



# Four Oaks Education Services

Four Oaks Education is proud to offer a wide variety of trauma-informed and social-emotional-behavioral health (SEBH) learning topics focused on supporting educators to meet the always-evolving needs of students. The options listed reflect our most commonly requested learning topics, but we also provide customized learning to meet the specific needs of each district.

Most sessions can be modified for length and offered virtually as needed.

## FOUNDATIONS

This learning provides a vital, foundational understanding of the brain, regulation, and how we can respond to dysregulation.

<p><b>Biology of Toxic Stress &amp; Regulation</b></p>	<p>Based on the study of neuroscience &amp; ACEs, we will view behavior through the lens of the Window of Tolerance and of regulation/dysregulation. We'll discuss what those terms mean and what regulation/dysregulation look like in both students and adults. These brain states have a big impact on a person's ability to learn content and have logical thinking, so we'll also discuss what we can do when we see signs of dysregulation in ourselves or others.</p>	<p>60-90 min. session</p>
<p><b>Adult Regulation Planning</b></p>	<p>Dr. Bruce Perry shares that a "regulated, calm adult can regulate a dysregulated, anxious child but a dysregulated adult can never calm a dysregulated child." Neuroscience and our own experiences have shown this to be true again and again. But how do we actually stay regulated in tough situations?</p> <p>This session will focus on naming our activators, what that looks like for us, and determining actions and strategies to keep us regulated in the heat of the moment. Each participant will walk away with either a regulation plan to attach to lanyard or a sticker to place on their laptop.</p>	<p>60-90 min. session</p>
<p><b>Combatting Burnout &amp; Completing the Stress Cycle</b></p>	<p>When our stress response is activated (whether we're in real danger or not) our physical bodies respond as if there is a real threat. How can we complete the stress cycle? Let's talk about what that means and how we can practically accomplish that as very busy people.</p>	<p>60-90 min. session</p>
<p><b>Crisis Co-Regulation</b></p>	<p>It's hard for most of us to witness other people's pain and dysregulation. As educators, we think it reflects poorly on us when someone in our presence is having a hard time, so we try to fix it or stop it. But dysregulation is like a tunnel: the only way through is through. During this session, we'll discuss what's going on in the brain during dysregulation, how we can help teachers stay regulated during these events, and the specific micro-skills needed to provide the support for students that reduces stress and risk and increases safety. We will learn the powerful effects co-regulation can have on a student experiencing distress.</p>	<p>60-90 min. session</p>



# Four Oaks Education Services

## NEXT STEPS/ TIER 1 SUPPORTS

After foundational learning, this learning provides some next steps and provides ways to prevent dysregulation but also teach skills when it occurs.

<p>Universal/Tier 1 SEBH</p>	<p>Universal SEBH is for all students and all adults, regardless of ACE score, because we will all experience adversity, dysregulation, and a need for connectedness. What do those practices look like, beyond just following a curriculum? You're probably doing more than you think! This session will help you to mentally organize SEBH concepts and practices into a framework and come away with easy ideas for building your Universal Tier 1 toolbox.</p>	<p>60-90 min. session</p>
<p>Post-Processing Dysregulation</p>	<p>After a student or adult has experienced dysregulation, the repair and learning comes when they are re-regulated. This session will focus on noticing when a person is ready for that conversation or accountability and how to practically hold those conversations.</p>	<p>60-90 min. session</p>
<p>Check-in &amp; Shift</p>	<p>This session focuses on how to check with students' energy and "pleasantness." We'll use Mood Meter as an example but share and practice a variety of ways to check in with both adults and students. We'll also spend time on shifting those two elements if they are not aligned with where students would ideally be for your upcoming lesson.</p>	<p>60-90 min. session</p>
<p>Power in Prevention: Fostering Belonging</p>	<p>A person's brain is continually scanning to see if we "belong"...if we don't, our stress response system kicks in. This session will focus on how to prevent a lot of dysregulation simply by fostering some belonging in pretty simple and practical ways.</p>	<p>60-90 min. session</p>
<p>Introduction to Restorative Practices</p>	<p>Restorative Practices is the science of relationships and community and promotes the idea that people are more likely to change when those in authority do things "with" them, rather than "to" or "for" them. For those just beginning the journey with Restorative Practices, this session introduces key concepts (Social Discipline Window, Compass of Shame, and Affective Statements). It ends with engagement in a content circle about the ideas.</p>	<p>75-90 min. session</p>



# Four Oaks Education Services

## NEXT STEPS/ TIER 1 SUPPORTS, CONTINUED...

After foundational learning, this learning provides some next steps and provides ways to prevent dysregulation but also teach skills when it occurs.

