

# Healing in Action

## Implementing Trauma-Informed Practices Across School Communities

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*Bloom Township High Schools District 206*

*Healing Roots Collective*

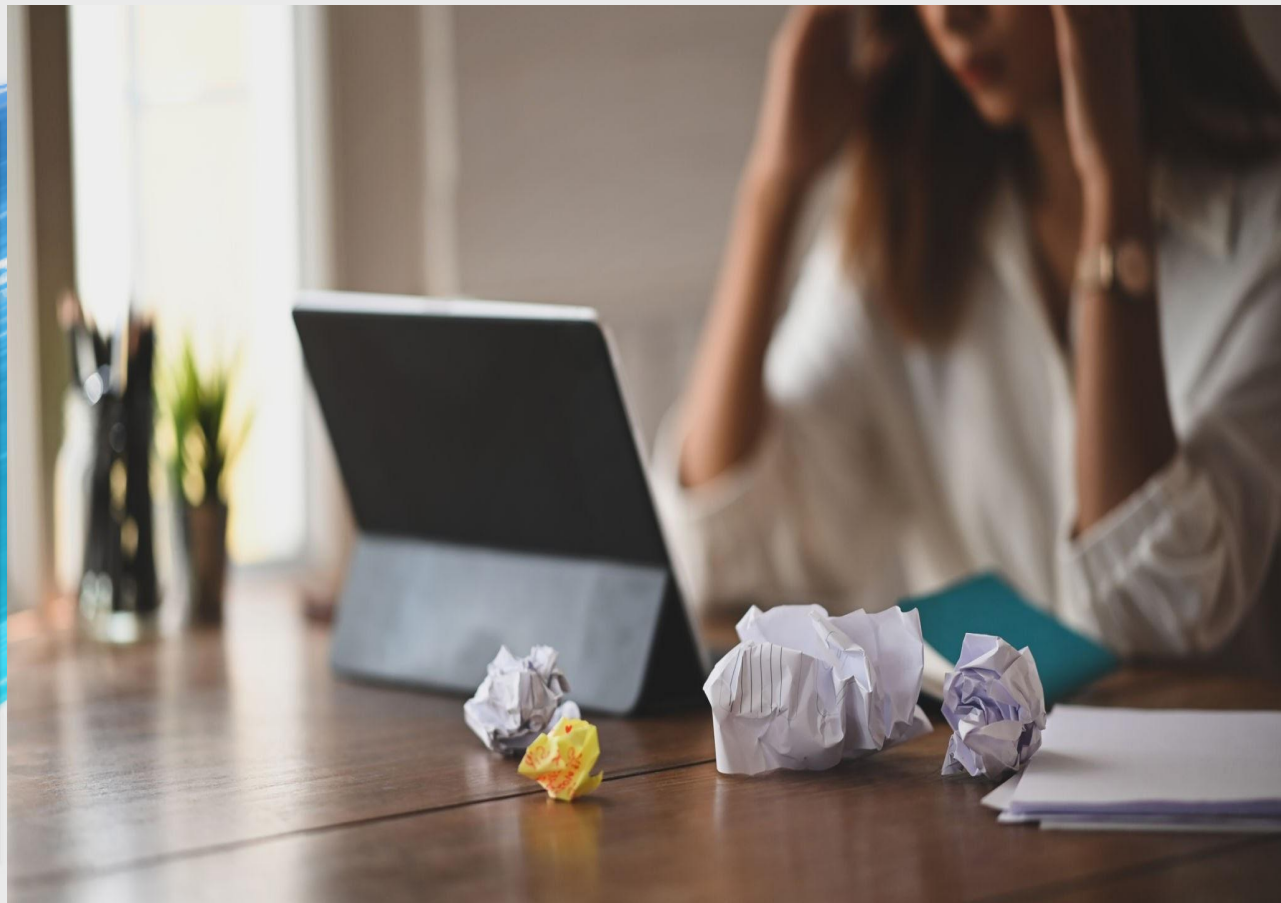
*ISBE Conference May 2026*





**What if it's not the  
behavior we should  
be focused on?**

# Turn & Talk





**Behavior IS  
communication**

# Reality Check

**You cannot teach a  
brain that feels unsafe.**





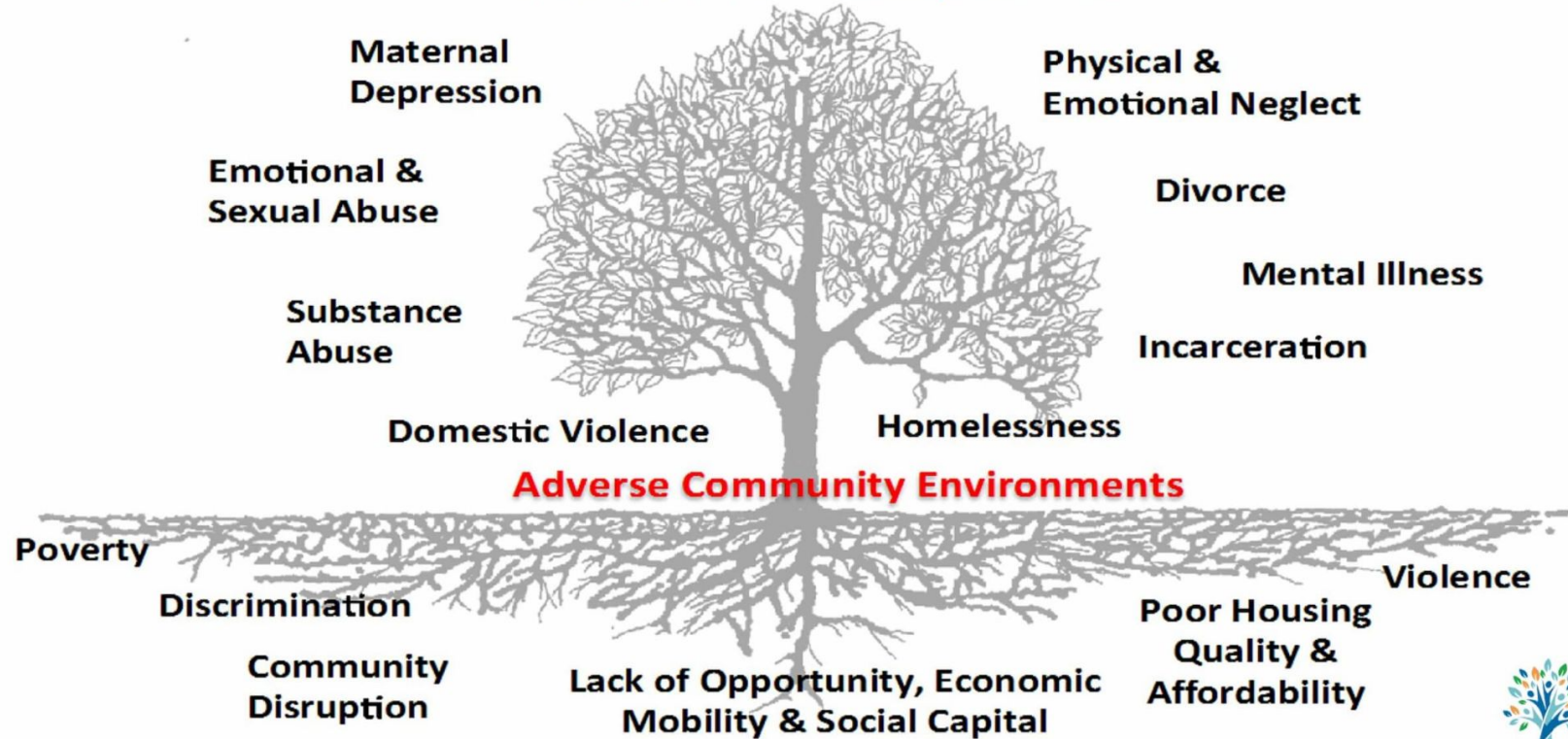
# **What is Trauma?**

**What we  
don't see.**

