

J. Start Ablon, Ph. D.



About the Presenter:

J. Stuart Ablon, Ph.D. is Director of Think: Kids in the Department of Psychiatry at the Massachusetts General Hospital (MGH) where he specializes in the treatment of explosive, inflexible, easily frustrated children and adolescents and their families. He is also Associate Professor of Psychology in the Department of Psychiatry at Harvard Medical School. Dr. Ablon is co-author of *Treating Explosive Kids: The Collaborative Problem Solving Approach* and author of numerous articles, chapters and scientific papers on the process and outcome of psychosocial interventions. Dr. Ablon trains parents, educators, and clinicians and consults to schools and treatment programs throughout the world in the Collaborative Problem Solving approach. Dr. Ablon was recently ranked #5 on the list of the world's top rated keynote speakers in the academic arena.

Keynote: ***Collaborative Problem Solving as Trauma-Informed Care: The Impact of Trauma on Brain Development and What to Do About it***

There is renewed interest in the effects of chronic, overwhelming stress and trauma on children's development. Trauma-informed care is emphasized more than ever. Yet, parents, educators, clinicians, mental health workers and law enforcement alike still struggle to understand the impacts of trauma on brain development in a concrete and tangible way. Perhaps even more so, adults trying to help these children and adolescents long for concrete strategies that operationalize what brain science tells us will be helpful to facilitate development arrested as a result of complex developmental trauma. If you want to know how trauma impacts the brain and what to do about it, please join us for this exciting presentation.

Dr. Stuart Ablon, Director of Think:Kids at Massachusetts General Hospital and Associate Professor of Psychiatry at Harvard Medical School, will make complicated neurodevelopmental concepts accessible and provide a practical evidence-based process for trauma-informed intervention that all adults can follow in any setting called Collaborative Problem Solving (CPS). CPS has been used effectively across systems to provide concrete strategies that operationalize the fundamental principles of neurodevelopment. CPS provides replicable guideposts for adults to build helping relationships with children while fostering a relational process that develops flexibility, problem solving, and emotion regulation skills.

Objectives:

- Describe how different explanations for and interpretations of challenging behavior can lead to dramatically different approaches to intervention.
- State how chronic overwhelming stress and trauma impacts brain development.
- Explain the limitations of reward and punishment procedures.
- Describe how to effectively implement a relational process to facilitate brain development and reduce the frequency and intensity of challenging behavior.

Dipesh Navsaria, MPH, MSLIS, MD



About the Presenter:

Dipesh Navsaria, MPH, MSLIS, MD is an assistant professor of pediatrics at the University of Wisconsin School of Medicine and Public Health. He practices primary care pediatrics at Access Community Health Center. He is the founder and director of the Pediatric Early Literacy Projects at the University of Wisconsin, and is also the founding medical director of Reach Out and Read Wisconsin. With respect to education, Dr. Navsaria is the director of advocacy training for the pediatric residency, and is frequently involved in medical student and physician assistant education from the clinical arena through myriad small group and lecture formats. He also serves as the faculty advisor for the Pediatric Interest Group and is the director of the MD-MPH program at the University of Wisconsin.

Born in London, England and raised in New York City, Dr. Navsaria attended the Bronx High School of Science. His undergraduate education was at Boston University, majoring in Biology and English Literature. He completed a Master's in Public Health at Boston University and Physician Assistant training at The George Washington University in the District of Columbia. He practiced as a pediatric physician assistant in East Central Illinois before attending medical school at the University of Illinois in Urbana. During his time there, he also completed a master's degree in library and information science at the University of Illinois, focusing on children's librarianship. He then completed his residency in pediatrics at the University of Wisconsin Hospitals and Clinics.

Dr. Navsaria also does some work in the common-sense, intelligent application of technology to practical projects and situations. As a devoted user of Apple hardware for over twenty years, Dr. Navsaria also cares deeply about visual presentation and typography – information should be clear and beautiful in how it is passed on.

He lives in Madison, Wisconsin with his family. He has a lovely, supportive wife and two adorable children. They not only put up with his sense of humor, they encourage it.

Committed to understanding how basic science can translate into busy primary-care settings via population health concepts and policy initiatives, Dr. Navsaria aims to educate the next generation of health care providers in realizing how their professional roles include being involved in larger concepts of social policy and how they may affect the cognitive development of children.

