

ATN's Creating Trauma-Sensitive Schools Conference

Conference Session Schedule as of 10/1/2024- Subject to change

ALL TIMES ARE EASTERN STANDARD TIME (UTC-5)

Sunday, Feb 16, 2024 - Academy Day Pre-Con, Hyatt Atlanta, GA

7:30 am - 4:00 pm Registration Open

ATTENDEES MUST GO TO THE ACADEMY DAY SESSIONS THEY ORIGINALLY CHOSE DURING REGISTRATION PROCESS

8:30 am - 11:30 am Academy Day Morning Sessions

- **AD1A - Light Up the Learning Brain.** Jessica Sinarski, LPCMH

This lively session will take a fresh look at the root of “bad behavior” – in students AND staff – and the brain processes involved. Participants will discover new tools based on the latest neuroscience to increase learning opportunities, reduce negative behavior, and improve school culture. Whether you're a brain novice or well-versed in research about Adverse Childhood Experiences (ACEs) and the brain, you won't want to miss this hope-filled learning experience.

- **AD1B - Now What? Putting Trauma Informed Practice Into Action: 5 Must Do's for Schools** James E. Moffett MEd

You've been to trauma-informed training and read a few books; what do you do now? In this session, James Moffett, Principal of Faris Elementary in Hutchinson, will share 5 must-dos for schools to help you move forward in a trauma-informed journey. These practices are simple, sustainable, and proven to work. As Maya Angelou so eloquently said, "Do the best you can until you know better. Then when you know better, do better." Let's do better together.

- **AD1C - A SMART Approach to Transforming Childhood Trauma: Embodied Healing in Outpatient and School Based Settings** Heather Ann Finn, LICSW (MA), LCSW (AZ) and Jessica Brenneman Hardaway, LCMFT

This workshop will focus on exploring the foundational role that Somatic Regulation plays in supporting children impacted by Developmental Trauma to access necessary cognitive and relational capacities for healing, learning and growth. Participants will be introduced to the Sensory Motor Arousal Regulation Treatment (SMART) model, an innovative therapeutic approach developed to expand the repertoire of regulating experiences for traumatized youth. Attention will be given to exploring how the SMART model may be applied and adapted for clinical and educational settings. Participants will learn to identify, explore, and utilize specific Somatic Regulation Tools to modulate dysregulated nervous systems, increase felt safety, and support interpersonal engagement. We will also discuss the importance of integrating somatic regulation and attunement principles across all aspects of school life including with students, teachers and school administrators. This workshop will utilize a multimodal approach to teach concepts including didactic lecture, clinical video reflection, and movement based, experiential exercises to reinforce understanding of content on both the embodied and cognitive levels.

- **AD1D - Reducing Educational Trauma and Improving Outcomes for Neurodivergent Students** Meghan Ashburn, BA

In this interactive workshop, participants will delve deeper into trauma-informed and responsive practices with a focus on supporting neurodivergent students. Through a combination of thought provoking discussions, real-life case studies, and practical activities, this workshop will provide participants with the knowledge, skills, and confidence to develop Individualized Educational Plans (IEP's) that not only meet academic requirements, but also prioritize the emotional well-being of their students. Key topics will include neurodiversity-affirming language and approaches, social emotional learning strategies, and the importance of creating neuro-affirming IEP's. By the

end of the session, participants will have a toolkit of resources and strategies they can implement immediately to create safer, more inclusive learning environments which improve outcomes for neurodivergent students. This workshop is essential for all professionals that participate in the IEP process who are committed to creating equitable and nurturing educational environments where all students can thrive.

- **AD1E - Becoming a Trauma-Informed Restorative Educator** Joe Brummer

Welcome to the journey of becoming a trauma-informed restorative educator. This is a journey that has no specific destination, and it's a journey that has no end. New research about the impact of trauma and stress on brain development in children, young people, and adults means we have to constantly recalibrate and integrate what we thought we knew and what is newly discovered. This journey is just as much about unlearning old ways of understanding and interpreting children's behaviors as it is about learning new ways of being with children.

This workshop will explore the 3-part personal, professional, and social justice journey to becoming Trauma-informed and Restorative. We will touch on what neuroscience is telling us about our current practices, rooted in Behaviorism, punishments, and rewards and a path toward better motivating students through the lens of Self-Determination Theory. We will touch on what trauma is and isn't, as well as how it impacts our classrooms. We'll talk about the types of regulation and how educators can learn to co-regulate students through a variety of practices. We will look at the importance of wellness and its impacts on regulation, as well as the impacts of shame on behavior.

Using video, lecture, interactive group work, activities, and even games, We will learn restorative practices that can support teacher and student well-being, including circle practice, restorative questions, affective language, and restorative chats. Using the "Restorative Sequence," we will examine how effective restorative practices can be a more trauma-informed response to behaviors than traditional punishments and rewards. Participants will walk away with strategies, practices, and knowledge wherever they are on their current journey.

1:00 pm - 4:00 pm Academy Day Afternoon Sessions

- **AD2A - Diving Beneath Behaviors** Lori Desautels, Ph.D.

In this half day session, we will explore the feelings and sensations residing beneath all behaviors and specifically the stress behaviors we encounter inside our schools and organizations each day as we address the wellness of the adult nervous system. We will also model and describe how our procedures and transitions can be enhanced by these nervous system aligned practices that empower our adults, children and youth to embrace the dynamic, restorative, and equitable attributes from these strategies and practices. Attendees will leave this session with over 100 practices that can be cultivated and integrated all day long in our homes, organizations, and schools.

- **AD2B -Empowering Trauma-Affected Youth: Cultivating Emotional Regulation through Mindfulness-Based Interventions** Laura Sharp, Psy.D.

Empowering Trauma-Affected Youth: Cultivating Emotional Regulation through Mindfulness-Based Interventions will equip participants with the knowledge and skills needed to support trauma-affected youth through mindfulness-based interventions (MBIs). Together, we will explore how trauma affects emotional regulation, resiliency and overall mental health in youth. We will examine the core principles and practices of mindfulness, and how they contribute to emotional regulation. During this hands-on session, we will discover effective MBIs tailored for trauma-affected youth, including techniques and best practices for different environments and students of diverse developmental and ability levels. We will learn how to adapt mindfulness practices to be safe and supportive for trauma impacted youth. Together, we will explore how these simple practices can work to mitigate the effects of trauma, support the community, and strengthen the resiliency of our students and the adults teaching the practices.

- **AD2C - Becoming Safe Enough to Not Bully -- a wrap-around anti-bullying curriculum for educators** Ginger Lewman, MSE

Today's conversations will be around identifying the people/places/faith that help us each know our true selves. We'll also explore definitions of respect, cruelty, integrity, and accountability. We'll begin to understand that our emotions are normal and find healthy ways to process them that lead toward community and personal growth. Teachers will leave with tools to hold individual conversations with students to help them begin taking responsibility for their behavior and repairing harm that has been done. Teachers will also be given tools for building community connection.

Topics addressed:

What is bullying and why do people bully? (brain-based science)

The art of the check-in: normalizing talking about emotions when regulated to easier talk when dysregulated (brain-based practices)

Resourcing: recalling a person/place/activity/faith that makes us feel loved, safe, & protected (safe & healthy regulation/de-escalation strategies)

Definitions: bullying, cyberbullying, violence, physical violence, respect, integrity, and accountability (list-making and community understanding)

Talking about harm, ownership, and repairing harm (restorative practices)

DeEscalation strategies (trauma-informed practices)

Bullying is a complex reaction to a complex set of situations and is rarely solved with even the best 1-day teacher presentation. The provided tools are best utilized in an environment steeped daily in the foundation of the science of trauma and resilience-building and utilizing restorative practices whenever conflict arises anywhere. We can start at this level and then continue the conversation afterward.

