




Wisconsin Council  
of Religious &   
Independent Schools  
*Committed to a Higher Standard*

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**Build Better Brains through Understanding and Connection**

April 24th, 2024 (1:30-2:30pm)

**Facilitator: Kristin Lorino & Erin Lausten**

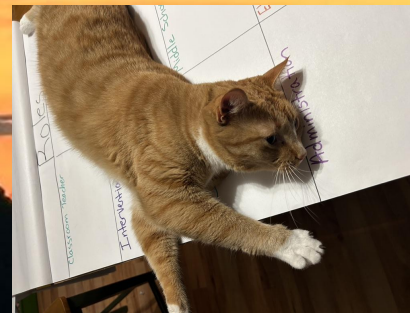
# Erin Lausten

Coach/Consultant

Social Emotional Learning Center



- ● **Educational Consultant** for CESA 6 for 18 years working with the Autism Program Support, Alternative Education Center and Social Emotional Learning Center.
- **Values:** Dignity, Kindness, and Compassion
- **Current Books:** For Work: *The Boy Who was Raised as a Dog*: by Bruce Perry and Maia Szalavits For Fun: *The Rebound*, by LEEANNE SLADE





# It's nice to meet you!

~School Psychologist  
~Leadership, coaching & consultative  
experience in Special Education, Mental  
Health, Multi-level Systems of Support



**KRISTIN LOTZINO, Ed.S**  
Consultant | SEL Center  
School Psychologist

*Mom/Wife/Family Member  
Athlete*

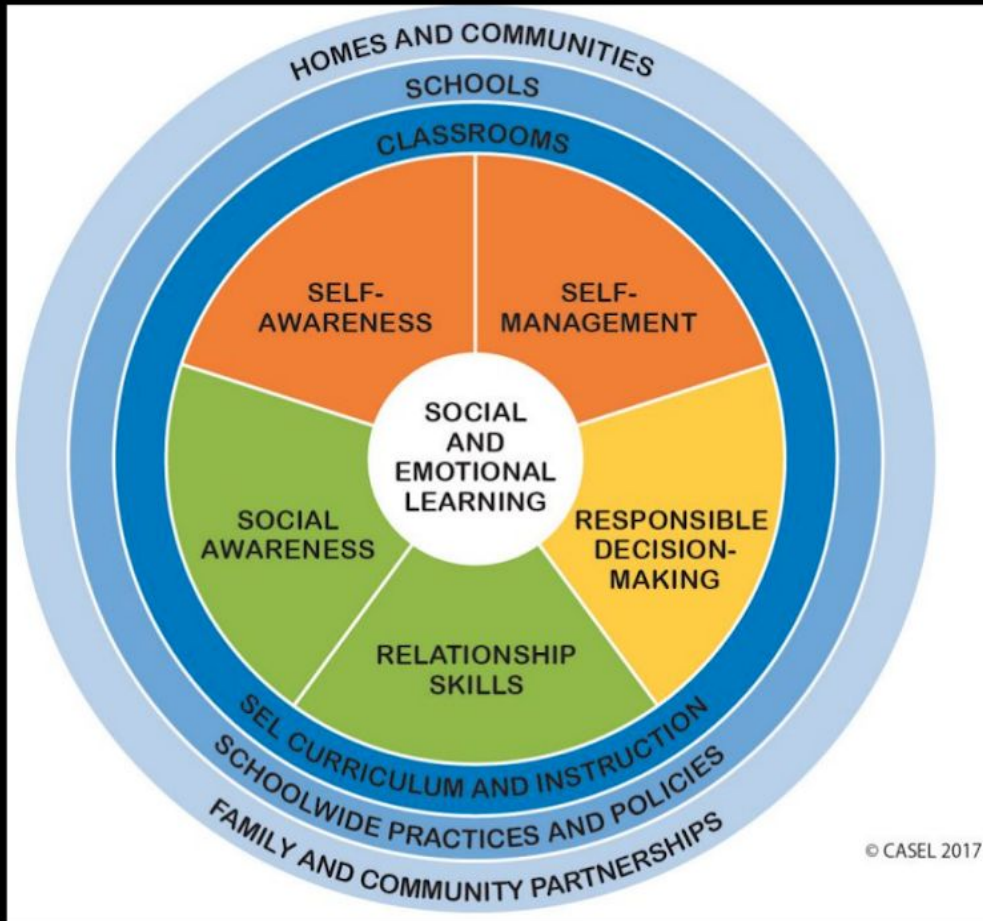
*My happy place is on the  
lake in the sun  
I splurge on good food*



