



OVERCOMING DISTRACTION, DISRUPTION & MARGINALIZATION:

Trauma-Informed & Resilience-Focused Strategies for Building Transformational Classrooms

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About the Presenter

Tom Maglisceau, Ph.D. is the proud Superintendent of the Celina Independent School District in the Dallas Metroplex. He served previously as a teacher, coach, principal

and assistant superintendent in the Highland Park, Dallas and Rockwall districts in Texas. He earned his doctorate in Public Policy and Public Affairs after completing his research on social capital as it relates to family structure and childhood outcomes. Dr. Maglisceau continues his research in the areas of neuroplasticity of the adolescent brain, adverse childhood experiences and adolescence in the age of abundance for presentations in schools and conferences throughout Texas and across the nation. In addition to his work in public education, he serves as a Key Implementer and national professional developer for AVID. Dr. Maglisceau co-founded Together Texas, an organization dedicated to championing the "Better Together Mindset" in schools and communities.

ACCUTRAIN PRESENTS A ONE-DAY WORKSHOP

The vision of any school likely commits to serving "all kids." But the reality of our current climate of distraction, disruption and marginalization often prohibits the realization of this vision. This session examines the biology of pre-adolescent and adolescent brains, the latest research behind Adverse Childhood Experiences (ACEs) and the Trauma-Impacted Learner – as well as the biases and prejudices that hinder our ability to work better together. Dr. Tom Maglisceau, who has served as a teacher, coach, principal and, now, superintendent in the Dallas area, will help attendees develop a path forward for building resilience. He will also provide high-yield strategies for building the culture, systems and leadership necessary to enhance relational capacity and resilience in our kids – both in individual classrooms and schoolwide.

Learning Objectives:

- » Update our latest understanding of pre-adolescent and adolescent brain development – especially as it relates to:
 - » Learning
 - » Motivation
- » Learn to utilize "trauma-informed" and "mindset" research to establish classroom or schoolwide cultural norms
- » Come to grips with the realities of marginalization and the impact of negative social contagion on our schools
- » Discover the three key components of a restorative response
- » Build classroom and schoolwide systems of support to generate positive social capital
- » Develop the "Better Together" mindset

Who Should Attend

- Classroom Teachers**
- Principals**
- Special Education Personnel**
- School Counselors & Psychologists**
- Other Administrators**
- Social Workers (all levels)**
- Law Enforcement/SRO**
- Counselors & Therapists in Agencies & Private Practice**
- Media Specialists**

Agenda

Pre-Adolescent and Adolescent Brain Development

- » Neuroplasticity of the Brain from Birth through Adolescence
- » Brain Development & Learning
- » Adverse Childhood Experiences (ACEs)
- » The Teenage World as an ACE
- » Motivation & "Grit"

Becoming Trauma-Informed and Resilience-Focused

- » Trauma & Our Biology
- » Who Decides our Truth?
- » The Key to Resilience
- » The Disruption of Marginalization
- » Social Media & Social Contagion
- » The Value Gap

When All Means All

- » The Building Blocks of Multi-Tiered Systems of Support (MTSS)
- » Building the Culture, Systems & Leadership for Success for All
- » The Value Gap Rides Again
- » Social Capital as the "It" Factor
- » Generating High Social Capital in Students & Staff

Trauma-Informed, Resilience-Focused & Restorative Practices

- » Our Kids as Part of Our PLCs
- » Love the Kid, Drive the Rigor
- » Learning = Love
- » Three Key Components of Restorative Response
- » Creating Trauma-Sensitive Classrooms & Schools
- » Building the "Better Together" Mindset

Question & Answer Session