- **AD2D - Restorative Communication: Helping Adults and Young Children Learn How to Navigate Conflict**

Jennifer Moore, Ed.D.

Learning how to create a shared language of healthy communication in your school community helps everyone develop lifelong skills, applicable in virtually every context. Healthy communication in schools can help staff and students thrive. Knowing about various communication tools helps educators feel confident in navigating difficult conversations, between adults, between children and adults and between children. Learning how to have challenging conversations in culturally appropriate ways is key to helping adults and youth feel competent. Conflict is a normal part of organizational life and knowing how to discuss the undiscussable is crucial to a healthy school culture. Restorative Language, aka Nonviolent Communication, is a pillar of trauma-informed schools that helps adults and youth develop new communication skills that support a caring culture. Whatever age attendees work with, the ideas shared in this session are applicable. Participants learn about tools that they can use with both colleagues and youth of all ages. This engaging, interactive workshop also provides multiple opportunities to practice using these new strategies. All members of this session are also given access to a free, online course on restorative communication that is available after the conference to continue their learning and development.

- **AD2E - Circle Practices for Building Community and Relationships** Joe Brummer and Meagan Baldwin

In this engaging workshop, designed specifically for educators, school administrators, and individuals interested in trauma-informed practices and community building in educational settings, participants will be introduced to circle practices for developing and nurturing healthy relationships in the classroom. By utilizing games, activities, Bal-A-Vis-X, and movement, attendees will explore various concepts related to trauma-informed restorative justice. The workshop will also cover nervous system regulation and the importance of patterned, rhythmic, and repetitive movement. Additionally, participants will learn about the elements, stages, and guidelines of circle practice. (Limited to 50 registered participants.)

3:00 pm - 6:00 pm

Exhibit Hall Open

Monday, Feb 19, 2024 - In-Person Conference, Day 1, Hyatt Atlanta, GA

- 6:30 am - 8:00 am Breakfast
- 7:00 am - 3:00 pm Exhibit Hall Open
- 7:00 am - 5:30 pm Registration/Help Desk
- 8:00 am - 9:30 am General Session: Keynote - Anashay Wright**
- 9:30 am - 10:00 am Break

10:00 am - 11:15 am Workshop Session 1

- **1A(Main Stage) -Trauma Responsive Practices that Impact Window of Tolerance, Behavior, & Classroom Management Success**, Eric Nachtigal

Understanding trauma and its effects on learning and behavior is crucial for educators and school personnel in creating safe and supportive environments for all students. This workshop on "Trauma-Responsive Practices that Impact Window of Tolerance, Behavior, & Classroom Management Success" aims to equip educators with practical strategies and insights to effectively support all students, and especially those who have experienced trauma. In this workshop, participants will delve into the concept of trauma, its profound impact on students' neurological development, emotional regulation strategies for staff and students, and restorative approaches to transforming discipline in classrooms and schools that promote authentic accountability.

- **1B - Systemic Shifts in Inclusion: Neuroscience-Informed Practices for Transformation and Capacity Building**, Angie Zara, M.Ed. and Nicole Keler, M.Ed.

The special education population in the United States has doubled in the last 40 years. Interestingly enough, special education teacher positions are reported at the highest percentage of vacant positions in U.S. public schools at 43%. Consequently, we must start actively cultivating and supporting the retention and training of those in this field. Due to capacity overload and nervous system dysregulation for staff and students, system wide change can feel overwhelming. Administrators and other school-facing staff of neurodiverse learners can feel burnt out and lost without resources to navigate inevitable day to day challenges, manage compliance, and respond to dynamic nervous systems in the ever shifting classroom. In this session, we will discuss how to implement system wide shifts to execute evidence based interventions, data analysis protocols, and trauma accommodating discipline practices in the inclusive school setting for students with disabilities. For too long, Special Education policies, practices, and strategies have been rooted in compliance-based and behaviorist philosophies. Through examining the four pillars of Applied Educational Neuroscience (AEN) and Special Education research based practices, we will guide participants through developing structures to begin systemic shifts in the inclusive setting to refine and grow adult practices and improve student outcomes. Participants in this session will reflect on existing special education and discipline systems and practices. This session will serve school leaders who are able to implement school wide system change. Special education leaders, school administrators, or staff who create systems of intervention will benefit from attending this session.

- **1C - Creating the Path: Supporting Students with Emotional Disabilities in Inclusive Environments**, Maria Garcia, LMSW and Brie Walker, MS.Ed

For decades black and brown students have been over classified as students with emotional disabilities (ED) and disproportionately moved to more restrictive settings. This session will focus on the creation of an equity centered, restorative practices focused, inclusive education program designed to support students with a history of trauma and classified with ED in general education classrooms. The Path program is a partnership between New York University (NYU) researchers, NYU practitioners, and New York City Public Schools that utilizes actionable research to guide school based practices in real time. Participants will learn about the four pillars that have informed the implementation of this school based program and how it has led to healing and inclusion. Participants will walk away with actionable steps that can support any school based program to increase inclusion and equity for our most vulnerable students.

- **1D -Poverty Paradigm Experience, Part 1**, Rebecca Lewis-Pankratz

Many of the students we serve come from families that are experiencing poverty. Educators go above and beyond to help their students, and when it feels like families are not engaged in the process, disappointment and judgment can result. Frequently an "us" and "them" culture develops between the school and home. What do educators need to move past this? What do our students who want to be successful but are under-resourced actually need? How do we build partnerships with families who seem disengaged with their child's school? Empathy is key, but how do we even begin to understand what barriers our students and caregivers face, if we have not lived in their world? How do we build deep compassion for families surviving on the lowest economic rung, while also helping their child succeed and thrive? This workshop begins with a poverty simulation, where participants will assume the role of a person living in survival mode within four 15-minute "weeks." This experience will bring into focus the struggles families face daily while also navigating the difficult reality of trying to support their child's learning and achievement. This experience will likely radically change one's approach to serving students and families who are experiencing the toxic stress of poverty. After the simulation, participants will debrief what they experienced, and then move to the topics of toxic stress, the journey to becoming a trauma-informed school, and the science of building resilience. We will close out the day with the hardest hill we climb in this journey: discipline versus punishment and how to best support students who are navigating The River of Cruelty. Educators and other helping professionals will walk away with deeper insights, new belief systems, and strategies to take back to begin using with students and co-workers, as well as new ways to approach and partner with the families who love them.

- **1E - Breaking the Cycle of Defiance & Disrespect**, Jessica Sinarski, LPCMH

No one likes feeling disrespected or dealing with a student's automatic "no." These hot-button behaviors frustrate teachers and overwhelm school resources, which leads to broken relationships, interrupted learning, and negativity all around. While this painful cycle might feel inevitable, applying some user-friendly neuroscience can give you the power to break free.

- **1F - Leverage Your Gifts: Transform Your Teams**, Tammy Fellers, MEd

Has your school or organization been walking the challenging journey of becoming trauma-responsive? We often have high hopes and expectations, only to encounter difficulties and division. Too often, people end up feeling frustrated and drained because they are given tasks that don't align with their strengths. But we can successfully navigate each stage of this transformative process by leveraging the unique strengths of each team member! By aligning roles with talents, each step of the journey is productive and fulfilling for everyone involved. In this session, we will explore a team-maximizing framework that minimizes dangerous pitfalls to transforming your school or organization.

- **1G - Classroom Strategies to Support the Resilience of Young Children and Their Families Impacted by Intimate Partner Violence**- Neena McConnico, Ph.D, LMHC and Courtney Bailey

Childhood exposure to intimate partner violence (IPV) is a public health crisis that is often underreported and can result in numerous challenging behaviors in the classroom. These behaviors are not only stressful for the child, but also for educators. This session will provide an overview of the symptoms associated with children exposed to IPV, strategies to use in the classroom to address challenging behavior related to IPV exposure, best practices for supporting families that are experiencing IPV, and the importance of self-care for providers.