<p>How are You Feeling?: Introduction to Mood Meter</p>	<p>This session introduces Mood Meter, created by the Yale Center for Emotional Intelligence. The session provides background on its development and usefulness and provides practical strategies for using it in classrooms.</p>	<p>60-90 min. session</p>
<p>No Pressure "Skills for Learning"</p>	<p>Using the CASEL 5 competencies to guide this discussion, we will learn how to embed these skills into each aspect of the school day from the lunch room, playground, and into the classroom. We'll share how these skills can live beyond the curriculum and doesn't have to be just "one more thing."</p>	<p>60-90 min session</p>
<p>Getting Started with Community Circles</p>	<p>If you are under the impression that "circles" have a kitschy singing-round-the-campfire vibe, you're not alone. However, that impression does not reflect the fact that true circles, when used well, are a powerhouse tool for transforming classroom culture because they build student connections, empathy, and student voice. This session will focus on the basics of proactive community-building circles. We will share about the "why" and its connection to neuroscience but spend the bulk of our time on providing practical ideas, modeling, and addressing "what ifs" that attendees may have! Participants will walk away with resources they can use tomorrow!</p>	<p>75-90 min. session</p>



# Four Oaks Education Services

## RESTORATIVE PRACTICES

Restorative Practices focus on building community and relationships and repairing harm when it occurs. Circles are a big part of this process.

<p>Introduction to Restorative Practices</p>	<p>Restorative Practices is the science of relationships and community and promotes the idea that people are more likely to change when those in authority do things "with" them, rather than "to" or "for" them. For those just beginning the journey with Restorative Practices, this session introduces key concepts (Social Discipline Window, Compass of Shame, and Affective Statements). It ends with engagement in a content circle about the ideas.</p>	<p>75-90 min. session</p>
<p>International Institute of Restorative Practices (IIRP) Official Training</p>	<p>Offered by certified IIRP trainers, this course offers the official IIRP Introduction to Restorative Practices and Utilizing Circles Effectively.</p>	<p>2 days in-person</p>
<p>Getting Started with Community Circles</p>	<p>If you are under the impression that "circles" have a kitschy singing-round-the-campfire vibe, you're not alone. However, that impression does not reflect the fact that true circles, when used well, are a powerhouse tool for transforming classroom culture because they build student connections, empathy, and student voice. This session will focus on the basics of proactive community-building circles. We will share about the "why" and its connection to neuroscience but spend the bulk of our time on providing practical ideas. We'll also share feedback from teachers and students who have regularly used circles to get their impressions. Participants will walk away with resources they can use tomorrow!</p>	<p>75-90 min. session</p>
<p>How to Integrate Circles in Your Classroom in 5 Minutes or Less</p>	<p>We all know relationships are important to the learning process. But finding time to commit to building connections is hard! We like the idea of 'micro-dosing' relationship building often and throughout the day. Learn a variety of ways to do that with a SEL OR content focus.</p>	<p>60-90 min. session</p>
<p>Academic Content Circles</p>	<p>Circles are a great way to process content. Let's discuss how to incorporate this restorative practice into actual lessons so that we work smarter, not harder! This will include workshop time, so bring your lesson plan books. (Can be tailored to elementary or secondary levels)</p>	<p>60-90 min. session</p>

## TRAUMA-INFORMED PRACTICES

All of our work and sessions are rooted in trauma-informed mindsets and practices, but sometimes it is helpful to specifically focus on trauma-informed strategies.

