

TRAUMA-INFORMED
Relationship-Focused
SCHOOLS • CONFERENCE

2024 EVENT GUIDE BOOK



Creating a Trauma-Informed, Relationship-Focused School

5.5 CE HOURS

Within this workshop, attendees will explore how to develop trauma-informed, relationship-focused approaches at the District, School and Classroom level. We will discuss the impact of trauma and disrupted attachment relationships on learning and how to implement trauma-informed and relationship-focused strategies and IEP accommodations. Challenges will be addressed and attendees will leave with the foundations of an action plan to assist them on their journey to becoming trauma-informed and relationship-focused within the educational environment.

OBJECTIVES:

- Describe the impact of trauma and disrupted attachments on learning.
- Apply knowledge of trauma and attachment to create safe and secure learning environments.
- Create an action plan that identifies next steps in the process of becoming trauma-informed and relationship-focused in the district, school or classroom environment.

Workshop Schedule

DAY 1: MARCH 6TH

8:30AM - 10:30AM	IMPACT OF TRAUMA AND DISRUPTED ATTACHMENTS ON LEARNING
10:30 - 10:45AM	BREAK
10:45AM - 12:00PM	CREATING SAFE AND SECURE LEARNING ENVIRONMENTS, INCLUDING TRAUMA-INFORMED, RELATIONSHIP-FOCUSED IEPs
12:00 - 1:00PM	LUNCH
1:00 - 2:15PM	CREATING SAFE AND SECURE LEARNING ENVIRONMENTS, INCLUDING TRAUMA-INFORMED, RELATIONSHIP-FOCUSED IEPs (CONT.)
2:15 - 2:30PM	BREAK
2:30 - 4:30PM	ENGAGEMENT STRATEGIES, BARRIERS TO IMPLEMENTATION AND THE NEXT STEPS (ACTION PLAN CREATION)



Scan the code to receive CE & PD information for this workshop.

CREATING A TRAUMA-INFORMED, RELATIONSHIP-FOCUSED SCHOOL

WORKSHOP PRESENTERS:



Josh Carlson, LCSW

A Licensed Clinical Social Worker and Executive Director of The Knowledge Center at Chaddock. He oversees the training and consultation endeavors TKC offers and is one of the lead trainers. Josh's areas of expertise are training and coaching related to trauma-informed schools and managing secondary trauma through self-care. He offers workshops in both private and public schools and has spoken regionally and nationally on these topics. Josh combines his over 20 years of experience at Chaddock with humor and fun that engages his audiences as they learn. He has a Masters in Social Work from the University of Illinois at Urbana-Champaign. Josh is trained and certified in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) as well as Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS).



Cory Powell, Ed.S.

The Director of Education at Chaddock, an organization that operates non-public special education schools in Quincy and Carthage. He and has had a key role in infusing Trauma-Informed and Relationship-Focused approaches in Chaddock's school environments. He holds a Bachelor of Arts Degree in Political Science from the University of Illinois at Urbana-Champaign, a Masters in Education Degree from Quincy University, and a Specialist Degree in Educational Administration from Southern Illinois University at Edwardsville. In addition to providing leadership to Chaddock's educational programs, Cory serves as lead evaluator for Cognia, an organization which oversees the accreditation of over 34,000 schools and districts throughout the world.



Katelyn Kegaly, MSW, MEDL

The Assistant Principal at Chaddock School in Quincy, IL and oversees the high school program. Katelyn has a Bachelor of Social Work and Master of Social Work degree from Aurora University as well as a Master of Arts in Educational Leadership from Aurora University. For nine years, prior to Chaddock, Katelyn worked as a School Social Worker in a public therapeutic day school and spent one year as the special education coordinator. Katelyn is an integral member of the Chaddock School team, bringing knowledge and experience working with special populations.