11:30 pm - 12:45 pm Workshop Session 2

- **2A (Main Stage) - What about that student who's ALWAYS dysregulated? They get triggered no matter what we do!**, Doris Bowman, M.S. Ed/Spec Ed, ACTRP-E® and Rick Bowman, M.A., CTRP-C®

Taking a trauma-responsive approach to student intervention and discipline can mean making a lot of changes to how we respond to students. We can focus on using regulation, we can use neuroscience-aligned interventions, and we can provide significant levels of support, but what about when it's STILL NOT WORKING? What can we do when all the things that SHOULD be working AREN'T?!

Consultations with school districts across the country, often on their most difficult student cases, have provided Rick & Doris with a unique opportunity to see themes in the deeper layers of how to help staff effectively work with students who are struggling and suffering the most, and often presenting the most challenging behaviors. Come learn how to take things a layer deeper to accomplish a shift in these students for whom nothing else has worked!

- **2B - Practical Brain-Based Strategies for Regulation**, Kathy Van Horn, MEd

Knowing your students are impacted by trauma and stress is important. It is even more important to know what to do to help them. This presentation will present a brief overview of the impact of trauma and stress on the brain while providing practical strategies and interventions tailored to each specific brain region. By choosing interventions, targeted at the brain region your students are operating from, you will observe many more short-term successes, and begin paving the way for long-term healing.

- **2C - A whole school, whole child framework to move past training and awareness and into action and sustainability**, Eulanda Thorne, MSC/CCMH and Elizabeth DuKonty, MSW

During this 75-minute session, one project coach from the NC Center for Resilience & Learning will share HOW the NC Center for Resilience and Learning has partnered with 32 school districts and 60 schools (and counting) to provide our full 1-2 year model of intensive training and coaching. You will hear how the schools that we serve are able to create and implement an action plan of resilience-building strategies tailored to the needs of their students, staff, and community. We will share the phases we follow and the step-by-step process we go through with each school's Resilience Team (steering committee). We will also share in-depth school examples and their inspiring stories of what is truly possible with active leadership and dedicated staff. With each of the schools that we highlight, attendees will hear how the school moved past training and awareness and into action.

- **2D - Poverty Paradigm Experience, Part 2** - Rebecca Lewis-Pankratz

Many of the students we serve come from families that are experiencing poverty. Educators go above and beyond to help their students, and when it feels like families are not engaged in the process, disappointment and judgment can result. Frequently an "us" and "them" culture develops between the school and home. What do educators need to move past this? What do our students who want to be successful but are under-resourced actually need? How do we build partnerships with families who seem disengaged with their child's school? Empathy is key, but how do we even begin to understand what barriers our students and caregivers face, if we have not lived in their world? How do we build deep compassion for families surviving on the lowest economic rung, while also helping their child succeed and thrive? This workshop begins with a poverty simulation, where participants will assume the role of a person living in survival mode within four 15-minute "weeks." This experience will bring into focus the struggles families face daily while also navigating the difficult reality of trying to support their child's learning and achievement. This experience will likely radically change one's approach to serving students and families who are experiencing the toxic stress of poverty. After the simulation, participants will debrief what they experienced, and then move to the topics of toxic stress, the journey to becoming a trauma-informed school, and the science of building resilience. We will close out the day with the hardest hill we climb in this journey: discipline versus punishment and how to best support students who are navigating The River of Cruelty. Educators and other helping professionals will walk away with deeper insights, new belief systems, and strategies to take back to begin using with students and co-workers, as well as new ways to approach and partner with the families who love them.

- **2E - Dismantling "Another Brick in the Wall": The Power of Trauma-Sensitive Practices to Disrupt and Prevent Racial Trauma at School**, Andratesha Fitzgerald, MEd, Ed.S and Jen Alexander, M.A., NCC, SB-RPT

Racial trauma is real—yet addressing it in our schools is complicated in the current political climate. "What does disrupting and preventing racial harm really look like in today's schools?" is a common question, and it's what this interactive workshop is all about. Educators, leaders, and stakeholders will learn what racial trauma is and explore how it affects both health and learning for youth and school faculty. Specifically, Andratesha Fitzgerald and Ms. Jen will teach you how to recognize some of the failures of the systems we operate within while simultaneously exemplifying how to push for change from your own spheres of influence. Specifically, you'll discover ways to notice the need and meet the need in relation to racial trauma, disrupt trauma's negative effects and narratives

especially in reference to microaggressions, and ensure access to ambitious learning for every learner. You'll also discover resources that can further your practices of disrupting and preventing racial trauma at school.

- **2F - Self-Compassion for Educators**, Vira Salzburn, MSM, CAPM

Learn how to cultivate resilience, empathy, and compassion in individuals, schools, and communities using Mindful Self-Compassion (MSC). This workshop will explore the principles and benefits of MSC, its applications in trauma-sensitive schools, and strategies for community partnerships and implementation.

Objectives:

- Understand MSC principles and benefits
- Learn MSC techniques for personal and professional use
- Identify strategies for applying MSC to create trauma-sensitive schools
- Explore community partnership models for MSC implementation
- Experience MSC practices and exercises

Participant takeaways:

- Practical knowledge and skills to apply MSC in real-world settings
- Toolkit with MSC exercises and resources
- Network of like-minded professionals committed to creating compassionate communities

This session is for educators, administrators, mental health professionals, community leaders, and anyone interested in promoting well-being and resilience in schools and communities.

- **2G - LGBTQIA+: Concepts; Language; Inclusion; and Equity**, Ami Davis

This workshop will cover language; concepts; and sensitivity regarding LGBTQIA+ (GSM) populations including sex, gender, orientation, and gender pronouns (how and why). Your facilitator will break down each concept and share related language to increase the knowledge base and confidence of every participant. This workshop will be interactive with open discussion/Q & A weaved into the lecture that includes videos and real world application of the shared language and concepts, as well as, data from multiple studies referencing the outcomes of engaging in inclusive work in schools (or not). Your facilitator will share insights from years of providing mentoring to LGBTQIA+ high school students in a small, conservative area of Southern California, and acting as a consultant for many school districts throughout the state. The main goal is to increase inclusion to support the safety and success of all students while holding space for providers learning as well. Our LGBTQIA+ students are at higher risk for so many disparities. This workshop will cover tips on how and the back story of why it is so important to create a safe, inclusive space for their learning and growing. This workshop will be presented in a trauma responsive; inclusive model in an effort to encourage honest and open dialogue that can affect sustainable, positive change. This is the place to ask all those questions that have kept you confused in regard to LGBTQIA+ populations. Your facilitator understands that sometimes, we get so afraid to say the wrong thing, that we say nothing; and that impairs true connection and understanding. That understanding and connection is key to the success of all of us as humans serving other humans, specifically those still developing and learning the world themselves.

12:45 pm - 2:00 pm *Lunch on your own*

2:00 pm - 3:15 pm Workshop Session 3

- **3A (Main Stage) - Ignite Your Leadership S.H.I.N.E.**, Lavonna Roth, B.S., M.A.T, M.S. in Ed.

How do you effectively and passionately lead during times of high demand, isolation, and overwhelm? Experience the answers as we connect with each other and dive into the S.H.I.N.E. Framework that sets you up for success. S.H.I.N.E. (Self, Heart, Inspire, Navigate, Exceptional) represents the integration of multiple disciplines, including leadership skills, emotional intelligence, and psychology, all aimed at helping you create a Human-Focused Culture. Research demonstrates how these elements positively impact workplace attraction, satisfaction, and retention. Leave with impact-oriented strategies and asset-focused tips that you can immediately apply both for yourself and with your staff upon returning to your workplace.

