

ATN's Creating Trauma-Sensitive Schools Conference

Conference Session Schedule as of 2/12/24- Subject to change

ALL TIMES ARE CENTRAL STANDARD TIME

Sunday, Feb 18, 2024 - Academy Day Pre-Con, Hilton Anatole, Dallas, TX

7:30 am - 4:00 pm Registration Open, [Peacock Terrace](#)

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

- **AD1A - Light Up the Learning Brain.** Jessica Sinarski, LPCMH, [Coronado A](#)

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 - I'm a Teacher, Not a Therapist! Decreasing Overwhelm and Empowering Educators in Their Appropriate Role Serving Students with Trauma Impacts,** Doris Bowman, MS, ACTRP-E®/ACTRP-C® & Rick Bowman, MA, CTRP-C®, [Cortez AB](#)

“I’m a Teacher, not a Therapist!” – How many times have we heard these words ring out in a team meeting around a student struggling with trauma impacts or attachment issues? The real statements underlying these words are often “I haven’t been trained in mental health practices. I don’t have the skills I need to respond to this child’s needs! ...and I’m afraid I’ll look like a failure!” Educators NEED and DESERVE a response; a response that acknowledges the legitimate concerns and fears that lay beneath these words – “I’m a Teacher, not a Therapist!”. This session is designed to do just that.

- **FULL AD1C - Introduction to Trauma-Informed Restorative Justice and Circle Practice.** Joe Brummer, [Cortez CD](#)

With current neuroscience showing behaviorism with its carrot and stick approach being harmful for children who have experienced trauma, schools need to learn new ways of dealing with challenging behaviors and discipline. This intensive workshop will introduce participants to the concepts, skills, and practices of restorative justice through a trauma-informed lens. Participants will learn in circle what restorative justice is and isn't. We will visit the 5 skills of restorative while also learning to design and facilitate community building circles. There will be a balance of learning and practice in fun interactive ways. Space in this limited to allow for participants will learn and practice being in circle together.

- **AD1D - Poverty, Toxic Stress and Resilience.** Rebecca Lewis-Pankratz, [Coronado BCD](#)

This workshop begins with a poverty simulation, where participants will assume a 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 The River of Cruelty.

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

- **AD2A -Bal-A-Vis-X. Using Rhythm and Connection for Regulation.** Meagan Baldwin, MS, Cortez CD

Balance Auditory Vision Exercises is a series of about 300 exercises, using sandbags and racquet balls that provide patterned, repetitive, rhythmic, safe physical movement. These exercises can be used by individuals for self-regulation or in small and large groups for co-regulation experiences. Participants in this session will learn a brief history of BAVX, and watch a short demonstration. The majority of the session will focus on the participants learning the foundational techniques and experiencing the beginning BAVX exercises in both partner and small group configurations. Connections to both the CASEL core competencies and executive functions will be emphasized so that participants gain an understanding of how BAVX supports the principles of trauma-informed care. Each participant will leave the session with 2 sandbags to begin the exercises immediately with students/ clients. The target audience for this session will be educators interested in providing physical movement as an option for student regulation.

- **FULL AD2B - Neuroscience-Aligned Evaluation of Student Behavior: Nurturing Neurodiversity and Trauma-Informed Insights.** Connie Persike, MS, CCC/SLP, Cortez AB

In this hands-on training session, we invite educators and professionals working with students to explore the powerful techniques of evaluating student behavior through a neuroscience lens. By utilizing neuroscience-aligned methodologies, participants will gain practical skills to identify stressors, triggers, and neuroinclusive environmental needs, while also assessing skills and examining relationships within a student's life.

Additionally, each participant will receive a complimentary usage of the WHY Toolkit - Finding the WHY assessment. This toolkit provides valuable insights into individual student behavior, allowing participants to apply this learning from the training and integrate it into their assessment practices.

- **AD2C - Reframing Behavior: Understanding the Neuroscience of Positive Support.** Susan Driscoll & Guy Stephens, Trinity Ballroom

In this session, participants will get a sneak peek at a new program being developed by the Crisis Prevention Institute in partnership with the Alliance Against Seclusion and Restraint. The program Reframing Behavior aims to bring the neuroscience of behavior into the mainstream. The program will help staff see behavior differently, master simple skills, and develop new habits. Reframing Behavior shifts from looking at all behavior as conscious and intentional to looking at behavior as driven by the brain and nervous system and our biological need to feel safe. Reframing Behavior is designed for all students and school staff. The program will examine the shortcomings of traditional behavior management and provide practical, evidence-based skills to help educators better cope, support, and thrive.

- **AD2D - The Inner Landscape: Developing Resilience and Self Reliance Through the Arts.** Callie Flox, MEd & Melissa Sadin, EdD, Coronado BCD

Learning from the inside out will bring joy back into your classroom. Experience how music, movement and drawing align cognitive, physical, social and emotional processes to reduce stress and improve learning. Engage the mind and body with trauma sensitive strategies that can be used in any k-12 classroom. In just a few minutes each day, teachers can refresh themselves and help learners relax and be ready to learn.

3:00 pm - 6:00 pm Exhibit Hall Open, *Trinity Exhibit Hall*

4:00 pm - 5:50 pm Showcase Sessions, *Trinity Exhibit Hall*

- 4:00 pm - 4:20 pm - Unyte
- 4:30 pm - 4:50 pm - EARS/HART, LLC
- 5:00 pm - 5:20 pm - Biology of Trauma (Trauma Healing Accelerated)
- 5:30 pm - 5:50 pm - School Responder

Monday, Feb 19, 2024 - In-Person Conference, Day 1, Hilton Anatole, Dallas, TX

6:30 am - 8:00 am Breakfast, *Trinity Exhibit Hall*

7:00 am - 3:00 pm Exhibit Hall Open, *Trinity Exhibit Hall*

7:00 am - 5:30 pm Registration/Help Desk - *Peacock Foyer*

8:00 am - 9:30 am General Session: Keynote - Collaborative & Proactive Solutions: The True Meaning of Crisis Prevention, Trauma-Informed, and Evidence-Based Ross Greene, PhD, *Trinity Ballroom*

What does it mean to truly be trauma-informed, and how does the Collaborative & Proactive Solutions model fit that definition? How do we help our most vulnerable kids in ways that are truly oriented toward crisis *prevention* rather than crisis *management*? Why are millions of caregivers still receiving training in how to restrain kids every year? What should they be trained to do instead? Kids have a lot to tell us...are we listening?

9:30 am - 10:00 am Break

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

- 1(Main Stage) -, **What Happened to You? Trauma-informed Restorative Justice in Schools.** Joe Brummer, *Trinity Ballroom*

In this presentation, author, speaker, and trainer, Joe Brummer will introduce some of the basic ideas of brain development and how our experiences become our blueprint for how we experience every moment of our lives. We will explore how current restorative practices in school settings could be more trauma-informed simply by changing the lens of how behavior happens. When we understand the roots of challenging behavior, we can respond in ways that cultivate discipline. Using personal stories and a little brain science, we can learn ways to improve and disrupt educational settings.

- 1A - **Changing School Discipline One Breath at a Time.** Ricki Gibbs, EdD & Riki Rattner, MEd, *Coronado A*

During this session participants will learn how the use of mindfulness, the power of the breath, and movement as a non-traditional approach to improve student behavior. This session will examine traditional approaches to school discipline and challenge participants thoughts on ways we as educators can create a paradigm shift for our scholars.

