

LEARNING OPPORTUNITIES SY 23-24



For more information, fill out the appropriate Google Interest Form or contact Dr. Leslie Anway, Director of Resilience Initiatives directly at leslie.anway@pima.gov or 520-724-8393

The Vision of Resilient Schools

To provide services, resources, and professional development around meaningful implementation of proactive resilience initiatives in the schools that include but are not limited to the following: social emotional learning (SEL), staff wellness, restorative practices, trauma-responsive practices, the integration of proactive initiatives using the PRISM© framework, and the integration of initiatives into school climate and culture and classroom content. Creating foundationally safe learning spaces where students and staff feel seen and heard paves the way for enhanced levels of resilience, belonging and connection which ultimately leads to higher academic achievement and greater teacher retention.

Cohorts (Individual Level):

All cohorts are free of charge and available virtually to any educational staff (school MH professional, administrator, teacher, classified) and to those who serve educators

Integrated Resilience Cohort

Duration: One semester, 8 total sessions, 8 CE credits

Description: Participants meet virtually twice a month for one hour to discuss research, resources, and strategies related to the integration of social emotional learning with other proactive initiatives such as trauma-responsive practices, positive behavioral interventions and supports, and restorative practices. Additionally, discussions will revolve around the integration of SEL into content and into the climate and culture of a campus and/or district and how the PRISM© framework can be a guide.

Trauma-Responsive Cohort

Duration: One semester, 6 total sessions, 6 CE credits

Description: Participants meet virtually twice a month for one hour to discuss research, resources, and strategies related to understanding trauma and toxic stress, the impact of toxic stress on our students and adults, the implementation and integration of trauma-

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responsive practices, and the creation of a culture of belonging and connection where all educational stakeholders feel that they are seen and heard.

Adult Resilience Cohort

Duration: One semester, 8 total sessions, 8 CE credits

Description: Participants meet virtually twice a month for one hour to discuss research, resources, and strategies related to growing the social and emotional competencies of the adults on your campuses. By meeting on a regular basis with a group of peers, participants will be able to explore and grow their own social emotional competencies in a safe and connected virtual space.

Adult SEL (Resilience) Cohort Train-the-Trainer Course, Virtual or In-Person Option

Duration: One semester, six total sessions, 9 CE credits

Description: Individuals meet virtually for six 90-minute sessions held twice a month to discuss strategies related to the effective and meaningful incorporation of Adult SEL through staff cohorts. Sessions will include discussions on needs assessment, competency assessment, adult regulation and relationships, integration practices and the need for repair and refuel. Upon completion of the course, participants will be certified as trainer by the Pima County School Superintendent's Office to train and conduct Adult SEL Cohorts within their own school sites or districts.

**** In-Person Option: Participants will meet at the Pima County Superintendent's Office Building on three separate dates for 3 hours.**

To apply: [Individual Learning Cohort Interest Form](#)

Cohorts (Systems Level)

**** Minimum 10-person teams required to participate in systems level cohorts. These cohorts will be individualized for your site or district-level team.**

Integrated Resilience Cohort

Duration: One semester, 8 total sessions, 8 CE credits

Description: Teams meet virtually twice a month for one hour to discuss research, resources, and strategies related to the integration of social emotional learning with other proactive initiatives such as trauma-responsive practices, positive behavioral interventions and supports, and restorative practices. Additionally, discussions will revolve around the integration of SEL into content and into climate and culture of a campus and/or district. Specific attention will be given to sustainability and the ways that leadership can support

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the integration of resilience initiatives from the top down using the PRISM© framework as a guide.

Trauma-Responsive Cohort

Duration: One semester, 6 total sessions, 6 CE credits

Description: Teams meet virtually twice a month for one hour to discuss research, resources, and strategies related to understanding trauma and toxic stress, the impact of toxic stress on students and adults, the implementation and integration of trauma-responsive practices, and the creation of a culture of belonging and connection where all educational stakeholders feel that they are seen and heard. Specific attention will be given to sustainability and the ways that leadership can support the integration of trauma-responsive practices from the top down.

Adult Resilience Cohort

Duration: One semester, 8 total sessions, 8 CE credits

Description: Teams meet virtually twice a month for one hour to discuss research, resources, and strategies related to growing the social and emotional competencies of the adults on their campuses. By meeting on a regular basis with a group of peers, participants will be able to explore their own social emotional competencies in a safe and connected virtual space so that they are equipped as socially and emotionally competent leaders on their own campuses.