<p>Trauma-Informed: Are we just letting kids get away with stuff?</p>	<p>Using the perspective of 'universal precautions' we will define what 'trauma' means, learn how adversity can affect brain growth and development, and reflect on how to support others in discovering 'post-traumatic growth' opportunities.</p>	<p>60-90 min. session</p>
<p>6 Guiding Principles of Trauma-Informed Care</p>	<p>What does Trauma-Informed Teaching look like? Learn small things you can do every day that help to create a trauma-informed environment that is a safe place for learning. This session will break down the 6 guiding principles and give you immediate action steps.</p>	<p>60-90 min. session</p>
<p>Trauma-Informed Physical Environments</p>	<p>Creating trauma-informed Tier 1 physical environments integrates the principles of trauma-informed care when structuring spaces to create an environment that promotes safety, well-being, and learning.</p>	<p>60-90 min. session</p>
<p>Trauma Informed Care</p>	<p>Using the perspective of 'universal precautions' we will define what 'trauma' means, learn how traumatic events can affect growth and development, and reflect on ways to support others in discovering 'post-traumatic growth' opportunities.</p>	<p>Half-day session</p>
<p>Trauma-Informed Leadership</p>	<p>How do leaders truly model trauma-informed care with their staff? How do they set the tone for trust and vulnerability with their staff? This session focuses on building a trauma-informed environment from the top down by modeling and fostering trauma-informed mindsets and spaces. <i>Target Audience: Administration, Teacher Leaders, Inst. Coaches</i></p>	<p>60-90 min. session</p>
<p>Language as a Lens</p>	<p>Let's face it, not all of us grew up with a restorative figure in our lives, so sometimes it's hard to know what to say to kids! Let's talk through and practice some practical ways to respond and build resilience when kids express anger, sadness, or tough feelings. It's less pressure than you think!</p>	<p>60-90 min. session</p>



# Four Oaks Education Services

## ADULT SELF-AWARENESS, WELLNESS, & TEAM AWARENESS

When adults are not well or are burnt out, it can impact their health and wellness, their team, and their ability to stay regulated with kids. This focus is vital for ensuring adults and kids stay in their upstairs brains!

<p>Adult Regulation Planning</p>	<p>Dr. Bruce Perry shares that a "regulated, calm adult can regulate a dysregulated, anxious child but a dysregulated adult can never calm a dysregulated child." Neuroscience and our own experiences have shown this to be true again and again. But how do we actually stay regulated in tough situations?</p> <p>This session will focus on naming our activators, what that looks like for us, and determining actions and strategies to keep us regulated in the heat of the moment. Each participant will walk away with either a regulation plan to attach to lanyard or a sticker to place on their laptop.</p>	<p>60-90 min. session</p>
<p>Combatting Burnout &amp; Completing the Stress Cycle</p>	<p>When our stress response is activated (whether we're in real danger or not) our physical bodies respond as if there is a real threat. How can we complete the stress cycle? Let's talk about what that means and how we can practically accomplish that as very busy people.</p>	<p>60-90 min. session</p>
<p>Trauma-Informed Leadership</p>	<p>How do leaders truly model trauma-informed care with their staff? How do they set the tone for trust and vulnerability with their staff? This session focuses on building a trauma-informed environment from the top down by modeling and fostering trauma-informed mindsets and spaces.</p> <p><i>Target Audience: Administration, Teacher Leaders, Inst. Coaches</i></p>	<p>60-90 min. session</p>
<p>Enneagram 101: Intro to Enneagram</p>	<p>What we don't know about ourselves can hurt us and those we love. This session walks participants through the definition and application of the Enneagram personality typing system. When we know and recognize what is both the best and worst about us and what our core motivations are, it's easier to recognize behaviors we don't like and change them for the better.</p>	<p>60-90 min. session</p>
<p>Enneagram 201: Enneagram and Relationships</p>	<p>If you've attended Enneagram 101, this will be a helpful next step. When we know our number and others' numbers, what do we do with the information to have better relationships and more effective teams? Let's process through what this knowledge can mean for us!</p>	<p>60-90 min. session</p>
<p>Enneagram and Leadership</p>	<p>Using the Enneagram in a workplace setting encourages compassion, self-awareness, and more understanding of those around us. This session reviews the basics of the Enneagram and dives deeper into how this can be used to enhance vulnerable and effective leadership.</p> <p><i>Target Audience: Administration, Teacher Leaders, Inst. Coaches</i></p>	<p>60-90 min. session</p>



# Four Oaks Education Services

## VIRTUAL BOOK STUDIES

We offer and facilitate quarterly book studies to our district partners but can also offer any stand-alone study to districts. Books are chosen based on the most up-to-date research on trauma, emotional regulation, emotional intelligence, and neuroscience. We add more options each year!

