

Trauma-Informed Teaching

Using a whole child approach, this workshop will offer a framework for educators whose work serves large populations of students who have been exposed to varying levels of childhood trauma. This workshop will unpack the concept of trauma-informed schools and trauma informed practices and provide school based strategies that can mitigate the short- and long-term effects of chronic exposure to toxic stress. Participants will learn schoolwide and classroom strategies that can be used to implement trauma-informed practices.

Lara Kain joined LAEP as senior director of Transform Schools in 2013. She has fostered the use of LAEP's holistic school reform model in LAEP's Partner Schools Initiative consisting of 10 pilot schools, two comprehensive high schools and three middle schools located in low-income areas of Los Angeles. Prior to LAEP, she worked for four years at the Wisconsin Department of Public Instruction, providing expert leadership and technical support for low-achieving schools and districts, including Title I and School Improvement Grants. She is a leader in training teachers and schools on trauma sensitivity and is part of the remedy team for the class-action lawsuit against Compton Unified School District. She also worked for the University of Wisconsin–Madison and as a teacher and administrator of small public high schools with values and practices that are similar to those of LAEP's Humanitas and community schools. She has a bachelor's in education from the University of Wisconsin–Madison and a master's in public administration from Evergreen State College.

Dr. Xiomara Mateo-Gaxiola has worked with LAEP as an educational consultant since 2014. She specializes in building the capacity of learning teams and has facilitated professional learning and strategic planning approaches in K-12 schools throughout Los Angeles. She is an original member of the conceptual and facilitation team for the Trauma-informed Practices approach at LAEP. Dr. Mateo-Gaxiola has provided learning-centered experiences with K-12 students, teachers, and administrators to re-examine deeply held beliefs about teaching, learning, and culture since 2001. Her research and professional development work is focused on the relationships and interplay between pedagogy, curriculum, and culture and the process changes necessary to shift the focus from teaching to learning. Prior to LAEP, she worked as a Research Associate and Professional Development Facilitator for the Center of Research and Evaluation and Dr. Darline Robles' School Administration program and authored *Relationally Responsive Classroom Management* for the University of Southern California Equity Educator Certificate Program. She holds a B.S. in International Business from California Polytechnic State University, San Luis Obispo; a M.A. in Educational Leadership from Pepperdine University; and an Ed.D. from the University of Southern California in Urban Leadership with an emphasis in the relationships between opportunity, reflection, and teacher self-efficacy.