**** To apply: [Systems \(Teams\) Learning Cohort Interest Form](#)**

Professional Development

****Note: All PD can be conducted virtually or in-person, either at the Pima County School Superintendent's Office or at your school/district location (minimum 12 participants for in-person PD)**

Understanding ACEs Data and Information Through a Critical Consumer's Lens

Duration: 1.5 hours, 1.5 CE credits

Description: Includes an overview of the Adverse Childhood Experiences (ACEs) study, the limitations of the study, and the subsequent proliferation of ACEs frameworks and research. This training will provide a brief review of the differences between ACEs, trauma, and toxic stress. It will also review relevant research related to the dangers of an overapplication of a pathogenic or deficiency-focused lens. Trauma-informed or trauma-responsive frameworks have the potential to enable ways of thinking that begin from a position of assumed pathology and deficiency if we are not armed with all the information.

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In this session, participants will discover ways that they can use ACEs data in an informed way to analyze the unique needs and strengths of their educational communities.

ACES Consortium Module 1:
Understanding ACEs

Duration: 3 hours, 3 CE credits

Description: Includes an overview of the Adverse Childhood Experiences (ACEs) study, including national and local ACEs data. This training covers trauma, including historical and racial trauma; the economic costs of not effectively addressing ACEs; and the ways in which unaddressed ACEs and trauma impact the short term and long-term health and wellness outcomes of children and adults. Participants will also discuss opportunities to collectively heal and repair ACEs that mitigate the negative outcomes of childhood trauma.

ACES Consortium Module 2:
Toxic Stress and Trauma-
Informed Care

Duration: 3 hours, 3 CE credits

Description: Includes an overview of the types of stress we all experience, focusing specifically on toxic stress through the lens of NEAR science. Participants will be able to define trauma and recognize the connection between unresolved trauma, risky behaviors, and coping mechanisms. Utilizing SAMHSA's 6 key principles to a trauma informed approach, participants will understand how to bring a trauma-informed approach into their work and their lives. Finally, participants will discuss how to build resilience as a protective factor to help mitigate the negative outcomes of toxic stress and trauma.

ACES Consortium Module 3:
Building Resilience

Duration: 3 hours, 3 CE credits

Description: Provides participants with a detailed understanding of resilience, including how to recognize it and build it along with recognizable stories of resilience. In addition, participants gain in-depth information on the value and importance of shifting to a strengths-based approach when working with people who have experienced trauma. Information on the Strengthening Families protective Factors provides a framework through which participants can identify actions that help promote healing and wellness. Finally, the concept of post-traumatic growth is explored and highlights factors that lead to growth through trauma.

**** To apply: [Educational Staff PD Interest Form](#)**

Professional Development for Community and Caregivers

What is Social Emotional
Learning?

Duration: 1.5 hours, 1.5 CE credits

Description: Participants will discuss the difference between social emotional skills and social emotional learning (SEL). They will also view for themselves how it is impossible to

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engage in an effective teaching and learning situation without the social and emotional components of engagement. SEL starts and continues in the home, but these skills are bolstered and enhanced when this work is also being done in the school setting. When the social and emotional components are left out, academics and learning suffer. Finally, participants will discuss some of the recent opposition to SEL.

Duration: 1.5 hours, 1.5 CE credits

Description: Includes an overview of the ACEs study, the limitations of the study, and the subsequent proliferation of ACEs frameworks and research. This training will provide a brief review of the differences between ACEs, trauma, and toxic stress. It will also review relevant research related to the dangers of an overapplication of a pathogenic or deficiency- focused lens. Trauma-informed or trauma-responsive frameworks have the potential to enable ways of thinking that begin from a position of assumed pathology and deficiency if we are not properly informed. In this session, participants will discover ways that they can use ACEs data in an informed way to analyze the unique needs and strengths of their local communities.

Understanding ACEs data
Information Through
a Critical Consumer's Lens

**** To apply: [Caregiver and Community PD Interest Form](#)**

Pima County School Superintendent's Office
Dustin J. Williams, County Superintendent

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LEADERSHIP | SERVICE | COLLABORATION

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