**CESA<sub>6</sub>**  
SOCIAL EMOTIONAL LEARNING



# The power of play:



- Facilitates social skill building
- Gives practice at “reading” others
- Empathy building
- Managing excitement/ intensity (i.e. good stress)
- Strengthen impulse control
- Turns on social-approach / engagement system
- Sends safety signals
- Releases oxytocin in the brain
- Reduces pain (helps us feel and deal)
- Can create epigenetic changes

# NORMS FOR PARTICIPATION

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- Be open to new learning
- Share seamlessly, steal shamelessly
- Normalize the feeling of **discomfort/non-closer**





# Learning Targets: Overview



- Develop awareness of adverse and positive childhood experiences
- Understand the Brain State Model
- Recognize that “how you show up” makes a difference

# Who are YOU?

Elementary (PreK-4)

Middle (5-8)

High School (9-12)

Principal

Support Staff

Rural School

Urban School





# What Informs our Thinking?





Every person is deserving of others who assume positive intent.

*(Yale Leadership Expectation)*

# CORE BELIEFS

Positive relationships are necessary in order for anyone to thrive. *American Psychological Association)*

“Kids do well if they can.” *(Ross Greene)*



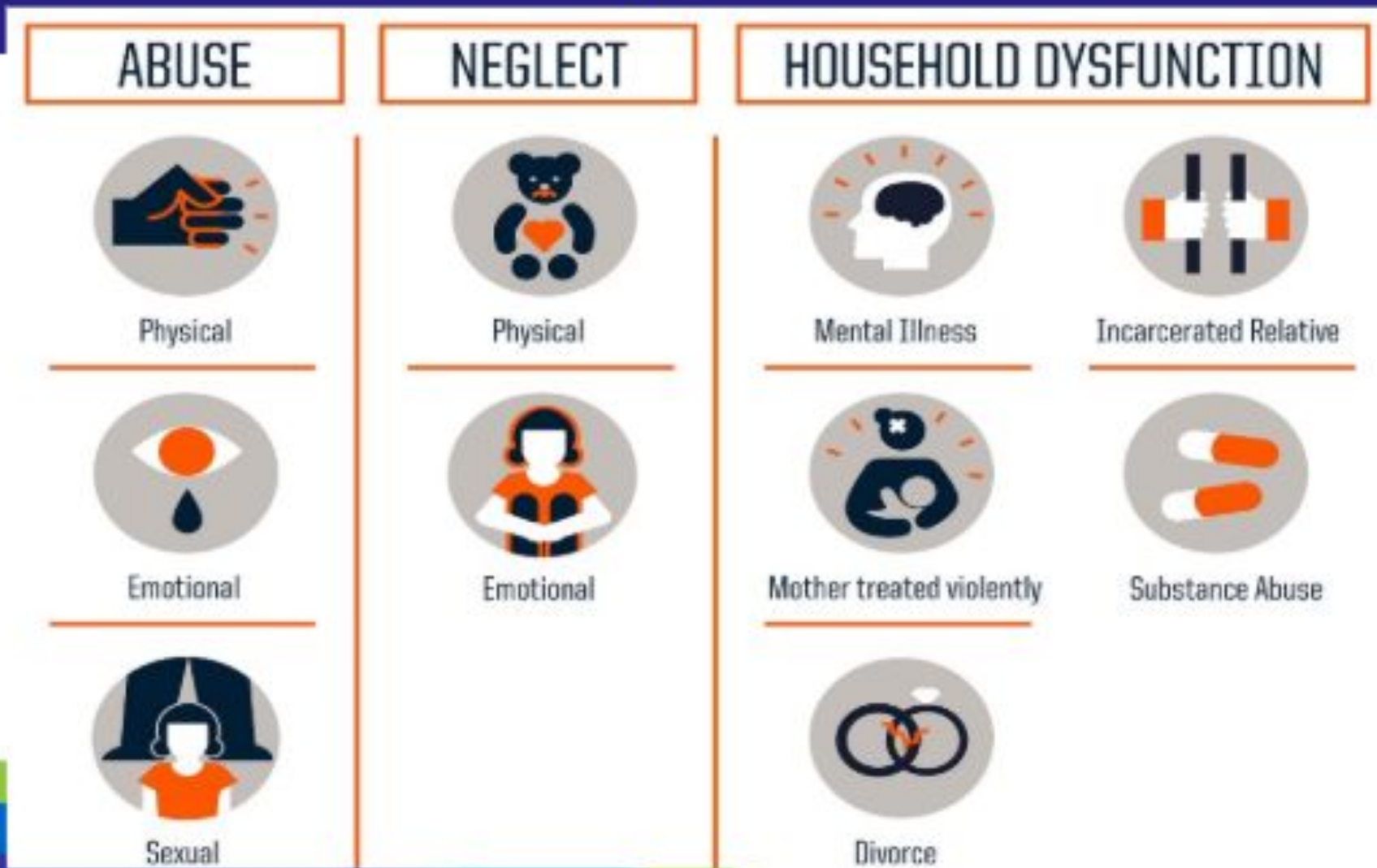


Every person  
deserves to  
have their  
dignity  
recognized  
and affirmed.