- 1B - **Working Memory is a Superpower: Supporting Your Students' Executive Function.** Jennifer Dickey, MEd & Jen Alexander, MA, NCC, SB-RPT, *Coronado B-D*

Working memory is a foundational executive function skill often disrupted by stress and trauma. Discover how working memory influences the learning process and learn practical, trauma-sensitive strategies to support youth (and staff) who are experiencing working memory challenges.

- 1C - **Back Up and Shut Your Mouth! Trauma Informed Strategies to De-escalate the Escalated Student Through MTSS,** Michael Shipley, MA & Sarah Graman, EdS., NCSP, *Cortez C&D*

Recent increases in maladaptive student behaviors are causing teachers and school leaders to ask themselves "What can we do to help change these behaviors?" During this workshop session, presenters will discuss how using a trauma-informed lens approach has helped shape our districts MTSS process in identifying trauma-affected students and behavioral intervention strategies at the Tier 1, Tier 2 and Tier 3 level. Presenters will apply the behavior escalation cycle to case examples and analyze how using trauma-informed strategies have proven to be effective in reducing the frequency, duration and intensity of the escalated student throughout the Covington Independent School District, specifically targeting restraints and office referral behaviors.

- 1D - **Understanding the Impact of COVID-19 on Minoritized Students,** Ashlynn Ramirez, *Cortez A&B*

COVID-19 impacted schools globally. This session will share the alarming statistics of the impact of COVID-19 on minoritized students. This session will help participants understand the background and why of the importance of understanding the impact of COVID-19 and how it traumatized students of color. The session will share data on the trauma of COVID-19. The presentation will also share foundational actions needed to address the needs set forth by COVID-19, and end with how to address the needs with action-oriented next steps. Through a common understanding of trauma and a playbook on trauma-inclusive education that honors the minoritized experience, students can have the opportunity to have a level-playing field. Students will also greatly benefit from teachers who have experienced quality PD regarding safe spaces and regulatory strategies.

- **1E - A Step-By-Step Plan for Moving Your School or Entire Division to Becoming a Trauma-Informed School or Division**, Darlene Keener, MEd, [Metropolitan](#)

Knowing that students would be returning to in-person learning carrying yet another "rock" of trauma in their backpacks from the pandemic, Caroline County Public Schools embraced a strategic action plan to become fully trauma-informed and dedicated itself to remaining on the trauma-sensitive journey. Come find out how to take the first and continuing steps toward empowering your classroom, your school, or your division!

This workshop will provide step-by-step action plans for individual teachers, schools or even entire divisions to equip every single person with an understanding of trauma, how to prepare staff for responding to students who have experienced trauma, and strategies for building trauma-sensitive schools across all settings. Participants will leave with actual training videos and google slides that can be used or modified, time-lines for suggested implementation, lists of resources for teachers and families, a Trauma-Sensitive Schools Checklist, and an approach for implementation that has demonstrated success. Highlights of discussion include: shifting mindsets, increasing knowledge, identifying long-term impacts on school performance, evaluation of school competency on trauma, home/school engagement and collaboration ideas, and a long list of specific strategies and practices.

- **1F- Moving from Self-Care to We-Care: Implementing an Effective Organizational Care Model in School Settings** - Jessica Davies, MS CAGS and Amanda Deeter, LPC, [Monet](#)

School districts are facing challenges that can seem insurmountable when it comes to supporting the needs of staff and students. In this session, participants will walk away with practical tools to begin implementing effective, system wide organizational care through the lens of neuroscience.

11:15 am - 12:45 pm Lunch - *On Your Own*

11:20 am - 12:40 pm Showcases, *Trinity Exhibit Hall*

- 11:20 am - 11:40 am- Trauma-Informed Educators Network
- 11:50 am - 12:10 pm - Eastern Mennonite University
- 12:20 pm - 12:40 pm - Crisis Prevention Institute

12:45 pm - 2:00 pm Workshop Session 2

- **2 (Main Stage) - Everyone Starts Somewhere, So Why Not Start Now?**, Tracie Chauvin, LCSW, [Trinity Ballroom](#)

It has been over 25 years since the landmark ACE study was conducted, which shed light on how early adversities in life have lasting effects. Given the pervasiveness of ACEs across the population, most school staff encounter students affected by trauma throughout their careers, whether they know it or not. By integrating knowledge of ACEs with the knowledge that the brain is plastic, staff will leave empowered in understanding and recognizing how they can leverage the culture and climate of their classrooms and schools to mitigate the effects of ACEs and create communities of resilience. Join us in this thought-provoking session as we explore our ACEs, reflect on the students in our spaces, and consider the steps that we can take to make a difference. Expect to leave this session with actionable strategies to implement immediately!

- **2A - Mirror Mirror: Harnessing the Power of Mirror Neurons Within Our Educational Roles** Jodi Place, MA , [Coronado A](#)

When it comes to our adult nervous system, what we bring into the classroom will impact our students' nervous system and performance. Mirror neurons anyone? This session will allow educators to explore how their past impacts the classroom environment. The model of Regulate, Relate, then Reason will be explored as we discuss co-regulation being the precursor to self-regulation skills.

This session is well suited for educators willing to be vulnerable in how they show up each day for their students.

- **2B - Reframe: The Power of Seeing Children Differently**, Guy Stephens, [Coronado BCD](#)

When we view children (and others) through a trauma-informed lens, we see them differently. When we move away from seeing all behavior as intentional and understand the neuroscience of the stress response system, we have the power to see all humans more clearly. When we see children (and others) through the lens of a relationship, we see them with empathy and understanding. How we see people is critical as it influences our thoughts, feelings, and interactions. The session will include activities and discussions to support a trauma-informed and neuroscience-aligned lens.

- **2C - After a Suicide: An Effective Postvention is your Best Prevention**, Sheri Kreher, LCSW-R, [Cortez C&D](#)

A death by suicide can be devastating to a school community. The days and weeks following this type of tragedy are crucial and require skilled intervention to avoid trauma or contagion. An effective post-suicide plan can be is your best prevention tool during this vulnerable period.

Learn about suicide-safe messaging, trauma informed vigils and memorials, and how to plan an effective post-suicide intervention for your school. Interventions will draw on evidenced based practices including CISM and the TIG model. Participants will also see examples of increased monitoring and social-emotional strategies that can be used as prevention tools. Some case examples will be used with names and details changed for privacy.

- **2D - Taming the Tiger in the Classroom - Empowering Self-Regulation**, Amy Reamer, LMFT, RPT-S, [Cortez A&B](#)

We have fire drills in the schools - why not Tiger Taming Drills? No one practices for or plans for dysregulation - yet it happens every day, for staff and children. It happens way more often than a real fire. This workshop is packed with a simple and fun way to understand nervous system regulation and ways to help staff and children tame their tiger. Participants will be able to summarize a basic understanding of the role of the amygdala/limbic system, hippocampus and the prefrontal cortex in emotion regulation and use this psychoeducational tool for students/parents/staff of your school/organization to create a more regulated classroom, school and district.

