

Join AESA Online for a Zoom Virtual Conference

Poverty and Trauma

February 25, 2019 | 12:30 to 3:30 p.m. EST

\$100 per person | A Zoom link will be provided prior to the conference.

Keynote Address by Rebecca Lewis-Pankratz

IF schools truly want to ensure the success of EACH student, what is the one, single factor that, if we can solve it, will have the greatest impact on improving learning and life for all students?... *Poverty and Trauma*.

In this keynote, participants will hear of Rebecca's powerful journey out of poverty and how she is helping numerous districts become trauma-responsive in order to both heal trauma and work to solve poverty. She will bring the science of ACEs and Resilience alive and help deepen the understanding of how to use this research to guide school districts to obtain 80% buy-in from staff members to become trauma-responsive and work to resolve poverty. The stories emerging from schools that become trauma-responsive and work on poverty resolution are powerful and undeniable. This movement is elevating schools as lighthouses of the community. A place for all to connect, learn and grow. A place where together, we build our resilience.

Key Takeaways

- Trauma-responsive schools are designed around a culture, not a model.
- The problem is too big. Schools and communities will never have enough social workers and counselors to solve it. Schools must mobilize classroom teachers and aids to use the power of the science and relationships to help build brains so that students can thrive.
- This work is as much about healing and mitigating stress for staff as it is for students.
- In order to have resilient students we must have resilient staff.
- Trauma-responsive practices are good for ALL students.
- Behavior is addressed as a brain issue versus a character issue.
- It takes three years for a school to develop synergy once they commit to becoming trauma-responsive.
- Prior work indicates in year three, math and reading scores increase.

Breakout Session with Gerry Briscoe and Martha Gould-Lehe

In this quick snapshot, participants will learn a strategy for helping to disrupt the poverty mindset in students. Educators who succeed with students who live in poverty use a pedagogy that is consistent with what research tells us about how people learn. The Question Formulation Technique, or QFT, is used to disrupt poverty. Educators start to see that students are creative thinkers, have good minds, and they are contributors. This session will demonstrate how this strategy can create a new reality for how children of poverty are perceived by their peers and teachers, and how the QFT can be part of their pathway out of poverty when used regularly by teachers in the classroom.

Key Takeaways

- The QFT is a jump start to stimulating student curiosity, increasing student engagement, and promoting deeper learning.
- Research has found that when facilitated with fidelity, the QFT is significantly positively associated with changes in student curiosity.
- The QFT has been found to significantly improve secondary students' argument writing achievement scores.
- After learning and using the QFT, five times as many kindergarten students asked on-topic questions in comparison to a class that did not learn the QFT.
- The QFT is a simple, yet robust step-by-step process that can help everyone improve their ability to formulate, work with, and use their own questions.



Keynote Presenter:

Rebecca Lewis-Pankratz
Rebecca Lewis-Pankratz is the Director of the ESSDACK Learning Centers, which are designed for students who have dropped-out of school or need an alternative setting to earn their high school diploma. Rebecca's work with students and families in poverty and helping schools become trauma informed has led to amazing results!

Breakout Presenters:

Gerry Briscoe
Gerry is the Director of Professional Learning at the Southeast Regional Resource Center (SERRC) in Alaska.

Martha Gould-Lehe
Martha is the Cultural Specialist at SERRC.

Register Online:

www.aesa.us/events/poverty-and-trauma-virtual-conference.cfm



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