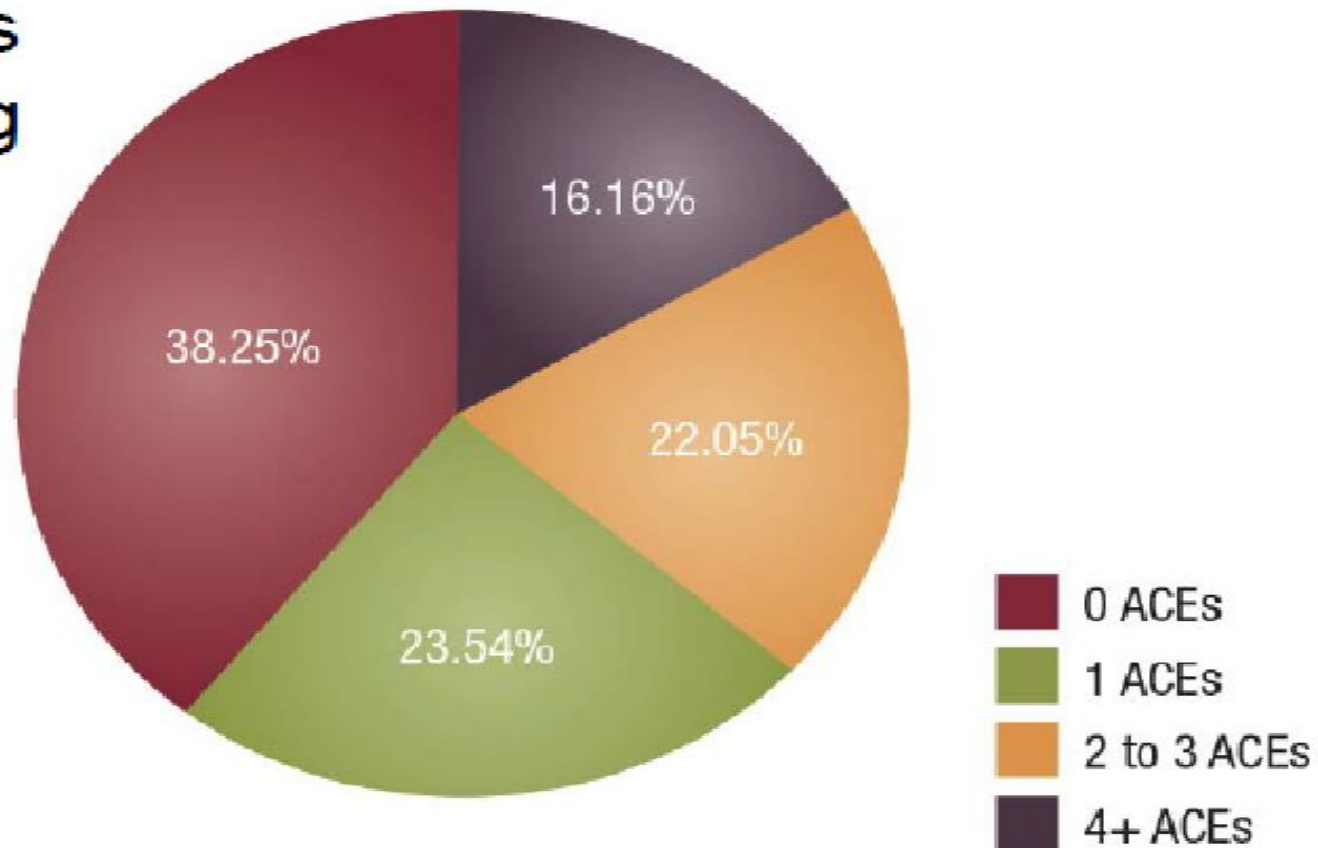
# Trauma Lens

# Adverse Childhood Experiences: What Are They?



# ACEs are Common

Over 60% of Wisconsin adults reported growing up with at least one ACE.





Positive Childhood Experiences

# Positive Childhood Experiences



The ability to talk with family about feelings.



The sense that family is supportive during difficult times.



The enjoyment of participation in community traditions.



Feeling a sense of belonging in high school.

# Positive Childhood Experiences



Feeling supported by friends.



Having at least two non-parent adult who genuinely care.



Feeling safe and protected by an adult in the home.