- **2E - Unlearning Ableism for Educators**, McKinley McPheeters, MEd, [Metropolitan](#)

This session is designed to support participants' understanding of what ableism is, how it shows up in classroom settings, and how they can challenge ableism in their practices.

- **2F - Practical Brain-Based Strategies for Regulation**, Kathy VanHorn, MEd, [Monet](#)

Knowing your students are impacted by trauma is only step one. It is more important to know what to do. This presentation will cover basic information about each brain region along with different interventions that work specifically for that 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.

2:00 pm - 2:30 pm Snack Break, *Trinity Exhibit Hall*

2:30 pm - 3:45 pm Workshop Session 3

- 3 (Main Stage) - **The Trauma Informed Teacher Interview**, James Moffett, MEd, Trinity Ballroom

Perhaps the most important piece of the trauma informed journey for a leader is adding the right people to your team. Join trauma informed principal, James Moffett as he walks you through the process of not only recruiting the right candidates but securing them. It's about the questions you ask, the ones you don't and how you share your story that matters.

- 3A - **Implementing Support Systems to Reduce School Discipline & Increase Student Resilience**, Cheri McKinney, MEd, EdD, Coronado A

How did a failing inner city middle school shift, address the massive amounts of student conflict occurring within the school day, and drastically lower their discipline rates? Come hear how this school was able to turn around with a simple change in philosophy. Within four years, this middle school has reduced its referrals by 65%, its suspensions by 40%, and the days students are suspended by 43%. This session reviews the culture changes and support systems that were put in place to better address student misbehaviors, give students the tools to handle conflict, and reduce major behavioral issues.

- 3B - **Panel: Promoting Inclusive Virtual Mental Health Services: Strengthening Community Partnerships in School Districts**, Karely Paredes, MBA, Moderator, Coronado BCD

Join our panel discussion on implementing virtual mental health services in school districts, focusing on diverse student needs. Discover what creates successful partnerships between telemedicine companies, school districts, and community mental health organizations. Gain practical insights for creating inclusive mental health support systems. Don't miss out on actionable ideas to prioritize student well-being.

- 3C - **Reimagining Mandated Reporting through a Trauma-Responsive and Racial Justice Lens**, Katie Olson, JD & Miriam Itzkowitz, MSW, LICSW, Cortez CD

In this session, professionals will learn their legal responsibilities under reporting statutes as well as the history of mandatory reporting and its current relevance. Presenters will discuss the connection between race and poverty and the involvement of families in child welfare, including exploration of historical and generation trauma, and the trauma of removal which is perpetuated by the child welfare system. By incorporating trauma-responsive practices such as family engagement and providing culturally appropriate services, professionals will be exposed to alternatives that can prevent maltreatment, promote family preservation, and maintain connections & relationships with families while still complying with reporting laws.

- 3D - **Building an Empathic School Culture: Moving from Toxic Stress to Resilience**, Brian McGinley, LSW & Luisa Knecht, LSW, Cortez AB

This interactive session will examine how students from toxic stress environments such as families with addiction, exhibit dysregulation in classrooms and schools. The classic work of Claudia Black and Janet Woitiz will be blended with videos and contemporary neuroscience to examine how and why family issues present in the classroom and how educators can identify and address these concerns in a trauma informed manner. Practical school and classroom interventions will be presented and discussed. Information on adverse childhood experiences and the relationship to toxic stress environments, particularly rules, roles and patterns, will be examined and content will be cognitively and emotionally impactful. The student/educator connection and system structure will be discussed.

- 3E - **The Cost of Caring**, Katie McDonald, MSE, CYMHS, Metropolitan

Vicarious trauma affects teachers' brains in the same way it affects their students. Yet many teachers are never explicitly taught how to help students who have experienced trauma, let alone address the toll it takes on their health and personal lives. We will explore coping strategies for dealing with vicarious trauma. How can we care and not cost our health and life satisfaction in the process?

In this session, we will delve into the intricate dynamics of professional quality of life, exploring the challenges and rewards inherent in the educational profession. Dr. Beth Hudnall Stamm's research and expertise in the professional quality of life will serve as our guiding light, shedding light on the science

behind compassion fatigue, burnout, and compassion satisfaction. Attendees will gain practical tools, resources, and strategies that can be implemented immediately to foster their professional quality of life and enhance their resilience and effectiveness as educators.

- **3F - G.R.O.W. Compassion with Psychosomatic F.U.N.**, Jennifer Lacy, MA, HWC, ACE-GFI, *Monet*

In this F.U.N. workshop, Jen shows what it looks like in her classroom to include: Fascination, Unapologetic curiosity, and Nourishment for the body and mind. Research suggests that environments can be directly linked to health outcomes (Hitchings & Lathams, 2017). In a mindful, Interactive, and dynamic session, participants will be immersed in strategies that can complement and improve current practices. Trauma-informed and evidence-based strategies will be explored, paying particular attention to how relationships can be fostered and restored through self-compassion (Hougaard & Carter, 2018; Zhang et al., 2020). Teachers will leave this session with improved empowerment as learners and leaders.

3:45 pm - 4:00 pm Quick Break

4:00 pm - 5:15 pm Workshop Session 4

- **4 (Main Stage) - Hopeful Education**, Melissa Sadin, EdD, *Trinity Ballroom*

Hopeful Education combines what we know about the impact of trauma on learning and behavior with the long-established understanding of the power of executive function development and student agency to increase academic outcomes. Children with high hope fare better against their adverse experiences than children with low hope. Children with high hope have higher academic outcomes than children with low hope.

Participants of this session will learn a framework called the Hope Trilogy. This framework can be applied in schools to improve student academic outcomes and reduce behavioral challenges. The Hope Trilogy is the framework through which a resilient school community can be created.

- **4A - Love Your Job Longer! Keys to Educator Resilience**, Amy McDonald, MA, *Coronado A*

Educators frequently think about student engagement and resilience, but don't often receive the time and support to focus on their own. During this highly interactive and self-reflective session, you will get that opportunity! Explore the why and how to deepen your positive relationships with others, uplifting your own resilience and enhancing your skills and capacity to support others. Discover research-based strategies to equip and empower yourself to mitigate burnout and increase professional satisfaction, longevity, and effectiveness. Receive useful tools and learn how behavioral neuroscience, self-regulation, and understanding the Window of Tolerance can improve your well-being and quality of life. You will walk away feeling rejuvenated, appreciating your own strengths, and excited for the new school year!

- **4B - Principal Stories: What I Learned Leading A Specialized School for Students with Behavioural and Social Emotional Challenges**, Stephen Jez, MEd, *Coronado BCD*

As a school principal of Our Lady of Lourdes School, a congregated school supporting students from Grades 1-9 with severe behavioural and social-emotional needs in Calgary, Alberta, Canada, I have learned what it means to be compassionate, how to connect and support students, staff and parents with dignity and respect.

This workshop will highlight what I have learned as a school principal of a specialized program supporting students diagnosed with needs, the impact that meaningful connections can have for student success, how focusing on creating safety leads to student being able to experience success and above all how humility can make you a great leader.