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Keynote: *Early Experiences Elevate Everything: Toxic Stress, Relationships and the Development of Children*

The last several years have brought the synthesis of new information regarding the first thousand days of life. What happens around children and to children has lasting effects, not only in terms of their mental and emotional well-being, but in biological pathways, down to the interpretation of their genetic code. Understanding the world of toxic stress, the primacy of strong, supportive, nurturing relationships, and the role of programs and policies in helping families build both capacity and capabilities for these types of environments is critical. This program will discuss these concepts, reviewing the scientific knowledge and progressing through to the application of these ideas in order to positively influence the development of children.

Objectives:

- Recognize the importance of supportive relationships in driving development early in a child's life.
- Explain the concept of toxic stress and the deep biological effects it has on children and their long-term outcomes.
- Identify the characteristics of programs and policies which protect developing brains.

Breakout: *Screens: Success or Sabotage for Schools?*

The topic of "screen time" is a frequently discussed one in our contemporary society. Despite many concerns, the use of screens by children starting at a very young age and continuing through adolescence is steadily increasing. What do we know, both about screens themselves as well as the content on them? What are the positive and negative attributes of screen media at different ages? And how can we advise others best about how to approach the subject as research continues to evolve? This session will discuss screen media and will offer examples as well as opportunities for discussion.

Objectives:

- Discuss statistics and other demographic information regarding screen media use by children.
- Identify basic principles and ideas (based on published research) about screen media and the effects it has on children of different ages.
- Recognize the impact of marketing to children via screen media.
- Discuss strategies around messaging effectively with families with respect to screen usage.

Avis Smith, ACSW, LSCSW, LCSW



About the Presenter:

Avis Smith is a licensed clinical social worker with 30 years' experience in child/adolescent mental health. She is Director of Trauma Smart/Head Start at Crittenton Children's Center in Kansas City. Trauma Smart is an early childhood trauma intervention model that supports young children who have experienced trauma and the parents and teachers who love them.

Avis is also an adjunct instructor at the University of Kansas School of Social Welfare. She trains nationally and internationally on a wide range of topics pertinent to child/adolescent mental health. Avis volunteers at St. Mary Kevin Orphanage in Kijjansi, Uganda, with children orphaned by AIDS and on-going civil war.

Keynote: **Trauma Smart: An Innovative Approach to Overcoming Childhood Trauma**

Nationwide, 25% of all children experience one traumatic event by age 4. Pre-school children are expelled from school at 3 times the rate of children K-12. Trauma Smart is an intervention model that helps children who have experienced trauma develop positive relationships, regulate emotions, and develop age appropriate competencies needed for school success. This interactive presentation provides an overview of the model and teaches practical tools adults can use to successfully intervene.

Objectives:

- Explain the Trauma Smart Model, its trauma-informed framework and outcomes to date.
- Recognize how trauma affects early childhood brain growth and development, including a simple way to present this information to caregivers.
- Identify how secondary trauma affects care-givers and identify self-care methods that reduce adult stress and create safety for children.

Breakout: **Building Attachment Skills in Children Who Have Experienced Trauma**

This interactive presentation will teach a simple four step method that helps adults "attune" to the needs of children who have experienced trauma instead of automatically reacting to a child's behavior.

Objectives:

- Examine and utilize a four step "attunement" method that promotes attachment.
- Use simple games, music and movement to build a child's capacity for attachment.

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Janet Nickell Horras



About the Presenter:

Janet Horras has over twenty-five years of experience in the family support field. She has been employed by the state of Iowa since 1999. She currently works for the Iowa Department of Public Health in the Bureau of Family Health as the State Home Visitation Program Director. She previously worked for the Iowa Department of Management in the Early Childhood Iowa Office as the Family Support Coordinator and the Iowa Department of Human Rights in the Division of Community Action Agencies. Janet also has ten years of experience administrating a variety of family support program models at the community level. She began her career as a home visitor which provides her with a deep understanding of the complexities of family support services. Her community experience also provides her with hard-earned credibility in the family support field.