- **3B - How to change the trajectory of the school to prison pathway for students**, Rebekah de Peo-Christner, LPC-S, LCDDC, NCC and Amy Lawrence

In this workshop, participants will explore strategies and initiatives aimed at disrupting and redirecting the school-to-prison pipeline, a critical issue facing educational systems today. Through interactive discussions and practical sessions, attendees will: **Examine Root Causes:** Gain insights into the systemic factors contributing to the school-to-prison pipeline, including disciplinary policies, societal biases, and educational inequities. **Explore Alternative Approaches:** Discover effective alternatives to punitive measures, such as restorative justice practices, trauma-informed care, and Social-Emotional learning initiatives. **Implement Proactive Interventions:** Learn how to implement proactive interventions at various levels within educational institutions, including policy reform, teacher training, and community engagement. **Empower Stakeholders:** Discuss the roles and responsibilities of educators, administrators, counselors, and community members in creating a supportive and inclusive school environment. By the end of this workshop, participants will be equipped with practical tools and strategies to effectively mitigate the school-to-prison pipeline's effects and foster a positive, inclusive school climate that supports all students' success. This workshop is ideal for educators, administrators, counselors, policymakers, and community leaders committed to creating equitable and just educational environments.

- **3C - Don't Stop Believing: How Non-Certified Trauma-Sensitive Educators are Critical for Schoolwide Change**, Jen Alexander, M.A., NCC, SB-RPT

Education support professionals care deeply about their students, and they play a critical role in schoolwide trauma-sensitive change. At the same time, they don't always have access to in depth trauma-sensitive training. In this interactive workshop, paraprofessionals and the leaders who serve them will engage in an activity that unpacks their own beliefs in relation to student behavior. From there, they'll learn practical and manageable shifts in how they respond to those behaviors—all of which support high expectations for both behavior and learning. We'll start with a creative check-in. Next, we'll engage in a structured activity that helps participants identify their own beliefs. Finally, Ms. Jen will give educators actions they can consider for common locations on campus—all places where trauma-sensitive change can improve safety, connection, regulation, and learning. Think actionable steps and specific language that can be incorporated in day-to-day interactions on campus. Leave this session with a *new* paraprofessional quick guide. Take this to your bigger teams back home and continue system wide change from there!

- **3D - Connecting behavior intervention with brain states and development of emotional tolerance, relational tolerance, and distress tolerance skills**, Kathryn Devries, MBA, MA, PHD LPC

Addressing poor classroom behavior is the most requested topic among the schools we work with at NeuroLogic®. This discussion proposes a paradigm shift toward identifying the brain state or missing developmental skill and pairing it with practical behavior interventions for the classroom which address these needs. The presentation offers practical and applicable suggestions for developing classroom and school wide behavioral intervention practices.

- **3E - Shift or Get Off the Pot**, Dustin Springer, PhD.

In today's rapidly evolving educational landscape, the call for a paradigm shift is louder than ever. "Shift or Get Off the Pot" proposes that to truly empower learning and growth, we must prioritize our nervous systems and sensory experiences. This experience advocates for integrating the Applied Educational Neuroscience framework into our daily routines in order to effect positive change. We will explore the historical context of discipline in schools, unveil cutting-edge research supporting nervous system regulation through a tier one approach, and provide practical insights into implementing this framework to support adult, adolescent, and child nervous systems.

- **3F - Harnessing the Power of Graphic Novels for Restorative Justice**, Carmen Zeisler.

Discover the transformative potential of graphic novels in addressing conflict, repairing harm, and promoting restorative justice. This session explores the powerful combination of visual art and storytelling unique to graphic novels, offering a compelling approach to discussing sensitive topics. Graphic novels provide a dynamic medium for

conversations about conflict, healing, and reconciliation. Through engaging narratives and relatable characters, they offer insights into our own experiences and inspire us to explore these themes more deeply in our lives. In this session, you'll learn innovative techniques for depicting conflict scenarios, strategies for fostering healing and reconciliation, and methods for using graphic novels as tools for social advocacy through restorative practices. Participate in interactive activities and discussions centered on selected excerpts, witnessing these concepts in action. Designed for educators, counselors, and advocates, this session equips you with practical tools and insights to incorporate graphic novels into educational settings. Foster profound conversations about complex social issues and inspire meaningful change through restorative justice. Join us to explore how graphic novels can address today's most pressing challenges and how we can all circle up to repair harm. Step into the world of graphic novels and discover how this powerful medium can inspire change, promote healing, and advance the principles of restorative justice. Join us for an enlightening and transformative workshop experience.

- **3G - De-Escalation Right NOW!**, Megan Yoder, MA Education

Being able to de-escalate a student and/or adult is a crucial skill in today's classroom environment. We all have learned basic de-escalation skills but have you ever looked at it from a brain perspective? In this session, we will learn how to evaluate which part of the brain has been activated during a crisis and learn how to bring that portion of the brain back to reality all while keeping ourselves regulated as well.

3:15 pm - 3:45 pm Break

3:45 pm - 5:00 pm Plenary Session, When Coffee Isn't Enough, Jen McNally

7:30 pm - 9:00 pm Possible Event

Tuesday, Feb 18, 2025 - In-Person Conference, Day 2, Hyatt Atlanta, GA

6:30 am - 8:00 am Breakfast

7:00 am - 1:30 pm Exhibit Hall Open

7:00 am - 4:45 pm Help Desk/Luggage

8:30 am - 9:45 am Workshop Session 4

- **4A (Main Stage) - Equality, Equity, and Justice: Educational Trends Then and Now**, Jade Jones, M.S., M.A., M.S.Ed.

Equality, equity, and justice, while these terms have very different meanings, all can be used to describe the trends that have given rise to many educational policies aimed at leveling the playing field in classrooms across the United States. This session focuses on accessibility in education and how authoritarian disciplinary practices, though meant to promote and maintain a safe learning environment, have been used to control Black sociality within our schools.

- **4B - Neuroscience-Informed Education and Emotion-Driven Learning: Leveraging State-Dependent Functioning in Education**, Jodi Place, M.Ed.

The brain behaves differently depending on its emotional state. Bruce Perry references this as "state dependent functioning." This seems like an obvious truth to most on an individual level when we consider our personal experiences. We have all made better or worse decisions depending on how we were feeling in a given moment. However, how much of our educational system, procedures, protocols, practices, school cultures, instructional design are built to support and incorporate this understanding? This presentation contends the answer to this question historically is, "very little." This session is designed to explore how we have, or more importantly, how we can factor state dependent functioning into our work as educators. Why is this important? Critical? As our emotional states shift as adults or students, the amount and type of access we have to our cognitive abilities changes. Our IQ is impacted. If student learning, safety and well-being are priorities, we not only need to

understand state dependent functioning, but how we can use this understanding in our various roles. This session is designed to explore how we have, or more importantly, how we can factor state dependent functioning into our work as educators. Why this is important... Critical.

- **4C - Regulate to Educate - Starting with Connection and Self-Regulation Skills**, Riki Rattner, M.Ed., 200E-RYT.

Join BeWell in School for Regulate to Educate to explore the science of development, connection, and learning, and the role trauma and toxic stress can have on behavior. As educators we have opportunities all day every (school) day to support students in feeling connected or disconnected in their learning environments. Being empowered with the science helps us manage our own emotional and regulation needs so that we are better able to attend to the people around us (including our students and our families and friends!). Learn brain science, practice breath and movement strategies, and leave feeling empowered with resources and connections that will support you in bringing these learnings back with you - into your daily life and into your classroom.