Kirsty Ruggles, MS

The Lead Training Manager for the Knowledge Center at Chaddock in Quincy, IL. She has worked with children and families at Chaddock for over 9 years, within Chaddock's Outpatient Program, Chaddock's Special Education School, Chaddock's Residential Program, within various local school districts and through The Knowledge Center at Chaddock. Kirsty has experience in the following areas: outpatient therapy, sensory interventions, social/emotional groups, school-based therapy, training and consultation. She has also been a part of a partnership with Chaddock, the Tracy Family Foundation and the LUME Institute in bringing the LUME approach to West Central Illinois. The LUME approach has been training early childhood educators on how to emotionally partner with children to reduce the impact of trauma and ACE's through a psychodynamic approach, developing values and character, and promoting early literacy and language. Kirsty has trained and presented both nationally and throughout IL., on a range of topics including trauma-informed practices, early attachment and developmental trauma, sensory interventions and mindfulness.



TRAUMA-INFORMED

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Event Schedule

DAY 1: MARCH 6TH

- 8:30AM - 4:30PM **PRE-CONFERENCE WORKSHOP**
Creating a Trauma-Informed, Relationship-Focused School
Presenters: Josh Carlson, Cory Powell, Katelyn Kegaly & Kirsty Ruggles
- 6:00 - 7:15PM **REGISTRATION & SELF CARE, SOCIAL HOUR**
- 7:30 - 9:00PM **DOCUMENTARY SCREENING & DEBRIEF - CHASING CHILDHOOD**

DAY 2: MARCH 7TH

- 8:00 - 9:00AM **COFFEE & PASTRIES**
- 9:00 - 10:15AM **INTRO & KEYNOTE 1**
I'm That Kid | Presented by: Justin Tutt, "The Man in the Black Chucks"
- 10:15 - 10:30AM **BREAK**
- 10:30 - 11:45AM **MORNING BREAKOUT SESSIONS**
Combating Compassion Fatigue and Burnout | Presented by: Dr. Adam Dell
Getting Started with Community Circles | Presented by: Brittany Roberts
Closer Connections to Build Classroom Communities | Presented by: Lindsey Acton
Truly Trauma-Informed? Assessment & Design of Actionable Systems and Practices on the Journey to Becoming Trauma-Informed | Presented by: Doris Bowman & Rick Bowman
Brain Architecture Game and Discussion | Presented by: Mallory Wassmann & Sarah Kuperus
- 11:45AM - 12:45PM **PROVIDED LUNCH AND AWARD PRESENTATION**
- 12:45 - 2:00PM **KEYNOTE 2:**
The True Masters in the Classroom: Teachers as Containers, Observer-Scientists and Discoverers of Meaning | Presented by: Michael Trout
- 2:00 - 2:15PM **BREAK**
- 2:15 - 3:30PM **AFTERNOON BREAKOUT SESSIONS**
The Educator Listened | Presented by: Ovella "Ms. Peaches" Lott
Teamwork Makes the Dream Work: The Importance of Engaging Families in Their Child's Education
Presented by: Kris Jenkins
Beyond De-escalation: A Guide to Understanding Student Behavior | Presented by: Ryan Reinecke
Building Positive Relationships with The Nurtured Heart Approach*
Presented by: Dorothy Derapelian
Pain, Power, and Activating Our Purpose: Critical Care Pedagogy Through Writing-as-Healing
Presented by: Briana Morales
- 3:30 - 4:00PM **THAT'S A WRAP!**

I'm That Kid

1.25 CE HOURS

In my speech titled "I'm that kid", the audience and I take a walk down memory lane reflecting on the decisions, impact and results of peer pressure on at-risk students. Every child faces a moment in life that determines their future self. Every child is one experience away from being a success story. Together let's ensure our children are not the ones falling for the pressure trap by empowering them to be themselves and to not risk their self-values in order to fit in with others.

OBJECTIVES:

- Utilize the tools learned to effectively relate to youth and increase meaningful youth engagement in programs.
- Use the communication skills taught to set and achieve positive goals with youth dealing with trauma.
- Establish a new approach on managing emotions while showing empathy and supporting youth.

PRESENTER:

Justin Tutt, B.B.A.