- **4C The Autonomic Advantage: A Pathway to Effective Behavior Responses**, Connie Persike, MS, CCC/SLP, *Cortez CD*

Immerse yourself in an engaging and interactive session that delves into the intricate workings of the autonomic nervous system and its profound influence on our responses to student behaviors. Understanding the autonomic nervous system is crucial for educators and professionals in creating supportive and effective learning environments. In this session, we will embark on a journey through the autonomic pathways, exploring the intricate web of the sympathetic and parasympathetic systems. Through interactive activities and experiential learning, participants will gain a deeper understanding of how these pathways shape our physiological and emotional responses to various student behaviors. By immersing ourselves in the exploration of our own autonomic responses, we will develop a heightened self-awareness and sensitivity to the autonomic cues of students. This knowledge will empower educators to cultivate a more compassionate and effective approach when addressing student behaviors. Note: This session is suitable for educators, administrators, and professionals working with students of all ages. No prior knowledge of the autonomic nervous system is required.

- **4D - Let The Glitter Settle: Trauma Informed Mindfulness Beyond the Glitter Jar**, Stefanie Lachenauer, EdM, CMI, CTRT-E, *Cortez AB*

Mindfulness has become popular in many classrooms where educators are supporting their students with regulation practices. Many of us have implemented glitter jars and utilized a variety of breathing practices. How can we tell if these practices are trauma informed? We will explore some of the struggles and pitfalls when bringing mindfulness into the classroom and how to overcome them. Come join us in this interactive workshop where we will practice trauma informed mindfulness and reflect on the experience while considering how you might bring this to the students you work with.

- **4E - Creating Space for Belonging: Addressing Displacement through Native American Arts**, Brenda Beyal, MEd & Cally Flox, MEd, *Metropolitan*

Arts can tell hard stories. Native Americans, our nation's first artists, have had more than their fair share of trauma and represent this suffering in myriad art forms as a means to heal. Recently the tragedy of boarding schools has come to the fore and highlights the trauma of displacement. Children today experience adversities such as divorce, domestic violence, bullying, racism, etc. which mimic the impact of displacement, which can leave them feeling lost, afraid, and hopeless. The Native American Curriculum Initiative embraces the restorative properties of the arts and provides opportunities to transform classrooms into healing spaces.

- **4F - Unraveling the Biology of Attachment Trauma & Our Clear Path Forward to Repair, Regulation, Relationship**, Dr. Aimie Apigian, *Monet*

In this insightful session, we will explore the biological underpinnings of attachment trauma, offering a clear pathway toward healing, regulation, and building meaningful relationships. Guided by a Polyvagal-informed approach, we'll define attachment through a lens that integrates science and emotion.

Discover the Triad of Attachment Trauma, gain the tools to discern the age of attachment-related wounds, and learn how to navigate the path to repair and regulation.

Engage in the innovative Attachment Trauma Rope Test to deepen your understanding. Prepare to uncover the hidden layers of your experiences and embark on a journey of self-discovery and growth.

7:30 pm - 9:00 pm Costume Bingo (Fun, Prizes, Dessert, Laughter) - *Trinity Ballroom*

Tuesday, Feb 20, 2024 - In-Person Conference, Day 2, Hilton Anatole, Dallas, TX

6:30 am - 8:00 am Breakfast, *Trinity Exhibit Hall*

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

7:00 am - 4:45 pm Help Desk/Luggage, *Peacock Terrace*

8:00 am - 9:15 am **Workshop Session 5**

- 5 (Main Stage) - **When the Butt Goes Numb, the Brain Goes Dumb : The Power of Focused Attention Practices and Brain Intervals**, Dustin Springer, PhD, *Trinity Ballroom*

In order for us to fully access our cortex and be able to learn and apply new knowledge, it is imperative that we are focused and calm. We can use focused attention practices and brain intervals to positively impact not only our learning brain, but also our emotional states. These strategies refocus our neural circuitry by energizing us or by quieting our nervous systems enabling us to be present and open. When we are able to pay attention to our nervous systems and understand when dysregulation may be creeping in or we are fluctuating between states of engagement and otherwise, we have greater opportunities to adapt to those thoughts and feelings. Awareness is a super power if we know how to harness its energy. In this session, we will discuss what is going on in the brain when we are engaged and when we are in states of fight, flight, or collapse. We will discuss brain brain chemistry, bust some neuro myths, and practice a wide variety of brain intervals and focused attention practices that you can take back with you and implement tomorrow in your classroom or practice.

- 5A - **An Ecosystem Community Integrated Approach to Trauma-Informed Schools**, Mathew Portell, MEd, *Coronado A*

Does your trauma-informed school exist within a larger trauma-informed community initiative? It should! Cross-sector collaboration is an anchor in SAMHSA's vision for a trauma-informed approach. Join us as we dive into what it looks like to find and partner with other trauma-informed organizations in your community. Schools are often the center of our lives, ideally an integral part of a thriving and resilient community. As amplified by the pandemic, our society relies on schools to meet a myriad of basic needs for both students and their families.

Schools have become central in reducing food insecurity, providing access to basic mental health, and health care services for example. But schools cannot do this on their own, they need community partners to achieve this reality. Using the 'pair of ACEs concept' schools should be nestled within community supported environments that are trauma-informed spaces which foster conditions for buffering effects of PCE's (positive childhood experiences), resilience, and healing so that all can thrive. Schools that empower youth and families through authentic power-sharing as well as placing a high value on youth voice and community wisdom are truly trauma-informed. This integrated focus not only improves student outcomes, it also contributes to building stronger families and healthy communities where everyone thrives.

- 5B - **Implicit Bias: Exploring ourself to see more clearly**, Stephanie Lange, MSW,ACSW,CTP,CAADC,CCS, *Coronado BCD*

The goal of this session is to understand implicit bias and how it impacts our work in our professional lives. Understanding bias, microaggressions, intergroup anxiety, and related human behaviors can make a large impact when it comes to making connections and achieving outcomes in our community. Every human being possesses bias in some form and we all have a responsibility to unpack it in order to be authentic in the field of education. Leaving bias unchecked negatively impacts outcomes for students, families and our colleagues.

- **5C - Mindfulness-Based Interventions for Emotional Regulation: Caring for Trauma-Affected Youth**, Laura Sharp, PsyD, [Cortez C&D](#)

This session will provide participants with a comprehensive understanding of the benefits and practical applications of mindfulness in working with traumatized youth. Together, we will explore trauma's impact on the developing brain and the emotional well-being of children and adolescents. Participants will gain an understanding of the various manifestations of trauma and potential impacts on the educational performance, emotional regulation, and interpersonal and intrapersonal functioning of young people. The role of mindfulness as a non-intrusive intervention that promotes emotional regulation and builds resilience in trauma-affected youth will be explored. The fundamental principles of mindfulness will be discussed. An overview of different mindfulness-based interventions suitable for trauma-affected youth, including art-based activities, mindfulness meditation, body scans, breath awareness, and gratitude and self-compassion practices will be provided. There will be emphasis on the importance of tailoring these interventions to meet the specific needs of trauma-impacted youth. Participants will engage in experiential exercises, allowing them to explore the benefits firsthand and understand the power of mindfulness from the perspective of the youth they work with.

- **5D - C.L.I.M.B.ing Out of the Suspension Cycle**, Jess Harris, [Cortez A&B](#)

Out-of-school suspensions contribute to the school-to-prison pipeline, and our students need to remain at school now more than ever. Learn about the C.L.I.M.B. program at Mayflower Mill--developed by a principal and a teacher--as a solution to minimize out-of-school suspensions. The C.L.I.M.B. program provides intensive social and emotional interventions, utilizes trauma-responsive approaches and offers in-school regulation opportunities to Tier 2 and Tier 3 students all while heavily involving parents and classroom teachers. We can support teachers AND hold kids accountable while making sure they are safe, loved, and at school learning.