- **4D - After the Storm: Addressing Cycles of Rupture and Repair for Adults and Youth in Crisis**, Robert Beltz, AEN, ACTRP-C, M.Ed

Is your nervous system strong enough to hold a youth in crisis? Are you co-regulating, or re-traumatizing, through your response to conflict? In this session, participants will walk step by step through the infinite relational conflict cycle and examine the practices and responses that can be used to 'shatter the loop.' We will examine the aggravating factors, beliefs, and perceptions that strengthen collisions between adults and youth, and focus on the steps to repair relationships through cultivating restorative practices, educational neuroscience, and our own windows of tolerance. Participants will leave this session empowered with a new lens for discipline and practices that they can bring into their systems, homes and organizations now!

- **4E - From Roots to Branches: Understanding Early Childhood Trauma and Its Lifelong Impact**, Kori Novak, PhD, MBA.

This keynote delves into the heart of human resilience, unraveling the complex interplay between past traumas and present choices. Through compelling narratives, expert insights, and interactive exercises, participants will embark on a journey of self-discovery and healing. We'll illuminate the invisible threads connecting trauma to decision-making, shedding light on the subconscious patterns that govern our lives. From adverse childhood experiences to intergenerational trauma, this keynote confronts the shadows of the past with courage and compassion. Attendees will gain a deeper understanding of how trauma shapes perceptions, influences behaviors, and manifests in unexpected ways. Armed with this knowledge, individuals and communities can embark on a path of healing and transformation. Whether you're a mental health professional, educator, or individual seeking to navigate the complexities of trauma, "From Roots to Branches" offers a roadmap for understanding, empathy, and empowerment. Join us as we unravel the intricacies of trauma-informed choices and forge a path towards healing and wholeness.

- **4F - Creating a Trauma-Informed Education Advocacy Program**, Franny Alexander, BCASE from NASET

Navigating the education system for children who have experienced trauma can be complex and overwhelming. Agencies and professionals who support children who have been affected by trauma are an integral part of getting the child the support they need at school. In this session, hear from Harmony Family Center's Resource Center Manager and board-certified educational advocate, about building and growing a successful education advocacy program to support therapeutic families. Learn techniques to bridge the divide between schools and families while advocating for the educational rights of the child. This session is designed for agencies, educators, mental health professionals, child advocates, and families committed to supporting children affected by trauma.

- **4G - Safe Schools Without Seclusion and Restraint**, Cassie Atallah, MA.

In this workshop, participants will imagine safe schools without seclusion and restraint and explore how to make them a reality in their own communities. They will begin with a brief writing exercise where they will reflect on their experiences and assumptions. This will spark a discussion that will lead into a presentation about seclusion and restraint including history, data, trauma, federal guidance, alternative models, and creative ways that educators and community members can work together toward making safe schools without seclusion and restraint a reality.

We will pull in elements of community schools and community organizing in the process. There will be movement, collaboration, challenges, and sharing of ideas. Participants will leave feeling inspired and having clear ideas to bring back to their schools and communities. Handouts will include an overview of the main points of the presentation, an informational document that they can share with stakeholders, coffee hour packet to aid in discussions with elected officials, and plenty of references to helpful resources.

9:45 am – 10:15 am Break

10:15 am - 11:30 am Workshop Session 5

- **5A (Main Stage) - Creating Healing-Centered Communities: One School's Journey From Tragedy to Hope,** Melissa Zientara, M.A.S.E, CTRP-E, TIS, AEN

Unfortunately, mass shootings have become all too common in the world around us. In this session, led by Highland Park High School's Healing-Centered Trauma Interventionist, Melissa Zientara, you will learn about HPHS' "Wellness Community," the healing-centered MTSS Tier 3 intervention program that Melissa created in the aftermath of the 2022 mass shooting that took place at Highland Park's 4th of July Parade. Using the 4 pillars of Applied Educational Neuroscience, the 4 universal needs of the Circle of Courage, Polyvagal Theory, and Restorative Practices, Melissa created a healing-centered community that has helped students who have experienced trauma to heal and thrive. This session will provide you with foundational knowledge that you can use, no matter what position you hold or in what role you serve, to build healing-centered communities that support students who have experienced acute, chronic, and/or complex trauma. Melissa will provide you with the opportunity to experience healing-centered practices in real time, such as nervous system check-ins/check-outs, focused attention practices, amygdala resets, and a variety of other mind-body activities. Additionally, you will learn about co-regulation, sensory interventions, mind-body interventions, healing-centered resilience interventions, and restorative experiences that can help your students to improve nervous system awareness and regulation, heal experiences of toxic stress and trauma, and continue to build their resilience. Finally, you will walk away from this session with a digital toolbox of resources to help your space/community/classroom become more healing-centered. Please note that all healing-centered experiences in this session are optional and you can participate in whatever way feels most comfortable to your own nervous system.

- **5B - How Many Regulation Strategies Can We Fit Into One Session? Let's Find Out!,** Ginger Healy, LCSW

Neuroscience has proven that humans are born dependent needing consistent, compassionate care and co-regulation not only to survive but thrive. Dr. Louis Cozolino teaches that we are not born survival of the fittest but survival of the most nurtured. We also aren't born resilient, it must be scaffolded through co-regulation. We never lose the need for consistent, compassionate care. Those attuned, warm, reciprocal exchanges help us navigate hardships and spring forward after adversity. Relationship is a verb! Resilience, earn-secure attachment, the soothing of the nervous system, and the healing of childhood adversity can be accomplished through the magic of co-regulation. What are the keys to building resilience and emotional stability through balanced regulation and co-regulation? We've all seen or experienced them: chaotic moments when emotional equilibrium gives way to outbursts of anger, arguments, tears, and turmoil. The results of such dysregulation are rarely positive. This session is rooted in the principle that relationships come first - it only takes one safe, committed adult to help a child heal and build resilience through co-regulation. If you already understand and embrace this information then it's time to dive into the "what next?" I will guide you through when and how to implement bottom up vs top down strategies. Energizing vs Calming strategies and fill your tool box with more strategies than you can imagine. This will be a fun interactive session where we will practice and implement the strategies together to find what feels comfortable and what will work for your environment.

- **5C - Being the Bridge for Black and Brown Girls,** Leonard Webb.

How are you engaging black and brown girls? What do you know about their experiences? In this fast-paced and interactive session as we share the data, true stories, and trends of black and brown girls' experience in education. I have experience in serving a diverse population of students that spans racial and cultural identities. This diversity was a catalyst for a process that leans into the learning experiences of our students. In this session, I will provide each participant a step-by-step process for effective interventions and supports that cumulate into a Call to Action

- **5D - Culturally Competent Crisis Response**, Kathy Bobby, EdS, NCSP

Unfortunately we live in a world where bad things happen from time to time. While we can't always prevent these things from happening, we can prepare for what our response will be when they do happen in order to reduce the potential psychological traumatic impact on individuals. We make these preparations in the forms of protective practices, processes, and by collecting the tools necessary for evaluating and addressing the crisis impact in a systematic and comprehensive manner. Considering the impact of culture is one area that needs to be addressed as we make these preparations. The information that you will be provided in this presentation will assist you in creating a culturally competent crisis response plan.

- **5E - Alternative Step to Expulsion Program (ASTEP): Building Trauma Informed Restorative Discipline Systems**, Elaine Swain, DSW, MSW, BA and Savannah Santis.

The Alternative Step to Expulsion Program (ASTEP) was created to empower school administrators and staff to collaborate with students, not just discipline them. Students referred to the ASTEP program were being recommended for expulsion for the first time. Evidence based practices such as trauma informed principles, restorative practices, and CASEL competencies were used to empower youth accountability and facilitate a student led restorative and collaborative approach to making things right. Participants will learn how restorative practices were implemented and utilized to empower trauma informed safe spaces for young people, their families, and school staff.