# BRAIN STATE MODEL



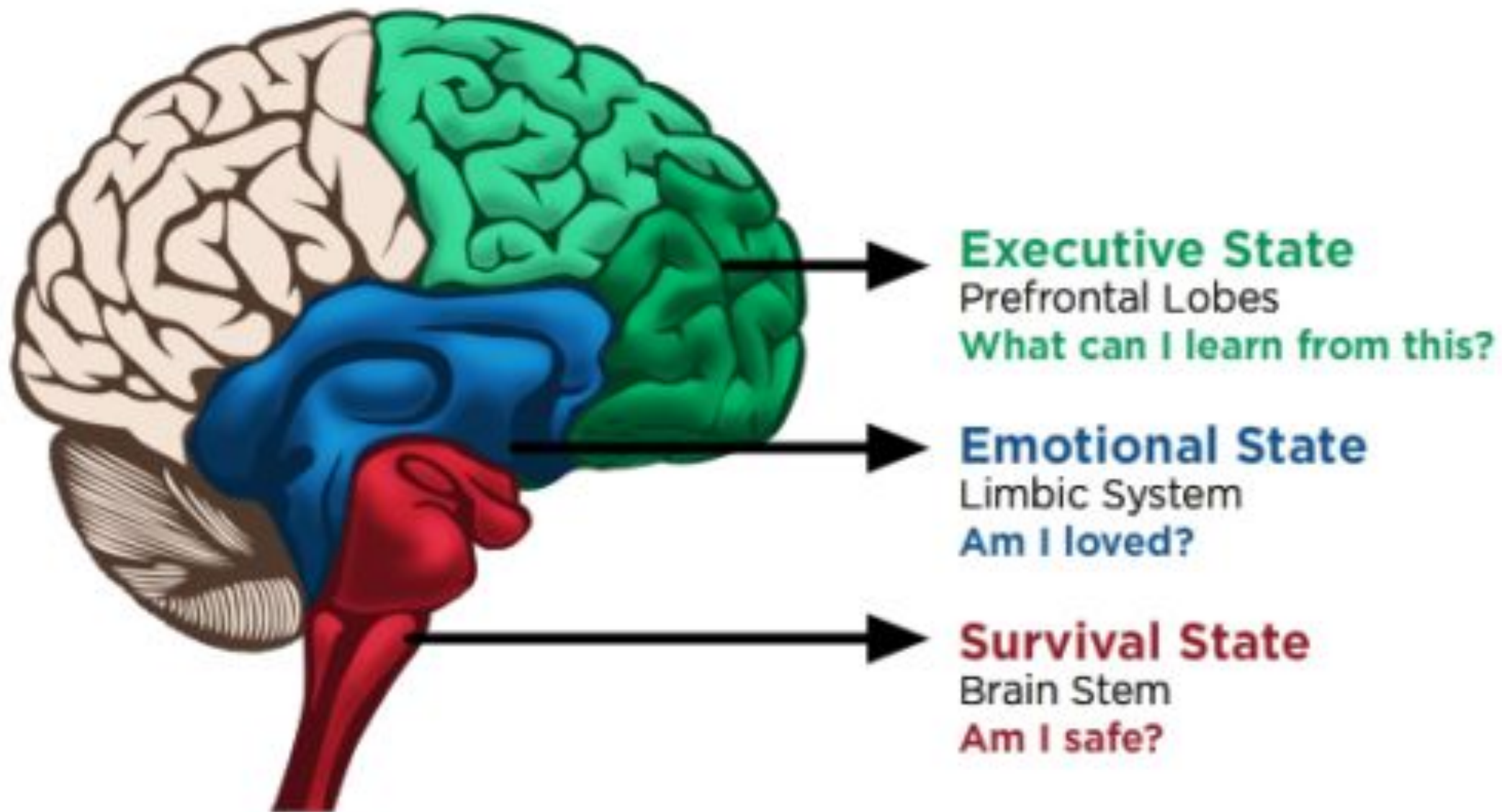


# BRAIN BUILDERS



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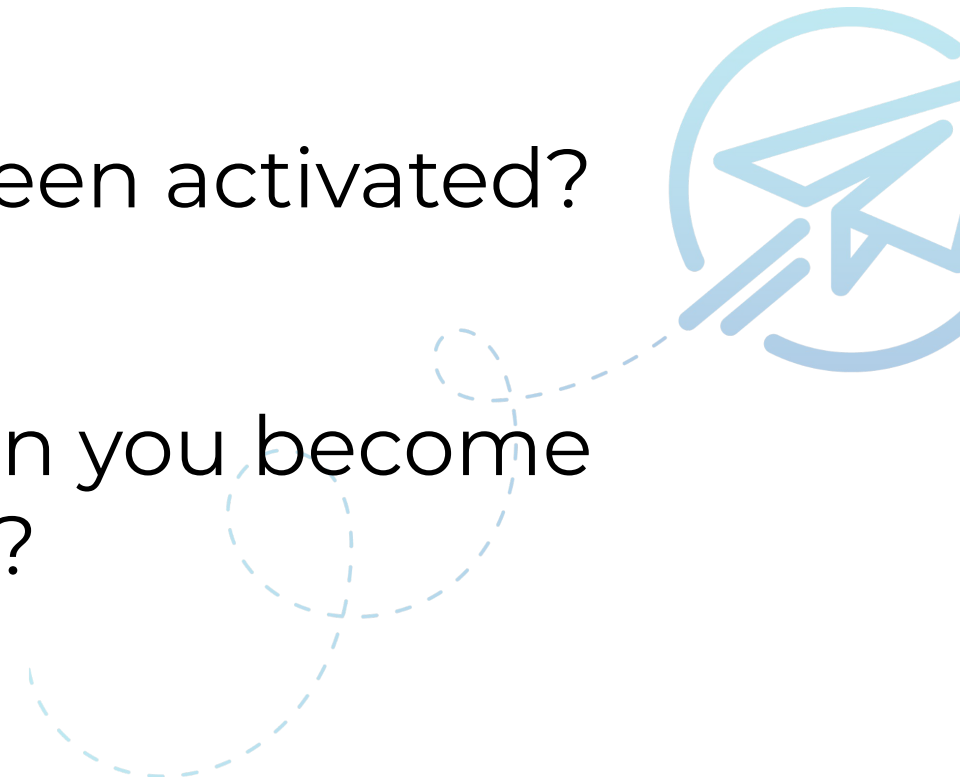
Youtube video link: <https://www.youtube.com/watch?v=hMyDFYskZSU>



# Reflection - **Adult** Perspective



- What are the behaviors that “activate” your emotional response system?
- How do you know when you’ve been activated?
- What strategies do you have when you become aware that you’ve been activated?



ADULTS are the Intervention



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# You are the Intervention!

Recognize what brain state you are in

Understand the questions that needs to be asked/answered in each Brain State

Be the regulated person in the situation.