<p><i>What Happened to You?</i> by Dr. Bruce Perry &amp; Oprah Winfrey</p>	<p>The book is all about shifting our mindset when interacting with kids or others from "What's wrong with you?" to "What happened to you?" That simple shift to curiosity in our minds helps us to respond to dysregulation in a more effective way and to proactively approach all people (not just students) with universal trauma-informed precautions. Each week, we reflect on practices, mindsets, and what this means for us as educators.</p>	<p>6 1-hour sessions</p>
<p><i>The Boy Who Was Raised as a Dog</i> by Dr. Bruce Perry</p>	<p>This book focuses on Dr. Bruce Perry's work with young people who have experienced significant trauma, and it is filled with hope, healing, and resilience. Our focus and what we call the "heavy lift" of the book was translating his clinical stories to applicable mindsets and practices for education.</p>	<p>7 1-hour sessions</p>
<p><i>Permission to Feel</i> by Dr. Marc Brackett</p>	<p>This book focuses on the importance of emotional intelligence and regulation for success in the modern world. It provides the science around this work and introduces the RULER concept to learn and teach what do do with emotions (Recognize, Understand, Label, Express, and Regulate). We spend a lot of time translating what this looks like for us in our personal and professional lives and how to bring it to our classrooms.</p>	<p>6 1-hour sessions</p>
<p><i>Regulation &amp; Co-Regulation</i> by Ginger Healy</p>	<p>The book provides strategies for self-regulation and creating an environment of class wide regulation. We focus on some of the strategies in the book and also go beyond and share more ideas around the main topics presented.</p>	<p>4 75-minute sessions</p>
<p><i>The Road Back to You</i> by Ian Cron &amp; Suzanne Stabile</p>	<p>This is a primer on the Enneagram personality typing system. The Enneagram is all about core motivation, not outward behaviors, and know our core motivation can help us react differently in the world and in our relationships. The book goes through all 9 types and what healthy integration looks like for each type.</p>	<p>5 1-hour sessions</p>
<p><i>The Path Between Us</i> by Suzanne Stabile</p>	<p>This book provides next-level learning on the Enneagram and focuses on how each Enneagram number can work with, build relationships with, and approach other Enneagram numbers.</p>	<p>5 1-hour sessions</p>
<p><i>Together</i> by Dr. Vivek H. Murthy</p>	<p>Together focuses on the science of loneliness and the impacts on modern society, but it also provides hope and practical ideas for increasing connection. We spend time translating what this could practically look like in classroom settings.</p>	<p>5 1-hour sessions</p>



# Four Oaks Education Services

## ADDITIONAL SERVICES

We provide consultation services around all things SEBH (social-emotional-behavioral health), including classroom visits and student behavior observation.

<p>We Want a Therapeutic Classroom - Now What?</p>	<p>Therapeutic Classrooms have become the latest "buzz" in education. But "therapeutic classrooms" can be interpreted in a number of ways, which makes figuring out how and where to start with implementation quite cumbersome. But don't fret, we're here to help! Four Oaks has over a decade experience in developing and implementing Therapeutic Classrooms. This session will focus on sharing the foundations of what a therapeutic classroom is, core practices within the therapeutic classroom, and vital services to be paired with therapeutic classroom implementation. We'll also share examples from districts where we're actively operating therapeutic classrooms, as well as examples from districts who we've recently supported in getting their classrooms up and running. Participants will walk away with the knowledge needed to begin the process of planning and implementing classrooms in their districts!</p>	<p>60-90 min. session</p>
<p>Youth Mental Health First Aid (MHFA)</p>	<p>Mental Health First Aid is a course that teaches you how to help someone who is developing a mental health problem or experiencing a mental health crisis. The training helps you identify, understand, and respond to signs of addictions and mental illnesses.</p>	<p>1 day in-person</p>
<p>Consultation Services</p>	<p>The Education team is available for individual student and classroom observations, data analysis (conditions for learning, school climate surveys, etc.), trauma-sensitive assessments, and administrative consultation support. We also have over 10 years of experience operating therapeutic classrooms and can help you get started with those! (<a href="#">see linked flyer</a>)</p>	<p>per hour</p>