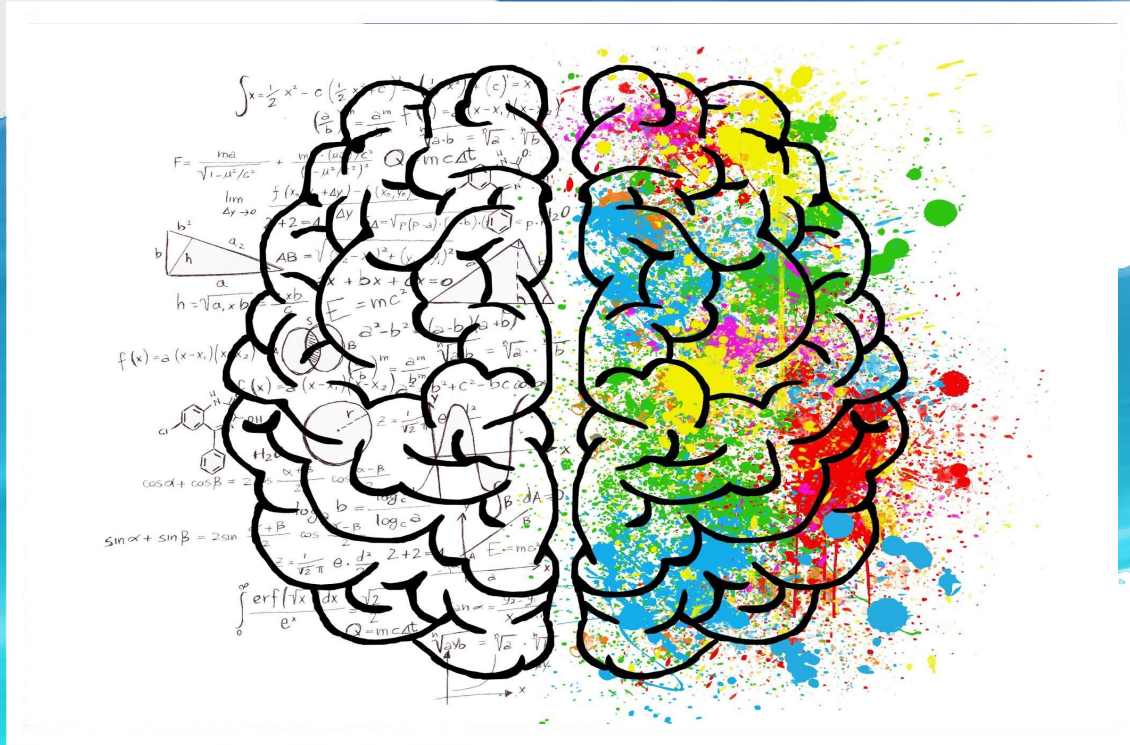


## The Pair of ACEs

### Adverse Childhood Experiences



# LEARNING VS. SURVIVAL







# Shifting our lens



Traditional  Trauma-Informed

Defiant —Dysregulated

Attention-seeking—Connection-seeking

Lazy—Overwhelmed



## Turn & Talk

# Let's practice the shift

In groups of 2-4

1. Choose one student behavior that has been challenging for you.
2. Answer these two questions:
  - a. Identify what the behavior is.
  - b. Identify what that behavior may mean given our new shifted lens.

# **3 R's Strategies of Trauma- Respon- sive Practices**


- Regulate
- Relate
- Reframe

# Strategy 1

**Regulate:  
Safety in the  
Body comes first.**

## **Strategy 2**

**Relate:  
Connection  
before correction**

A large, abstract blue brushstroke graphic that serves as a background for the text. The stroke is composed of several overlapping, horizontal bands of varying shades of blue, from a deep navy to a bright cyan. The edges are irregular and textured, resembling paint applied with a brush. A white rectangular border is superimposed over the center of the brushstroke, framing the text.