- **5E - Implementing Trauma-Sensitive and Diversity-Informed Educational Practices through Interdisciplinary Collaboration between Boston Medical Center and Boston Universal**, Neena McConico, PhD, LMHC & Courtney Bailey, PhD, [Metropolitan](#)

This workshop details a community partnership between mental health providers from the Supporting Trauma Interventions for Educators (STRIVE) program at Boston Medical Center (BMC) and Boston Universal Pre-K (UPK).

STRIVE is a collaborative project that aims to help schools and early education systems of care increase their capacity to identify, respond to, and optimally support the unique needs of young children who have been impacted by trauma exposure. UPK is a district-wide, high-quality early education system for three and four year old children in Boston at no cost to families.

This partnership promotes system-wide implementation of trauma-sensitive and diversity-informed practices through professional development trainings and curriculum development to meet the needs of young children and their families impacted by current traumatic events and the lasting impact of historical and intergenerational trauma. Presenters will outline an evidence-based framework for creating trauma-sensitive systems, identify opportunities for partnership between mental health providers and educators, and share lessons and feedback from participating educators.

- **5F - Improving Juvenile Justice Outcomes with Trauma-Informed and Restorative Practices Training in Schools**, Renee Hernandez, LPC, LMFT, NCC, [Monet](#)

The purpose of this workshop will be to highlight the work being done by the STEP UP Texas program to bring trauma-informed and restorative practices training and implementation support to school districts, law enforcement, and the judicial system toward reducing racial and ethnic disparities in the juvenile justice system. This program is funded by the U.S. Department of Justice and is a partnership between the University of Texas at Austin, Williamson County Juvenile Services, and STARRY. This program will be implemented in 10 counties across Texas starting July 5th. This presentation will highlight strategies for implementing trauma informed care in schools, lessons learned along the way, and progress made.

The goal is to share information that others can take back to their schools in an effort to expand Trauma-informed practices schools across Texas and beyond.

9:15 am – 9:30 am Break

9:30 am - 10:45 am Workshop Session 6

- 6 (Main Stage) - - **Addressing Historical Trauma and Implementing Trauma-Informed Practices in Educational Settings**, Michelle Tate, MS, CCTP, [Trinity Ballroom](#)

Introducing "Addressing Historical Trauma and Implementing Trauma-Informed Practices in Educational Settings" a transformative presentation designed to empower educators and professionals in creating safe and supportive environments for children affected by historical trauma. Join us as we delve into the intergenerational impact of historical trauma, explore evidence-based practices, and share successful intervention models. Gain practical tools and strategies to implement trauma-informed approaches in diverse educational contexts, promoting healing and resilience among students. Be inspired, informed, and equipped to make a lasting difference in the lives of children

- 6A - **Regulating their Being; Creating a Relational Regulation Space for Students and Staff**, Meagan Baldwin, MS, [Coronado A](#)

In this session, participants will hear the story of how a Kansas teacher has created a regulation space for both students and staff over the past 5 years. The story will include the purpose of regulation spaces, how the regulation space is cared for as well as practical tools and resources that students and staff find helpful when their nervous systems need a reset. Special emphasis will be placed on the importance of the Regulate, Relate, and Reason Sequence of Engagement.

- 6B- **Unlocking the Juvenile to Higher Education Pipeline**, Devin Giles, [Coronado BCD](#)

Join us for an inspiring and thought-provoking speaking engagement featuring Devin, a dynamic speaker who shares his personal journey from the juvenile system to higher education. Devin's powerful story serves as a catalyst for change, shedding light on the challenges faced by youth involved in the juvenile justice system and the transformative potential of education. Engage in a conversation on how increasing social support within the community and school will decrease the youth's chances of recidivism.

- 6C -**De-Escalation Right NOW!** Megan Yoder, MS, [Cortez CD](#)

Mindfulness is a powerful tool that helps us be fully aware, present and enjoy the simple things in life. Daily mindfulness practice can positively impact the ability to de-escalate yourself and de-escalate others. Join me for a hands-on learning experience to explore various mindfulness techniques and de-escalation strategies that you will be able to pull out of your toolbox right NOW!

- 6D - **Looking Through a Trauma-Sensitive Lens to Create a Grief Friendly School**, Emilio Parga, MEd & Kimberly Cuevas, PhD, [Cortez AB](#)

This session features a Grief and Loss expert and a trauma-survivor who is also a classroom teacher. Together they will share their experiences as well as simple strategies and valuable tools to reduce trauma and personalize instruction. You may shed a tear or two as you delve into some personal reflection, but we guarantee you will also laugh. We make the uncomfortable comfortable.

- 6E - **The Kids Are Not Okay. (And neither are the adults)**, Kathleen Hilchey, BAH, MEd Q.Med, [Metropolitan](#)

With mental health challenges skyrocketing, our classrooms, camps, and youth centres are jammed with dysregulated young people. Adult caregivers are overworked, exhausted, and often at a loss of what to do. This interactive workshop will provide new insights into this surge of struggle. Plus, you'll get tangible, trauma-informed tools to help our youth (and adults) find their calm.

- 6F - **Understanding the correlation between teachers' secondary traumatic stress levels and their attitudes toward trauma-informed care**, Shaleen Clay, PhD, [Monet](#)

This interactive workshop will address teachers' attitudes toward trauma-informed care and teachers' secondary traumatic stress based on recent research. Key components of successful program implementation will be reviewed with an emphasis on creating efficacious schools and promoting teacher-student well-being. The significance of developing trauma literacy, supporting teacher self-efficacy, managing teacher secondary traumatic stress, and developing healthy teacher-child relationships will be addressed.

10:50 am -12:05 pm Workshop Session 7

- **7 (Main Stage) - Breaking the Cycle of Defiance and Disrespect**, Jessica Sinarski, LPCMH, Trinity Ballroom

No one likes dealing with defiance and disrespect. These hot-button behaviors frustrate teachers and overwhelm school resources, leading 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.

- **7A - Parent Power: Unlocking the Key to Student Success**, DJ Johnson, MA, MEd, P.P.S, Coronado A.

In today's fast-paced and interconnected world, the role of parents as active partners in education has never been more crucial. Research consistently highlights the positive impact of parental involvement on student achievement, well-being, and overall school success.

This interactive and empowering workshop is designed to equip schools with practical strategies and effective approaches to engage parents more actively in their children's education and lives. Through a combination of insightful discussions, collaborative activities, and best practice sharing, participants will gain the knowledge and tools necessary to foster a strong sense of partnership between schools and parents.