"The Man in the Black Chucks" Award Winning
National Keynote Speaker & Author



Justin Tutt a.k.a "The Man In The Black Chucks" wears the most powerful sneakers in the world! His shoes are powerful not because of the brand, the price or the way they look but solely because of the purposeful steps taken in them. These beat up Converse symbolize to youth and adults that it doesn't matter where you come from or what you've been through, but where you're headed! For over 10 years, Justin has been partnering with school districts and organizations all across the nation passionately and purposely advocating for our children's future through school assemblies, adult training and life altering keynote speeches. He has worked with over 85 school districts nationwide leaving a footprint for over 250,000 students to follow. He truly believes every human being is one powerful step away from their success story. The question is, are you ready to take "THAT" step?

www.themanintheblackchucks.com

Combating Compassion Fatigue and Burnout

1.25 CE HOURS

As a former officer in the United States Air Force and a clinical psychologist, Dr Adam Dell draws upon clinical experiences and behavioral science literature spanning 40+ years associated with Acceptance & Commitment Therapy to help attendees learn and interact with themes such as the costs of avoidance (e.g. memories, bodily sensations, thoughts, etc.), The liberating nature of acceptance, a mindfulness-based exercise, and more. This is a process-based session intended to help attendees connect with their own values and learn ways to combat compassion fatigue and burn-out.

OBJECTIVES:

- Explain the 6 components of psychological flexibility from Acceptance and Commitment Therapy.
- Continue to practice ACT-based principles in guided exercises.
- Apply ACT principles personally and professionally in religious and/or secular contexts.

PRESENTER:

Adam Dell, Psy. D., HSPP, ABPP Psychologist



Dr. Adam Dell is a psychologist and key note speaker with board certification in clinical psychology. Dr. Adam Dell currently serves as the Director of Emotional Wellbeing at the Notre Dame Wellness Center with Premise Health. Prior to taking this role, he served nearly 7 years as an Active Duty Psychologist with the United States Air Force. Dr. Dell draws on 20 years of clinical experiences to offer insights and practical solutions with audiences. He combines exercises and information in seminars to maximize engagement and impact. As a subject-matter expert, he authors seminars and graduate school lectures on topics such as: the psychology of behavior change, clinical health psychology, religious coping and meaning-making, acceptance vs. avoidance, relationship enhancement, marriage and family issues, the psychology of suffering, advanced assessment & treatment of trauma, and the science of flourishing/resiliency.

Getting Started with Community Circles

1.25 CE HOURS

If you are under the impression that “circles” have a kitschy singing-round-the-campfire vibe, you’re not alone. However, that impression does not reflect the fact that true circles, when used well, are a powerhouse tool for transforming classroom culture because they build student connections, empathy, and student voice. This session will focus on the basics of proactive community-building circles. We will share about the “why” and its connection to neuroscience but spend the bulk of our time on providing practical ideas, modeling, and addressing “what ifs” that attendees may have! We’ll also share feedback from teachers and students who have regularly used circles to get their impressions. Participants will walk away with resources they can use tomorrow! Proactive circles are a big part of the SEBH and trauma-informed work that we do at Four Oaks. It provides participants a means to process, share their thoughts, and hear from others in a structured way.

OBJECTIVES:

- Reflect on the impact of circles on student emotional safety.
- Explore and access resources with quick ways to effectively implement circles.
- Reflect on circle experience.
- Discuss and address apprehensions.

PRESENTER:

Brittany Roberts, BA Professional Learning Coordinator



Brittany Roberts is a Professional Learning Coordinator with Four Oaks Education. Brittany’s background is in public school education, where she served as a high school teacher and instructional coach. She focuses on implementing best classroom practices in social-emotional learning, trauma-informed care, and other aspects of wellness and regulation. She is also a certified trainer in IIRP (International Institute for Restorative Practices) and Youth Mental Health First Aid. She is very passionate about helping adults practice a work/life balance, emotional regulation, and self-awareness in order to model real strategies and thinking for students.