**Strategy 3:**

**Reframe:**  
**Behavior as**  
**communication**

# Turn & Talk



**Let's experience this  
together...**

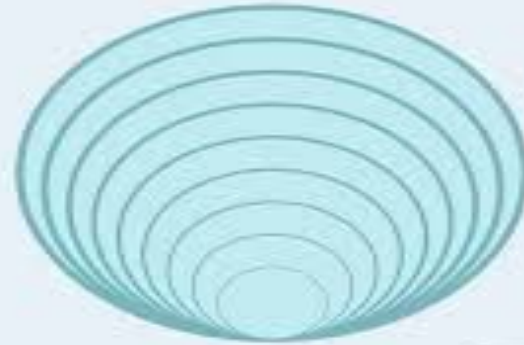


This is personal for me...

# Co-regulation in Action

**Practice**

*Exhale*



MINNESOTA  
DEPARTMENT OF  
HEALTH  
OFFICE of  
Mental Health



# Connect

Do our students know:

- What's happening next?
- What's expected?
- What support looks like?

This is what we expect from our students...without ever teaching them how.

So..why doesn't this stick?





**Because...**

We teach strategies in calm...and expect them to occur in chaos.

We train individuals...but not the systems that respond.

We introduce ideas...

Without ongoing practice.

**Trauma-informed practice isn't a  
strategy...  
It's a system**

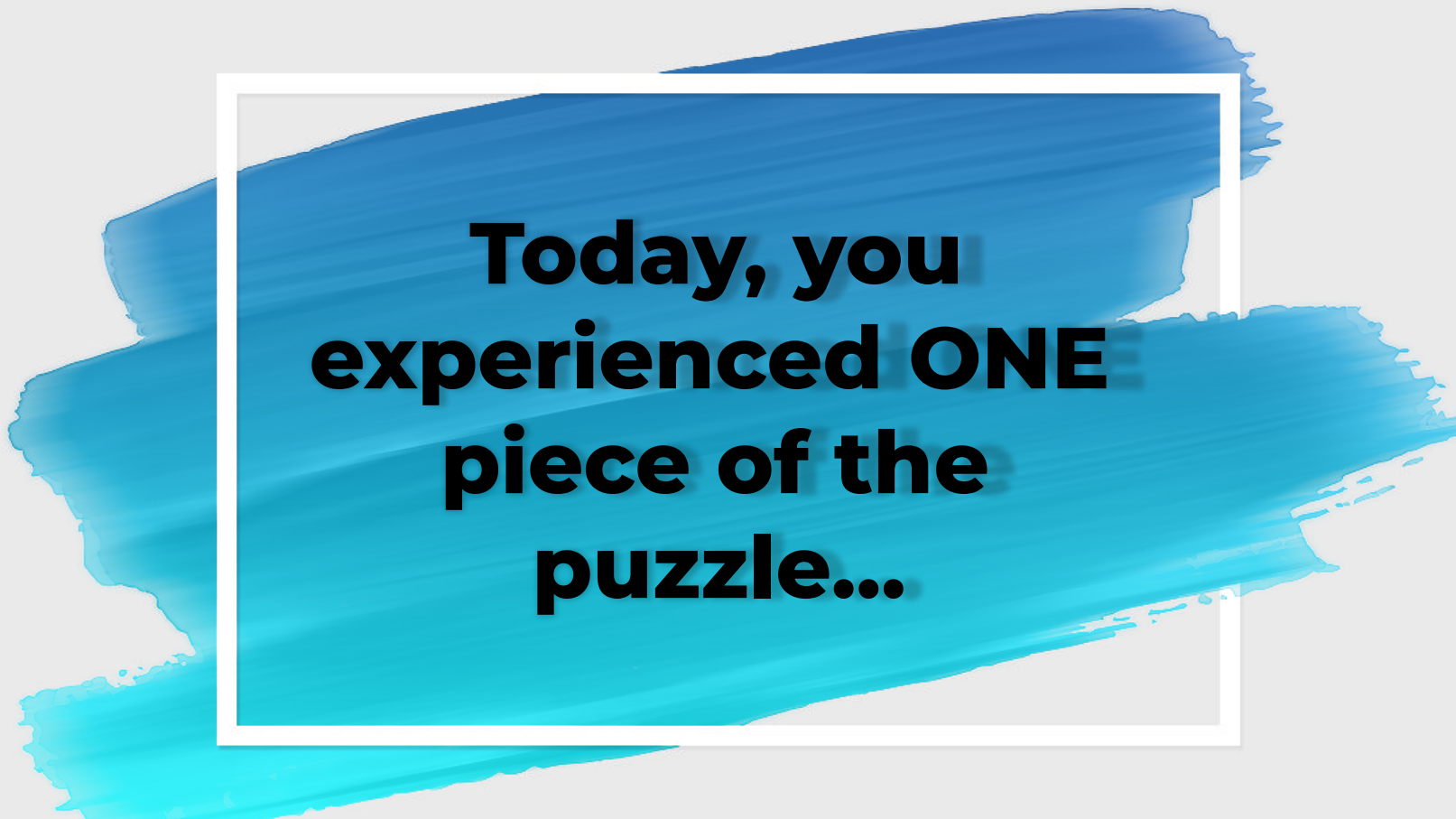


# Turn & Talk



**What It  
Really  
Takes to  
Start  
seeing our  
schools  
heal**





**Today, you  
experienced ONE  
piece of the  
puzzle...**

# Trauma:

## A Public Health Issue

### Prevalence:

Trauma is common among adults and children in social service systems.

98%

of **female offenders** have experienced **trauma**, often interpersonal trauma and domestic violence



96%

of **adolescent psychiatric inpatients** have histories of **exposure to trauma**



93%

of **homeless mothers** have a **lifetime history of interpersonal trauma**



90%

of **juvenile justice-involved youth** have experienced trauma, often **multiple traumas from an early age**



75%

of **adults in substance abuse treatment** report histories of trauma



70%

of **children in foster care** have experienced **multiple traumas**





**Your shift starts here**

**The question isn't if this work matters...it's how deeply your system is ready to commit to it.**

**Thank you for your time today!!**

**Questions?**



I help individuals, schools, and organizations bridge mental health and real-world systems—so healing isn't just personal, it's structural.