- **7B - Teaching and Learning with HeART (Helping and Responding to Trauma)!**, Pamela Broome, MSA, Coronado B-D

Helping and Responding to Trauma (HeART) in the school setting is hard work! School leaders, teachers, and support staff are constantly seeking opportunities to better support the growing needs of students. As educators, we are all still learning! This workshop will explore one urban school's journey towards becoming trauma-invested. Join us as we share systems and processes that have allowed us to better address the needs of students who have multiple adverse childhood experiences and live in chronic stress. We will share our school-wide action plan for developing a HeART team that responds to student and staff needs in "real time" every single day. We will focus on responses/strategies utilized to help students before, during, and after incidents that often result in punitive actions. We will share how we work to keep students in class and motivated to learn, even in stressful situations. We will share how we get stakeholders to "buy-in" and support our plan. Last, but certainly not least, how does this work impact teachers and staff? We will share ideas to minimize the impact of secondary trauma for stakeholders working in the building.

- **7C - Cultural Responsiveness: Creating Systems of Safety and Belonging for All**, Angelina Zara, MEd & Robert Beltz, MA, Cortez C&D

In the wake of a system reeling from a global pandemic, a suffering economy, an educational crisis and a politically-fueled culture war, centering the needs of all learners and educators at this critical time requires commitment and deep internal work. Children are in a state of emotional retreat while adults are struggling to find a new normal. Where do we go from here? How do we interrogate a system that was not built to reflect the needs of our current learners? Schools are living systems, and as educators we have a responsibility to affirm and validate student experiences, processes, and identities while creating a culture of felt-safety and connection. Attendees will understand the meaning of culturally responsive teaching and its critical role in developing a positive, trauma accommodating culture and climate in school and classroom communities. Participants in this session will reflect on outcomes of acculturation as they reflect on Tier 1 trauma accommodating practices which hold culturally responsive, asset-based

instruction. This session will serve educators working within diverse populations and learners. Teachers, counselors, and administrators will benefit from attending this session.

- **7D - Building Restorative B.R.I.D.G.E.S. Empowering Expelled & Suspended Students**, Carmen Zeisler, *Cortez A&B*

It feels terrible to expel students, but sometimes we don't have a choice. Something has happened where we just feel that it's the only choice left for us. And while we take a collective breath after the chaos, the student is alone while more gaps and less positive connection is happening for him/her. But what can we do?

We can work to Restore! In a ground-breaking innovation, Augusta Public Schools from Augusta, Kansas (and many others) are partnering with ESSDACK to keep a connection with the students who are expelled. The ESSDACK Restore program is designed specifically to assist middle and high school students who have been expelled or who are currently serving a long-term suspension.

- **7E - The Coherence Advantage: Emotional, Cognitive, Mental & Physical Health Impacts of HR-V Coherence, and Benefits for Staff & Student Self-Regulation**, Doris Bowman, MS, ACTRP-E®/ACTRP-C® & Rick Bowman, MA, CTRP-C®, *Metropolitan*

Traditional approaches to "stress reduction" and "self-care" for educators and providers have often been insufficient to address the episodic and cumulative emotional, physiological and cognitive depletion that can occur when serving students with significant trauma impacts or chronic challenging behavior. Based in the most current research on resilience, coherence & energy management, this training is designed to provide: Actionable, simple and time-sensitive strategies that a) Can be done by every educator or provider, b) Can ALSO be used with STUDENTS with the most significant trauma impacts, and c) Can be supported on a school-wide or district-wide level.

- **7F - Five Critical Steps to Becoming a Trauma-Responsive School**, Jim Sporleder, MA, *Monet*

This session will teach the participants the "how to" in becoming a trauma-informed school. Participants will learn the basic concepts of implementing a trauma-informed school culture and how to become a fully trauma-responsive school. Learn how these critical steps have the power to improve behavior, increase attendance, raise academic achievement scores, and improve graduation rates. This session will introduce the Student of Concerns Model that is a powerful system for tracking our most struggling students with intentional positive adult interventions and action plans. It will also cover the current research that defines the difference between "doing trauma-informed practices," versus "embracing trauma-informed practices as who we are as a person, as a school, and how we interact with those we come into contact." The participants will walk away from this session with the critical steps they need when returning back to their schools/districts to begin experiencing the significant outcomes that naturally come with this new mindset.

12:05 pm - 1:30 pm Lunch on your own

12:10 pm - 1:30 pm Showcases, *Trinity Exhibit Hall*

- 12:10 pm - 12:30 pm
- 12:40 pm - 1:00 pm
- 1:10 pm - 1:30 pm

1:30 pm - 4:30 pm General Session: Town Hall with Lori Desautels, PhD

3:00 pm - 3:30 pm Snack Break, *Trinity Prefunction Area*

Thursday, Feb 22, 2024 - Virtual Conference, Day 1

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

9:00 am - 10:30 am Keynote -Reframing Resilience: Building Stronger Foundations for Trauma-Sensitive Schools, Dr. Stuart Shanker & Dr. Susan Hopkins

In their keynote for the Creating Trauma-Sensitive Schools Conference, Stuart Shanker and Susan Hopkins reframe the concept of resilience, emphasizing its dynamic nature over fixed traits. Moving beyond traditional notions that prioritize grit and determination as markers of success, they advocate for a Self-Reg informed approach—with science and soft eyes—presenting resilience as a holistic brain-body state influenced by psychological, sociological, and biological factors. By challenging conventional views, they underscore stress's profound impact on self-regulation, social engagement, and resilience itself. Exploring neurobiology, they delve into the intricate connections between chronic stress, instant gratification, and resilience, highlighting the pivotal role of co-regulation and relationships in an educator's toolkit. Shanker and Hopkins introduce educators to the 5 steps of Shanker Self-Reg, providing a framework to foster and respond to genuine resilience in students.

10:30 am - 11:00 am Exhibitor Break

11:00 am - 12:15 pm Virtual Workshop Session 1

- **1AV - What is a Trauma-Sensitive School? And How Do We Get There from Here?**, Jen Alexander, MA, NCC, SB-RPT

Many educational leaders understand the role stress and trauma play in teaching and learning for both staff and students, but what do we do about it from a systems perspective? In this interactive workshop, school leaders will work together to unpack layers of questions related to building trauma-sensitive schools, learn what this work is and isn't from Ms. Jen, author of the bestselling Building Trauma-Sensitive Schools (and more), and discover ideas for practical and manageable next steps. Importantly, participants will leave this session with a *new* leader quick-guide. Take this to your bigger teams back home and continue action planning for systemwide change from there!

- **1BV - Engage and Connect to Support Student Success**, Sherlynn Bratcher, MA, MS

As educators, our primary goal is to equip our students with the skills they will need to be successful in their future endeavors. In this session, learn strategies to use to engage students in either whole- or small-group activities to enhance their learning experience. Also, learn strategies to connect to students and build positive relationships that will improve academics, attendance, and behaviors. Participants will also learn strategies to connect and engage with parents/guardians and community partners to help students succeed. Participants will also have time to practice some of the strategies shared as well as share some of their strategies they have had success with in their school/district.

- **1CV - Impact of causal thinking on traditional models of rewards and consequences**, Aaron Norikane and Roshae Lowe

Struggling to support your students when they cause harm or break the classroom agreements within your school community? Exhausted from trying to reward "good" behavior or consequence away unwanted behavior? Our workshop will offer alternatives to the short-term strategies that often don't help the students who need the most support (those impacted by childhood trauma). During our time together you'll leave with an understanding of how trauma impacts young people's ability to learn from traditional consequences and rewards, as well as a way to help them fix their mistakes and learn new ways of being in your school community. Our workshop will focus not on making students pay for the past, but on developing new skills that eventually help them stay accountable to the community agreements without you always having to monitor behavior.