Closer Connections to Build Classroom Communities

1.25 CE HOURS

This session will cover the basics of relationship-building for teachers and why beginning with the whole child as a person first, before learning about the child as a student will foster long-term success in their role as a teacher. Attendees will walk away with tangible strategies for relationship-building and connecting with their students so that prioritizing learning in the right order can take place, thereby increasing student achievement. In this standardized day and age, there is nothing standard about our learners, and in a post-Covid climate, learners have changed in drastic, often difficult, ways. This session will help teachers keep the PEOPLE they are teaching at the forefront of their planning, both academically and emotionally, and will encourage teachers to CONNECT, CONNECT, CONNECT in order to best achieve the results they are seeking.

OBJECTIVES:

- Name and implement at least three reasons for prioritizing strong connections with students.
- Articulate and implement the importance of connection in their classrooms.
- Implement strategies to best connect with even their most difficult students.

PRESENTER:

Lindsey Acton, M.Ed. Director of New Teacher Member Experience



Lindsey Acton currently serves new teachers for the largest teacher support organization in the country. She is the author of *Throwing Rocks*, about teacher trauma and *Broken Shells*, about cancer. Lindsey taught 15 years of high school English and has founded her practice on relationship-building and connection. Lindsey has also been a commencement speaker, a keynote speaker and an event speaker for multiple organizations, presented at the Indiana School Safety Academy, contracted with several school districts to support their new teachers, and is currently working with the Indiana Department of Education on leading school admin through standards-based changes. In June of 2023 she was the Keynote speaker at UNC-Charlotte's Celebration of Teaching event, specifically focused on teacher support.

Truly Trauma-Informed? Assessment & Design of Actionable Systems and Practices on the Journey to Becoming Trauma-Informed

1.25 CE HOURS

Conducting trauma-informed care training is a start, but how can schools assess where they're at, develop actionable systems and practices, and measure progress on the journey of becoming trauma-informed? What does it mean to not only create awareness, or build vocabulary, but grow in the day-by-day application of all core trauma-informed principles. Includes:

- Evaluation of where your school/district falls on growth continuum related to each of 6 core principles of being trauma-informed
- Comparison of how traditional school systems differ from truly trauma-informed systems
- Practical Examples of ways in which schools can shift/grow in each core principle

OBJECTIVES:

- Understand the contrast between a school with traditional systems and practices, and one with trauma-informed systems and practices.
- Rate their school/district based upon a rubric for each of the core principles of trauma-informed practices to see clearly where they're at on the "trauma-informed journey".
- Identify and plan for areas in which they wish to target for growth in the coming semester/school.

PRESENTERS:

Doris Bowman, M.S. Ed./Spec Ed
Director of Training

Rick Bowman, M.A.
Clinical Psychology, Director
of Coaching & Consulting



Doris Bowman, M.S. Ed/Spec Ed is a Professional Speaker, Trainer & Consultant/Coach on topics of Trauma-Informed Practices/Care, Resilience Practices, and approaches for interventions for youth with chronic challenging behavior. She's spent more than 25 years in roles supporting children with impacts of trauma and neurodiversity, and the parents and teachers who love, raise and teach them. Her qualifications include: Advanced Certified Trauma & Resilience Practitioner - Education & Clinical, Certified HeartMath "The Resilience Advantage" Trainer, Certified "The Resilient Heart" HM Trauma Professional, Certified Collaborative Problem Solving Trainer© (MGH), PreK-21 Special Educator and Pre-K-21 licensed school administrator.

Rick Bowman, M.A. Clinical Psychology, Director of Coaching & Consulting, Bowman Consulting Group; Certified Trauma & Resilience Practitioner -Clinical; Certified HeartMath "The Resilience Advantage" Trainer; Certified "The Resilient Heart" HM Trauma Program Professional; Certified CPS Trainer (MGH); and Pre-K -21 licensed school administrator.

Rick & Doris Bowman have been former speakers at the 2020, 2021 and 2023 CTSS Conferences, as well as are requested speakers at numerous national conferences and state-wide administrator conferences throughout the school year, including special education, annual, and principal-specific conferences. They've also been featured speakers at the Innovative Schools Summit's "Differently Wired" (trauma-informed) Conference, the Resilience Impact Trauma-Informed Schools Institute, and the Pacific NW Special Education & the Law Conference which alternates between Washington and Oregon annually, presenting numerous sessions on trauma and resilience related topics. Additionally, in the coming months they will present at the Ohio Children's Alliance Fall Conference 2023, the ESSDACK "Bridging to Resilience" Conference in Wichita Kansas, the Resilience Impact 2024 Conference, and again at the ATN CTSS Conference 2024 in Dallas.