- **5F - Ouch, it hurts: regulate the dysregulated**, Edward Wang, M.S., Psy.D. and Karen Gross.

Ouch, it hurts: regulate the dysregulated. The trauma-sensitive and trauma-responsive workshop is skill-based and integrates the science of toxic stress and trauma, evidence-based attachment, regulation and competency (ARC) intervention, and practice-based evidence that is culturally relevant and responsive to the diverse socio-cultural-intergenerational context of children and families. The workshop aims to apply trauma-informed theory to trauma-responsive practice in one-on-one situations, classroom management, and school learning climate. Examples of student incidents and day-to-day practices of the Multi-Tiered System of Support (MTSS) model will be used to demonstrate how to help students with mental and behavioral health challenges to regulate. The goal is to help students develop positive social, emotional, and behavioral skills to facilitate learning. Also, the pre-flight announcement, "Put your oxygen mask before helping those around you," is an integral part of the workshop to nurture educators' mental wellness. "Less than a minute self-care exercises," will be sprinkled throughout the workshop for participants to practice. The 75-minute collaborative learning and problem-solving model is highly interactive and experiential by design. The diverse learning styles of participants are taken into account in the delivery of the workshop. More importantly, the workshop is fun. Teachers, MTSS staff, and administrators with all work experience are welcome. The participants will have their personal toolbox to take away and share with their school peers who are interested in and committed to continuing the development of a trauma-sensitive and responsive educational community.

- **5G - Clearing the Skies: Breaking barriers to advance mental health equity in schools**, Kristen Dua, MA, LPC, RPT-S.

Come fly with me! We want all students to succeed. Access to mental health care is just one of many barriers students and families may encounter on their journey to success. This workshop will acknowledge the intersection of mental health, DEI, and academics and how schools are a critical access point in equitable behavioral health. Park Hill School District is dedicated to building successful futures for students of all backgrounds and will share the implementation of their school-based mental health therapy program designed for equitable access to quality mental health care. Come learn valuable resources and next steps for the future from this story and one another. Participants will use metaphor, creativity and leave with at least three ways any school can begin to advance equity in mental and behavioral health.

11:30 am -12:45 pm Workshop Session 6

- **6A (Main Stage) - ReIGNITE the Educator: Addressing Compassion Fatigue and Burnout in Schools**, LaShawnté Ayesis Clay, MEd.

Feeling overwhelmed and emotionally drained from the demands of teaching? Join us for "ReIGNITE the

Educator," a transformative 75-minute workshop designed to help you combat compassion fatigue and burnout. Engage in interactive activities, learn practical steps to manage emotional dysregulation, and discover the M.A.G.I.C. Method Framework to support your well-being and that of your students. Reignite your passion for teaching and enhance your resilience—don't miss this empowering experience!

- 6B - **Improving Student Outcomes With Hope Theory**, Melissa Sadin, EdD.
- 6C - **Why Are All the Black Students in I.S.S.?**, Monique Young.

There's no secret that in the U.S., discipline rates for Black students are highest than any other racial group. What does that say about our current discipline practices? During this presentation we will explore the critical intersection of historical trauma, culture, and discipline within educational settings, with a focus on addressing the unique mental health needs of Black students. Participants will learn how to recognize and address re-traumatization in school practices, cultural considerations for discipline, and effective strategies to transform discipline in urban schools.

- 6D - **This Conference was Great! Now What?**, Christina Welch, NBPTS, NCC.

You've attended this amazing conference and have so many ideas! Now what? Learn from the team at Journey Middle School how they took the information for participating last year, organized it, and made a culture shift in their school. Journey had in-person and virtual attendees come together to create a comprehensive plan. Their plan included PD for all staff, budget requests, implementation of wellness strategies for staff and students, and a 3-year plan. In addition, they have created a way to keep the momentum going with their 20x20x20 day goal setting and check-in meetings. This workshop promises to help attendees learn how to take what they've learned, organize it and apply it to fit their needs. Don't let the knowledge you've learned go by the wayside. Take the journey with us to ensure a culture shift for your school!

- **6E - Transmuting Trauma to Triumph using Athletics: Sports & Exercise Solutions for Athletes & Non-Athletes Alike**, Martin Simms.

Join us for an empowering workshop that explores the transformative power of sports and exercise in healing trauma and fostering personal triumph. Whether you are an athlete or a non-athlete, this workshop offers valuable insights and practical strategies to harness the benefits of physical activity for emotional and mental well-being. Who Should Attend Athletes looking to enhance their mental and emotional resilience; Non-athletes interested in using physical activity as a tool for personal development and healing; Coaches, trainers, and therapists seeking to incorporate neurosequential and somatic practices into their work; Anyone interested in the intersection of sports, neuroscience, and emotional well-being. Benefits of Attending Gain a deeper understanding of how trauma affects the brain and body; Learn practical techniques to use sports and exercise for healing and growth; Enhance your personal and professional toolkit with neurosequential and NeuroSomatic approaches; Connect with like-minded individuals committed to personal transformation and resilience.

Transform your trauma into triumph through the power of athletics. Join us for an enlightening and transformative experience that will equip you with the knowledge and tools to harness the full potential of sports and exercise for emotional and mental well-being.

- **6F - Prevention, Intervention, Recovery: Increasing Trauma-Responsiveness in Schools with TIG**, Amy Scheel-Jones, MS Ed, CCISM and Deb Salamone, MS Ed
This session will welcome you into the TIG approach through learning, discussion, and activity! For over 20 years, TIG has built a unique and comprehensive program that supports our school-based collaborators with transformation practices at the individual educator, school-building, and district level. This proven approach has increased competence, confidence, and access to resources among educators to best meet the holistic needs of students (and staff!) that can arise from experiences of trauma, illness, and grief. By addressing knowledge, skill and resource gaps with practical, strength-based and culturally relevant learning and materials, TIG helps amplify and accelerate practice improvements in prevention, early intervention, and even recovery for those significant events that impact our school communities. While adding to your personal reflection and toolbox, leave with lessons learned from others in the field creating meaningful change within communities of support.
- **6G -Creating Trauma Responsive Practices and Spaces for School Staff**, Matthew Bowerman, PhD Candidate, M.Ed, M.A.

Educators across this country come face-to-face with trauma everyday; the desire to serve students and families in crisis, coupled with the responsibility of teaching while supporting their own mental health and professional wellness can become overwhelming. From across the nation, school staff have called out for ongoing trainings to develop their emotional intelligence, build their trauma responsive toolkits to be able to engage in compassionate support and triage, elevate unconditional positive regard in their approaches, and be able to develop their own emotional regulation and resiliency skills. This is your next beginning, embrace your Heartleader. Step into a transformative, interactive journey where you'll unlock the secrets to creating nurturing, trauma-responsive spaces that uplift both you and your students! You will define Heartleading in order to examine where understanding meets action, and where you'll discover practical strategies to combat burnout and build resilience. Dive deep into the heart of trauma-informed teaching, where every interaction becomes a beacon of hope. Together, let's cultivate a community where love, support, and empowerment flourish, creating a sanctuary where both educators and students thrive. Don't miss this opportunity to revolutionize your approach, lead with love, and shape a brighter future for your school community!