- **1DV - Addressing Racialized Trauma and Fostering Cultural Awareness**, Marleine Marcelin, EdM, LMSW

In this workshop, participants will identify how race-based traumatic stress impacts physical and emotional well-being. Participants will recognize the indicators of racial stress in themselves and others and develop strategies to self-regulate during racially stressed interactions with colleagues and students.

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

1:00 pm - 2:15 pm Virtual Workshop Session 2

- **2AV - Building Resilience Using the Polyvagal Theory**, Courtney Rolfe, LCPC

In this workshop, participants will gain a foundational understanding of the Polyvagal Theory, and how it relates to resilience in individuals, family systems, and communities. Our experience in the world is driven by our nervous system, which is constantly and automatically balancing our need for both protection and connection. This session is an invitation for participants to begin their own journey of befriending their nervous system, and unlock an increased capacity to access compassion and empathy in their work as healers, helpers, and educators.

- **2BV - Restraint and Seclusion: The harm it does and what we can do instead**, Karen Bures

I am a special education teacher who specializes in supporting students with intensive behavior. I don't believe that restraint or seclusion keep either students or staff safe. I have implemented them throughout my career believing sometimes there was nothing else to do and I had to keep everyone "safe." I was wrong and there is so much more we can do. This virtual workshop will help teachers learn pro-active strategies and interventions that will help create a safe, inclusive, and trauma informed classroom and tools to use during an escalation and following an escalation.

- **2CV - Pandemic Positives that Can Improve Education**, Karen Gross, JD, DHL, PFAP & Ed Wang, PhD

Two authors from the fields of education and psychology respectively will share the highlights from their new book titled Mending Education. This book, the third in a trilogy that includes Breakaway Learners and Trauma Doesn't Stop at the School Door, is focused on the "Pandemic positives" in education. Counterintuitively and not to deny the many educational negatives, there actually were educational benefits created during the Pandemic that have gone unnoticed or non-replicated or discarded. These positives, if understood, can improve education for students of all ages. These positives worked because they were trauma responsive and fostered mental wellness. This book recognizes that crises create opportunities and we would be wise to identify these and not waste them. Participants will get concrete examples of positives they can use in their classrooms. They will learn how schools can use these positives at both the macro and micro levels to facilitate educational improvement. Finally, participants will see the shelters needed to make these positives stick.

- **2DV - Addressing Trauma in the Community: A Rural Model**, Marie Petrone, DSW

Schools are often the central hub of a community, especially in rural areas. This connection is an opportunity for schools to lead the movement toward a trauma-informed community and create trauma awareness among the adult population. This workshop will introduce you to the model used in Amherst County, Virginia and the emergent strategy that is helping Amherst become the most caring community in Virginia.

2:15 pm - 2:45 pm Quick Tech Break

2:45 pm - 4:00 pm Virtual Workshop Session 3

- **3AV - Healing What We Never Broke: Disrupting Trauma in the Learning Environment**, Fahari Makini, MSW

It is common for Black students to walk into our school buildings carrying an invisible backpack they are unaware of. The behaviors that we observe in them contain layers of trauma that we experience with them. Through a healing-centered lens, educators must be intentional about implementing practices and systems that disrupt trauma by encouraging empowerment, motivation, and success within learning environments. Participants will walk away with a deeper understanding of how trauma shows up in the classroom and how they can disrupt it by implementing practical and culturally responsive strategies and practices within their schools to move from being trauma-informed to healing-centered for student success.

- **3BV - Welcome Home: How to Celebrate and Connect with Trauma Impacted Immigrant Youth in Our Schools**, Joanna Schwartz, MEd, MA

Continuing the work we began in the TSS 2023 Conference, participants in this session will examine the impact and nature of the trauma that immigrant students and families face in their journeys to the US and even after their arrival. Participants will use their knowledge of ACEs and the neurobiology of stress to take a fresh look at the social and emotional impact these challenging experiences may have, but also look at practical, hands-on classroom strategies to improve outcomes in classrooms. Broadening the lens even further, participants will explore the latest initiatives and practices around the country and world that promote equity and welcome students and immigrant families into the school community.

- **3CV - Embodied Practices to Restore, Reset and Rewire the Nervous System**, Alison Morgan, MA, OTR, E-RYT

To truly support healing, behavioral change and learning, we must embrace our human capacity to rewire, strengthen and balance the nervous system. Optimal functioning begins there. Specific breathing techniques, yoga-based movement patterns and mindfulness practices have been proven to bring balance and regulation to the nervous system. These activities require no set-up or planning and are designed to be shared in a classroom or with specific students as needed. They do not require a lot of time (only 2 min) or space (in your chair or by your desk).

In this workshop, you will learn specific, evidence-based practices of breath, movement and mindfulness through a step-by-step method. You will learn how each technique can quickly be infused into the day as short breaks or transitions to give you and your students the opportunity to be more present while meeting each challenge with greater ease.

- **3DV - MINDSET: We are a Family**, Donna McPeak, MEd

As a young teacher, I wanted to learn from my colleagues. However, something about the classroom and the inability of teachers to reach struggling children bothered me. I was a new teacher and so naive. I worked with wonderful teachers, yet they were not reaching students. Their "tool chest" of formal education resources was inadequate according to my Mindset. I kept self-reflecting on this Mindset & my toolkit. It was obvious that my formal education sourced toolkit was inadequate to support my Mindset about teaching.

During my first year of teaching, I made a promise to myself to follow my MINDSET, "Never to ask a child to leave my classroom". We were a family and a family sticks together in good times and tough times. I had no idea as to how valuable this promise to children would prove to be over the years. My colleagues, at the time, were not in support of this MINDSET and would suggest that I rethink it.

I had learned from my earlier Public-School students the language of anger, frustration, resentment, rigidity, loss of hope (official name-TRAUMA). I learned how to interpret their angry words. My earlier Public-School students were my first teachers. I was sensitive to their messages, and I could now see their pain in the messages they were sending. In the eyes of the Whispering Oaks' students the public school system had sent them away, "to learn how to behave". These children became my second group of teachers. They were brutally honest and candid in telling me what they needed in order to learn. I simply just had to listen.

4:00 pm - 4:30 pm Topic Roundtables

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

9:00 am – 10:30 am **Keynote - A Conversation with Dr. Nadine Burke Harris**, Nadine Burke Harris, MD

Join us for a conversation with Dr. Burke Harris, the founder of Center for Youth Wellness & Former Surgeon General of California. Dr. Burke Harris has spent her career on the front lines of some of the world's most pressing public health problems and is probably best known for writing *The Deepest Well* and for the TED talk "How Childhood Trauma Affects Health Across the Lifetime" that has been viewed more than 10 million times.

10:30 am – 11:00 Exhibitor Break

11:00 am - 12:15 pm **Virtual Workshop Session 4**

- **4AV - Restorative Justice Tools: Restorative Questioning for Problem Solving**, Joe Brummer

This session will explore what restorative justice is and how we can use the skill of asking questions to problem solve with others including kids. We will explore the various types of questions and when to ask them. We will also explore Restorative Questioning (the standard questions commonly used now in a variety of schools, criminal justice, and workplace settings) was developed initially in the state of New South Wales, Australia, by a well-known pioneer of Restorative Justice, Terry O'Connell. First used for police cautioning for youth offenders, it has been adapted by many practitioners for a variety of age groups and settings. The questions are designed for the person responsible to explore the harm they are responsible for and to be held accountable for this. They give those impacted by harm a space to speak about their discomfort and pain, and for all those involved to negotiate ways to repair the harm. This interactive presentation will introduce The Restorative Questions and allow educators to explore their uses in restorative chats, reflection sheets, and circle process. This session requires participants to interact with each other and active participation is required.