Brain Architecture Game and Discussion

1.25 CE HOURS

Join us in this session to learn more about the effects of trauma and adverse childhood experiences (ACES) on the brain. Working in a small group, participants will play The Brain Architecture Game. This is a tabletop interactive experience that builds understanding of what promotes, derails, and impacts early brain development. Following the game, a discussion will occur regarding the way social experiences and supports construct and transform the brain of the students we encounter in our school settings. Participants will also explore the role educators and school systems can have in supporting or enhancing the learning brain.

OBJECTIVES:

- Explain how early experiences affect the development of brain architecture and the brain's ability to change in response to these experiences.
- Leave with a deeper understanding of the effects of cumulative toxic stress on the brain.
- Name strategies for fostering connections, relationships, and regulation within the school setting.
- Use tools and resources provided in order to examine current trauma-responsive practices and identify areas of strength as well as areas still in need of improvement.
- Collaborate with colleagues and apply the research presented in order to make trauma-informed decisions that better the well-being of their school district.

PRESENTERS:

Mallory Wassmann, MSW
School Social Worker

Sarah Kuperus, S.S.P.
School Psychologist



Mallory Wassmann is in her eleventh year as a Social Worker supporting the social emotional wellness of students. Although Mallory enjoys working with kids and empowering them to be their best selves, her passion is for helping colleagues and families better understand how to foster emotional intelligence and support the whole child. She is a continuous learner who finds energy in exploring new concepts and building her knowledge base. This enthusiasm for research, deeper dives into various practices and approaches, and connecting and collaborating with stakeholders is evident in her daily work. This October, Mallory will be presenting at the Illinois Alliance of Administrators for Special Education (IAASE) Fall Conference in Tinley Park.



Sarah Kuperus is in her eleventh year as a School Psychologist. Her role includes Special Education and Section 504 evaluations, providing social emotional support for students, coordinating MTSS services district-wide, and regularly consulting with teachers, administrators, and parents. Sarah's flexible communication style allows her to easily move from direct and analytical data driven conversations to collaborative and personable ones - both of which are necessary when discussing the research and data that drives how to respond emotionally to the students' daily needs. Sarah has always had a personal interest in researching the effects of trauma, developing coping strategies, and the dynamics of interpersonal relationships.

The True Masters in the Classroom: Teachers as Containers, Observer-Scientists and Discoverers of Meaning

1.25 CE HOURS

At a time when educators are under intense pressure from both the government and their own administrations—not to mention the pressure they feel from parents to take over duties that were once the purview of the home—some may find themselves grasping for measurable-outcome strategies. In the process, some may be inclined to relinquish authority over what they once knew was most important—indeed, over what brought them to teaching in the first place—in favor of any new program or “method” that comes along, as long as it promises to restore order to the classroom and make parents and supervisors happy. This session will teach no strategies but will only highlight what teachers already know: the central importance of relatedness, their own brilliance as observer-scientists, and their capacity to slowly discover meaning in the behavior of their children.

OBJECTIVES:

- Describe a moment in time when they remembered and were able to articulate what brought them to teaching in the first place.
- Demonstrate—through a case example—a capacity to observe classroom behavior in context, while calming their impulse to diagnose.
- Chart the course of behavior management with one child from first observation through discovery of meaning, application of empathy, and resolution of the behavior.

PRESENTER:

Michael Trout, MA

Director of the Infant Parent Institute & Award-Winning Infant Mental Health Expert, Internationally recognized speaker, producer & author



Michael Trout, MA completed both his undergraduate studies in philosophy and his graduate studies in psychology in Michigan. He completed his specialized training in infant psychiatry at the Child Development Project, University of Michigan School of Medicine, under Prof. Selma Fraiberg.