12:45 pm - 2:00 pm Lunch on your own

2:00 pm - 4:00 pm General Session: Town Hall

Thursday, Feb 20, 2025 - Virtual Conference, Day 1

8:15 am - 8:55 am - Tech Check Room

10:00 am - 11:30 am Keynote -Dr. Kristin Neff

In their keynote Need INFO

11:30 am - 12:00 am Exhibitor Break

12:00 pm - 1:15 pm Virtual Workshop Session 1

- **1AV - Trauma-Informed Conflict Management for Youth**, Kathleen Hilchey, B.Ed, M.Ed, Q.Med

Most school staff have to deal with complex conflict or bullying – but usually feel unequipped to resolve them. Kathleen Hilchey is a conflict specialist with over 20 years experience untangling difficult interpersonal challenges. Her key? Looking at conflict from a trauma-informed lens. You will leave this session with practical tools to help your students soothe their systems, find their voices, and problem solve creatively.

- **1BV - The Impact of Trauma on Brain Development and Strategies to Support These Students**, Stacy Nation, LCSW

Participants will explore the brain science behind development, how trauma, and toxic stress can impact that development, and learn strategies for helping students navigate these impacts. Participants will leave with a better understanding of emotional regulation and the classroom strategies that work to assist students in navigating their stress response systems. These strategies support all students.

- **1CV - C.L.I.M.B.ing Out of the Suspension Cycle**, Jess Harris

While trauma-informed practices must be rooted in Tier 1 and continued in Tier 2, schools still have some students requiring more intensive intervention. Out-of-school suspensions contribute to the school to prison pipeline, and our students need to remain at school more than ever. This session's objective is to outline an alternative program that identifies and supports students proactively, minimizes out-of-school suspensions, and continues to support students once they return to the general education classroom all while heavily involving parents and classroom teachers.

- **1DV - Building Trauma-Informed Mindsets and Responses: A 4-Step Guide for Educators**, Christine M.J. Rodriguez

We are bound to have challenging interactions with students. The perspective we take and the responses we form in these moments make all the difference. By taking a trauma-informed approach, we can turn moments of conflict into moments of connection, positively impacting the well-being and success of our students. Together, in this interactive workshop, we will use Healthier Generation's 4-step reflective guide to grow our trauma-informed mindsets and enhance our skills when working with students in stressful situations. Using case examples, we will practice identifying the stressors, reframing challenging behaviors, and responding to students using a trauma-informed approach. By the end of the workshop, attendees will gain a practical tool to apply within their school communities to support young people and create healthy school environments..

12:15 pm - 1:00 pm Exhibitor Break/Lunch Break

2:00 pm - 3:15 pm Virtual Workshop Session 2

- **2AV - Stop talking so much! How to intervene with relational-based techniques**, Jamie Scaccia, PsyD and Stephanie Fox, LCSW

All humans, when dysregulated, do not respond well to threats, demands, or talks about the future. So why do we expect that children will be any different? This presentation will utilize the Neurosequential Model of Therapeutics to explore the neurological and relational changes that happen when a child is dysregulated and how that informs how we may respond. We will explore concepts of relational capacity through the lens of developmental trauma and actively identify concrete ways of modifying responses based on developmental rather than chronological age.

- **2BV -Restorative Justice - Accountability vs. Intervention** - Joe Brummer

Far too often, when responding to behavior incidents or problems in the school, we lose the balance between holding students accountable for the harm they have caused and proper interventions to prevent the behaviors in the first place. We may inadvertently throw many solutions to the problems and forget the basic restorative questions of “What is the harm?” “Who has been harmed?” and “How do we repair the harm?” Even for serious behavior incidents like fights, stolen items, or conflicts, we look to solve the problems but fail to hold students actually accountable. We believe that punishment equals accountability, but it doesn’t. Students can serve out the punishment without ever owning the harm caused. Discipline becomes transactional rather than transformative. In a restorative mindset, accountability has 5 dimensions – students must take ownership of the actions they took that caused harm, and they must be aware and own who they have harmed and in what ways. They need to repair the harm and repay their community for bringing harm. Lastly, they need to demonstrate how they will prevent this harm from occurring again. In this presentation, we will delve into the concepts of punishment, accountability, consequences, and discipline. We will discuss their meanings and explore how to implement them to effectively balance interventions while holding students accountable. By employing the "Restorative Sequence," we will gain insight into new frameworks for dealing with behavioral incidents from a restorative approach and mindset, using a more consistent definition of accountability. We will also look at accountability as collective. Our current behavioristic approaches put much of the weight of behavior on the child’s choices and fail to acknowledge that we adults create the environments, circumstances, and expectations behind the behavior. How do we hold ourselves accountable while also doing the same for children?

- **2CV - Building Resilience: Empowering Teachers and Students through Trauma-Informed Neuroscience Education**, Katie McDonald, MSE, CYMHS

Join me as we delve into the fascinating world of the brain. We will learn about six parts of the brain and their crucial role in shaping students' responses to stress and trauma. This session will empower educators with the knowledge and understanding needed to effectively support students who have experienced adversity, promoting resilience and fostering a trauma-responsive learning environment. Equipping teachers and students with a foundational understanding of these concepts can build resilience, foster a safe and supportive learning environment, and promote healing and growth. This interactive session will explore the importance of trauma-informed practices, provide practical strategies, and share resources to empower educators and students in their journey toward resilience.

- **2DV - Integrating Trauma-Informed Care Strategies for Enhancing Student Well-being and Learning**, Manda Foster, EdD and Rebekah Freese

This workshop equips college and university faculty with practical strategies for creating inclusive and supportive learning environments. By integrating trauma-informed care principles, instructors can address unique student challenges, whether teaching in-person or online.

3:15 pm - 3:45 pm Quick Tech Break

3:45 pm - 5:00 pm Virtual Workshop Session 3

- **3AV - We Need to Talk About Us: Abuse, Racism, Oppression and Educational Trauma at School**, Tiffany Timberman, DSW, LSW

Participants will explore the concept of educational trauma when it is caused by adults in schools and its profound effects on students. Through self-reflection and critical analysis of the education system, participants will examine how racism, oppression, abuse, and a culture of White supremacy in K-12 education influence student behavior and identity development and how the hurt of educational trauma can last a lifetime. This workshop is largely discussion-based, and attendees are encouraged to share lived experiences to enhance learning through community and to demonstrate the often invisible and hurtful experiences students have in educational settings. The workshop is recommended for those with a foundational understanding of systemic issues in education and its relationship to trauma.

- **3BV - Regulation Before Education: How Movement, Breath & Relationships Are the Keys for Success in our Classrooms- Not more SEL curriculums**, Jennifer Abbanat

So if SEL programs aren't the solution, what is? Based on the current neuroscience, attachment research, Polyvagal Theory, and child development, we now understand that it is co-regulation, which is at the heart of all human relationships and is a human need that remains throughout the lifespan that moves us all towards balance, growth and how we gain our own inner regulation (a term coined by Dr. Dan Siegel, in place of "self-regulation"). We are not meant to self-regulate ourselves in isolation.

- **3CV - Teaching With Unconditional Positive Regard**, Emily Mulvihill, Ed.D., M.Ed., B.A.

Unconditional positive regard is the basic acceptance and support of a person regardless of what the person says or does. In this workshop style session, participants will define and delve into the concepts around unconditional positive regard and learn how to develop a culture around the strategy with an equity centered trauma informed based lens. Finally, participants will examine best practices and develop a plan to implement unconditional positive regard.

- **3DV - Addressing the Social Emotional and Behavioral Needs of Students**, Fimi Haddadian, M.S.

In this session, we will explore ways to promote social emotional learning in the classroom environment and discuss practical tips to incorporate teaching emotion identification and emotion regulation skills to students. Emphasis will be placed on the important role adults play in modeling emotion regulation, acknowledging and validating emotions, co-regulation and connection/relationship building. Participants will have a better understanding of the "why" behind children's behavior. What is a dysregulated child communicating? What is underneath the observable behavior? How can we change our perspective to look beyond the behavior? Understanding children's behavior fundamentally changes how we approach addressing their underlying needs and challenges.