Janet has a BA degree in Human Services and has completed additional graduate studies. She has also earned the Certified Community Action Professional designation and is a certified Family Development Specialist. She also serves in a volunteer capacity, as a bereavement counselor for her Parish.

Together, Janet and her husband have eight children ranging in age from 33 to 16. They have also been blessed with seven grandsons all under the age of eight! Her children and grandchildren keep her well-grounded in the joys and frustrations of parenting.

Breakout: **What is Lemonade for Life?**

What do you do when life hands you lemons? You make lemonade! No matter what your circumstances are in life, chances are you have been handed a few lemons. This session will provide an overview of the Lemonade for Life approach on how to discuss Adverse Childhood Experiences (ACEs) and engender hope and foster resilience. Lemonade for Life utilizes a two-generation approach with the focus of preventing the transfer of ACEs to children. You cannot rewrite your history but you can take charge of your future and that of your child's!

Objectives:

- Describe how Adverse Childhood Experiences (ACEs) may have a life-long impact and carry forward into the next generation.
- Recognize an increased skill level in discussing sensitive topics such as ACEs.
- Identify methods for assisting parents to build resiliency in their children and themselves.

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Marva L. Lewis, Ph.D.



About the Presenter:

Dr. Lewis has taught at the Tulane School of Social Work since 2008. Her program of research uses mixed methods and a cultural practices approach to understand the influence of sociocultural factors including community violence, the stress of internalized racism and stereotypes on the formation of parent-child attachment relationships. Over the past twenty years she has published and presented this research to professional audiences at state, national, and international forums of interdisciplinary audiences. Since 1994 she served as the consultant on issues of cultural diversity to the New Orleans Adolescent Hospital and several national organizations. In 2008 she was part of a 3-year project to train child welfare social workers on early child development and parent-child attachment in Louisiana. She worked specifically on cultural competency with the all-White staff consulting with primarily Black social workers and foster care parents. This work generated the development of the original quantitative measure of *Perception of the Quality of the Working Relationship* that was later developed into the *Survey on Diversity and Intergroup Relations*. In 2011 she was commissioned by the National Zero to Three Safe Baby Court Teams to conduct training for juvenile court judges, lawyers and social workers on the historical trauma of slavery and disparities in the child welfare system.

Keynote: *The Elephant in the Room – Historical Trauma of Slavery*

This Key note address presents the concept of historical trauma of slavery and the psychological residuals that currently impacts all members of the USA. These residuals are manifested in the disproportionality and disparities of African Americans in multiple social indexes of health and well-being. A program of research has been conducted that focuses on Colorism, a legacy of slavery passed down through generations in enslaved Africans. A brief presentation will be made of community-based interventions of *The Early Connections Projects* designed to address historical trauma and modern legacies of this trauma in families of color with young children.

Objectives:

- To understand the concepts of chattel slavery as a collective experience of historical trauma and the psychological residuals of slavery.
- Recognize how the historical trauma of slavery currently impacts all members of the USA and is manifested in the disproportionality and disparities of African Americans in multiple social indexes of health and well-being.
- Understand individual differences in families of color around the world regarding the legacies of Colorism associated with colonialism and historical trauma.
- Identify stereotypes of Blacks and African phenotypes that originated during slavery as the modern day psychological residuals of slavery
- To present the global nature of Historical Trauma Responses in groups around the world.
- To describe Colorism, a legacy of slavery passed down through generations in enslaved Africans .

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- To define the salient elements of resilience that allowed each generation to continue to thrive.
- To briefly present community-based interventions *The Early Connections Projects* designed to address historical trauma and modern legacies of this trauma in families of color with young children.

Breakout: Shining a Light on the Elephant: Leveraging Privilege for Interpersonal Growth & Change (Part I)

This breakout session is part one of a two part workshop. In PART I participants will be given the evidence of the role of historical trauma of slavery in interpersonal relationships within the child welfare system and business community. Data on disproportionality in Child Welfare & business organizations will be presented. The benefits of diversity will be discussed. Using experiential exercises participants will identify the strengths we each bring to make change in ourselves, our clients, our families, our business organizations and our communities. These identified strengths will be used in an Appreciative Inquiry format to generate answers to the question: *How do we solve the problem of the legacy of slavery of structural racism?*

An Appreciative Inquiry Summit into Healing from Historical Trauma of Slavery (Part II)

(Participants must enroll in Part 1 of Workshop.)

