

Mental Health Committee
Book Study; Chapters 1-3

Chapter 1:

One NME principle that can't be overemphasized is that changing the brain requires patterned repetitive experience. Discuss how this applies to the classroom in much the same way Dr. Perry applied it to his work with Tina.

Closely examine Dr. Perry's approach to therapy with Tina. Which of his techniques could translate to the classroom and the way you approach troubled kids?

Chapter 2:

"Resilient children are made, not born." (p. 38) After reviewing the first half of Chapter 2 and especially pp. 40-43, discuss how appropriate stress works positively to strengthen the student's ability to both learn and maintain self-control in the classroom.

Discuss the difference between a stress response that is hyper-aroused and one that is dissociative? Think of examples of students that fit each descriptor and discuss how teaching and discipline can be handled best in both cases.

Chapter 3:

On p. 80, Dr. Perry says, "In fact, the research on the most effective treatments to help child trauma victims might be accurately summed up this way: what works best is anything that increases the quality and number of relationships in the child's life." What is your staff doing now or what can your staff be doing in the future to increase the quality and number of relationships in a student's life? Record some practical steps to making sure this happens at your school.