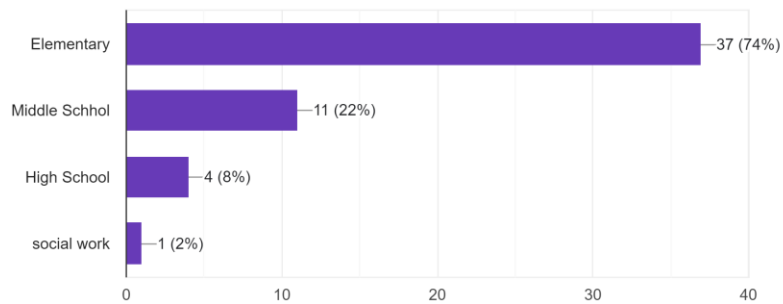


1. What level(s) are you teaching or providing service? Check all that apply

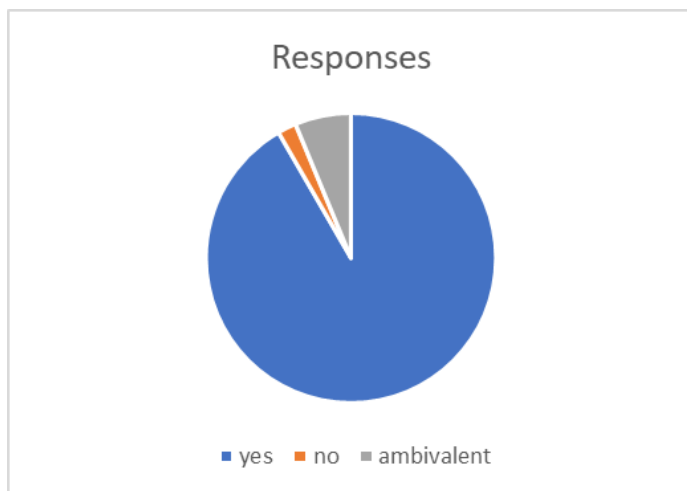
50 responses



Rate the value of the following:



Are you interested in seeing this pilot continue or expand?



### **Open ended questions:**

#### **What value do you see in the pilot?**

- Connection, understanding, etc.
- Awareness
- Base Line Knowledge
- knowing you are available to answer questions and provide feedback and guidance is a plus. You also have so many great ideas and the examples you provide help with understanding
- The value of trauma-informed training exists in the understanding of students needs and how to properly address those who have been traumatized. It, also, crosses over to an empathetic environment overall.
- It has been very helpful in managing student emotions, reactions, and behaviors. I believe it has definitely made me a better teacher.
- Tools and training have been helpful for many of my students
- The pilot helped me to understand how children think when they are in certain states. It also helped me to come up with various ways to help my students when they are having a difficult day. It also helped me with my own son that has ADHD and ODD, to help me navigate various things with him.
- Valuable information about the mental and emotional health of students is shared.
- Time for reflection and discussion. Helpful tools that can encourage student growth.
- The pilot provided useful tools to use with students and several methods to help create a calm atmosphere.
- This topic impacts all of my students and I feel that I have learned a lot in this training so far. I have learned more about the way that my students' brains work and different things I can do to help them.
- The program has made me focus on learning ways to routinely keep kids focused and learning.
- Ways to respond to trauma-related behavior in the classroom
- Strategies to help students. (calm down, take time to regulate, tools to refocus, etc.)
- Constant contact and monthly meetings with Dr. Elberfeld.
- Learning and discussing the why and how individuals react to environment and situations.
- gained better understanding of student behavior as a method of communicating rather than a "personal attack", gained many strategies to help students regulate their behaviors and offer needed support to students, gained insight into my own mental health awareness
- This program explains why some students behave the way they do and provides tools to address those behaviors as they are happening in the classroom.
- I was very impressed with the resources and the materials we were given to utilize.