Use safe actions and language

# Building Relationships

“The research on the most effective treatments to help child trauma victims might be accurately summed up this way: what works best is **anything that increases the quality and number of relationships in the child’s life.**”

- Bruce Perry, MD, PhD





**The child who is  
not embraced by  
the village will  
burn it down to  
feel its warmth.**

**-- African proverb**



# Reframe Our Thinking

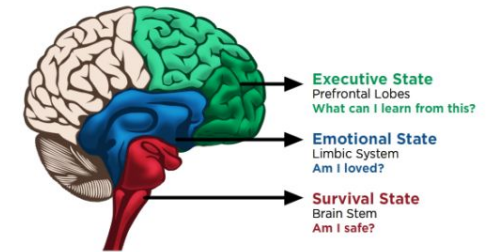
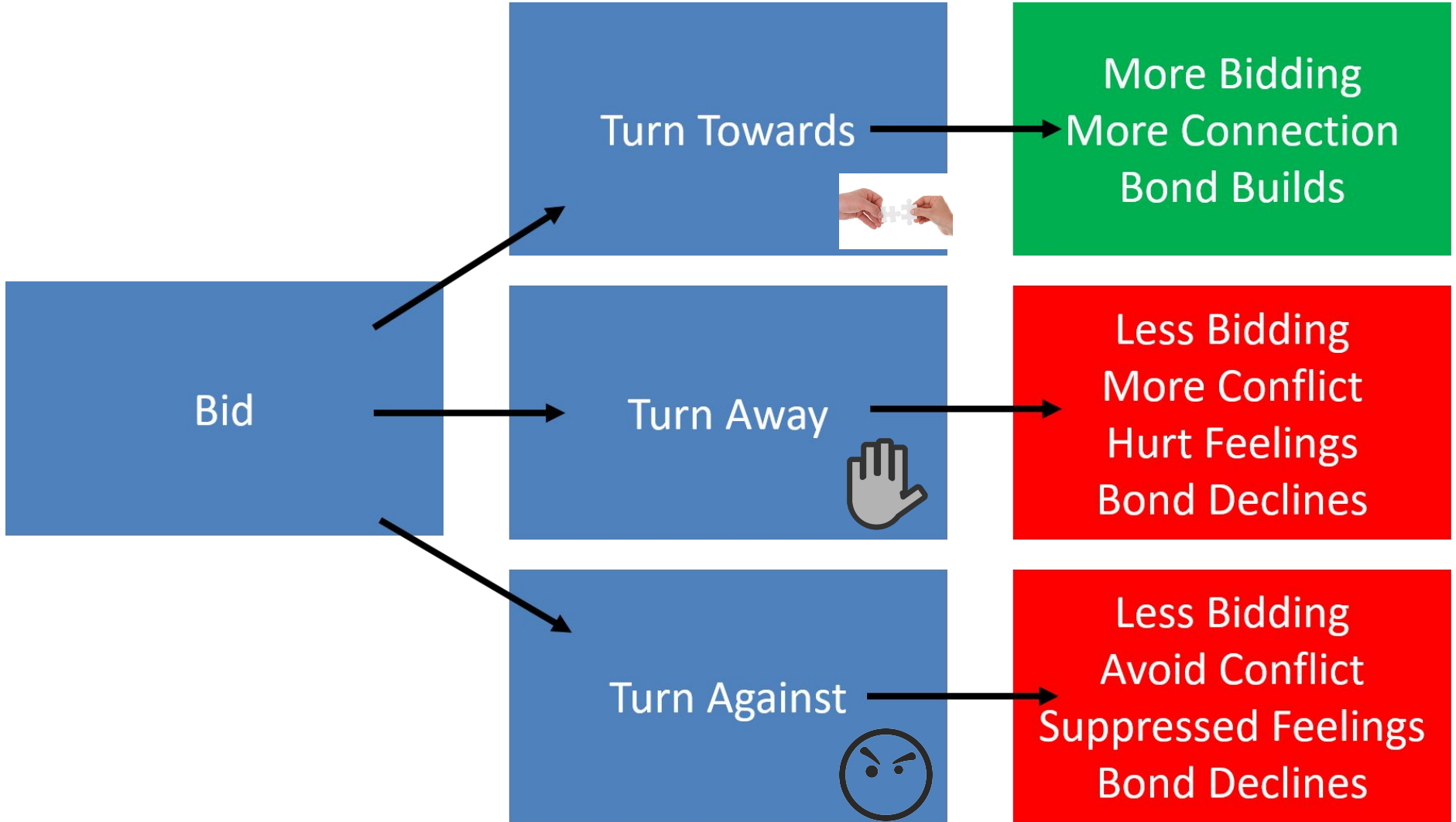


## Bid for connection:

Any attempt a person makes to connect with someone else.