THERAPIST. SYSTEMS BUILDER.  
CHANGE AGENT.

*Compassionate care.  
Practical solutions.  
Lasting impact.*



**Healing Roots**  
COLLECTIVE  
*Rooted in Healing. Growing Stronger Systems.*

# I HELP PEOPLE *Heal* — AND — *Systems* WORK.



## I SUPPORT HEALING

Provide trauma-informed therapy for individuals and small groups. I create safe spaces for healing, growth, and lasting change.



## I STRENGTHEN SYSTEMS

Build Tier 1, Tier 2, and Tier 3 SEL and mental health systems that are practical, sustainable, and responsive to the needs of students and staff.



## I DEVELOP PEOPLE

Equip educators, leaders, and communities with the tools, training, and support to lead with confidence and care.



## I BUILD TIER 1, 2 & 3 SYSTEMS

From universal supports to intensive interventions, I design systems that meet the whole child where they are—and help them grow from there.

- TIER 1** | Universal Supports for All
- TIER 2** | Targeted Supports for Some
- TIER 3** | Intensive Supports for Few



### ASSESS

Identify strengths, challenges, and gaps in systems and student needs.



### STRATEGIZE

Develop clear, trauma-informed strategies and action plans that work.

## HOW I HELP



### IMPLEMENT

Support the rollout of Tier 1, 2 & 3 systems with fidelity and ongoing support.



### SUPPORT

Provide therapy, consultation, and professional learning that meets real needs.



### SUSTAIN

Build capacity and systems that last and create lasting impact.



### I SUPPORT STUDENTS

Building skills. Restoring hope. Creating brighter futures.



### I SUPPORT PROFESSIONALS

Empowering educators and leaders to lead with clarity and confidence.



### I SUPPORT COMMUNITIES

Strengthening connections. Driving meaningful change.

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- SEL & Mental Health Specialist | Systems Builder
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**Scan the QR Code to connect & bring this work to your team!**