- **4BV - Ignite Your Leadership S.H.I.N.E. & Create a Human-Focused, Resilient Culture**, Lavonna Roth, MEd, MA

Ignite Your Leadership S.H.I.N.E. will provide educational leaders with sustainable, effective approaches to authentic, empathetic leadership by highlighting how to best navigate challenges and adversity. This session provides and develops approaches to leadership by first focusing on the leader's strengths and passions so that they can, in turn, inspire staff and faculty through expected and unexpected challenges to most effectively create an exceptional school community for staff, faculty and students. This session is anchored in a variety of relevant research related to best leadership approaches and practices; social-emotional practices and principles; trauma response and preparedness; and how to best foster and propel psychologically safe, trauma-informed spaces for staff, faculty and students.

Participants will learn how to build a more cohesive professional environment and district culture based on successful collaboration, trauma acknowledging behaviors, and problem-solving. These outcomes are produced by focusing on each component of the S.H.I.N.E. (Self, Heart, Inspire, Navigate, Exceptional) Framework for teachers, coaches, professional learning designers, and administrators. Participants will learn how to break from chaos and start developing a toolbox of resources, knowledge, and connections to navigate the challenges of the academic year. They will be enlightened, inspired, and reminded of the leader they truly are. This engaging and experiential session will help administrators ignite their S.H.I.N.E. and support them in creating the exceptional school community they envision for their students and staff.

- **4CV - A SMART Approach to Transforming Trauma and Implications for Student Learning**, Heather Finn, LICSW

This workshop will focus on exploring the foundational role that Somatic Regulation plays in helping children heal from the impact of Developmental Trauma and access necessary cognitive and relational capacities that are essential for 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. Participants will learn to identify and utilize

tools of regulation within classroom and home settings to support youth regulation, engagement and learning. Teaching methods will integrate a combination of didactic lecture, video examples and invitational opportunities for experiential practice.

- **4DV - Building a Trauma-Informed Resilient Community**, Becky Haas

In this workshop, participants will learn compelling reasons a community needs to become trauma informed and resilient focused. They will also understand trauma's impact on communities and recognize best practice resources educators can use for building community resilience. Included in the presentation is how champions will emerge and the inspiring success story from Northeast Tennessee which was recognized by SAMHSA in 2018 as a model other cities should follow.

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

1:00 pm – 2:15 pm Virtual Workshop Session 5

- **5AV - Accessible Neuroscience and Connecting Strategies for the Classroom**, Ginger Healy, MSW, LCSW

This session is rooted in the principle that relationships come first - it only takes one safe, committed adult to help a child build resilience through co-regulation. This session offers strategies to help regulate both the nervous system of the educator and student, emphasizing the healing of childhood adversity within the classroom setting.

- **5BV - Five Critical Steps to Becoming a Trauma-Responsive School**, Jim Sporleder, MA

This session will teach the participants the “how to” in becoming a trauma-informed school. Participants will learn the basic concepts of implementing a trauma-informed school culture and how to become a fully trauma-responsive school. Learn how these critical steps have the power to improve behavior, increase attendance, raise academic achievement scores, and improve graduation rates. This session will introduce the Student of Concerns Model that is a powerful system for tracking our most struggling students with intentional positive adult interventions and action plans. It will also cover the current research that defines the difference between “doing trauma-informed practices,” versus “embracing trauma-informed practices as who we are as a person, as a school, and how we interact with those we come into contact.” The participants will walk away from this session with the critical steps they need when returning back to their schools/districts to begin experiencing the significant outcomes that naturally come with this new mindset.

- **5CV - Trauma-Informed Breathwork as a Gateway to Deep Healing and Honoring Wholeness**, Katie Raheer, PhD, PPS

A foundational piece of creating meaningful, trauma-informed relationships, interactions, and environments for children is the adults' connection with their own nervous systems. Breathwork is a powerful somatic practice that allows adults to deeply cultivate that connection with the body. During this session, you will be invited to experience continual, conscious, active breath as a means to cultivate a deep listening to the wisdom within the body and a felt sense of safety, while being given agency and empowered choice to honor your own needs through a trauma-informed approach. After the breathwork, you will have an opportunity to process your personal experience, reflect on the trauma-informed components of the offered experience, and explore ways to integrate what you've learned into your future work with children, colleagues, and self.

- **5DV - Equality, Equity, and Justice: Educational Trends Then and Now**, Jade Jones, MS, MA, MEd

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.

2:15 pm - 2:45 pm Quick Tech Break

2:45 pm - 4:00 pm Virtual Workshop Session 6

- **6AV - Who do You Need me to Be: Coaching and Empathy in Action**, Jo Lein, EdD

This interactive workshop provides a comprehensive and immersive learning experience on the vital role of empathy in coaching within a trauma-sensitive school environment. Participants will deeply explore the internal processes of empathy, master the language of empathy, and engage in practical exercises to apply empathy in coaching through the use of personas. By integrating empathy-driven coaching practices, participants will strengthen their ability to support teachers effectively and create a culture of empathy and resilience.

- **6BV - Strategies for Creating Trauma-Informed Spaces for Children and Adults who Care for Them**, Anna Paravano, MS

From the classroom to the lunchroom, restroom, or office- how can the physical environment be used as part of a therapeutic solution to the response to trauma?

Through this workshop you'll explore some of the components that can help to create a more trauma-informed, grounding and resilience-oriented environment. You'll be invited to which ingredients to add or subtract from the built environment to support the nervous-system, foster regulation, and promote resilience and learning.

- **6CV - Embodied Neuroscience - Cultivating Responses that Build Belonging**, Kristin Hovious, MS Psy, CPDT

Humans are social creatures and the brain is a social organ. In this workshop, we will explore the neuroscience behind belonging, and how we can use these intellectual concepts to create embodied and actionable strategies for adults modeling co-regulation and supporting the skills of emotional self-regulation with people of all ages. This workshop will also introduce participants to the tools of Authoritative Leadership to increase practitioner fidelity for centering dignity and belonging in any classroom community. Workshop participants will be provided online access to the online version of Our Brain Book, including lesson plans to support self-regulation and emotional granularity in the classroom.

- **6DV - Trauma And Its Impact On Neurodivergent Students In And Out Of The Classroom And Ways To Help Them Be Successful**, Jennifer Abbanat, C-TSS & Nicole Mank, LMFT, CCLS

Neurodivergent individuals experience the world differently. As a result, families/caregivers and educators may see "behaviors" that don't make sense. ND students experience adversity and trauma, especially at school, from trying to exist in an environment that runs counter to their unique needs. By understanding the current neuroscience, polyvagal theory, and the research from the ACE study, we have captured more successful and suitable ways to support our neurodivergent learners throughout their lifetime.

4:00 pm - 4:30 pm Topic Roundtables