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**How Do We Develop Connections?**

# Connection

(Positive Energy that Exists Between People)

**Feel Seen,  
Heard, and  
Valued**

**Give & Receive  
without  
Judgement**

**Grow and Gain  
Strength from  
the  
Relationship**

# Connection

## (Positive Energy that Exists Between People)

Feel Seen, Heard, and Valued		Give & Receive without Judgment		Grow and Gain Strength from the Relationship	
What you say	What you do	What you say	What you do	What you say	What you do
<p>Use the child's name</p> <p>Validate emotions "You look _____"</p> <p>Point out unique strengths authentically</p> <p>Practice "noticing" strategies "I noticed you hung up your coat."</p>	<p>Be present... Keep your attention on what is happening at the moment</p> <p>Smile warmly at each child</p> <p>Listen with enthusiasm</p> <p>Ask questions about things that are important to the child</p>	<p>State what you want the child to do (instead of not do)</p> <p>Example: "Walk" instead of "No running"</p> <p>Provide corrective feedback without using blame or shame.</p> <p>Example: "We sit during library time so everyone can see." instead of "I like how _____ is sitting.")</p>	<p>Give your time and attention to each student no matter what the child's behavior is like</p> <p>Provide reteaching support instead of telling the student what they've done wrong</p> <p>Help the child use their unique strengths to participate and solve problems instead of comparing them to others</p>	<p>When an interaction is ending, leave it on a positive note</p> <p>Example: "I know you've got this!"</p> <p>Give the child feedback on their effort</p> <p>Example: "That was hard and you just kept trying."</p> <p>Share with the child what you see as their strengths</p>	<p>Show the child who you are authentically</p> <p>When interactions are rough, make sure you end by turning back to strength</p> <p>Model ways for the child to do things in a new or different way</p> <p>Include ways for the child to participate based on their strengths</p>