5:00 pm - 5:30 pm Topic Roundtables

Friday, Feb 23, 2024 - Virtual Conference, Day 2, Final Day

10:00 am – 11:30 am Keynote - Dr. Dan Siegel

11:30 am – 12:00 pm Exhibitor Break

12:00 pm - 1:15 pm Virtual Workshop Session 4

- **4AV - Rhode Island Trauma Informed Schools Commission Final Plan: State and Community Collaboration**, Rosemary C. Reilly-Chammat, Ed.D. and Shannon McCullough

The Rhode Island Trauma-Informed Schools Act (2022) established the Trauma-Informed Schools Commission to assist the Rhode Island Department of Education (RIDE) with implementing the act. This session will detail the Commission's development of the Rhode Island Trauma-Informed Schools Implementation Plan, which was guided by the RIDE Office of Student, Community and Academic Supports and facilitated by WestEd.

- **4BV - Educator Healing and Collective Care as the Foundation of Trauma-Responsive Schools**, Katie Raheer, PhD, PPS

Educational professionals from across the country are experiencing increased rates of stress, compassion fatigue, vicarious trauma, and burnout, with staff turnover becoming an even greater challenge than pre-pandemic. Given that cultivating children's social emotional, behavioral, and academic success requires consistent and responsive care from adults who are able to provide healthy co-regulation, build positive relationships, and creatively adapt instruction and intervention to meet unique needs, adults' well-being and sustainability is foundational to the effectiveness of any support for students. Educational and mental health well-being leaders and champions can fortunately play a critical and meaningful role in supporting this vital piece of the puzzle. This workshop will offer suggestions for integrating an educator well-being lens at the systems level and expanding collective care strategies, including healing-focused community circles for the adults in schools, to help facilitate the creation and sustainability of a regulated, relationally healthy, responsive staff as the foundation of healing-centered school environments that optimize resilience for all. Participants will also experience some simple practices to support their own emotional awareness, regulation, and well-being as part of cultivating the capacity to lead this work.

- **4CV - Understanding the Impact of FASD**, Chris Troutt, LMFT

Misunderstood, Overlooked and Misdiagnosed, Fetal Alcohol Spectrum Disorder (FASD) is the leading cause of mental and developmental disabilities in the Western world. While permanent brain damage exists, obvious physical effects are usually absent. The result is that FASD is often invisible to the untrained eye. The effects may include physical, mental, behavioral, and/or learning disabilities with possible lifelong implications. The CDC estimates that 1 in 20 school age children have been prenatally exposed to alcohol.

- **4DV - It Starts With Us: Adult Regulation, the Change Agent in Trauma-Informed Care**, Jeannie Thurston, MS, LPC, CCTP-I

Trauma-informed care is essential for providing the best possible education and care to children/families, but it's not always easy for those tasked with providing the services. Educators/caregivers must be able to recognize their own needs and cues before they can accurately and effectively meet the needs of others.

1:15 pm -2:00 pm Exhibitor Break/Lunch Break

2:00 pm – 3:15 pm Virtual Workshop Session 5

- **5AV - Building Trauma Informed Partnerships with Families and Communities**, Tracy Leonard, MA and Sara Theis, MBA, DBA

We've spent a lot of time investing in creating trauma informed schools, which is what we should have exactly been doing. But it is time that others within our communities learn about what they can do to help. We will think about how we can build efficient and effective partnerships with families and the greater community so we can all support the work that educators are doing and support students.

- **5BV - Enhancing Resilience through Emotion Regulation. An App based intervention**, Barbara Colombo, Ph.D.

Educators, psychologists, social workers, parents, and other professionals are invited to a specialized workshop led by Dr. Barbara Colombo. This workshop will introduce an innovative app focused on emotion regulation through cognitive reappraisal, designed to assist teenagers who have experienced trauma in managing their emotions and enhancing resilience in an engaging manner. Participants will gain a comprehensive understanding of the relationship between cognitive reappraisal, trauma, and well-being. The workshop will also provide detailed instructions on how to effectively integrate the app into therapeutic and educational practices. This session promises to equip attendees with valuable tools and insights to support the emotional well-being of adolescents.

- **5CV - Turn Your Trauma into Triumph: Fostering Resilience and Leadership**, Stephanie Olson, PhD.

In today's dynamic environment, addressing trauma and building resilience are crucial for effective leadership and community well-being. This program engages survivors, advocates, and professionals who aim to lead through healing, not trauma. Participants will learn how to use their trauma to foster healing and transformation in their lives and communities, creating supportive environments that thrive.

- **5DV - Adoption's Special Challenges in the Classroom**, Beth Syverson

Beth Syverson is an adoptive mom with a 20-year-old son Joey. She has taught music for over 40 years (since she was 12). Beth hosts Unraveling Adoption podcast and is a certified coach with a passion for helping adoptive parents understand their kids better.

Maternal separation affects many aspects of an adopted or fostered child's life. In this workshop, Beth will explain some ways that your adopted and fostered students come to school with a different set of challenges than their non-adopted peers. And she'll give you some practical tools to help make their educational experience more successful and to keep them safe.

3:15 pm -3:45 pm Quick Tech Break

3:45 pm - 5:00 pm Virtual Workshop Session 6

- **6AV - A Practical Guide to Child Sexual Abuse Recovery**, Tracey Wilson Heisler, MA

Child Sexual Abuse. Just saying these three words dysregulates most of us, and we shy away from talking about it. This workshop is designed to open up the discussion about this type of abuse, to focus on the recovery needs of both caregivers and children, and to provide resources, information, and support. Shining a light on the realities of child sexual abuse helps reduce the shame, fear, and stigma for those affected by this type of crime, creates awareness, and encourages prevention through information. When we know better, we do better.

- **6BV - Trauma Informed Care & the Regulation Continuum: Supporting Students with Care**, Mary Michael, MS, TIC Cert. Spec. and Miranda Tucker, MS.Counseling, Ed.Spec, QMHA

This workshop is designed to explore regulation concepts and strategies. We will explore the continuum of regulation. Participants will gain strategies for co-regulation, identifying and recognizing triggers, and creating co-regulation cues.

- **6CV - Exploring How to Name Emotions through the Lens of Emotional Recognition through Auditory Awareness**, Bridgette Melton, MS, CTRP-E

Join us for an engaging and insightful workshop that delves into the intricate relationship between emotional recognition, trauma, and the Polyvagal Theory. This workshop is designed for educators, therapists, and individuals interested in understanding and improving emotional regulation through the innovative concept, Emotional Recognition through Auditory Awareness. Attendees will walk away with a deeper understanding of the Polyvagal Theory and its application to trauma and emotional regulation. Practical tools and techniques for recognition and naming emotions. Understanding of the new concept Emotional Recognition through Auditory Awareness and how to engage students in emotional recognition education

- **6DV - Understanding and Supporting Neurodivergent Children: A Trauma-Informed, Neurodiversity-Affirming Approach to Stress and Regulation with Shanker's Self-Reg Framework**, Rebecca O'Neill, LCSW, CAS

Join us for an engaging workshop that adopts a neurodiversity-affirming and trauma-informed approach to understanding the complex experience of stress in neurodivergent individuals and its profound and often misunderstood impact on behavior. This session will delve into the application of the Shanker's Self-Reg Framework, offering a detailed method to conceptualize stress behavior in autistic and other neurodivergent children. Attendees will gain insights into the vulnerability link between Autism and Trauma, exploring how these interconnected experiences shape the lives of autistic individuals. The workshop will also highlight the crucial roles of parents, teachers, and clinicians in supporting regulation and fostering resilience in autistic children and students. Through interactive activities and practical strategies, participants will be equipped with the knowledge and tools to create supportive and nurturing environments for neurodivergent individuals.