Participants will be taught the basics of using an Appreciative Inquiry summit approach developed by David Cooperrider of Case Western Reserve School of Business to address the issue of structural racism. This model uses an inclusive, strengths-based approach in contrast to a problem-solving approach to address the legacies of slavery in modern day interpersonal professional relationships and communities.

Objectives:

- Be able to define the concept of ‘colorism’ as a legacy of the historical trauma of slavery and understand the specific impact of the phenomenon on the everyday interactions of African American caregivers with their young children.
- Do self-assessments of specific ways that legacies of slavery may impact their client-practitioner relationships in the form of stereotypes, unrecognized privilege and internalized racism.
- Learn the 4-D Cycle of Appreciative Inquiry to address the issue of legacies of slavery in modern relationships.

Jerry B. Yager, Psy.D.



About the Presenter:

Jerry Yager or “Dr. Jerry” has more than 30 years of experience in the assessment and treatment of neglected, abused and traumatized children. He joined the Denver Children’s Advocacy Center in 2011 to pursue his passion of educating professionals who work with children about the impact of abuse and neglect on the developing brain. Dr. Jerry leads DCAC’s far-reaching initiative to provide training and consultation to the professionals who work with traumatized children in many different capacities – therapists, social workers, educators, foster/adoptive parents, law enforcement officers, investigators and victim advocates – to help them understand the often difficult behaviors of child abuse victims and learn to provide appropriate and effective interventions that ameliorate rather than exacerbate the trauma. Dr. Jerry and his training team conduct workshops and provide individual and organizational consultation throughout Colorado and nationally.

Dr. Jerry is a ChildTrauma fellow with the ChildTrauma Academy. Before joining DCAC, Dr. Jerry was the Executive Director of the Denver Children’s Home for nine years and oversaw their treatment and educational programs for ten years. He has served as president of the Colorado Association of Families and Children’s Agencies (CAFCA), was a member of the Governors Child Care Licensing Advisory Committee and Colorado’s Child and Adolescent Mental Health Systems Redesign Committee, and also served on the Kempe Children’s Center Perpetration Prevention Study Group. Dr. Jerry is frequently called as an expert witness in cases of child abuse, and has been asked to testify many times in front of Colorado State Legislature on the treatment, education and care of children in the child welfare system. Dr. Jerry was recently nominated to join the Colorado Court improvement Program and serves on the steering committee for redesigning Colorado’s Systems of Care. Dr. Jerry received his Doctorate in Psychology from Nova University and a Bachelor of Arts in Psychology from the University of Colorado.

Keynote: How Experiences Change Our Biology and Influences Our Behavior: A Trauma-Informed Systems Approach to Juvenile Justice

A child’s brain development is profoundly influenced by his or her experience. Adverse experiences such as abuse, neglect or exposure to violence can shape the organization of the brain which, in turn, influences the capacity of the brain to help a child think, feel and behave. The impact of any event is likely to be most profound on the systems in the brain which are most rapidly developing. Therefore, depending upon the specific time in development that the traumatic event takes place as well as the specific nature of adverse experience, a range of problems can arise, from delayed development to impulsivity and aggression, to severe emotional problems. Understanding the origins of these

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problems and how they can be identified and addressed is one of the major challenges for professionals working with maltreated and traumatized children and adolescents. These youth show up in multiple systems and not necessarily behavioral health systems and require a multi-agency, collaborative, integrated approach from the public sector.

Participants will gain an increase knowledge of how early childhood experiences influence long term developmental outcomes and impact youth in the Juvenile Justice system.

Objectives:

- Examine the impact of stress on the developing organization and functioning of the brain and behavior.
- Differentiate how the social environment can either facilitate or inhibit healthy physiological and psychological development.
- Apply this knowledge to their work with children, adolescents and families and policy decisions.

