining trauma-informed learning environments. The TIPS Needs Assessment serves as a framework to enhance a school system’s trauma-informed practices.

Upcoming Sessions:
- Jan. 27 | Jamestown | 8:00-4:00pm
- Jan. 28 | Bismarck | 8:00-4:00pm
- Jan. 29 | Minot | 8:00-4:00pm

$750/per team
*rate is reduced by current grant funding
Registration opening in August at www.ndmtss.org

ENHANCING PSYCHOLOGICAL SAFETY
Informs how schools can provide predictability, set limits, build competence and opportunities for building supportive relationships with the intention of helping students & staff feel safe at school to promote learning.

PROMOTING SOCIAL-EMOTIONAL LEARNING
Using CASEL’s five social-emotional competencies, learn to explicitly teach and promote social-emotional learning through classroom and school-wide approaches.

IMPLEMENTING & MAINTAINING RESTORATIVE DISCIPLINE PRACTICES
Expanding on Positive Behavior Interventions & Supports (PBIS), explore how schools can use instances of misconduct as learning opportunities through restorative practices.

PROJECT COORDINATOR
Lyndsi Engstrom
Central Regional Education Association
lyndsi.engstrom@kl2.nd.us | 701-441-1737

PROJECT COLLABORATORS
Heather Simonich
PATH North Dakota
hsimonich@pathinc.com

Keely Ihry
South East Education Cooperative
keely.ihry@kl2.nd.us