

**Los Angeles Education Partnership (LAEP)  
CSBHA Trauma-Informed Classrooms**

*From Our Trauma-Informed  
Professional Development Series  
to Your Classrooms!*

If you have any questions and/or requests, please  
let me know at [ebrowder@laep.org](mailto:ebrowder@laep.org)

# *Triple Track Agenda*

- 1.** Strategies and moves to support your learning here in this room.
- 2.** Applications for these strategies and moves with adult groups and tips for respectfully sharing them with others.
- 3.** Applications of these strategies and moves in classrooms.

# Attention First



# Most Important Point

- Consider:
  - **What might be the most important point you will walk away with today?**
- Find an eye contact partner/trio (first person you see) that is not at the same table.
- Two minutes each: share your M.I.P.



# Say Something: How

1. Participants connect with an elbow partner.
2. **Individually**, participants read to a designated stopping point (determined by teacher or students).
3. When each partner has finished reading, stop and “**say something.**”
  - A key point, a personal connection, etc.
4. Process continues until the reading is complete.



# Focused Reading Strategy

\*Underline key terms and phrases

\*Circle new information

Mark the Text:

✓ = agreement

? = wonder/questions

! = important/surprising



# ***Visual Synectic***



# Partners in Compassion

**Choose a partner and write your names on a post-it and place on the chart. Don't forget who they are and we will pick up next week.**

**Between now and then, be mindful and monitor your connections—what do you notice?**



# Puzzle Meetup

- Find the matches for your picture piece.
- Within your group, respond to the following question(s):
  - What image do you see on side 1 of the page? How does it connect with our theme?
  - What image do you see on side 2? How does this image resonate with your previous conversation?



# Additional Strategies

- **Eye-Contact Partner:**
  - Pairing strategy for student(participant)-led conversations
  - Stand and find an eye-contact partner. Address given prompt.
- **Window Closing:** After sufficient wait time (about 15 seconds), this provides students who need additional time to process an opportunity to speak before moving on with your lesson.
  - Teacher/Facilitator stands with arms bent, open to the front, hip-length apart and begins to close them until someone speaks. If someone doesn't, the window for share-outs has "closed" and the facilitator moves on.
- **Airplane stacking:** When multiple students have their hand raised, this strategy allows facilitator and students to identify with an order in which they will be heard. This is also an excellent way to ensure engagement from a group.
  - For example, if you say "I'd like to hear from 3 people about the main idea discussed at their table." Depending on tables volunteering, you will stack them up. "Table 5, table 2, and table 6."

# Your turn to paraphrase!

- On signal, paraphrase the definitions of secondary trauma, compassion fatigue and burnout.
- Turn to your partner and share your paraphrase.