



NATIONAL CENTER for
YOUTH ISSUES

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Speakers Bureau



Teshia Stovall Dula

SPEAKER, AUTHOR, AND SCHOOL COUNSELOR

Teshia Stovall Dula, Ed.S., began her career in school counseling in 1998 and is currently serving as a school counselor for Gwinnett County Public School System (GCPS) in Georgia. Dula also works as an adjunct professor for Grand Canyon University. She has written two books, her first published book, *STEAM for The School Counselor*, has won two awards! Dula is a proud two-time graduate of Hampton University, where Dula received her Bachelor's and Master's Degree. In 2014, she received her Specialist from Liberty University and is currently pursuing her doctorate. Her career awards include the 2011 Recognized ASCA Model Program Award; 2018 GCPS Writer of the Year; 2018 GSCA Writer of the Year; 2020 GCPS Middle School Counselor of the Year; 2020 GSCA School Counselor of the Year; 2022 Finalist American School Counselor of the Year. She enjoys Jazzercise, reading, writing, and playing! She is married to Michael, a fun Physical Therapist, and she is the proud Mom to Michael "Harrison," Nathaniel, and Alyssa.

A BRIEF LOOK AT TESHIA'S KEYNOTE SESSIONS

Beyond Survival: Looking Ahead with a Trauma-Informed Lens

Adverse childhood experiences (ACEs) are a significant public health issue and have lasting effects on students' mental, physical, and emotional well-being. Understanding that many students have experienced ACEs, school counselors use developmentally appropriate, data-driven, and comprehensive programs to help students achieve success at school. A trauma-informed lens can influence school climate, academics, attendance, and behavior, ensuring school communities feel safe and supported, even in adversity. Learn how you can develop a trauma-informed perspective to create school-wide programs that foster resilience.

A BRIEF LOOK AT TESHIA'S BREAKOUT SESSIONS

How To Have The Upper Hand With ACE

Adverse Childhood Experiences have a lasting effect on student health. They are linked to chronic conditions, including physical health, mental health, and substance abuse in adulthood. ACEs have also been related to problems in attendance, course content, and behavior in school. Understanding adversities and childhood trauma can help with prevention strategies and support resilience.

After attending this session, participants will be able to:

- Define adverse childhood experiences.
- Discuss how adverse childhood experiences affect student learning.
- Design interventions and programs that includes ACE prevention strategies.

Contact Robert Rabon at rrabon@ncyi.org or 423-309-4300 to engage Teshia for your event

Self-Care: A Conversation

You have heard it before! Compassion fatigue, burnout, vicarious trauma, and secondary stress affect the lives of educators and the students they serve. Self-care is the answer that can help alleviate overwhelming feelings. Its benefits contribute to mental, physical, and emotional well-being. Self-Care is not selfish; educators must give themselves the same empathy they give others!

After attending this session, participants will be able to:

- By the end of today's session, participants will understand the importance of self-care.
 - By the end of today's session, participants will be able to create a self-care plan.
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Get Real

Let's "spill the tea" and be real honest. An important consideration in education is acquiring information to make thoughtful decisions. Let us focus on authentically and honestly discussing multicultural differences. Addressing our diversity will allow us to learn more about our own culture and build tremendous respect for the culture of others. Fostering different perspectives helps influence our core business – supporting all college- and career-ready students and shaping a better world!

After attending this session, participants will be able to:

- Create safe spaces for candid inquiry.
 - Celebrate different approaches to conversations about multicultural differences with colleagues, students, and families.
 - Identify opportunities for program improvements.
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STEAM and Social Emotional Learning

Science, Technology, Engineering, Art, and Math activities and problem- and project-based learning help students with social and emotional learning skills. This session allows professional school counselors to integrate STEAM activities quickly and effectively into their work with students.

After attending this session, participants will be able to:

- Define STEAM project/problem-based learning activities.
 - Understand how STEAM activities work to help students with social and emotional learning.
 - Learn how to incorporate STEAM into school counseling programs.
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The Compassion Definition for Educators

Schools are facing a mental health crisis! Educators are stressed, have burnout, and are leaving the profession! Supporting their well-being with compassion can help strengthen motivation and feelings of safety. Research shows that when educators are compassionate toward themselves and others, they and their students benefit! Adults and children want to be understood, supported, and listened to.

After attending this session, participants will be able to:

- Define compassion
 - Understand the relationship between compassion and working in schools
 - Discuss ways schools can be more compassionate
 - Develop a compassion intervention plan
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Connection, Communication, and Compassion

Educators must understand how to share thoughts while empathizing with colleagues, students, and parents. Active listening, understanding social cues, and caring are essential for strengthening school communities.

After attending this session, participants will be able to:

- Define compassion
- Understand the rules for communication
- Understand the relationship between empathy, connection, and communication