



Dear Principal:

Research suggests that stress and trauma have a negative impact on children and adults alike, physically, emotionally, socially, and their learning abilities. In particular, when our fight or flight stress response is triggered, it can take hours to days to re-engage in appropriate ways. When the stress response is awakened, an individual's brain begins to turn off and the reptilian brain, involved in sensing danger, is engaged to protect the body. This often leaves children unable to learn, fully integrate information presented, and appropriately engage in the classroom.

Given the recent stress with COVID-19 and the social injustices that have been experienced in our society, this can be enough to disrupt the students' academic abilities in the classroom. Individuals who experience trauma are more negatively impacted in the classroom setting by the myriad of current events that exacerbate their trauma response. In addition to the children, the staff are not immune to the stress response experienced in their classroom. Because the stress response is not discussed in the educators' training background, teachers may not even be aware of the amount of current stress that is impacting their own functioning while they are teaching.

There is a well-known understanding that trauma impacts a child's learning, but often, educators are unaware and overwhelmed with how to implement a trauma informed classroom or how to support a child that is experiencing trauma symptoms in their classroom. Many teachers have reported that they do not know how to support their classroom at this time and request information and strategies for how to identify, understand, and build a trauma informed classroom to support their students.

Social-Emotional learning is pivotal to integrate into classrooms. Children and faculty need tools to identify the stress response and be able to calm their bodies, so they will be able to learn new information during the significant changes in the classroom. Social-emotional learning mitigates negative experiences and promotes changes in the function and structure in our brains. This vital social-emotional learning program will improve adaptive functioning both cognitively and emotionally.

There is great significance to informing educators on how to build and implement a trauma informed classroom and curriculum due to the impact that trauma causes on the student's ability to learn and absorb information. This report details professional development services regarding understanding how stress impacts learning, understanding trauma in students, how to create a trauma-informed classroom, how to support yourself, as an educator in the classroom, and training on practices related to interventions integrated in the classroom.



Authentic Revival Movement Proposal

PROJECT #1

KEYNOTE: Understanding the Impact of Stress and Trauma on Learning

Recommended Time Frame: 2 hours

Scope of work: Project #1

Learning Objectives:

- Educators will learn to identify the body's stress response.
- Educators will gain understanding on how the body's stress response is triggered.
- Educators will learn what an individual's stress/trauma looks like in the classroom.
- Educators will identify why a trauma informed classroom is important for teachers to implement in every classroom setting.

TOTAL INVESTMENT FEE FOR PROJECT #1: \$3,000

PROJECT #2

KEYNOTE: Project #1 *plus* Application

Recommended Time Frame: 4 hours

Scope of work: Includes Project #1, plus the following learning objectives related to how to intervene when a child's stress response/trauma response occurs in the classroom

Learning Objectives:

- Strengthen participants' understanding of how the current events have affected student social-emotional learning and competence
- Learn interactive and environment based strategies, activities, and skills to promote social-emotional competence and regulation in the classroom through movement and mindfulness training
- Target trauma informed communication and connection skills to increase motivation and willingness of students to participate in social-emotional activities
- Gain an understanding of movement and mindfulness interventions to intervene with specific physical and emotional reactions to increase academic functioning and knowledge absorption during the school day
- Expand the educators ability to de-escalate high emotion situations that take place in the classroom or as a result of experiences outside of school
- Provide energizing or calming exercises to use in preparation for the academic environment or for continued student support outside of the classroom for continued regulation
- Gain ability to present and explain the basic science of why these strategies are effective to students for increased use in school and home environments

TOTAL INVESTMENT FEE FOR PROJECT #2: \$5,000



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PROJECT #3

KEYNOTE: Project #1 & 2 *plus* Consultation of how to implement learned material

Recommended Time Frame: 5 hours

Scope of work: Includes Project #1 (Understanding), Project #2 (Application), and the following objectives related to how to implement learned material

Learning Objectives:

- Consultants will meet with group to integrate the strategies and activities tailored for the specific classroom.
- Consultants will help in creating engaging resources to recognize and manage emotions through calming the body, increase focus, and decrease anxiety tailored for the school classrooms.