# How many marbles do YOU have left?

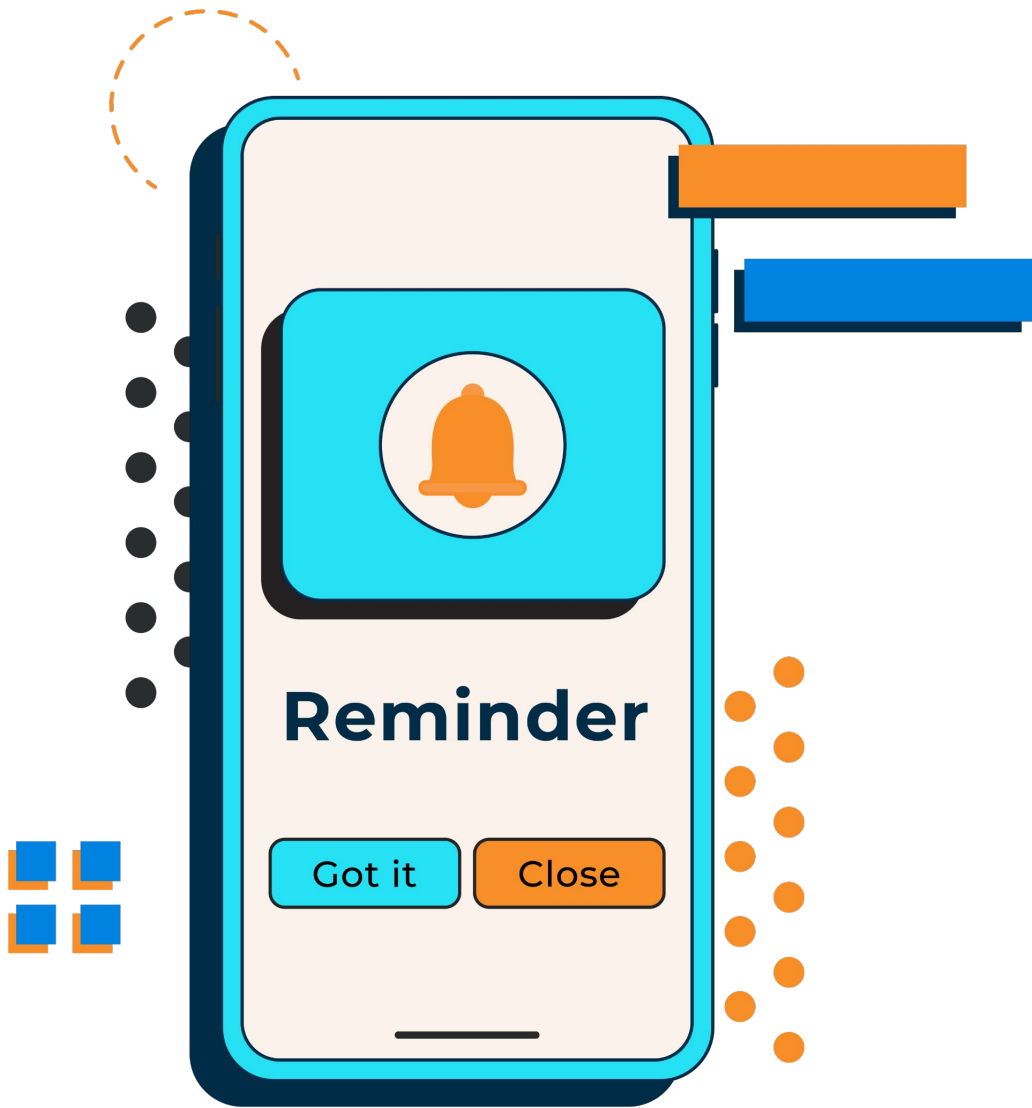


  
[Click for video link](#)



**What is one action step  
YOU will take based on the  
learning today?**





**Explore CESA 6!**

**Social Emotional**  
**Learning Center**

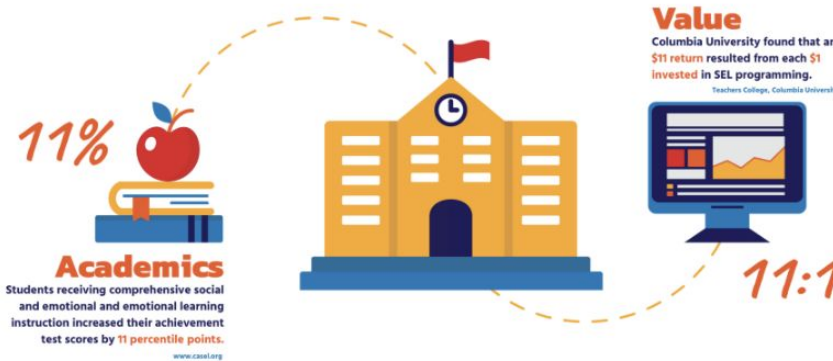


[Link](#)

# Utilize Title Funding for Social Emotional Success



CESA 6 Social Emotional Learning supports equitable access to social-emotional success and mental wellness of all children and the systems that serve them, including students with neurodiversity and those who experience mental health challenges or trauma.



## Title I

- **Trauma Training and Coaching Series** (which can include a caregiver component)
- **School-wide program implementation** (trauma sensitive schools, social emotional learning, school mental health)
- **School transition planning support**
- **Student FBA/BIP Development**



## Title II

- **Allies in Mental Health Education (AMHE)** system-wide needs assessment and improvement planning
- **Paraprofessional training series** supporting neurodiverse students
- **SEL Coaching and Consultation**
- **Depending on Teachers and Staff (DOTS) Training**



## Title IV

- **Crisis Prevention/Intervention Team Training**
- **CARE Collaborative**
- **Social Emotional Learning Series Collaborative**
- **Sources of Strength**
- **Youth Mental Health First Aid**

**THANK  
YOU!**



**If you have any additional questions, please feel free to reach out.**

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[elausten@cesa6.org](mailto:elausten@cesa6.org)



Thank you!

Our goal is for those we serve to feel cared for, valued, & respected.

If for any reason we fall short of that, please let us know.



We're rooting for you!

**Please take a moment to fill out your Feedback Form for today's session.**