- I valued the support received over the year with the kids that were most needy on my caseload and the ability to ask for ideas to help them succeed.
- I definitely see value in broadening the perspectives of all teachers and administrators when it comes to understanding our brains and creating empathy and understanding for the eclectic group of students we teach each year. This pilot has provided evidence-based research and has armed the participants with tools, and options and strategies for building rapport with students, ~leading to more effective teaching/learning.
- It offers a new perspective on approaching and regulating all students, not just ones who have experienced trauma.
- Strategies and tools to use with kiddos who are struggling with self-control or behavior issues. Learning what could be triggering each behavior and what specifically could help.
- Techniques for students who need additional support.
- Greater understanding of students dealing with trauma and suggestions on how to address it.
- Provide many tools and resources for students that would not have previously had access to in the classroom.
- I feel as though I am responding differently to behaviors in my classroom.
- being more mindful of what students bring to school with them (emotionally) and responding with care
- I see numerous values in this pilot. One of the main values I see is understanding the "why" behind a student's behavior as well as being given the tools to properly help that student. An immense benefit is also having the monthly meetings which allow us to discuss specific situations and receive feedback and suggestions. The materials that we have received have also had a positive effect in my classroom.
- Ideas, zoom meetings, materials and someone to listen to our concerns
- Jeanne's recommendations, suggestions, and advice have been invaluable.
- I think it is helpful.
- The ideas and supplies offered were invaluable. It was great to see 'problem students' in a different light. We were also given guidance and support in dealing with students and using strategies and supplies.
- Very valuable
- variety of strategies for kids with various needs
- It helps you to be more mindful of the behaviors of our students and gauge their need for regulation activities.
- 1) Providing teachers with strategies they can feel empowered to use within their classrooms and 2) Monthly problem-solving support from an expert in the field
- education of staff and ongoing consultation with Jeanne
- The pilot has increased my understanding of the myriad ways we as educators can support students every day in our classrooms. I have definitely constructed a philosophy that can be woven throughout my approach with all students, not just those students with specific needs. In effect, I have a new empathetic lens that helps me interact with all my students. Because of what I have learned in the pilot, I have mindfully built stronger and more

authentic relationships with my students, which leads to better outcomes for everyone at school-academically, socially, behaviorally.

- strategies to use in the classroom to help the students
- understanding where student behaviors originate from a brain perspective - meeting those needs through various breaks, opportunities to regulate to better learning opportunities
- Increased awareness of behaviors of students who have had trauma in their life and an increased awareness of tools to try to help them succeed
- A lot of information on how the brain works.
- Self-Regulation for students and teachers--high value!
- Ideas on how to help kids and teach them to self-regulate.
- It's been helpful to see better the needs of the students and look at specific, practical ideas to help students as they deal with trauma. The idea of the different levels of the brain and functioning, which then drastically impact the students' cognitive functioning in the classroom, is helpful in trying to determine the best strategies.

**What suggestions do you have for improving the pilot?**

- none
- None
- N/A at this time
- more zoom meetings
- no suggestions at this time
- None at this time
- More in person trainings
- None at this time.
- Incorporate some things that would be more focused on high school students.
- The only suggestion I would have is to make sure the dates of the meetings are not scheduled for the end of marking periods or "busy" days of the year for teachers.
- having the district continue to supply classrooms with the items we are using to help reduce trauma symptoms.....some will wear out and we can still use other new things
- I do not have any suggestions at this time.
- Some in-service time with hands-on workshops. To create or collaborate on resources.
- The initial fidgets are great, however replacing the fidgets would be wonderful at times as well as providing more flexible seating, as those resources are the most useful and helpful in the classroom environment.
- at times the brain research information is a bit heavy, but not sure I have a suggestion on how to trim it down or deliver it differently as I do feel the physiology of what happens in the brain is important
- I feel a brief overview of the program provided/explained to all staff members, not just those willing to participate would be beneficial.
- n/a
- It was a lot of information in the beginning to digest. Perhaps an additional in-service day or part of in-service day to review.

- I think teachers would be more receptive and focused if the follow up meetings were scheduled into built in in-service/professional development days.
- I'd like to see related services, administration, and paraprofessionals participate if they have not as well.
- Increasing flexible seating options
- Observations of student behavior and recommendations if/when requested.
- No suggestions at this time.
- I think it would be extremely beneficial if all staff had the opportunity to participate in the training.
- No monthly meetings but be able to contact coach when needed.
- Having Dr. Elberfeld start to come into classrooms to observe and give recommendations seems to be a huge support for our teachers who have significant needs in their classrooms. Since I (school psychologist) am often involved with these students through CST or SAP, it would be really helpful to see the recommendations that are passed along as part of that process. Thank you!
- I don't have any at this time - personally, I have been so strategic about incorporating the use of fidget items when I'm working with students, and it has been transformative! It seems so simple, and I've always used them in some capacity, but it has surprised me how beneficial they have been. I wonder if there is any way to strongly suggest some teachers attend the training. Parts of it are fascinating to learn. I would hope many teachers, especially the special education teachers, would be open to this information, they just may be in a pre-cognitive phase of knowing that they are interested in this information.
- I think a lot of the support is important, especially in the beginning of the year when you are getting to know your students and trying to figure out what works.
- more supplies, resources to use with students - more fidgets, seats, calm stickers, continue exposure to other tools out there
- More online tutorials with examples of students in distress and strategies to cope
- I think it would be helpful to coordinate time to have Jeanne come into the school to observe and "mentor coach" introducing fidgets and grounding activities in classrooms with the teachers, as well as coming in to observe different students/classrooms (at the teacher's request) to make suggestions based on observations.