TOTAL INVESTMENT FEE FOR PROJECT #3: \$7,000

PROJECT #4

KEYNOTE: Project #1, 2, & 3 *plus* How Educators can support their own stress response

Recommended Time Frame: 6 hours

Scope of work: Includes Project #1 (Understanding), Project #2 (Application), #3 (Consultation), plus the following learning objectives related to self-awareness of your own stress response and how to support yourself

Learning Objectives:

- Educators will identify their own stress response, burnout, vicarious trauma, and compassion fatigue.
- Educators will gain understanding of the science and importance of self-care.
- Educators will learn domains related to self-care.
- Educators will learn strategies to implement in their daily lives to activate their parasympathetic nervous system.
- Educators will create a wellness plan to take charge of their self-care both inside and outside of their classroom.
- Educators will learn to balance the role of being the corrective experience for students, an educator, and person to build vicarious resiliency.

TOTAL INVESTMENT FEE FOR PROJECT #4: \$9,000



Authentic Revival Movement Proposal Professional Development Trainers



Dr. Alicia Viera, Rachel Epps, LCPC, and Dr. Melissa Salinas are the owners of Authentic Revival Movement, a company dedicated to retraining the body's stress response to achieve success in their life both personally and professionally.

Dr. Alicia Viera is a Licensed Clinical Psychologist that specializes in children, adolescents, and adults with Attention Deficit Disorder and Autism Spectrum Disorder. She has a Bachelors in Education and taught elementary education in the Chicago Public Schools before becoming a psychologist. As a psychologist, Dr. Viera was the Bilingual Center for Inclusive Education supervisor, providing supervision to graduate school students creating clinical interventions in the classroom setting and conducting comprehensive psycho-educational evaluations to provide academic and home recommendations to support their student. Dr. Viera owns a private practice working as an Independent Evaluator for several school districts and as an Educational Advocate to support school districts and families with the process of the Independent Education Plan (IEP) and Section 504 process. Dr. Viera also is a 200-hour certified Kundalini Yoga Teacher, and specialty certifications in Kidding Around Yoga and Trauma Recovery Yoga. She is so passionate about integrating education, psychology, and the science of yoga to cultivate all of these domains into our overall wellness.

Mrs. Rachel Epps is a Licensed Clinical Professional Counselor who specializes in child and adolescent trauma, transitions, and development. Rachel has worked with children and adolescents in Chicago public and Catholic schools, in a variety of roles. She has extensive experience in trauma informed support for students with academic accommodations from her work as a residential dorm supervisor for female wards of the state. Rachel is a 200-hour Kundalini Yoga Certified Instructor and is certified in Trauma Recovery Yoga. She combines her love for psychology and mindfulness to provide a multifaceted therapeutic approach for those that she works with.

Dr. Melissa Salinas is a Licensed Clinical Psychologist who specializes in children and adolescents and trauma throughout the life span. Dr. Salinas is considered to be a Certified Clinical Trauma Professional. Her professional work began and continues at a non-for-profit organization that is considered to be a Vendor for the Archdiocese Catholic Schools in Chicago. She has an extensive history working in the school system to support educators and school staff in supporting students with emotional needs and learning needs. At her private practice, AMS Wellness, LLC, she provides therapy to children and adults. In addition to her clinical work, Dr. Salinas is a 200-hour Kundalini Yoga Certified Instructor, which focuses on meditation. Additionally, Dr. Salinas holds a specialty certification in Trauma Recovery Yoga. She utilizes the practices learned in her yoga certification with her doctorate degree to educate individuals in how to retrain their body's stress response in order to achieve their goals.



Authentic Revival Movement Proposal

Testimonials Regarding Professional Developments Related to Understanding the Impact Stress and Trauma on Learning:

“The presentation was incredibly insightful for our teachers. It highlighted perfectly the significance that trauma plays on the adolescent brain and their behavior in the classroom. Their presentation helped our teachers better understand who are students are and how to teach and connect with them in a manner that was engaging and clear to understand.” **-Jessica Piña, School Counselor of San Miguel-BOY**

“Based upon a colleague’s recommendation, we were directed to contact ARM as a source for a professional development program on the topic of stress and anxiety and its effects in the classroom. From my first inquiry email to the end of the presentation, this team was nothing but first class and top notch. Alicia was extremely responsive to my questions and showed flexibility with scheduling and course content to meet our needs. On the day of the scheduled professional development, the presentation could not be more spot-on. Alicia, Rachel and Melissa each took a part and each professionally shared their data and insights. My head was spinning with information that I was eager to think about more deeply and apply in my day-to-day work. Thankfully, they had also prepared and shared a PowerPoint presentation so that each of us could further digest the wealth of information on our own. All of our teachers and administrative team were extremely impressed with the presentation and left feeling fulfilled and enlightened. ARM is a wonderful source for professional development for your company or agency. I highly recommend them.” **-Cindy Milojevic, Vice President of Superior Chicago Tutoring**