Breakout: ***The Best Way to Care for Others is to Care for the Self***

We now have a greater understanding that professionals and organizations working with traumatized individuals can be profoundly impacted by the relational interactions with their clients. It isn't a matter whether one will be transformed by the work, it is just a matter of how we will be transformed. Understanding trauma and trauma-informed principles at a cognitive level is important but traumatic stress impacts us at both a conscious and non-conscious level. It can alter what we pay attention to, what we don't pay attention to and how we interpret events in our environment. In a time when individual's and organization's capacity for flexibility, adaptability and innovation is as important as productivity understanding our biology is critical for professionals in leadership positions, as well as front line professionals. The goal is to increase awareness and knowledge of how working with traumatized clients can influence your sense of self, others and the world.

Objectives:

- Identify different ways working with traumatized clients can impact individual and organizational performance.
- Recognize how the Autonomic Nervous System impacts our work.
- Employ skills that can be applied when working with clients or interacting with co-workers

Rebecca Brown, MSW, RSW



About the Presenter:

Rebecca Brown has a Masters Degree in Social Work and her career has spanned 29 years including medical social work, child welfare and domestic violence. The majority of her career was spent as a supervisor within the child protection system, where she was a Coordinator of the Critical Incident Debriefing Team. She was a Provincial Trainer for the Ontario Association of Children's Aid Societies and taught the curriculum on Wellness and Self-Care. Rebecca now has a particular interest in the area of Lifestyle Medicine and incorporates this into her practice of Wellness Coaching. Rebecca is an Associate with Compassion Fatigue Solutions delivering workshops and conferences throughout Canada and the US on the topics of Vicarious Trauma, Compassion Fatigue and Resilience to professionals, caregivers and volunteers.

Breakout: **Vicarious Trauma, Compassion Fatigue & Resilience (Part 1)**

This interactive seminar provides valuable information about the impact of trauma work on professional helpers who work in the most challenging jobs. Vicarious Trauma and Compassion Fatigue are now seen as "the Cost of Caring" for these dedicated people on the front lines. It has become the personal price we pay as professional helpers in sectors such as medical/health care, police services, child welfare, shelters, trauma work, emergency and crisis responders, addictions, domestic violence, poverty, with the elderly and ill.

Objectives:

- Define the terms: PTSD, Vicarious Trauma, Secondary Stress, Compassion Fatigue, Moral Distress/Conflict and Burnout.
- Recognize signs and symptoms in ourselves personally and professionally, how they happen, how they are similar but different, and what to do when we are impacted by the work.
- Complete a Resilience Tool Kit of strategies to stay healthy with the capacity to remain compassionate for a long and rewarding career.

Breakout: **Compassion Fatigue & Resilience – What Really Works? (Part II)**

This interactive workshop is a follow up to the introduction seminar: Vicarious Trauma, Compassion Fatigue & Resilience. Professionals who have already gained a good understanding of the concepts and insight into how they are impacted by their work will benefit from the useful tools and strategies provided.

Objectives:

- Review the concepts and terms associated with Compassion Fatigue and Resilience, focus on recognition of signs, symptoms and strategies.
- Examine the Resilience Tool Kit, identify Change Style and self-assessment for readiness to change.
- Practice workplace strategies for developing a Resilience Alliance.

Sara McMillan, MS, LMFT, LMSW

About the Presenter:

Sara McMillan, MS, LMFT, LMSW, RYT 500 has been a psychotherapist for 25 years. She currently works at Polk County Crisis and Advocacy Services, has her own private practice and is EMDR Therapy certified. She is also a certified yoga instructor and received her 40 hour Trauma Sensitive Yoga training at Kripalu in western Massachusetts.

Breakout: **Trauma Sensitive Yoga**

Trauma survivors – whether from abuse, accident or war – can end up deeply and profoundly wounded and betrayed by their body for failing to get them to safety and for causing them pain. To fully heal from trauma a connection must be made to oneself, including one's body. Trauma sensitive yoga is a modified yoga program developed at the Trauma Center at Justice Resource Institute in Boston. Expanding beyond traditional talk therapies that only focus on the mind, trauma sensitive yoga allows trauma survivors to cultivate a more positive relationship with their bodies through mindfulness, breathing and gentle yoga exercises.

Objectives:

- List the theoretical foundations of Trauma Sensitive Yoga.
- Recognize the therapeutic goals and principles of Trauma Sensitive Yoga.
- State the current research on Trauma Sensitive Yoga and its clinical implications.