In the mental health field since 1968, and in private practice since 1979, Mr. Trout directs an institute engaged in research, clinical practice and clinical training related to problems of attachment. He was the founding president of the Michigan Association for Infant Mental Health and the International Association for Infant Mental Health, was on the charter Editorial Board of the Infant Mental Health Journal, served as Vice-President for the United States for the World Association for Infant Mental Health, and served on the Professional

Advisory Council, the Board of Directors and as Editor of the Newsletter for APPPAH—the international society for prenatal and perinatal psychology.

In addition to publishing a number of book chapters and journal articles—as well as the 2005 book, co-authored with a foster/adopt mother, *The Jonathon Letters*, and the 2008 *Baby Verses: The Narrative Poetry of Infants and Toddlers*—Mr. Trout has produced 16 documentary films that are in use in universities and clinics around the world, including five films on the unique perspective of babies on divorce, adoption, loss, domestic violence and parental incarceration. His meditation CD for foster and adoptive parents is entitled *The Hope-Filled Parent*. He co-authored *See Me as A Person: Creating Therapeutic Relationships with Patients and their families*, with Mary Koloroutis. His final book, *This Hallowed Ground: Four Decades in Infant Mental Health*, was published as an audiobook in 2019 and released in print by Cambridge Scholars in 2021. Mr. Trout won the Selma Fraiberg Award in 1984, for “... significant contributions to the needs of infants and their families”, and a Lifetime Achievement Award by ATTACH, “for his decades of work with children of loss and trauma”.

The most important part of Mr. Trout’s work was always in the quiet private practice where he saw families and children of all ages every week. After 46 years, he retired in the summer of 2014.

The Educator Listened

(based off the children's book *The Rabbit Listened* by Cori Doerrfeld)

1.25 CE HOURS

When challenges present themselves or things come tumbling down, how do you respond? We might often feel sure that we have the answer, which often leads so many of us responding out of emotions that may or may not be accepted. Join us as we take a look at the heartwarming children's book, *The Rabbit Listened*, by Cori Doerrfeld. Being an emotional partner, building relationships and making connections, can be difficult if we don't know who we are or why we do what we do.

OBJECTIVES:

- Recognize the impact of their emotional responses.
- Use reflection to deepen their understanding of their emotional responses.
- Leave with a deeper awareness of attunement which will enhance the power of emotional partnerships and relationship building.

PRESENTER:

Ovella "Ms. Peaches" Lott Early Childhood Specialist



Ovella Lott, known in the field of Early Education as "Ms. Peaches" prides herself on being a lifelong learner. Peaches is fully aware of the fact that "All learning happens in relationships". She is currently an Early Childhood Specialist with LUME Institute of St. Louis MO. She holds over 36 years of experience working in early education, teen services, and family support. Peaches is a reflective coach who aids in allowing educator to deepen their self-awareness skills as they give themselves permission to teach with purpose. Ms. Peaches has shared her expertise both nationally and internationally. Ms. Peaches believes that all children should be free to be children and have the opportunity to experience playfulness and get into mischief. Peaches also believes that educators are better able to unlock their full potential when they have a supportive emotional partner who hear and see them.

Teamwork Makes the Dream Work: The Importance of Engaging Families in Their Child's Education

1.25 CE HOURS

It is imperative to form relationships with the families of our students! This will give the future generation the best possible opportunities, moving forward. Who knows our students best? Their families! We need to partner with our families to provide the best possible education for each student, based on their unique learning needs. This session will provide you with tools to help build and foster those important familial relationships.

OBJECTIVES:

- Understand how authentic family engagement increases desired student outcomes.
- Learn about the causes of family disengagement and solutions to re-engage families.
- Identify proven practices to improve family engagement across educational settings.

PRESENTER:

Kris Jenkins, M.A. Ed.
Preschool Teacher/Family Engagement Coordinator



Kris Jenkins is a veteran Early Childhood Educator, with over forty years in the field. Kris is passionate about supporting her students, and their families. After all, a child's family is their first teacher. In addition, Kris has served as a member of the building professional development team, is a certified resilience trainer, served on the Kansas Department of Education's "Navigating Change" school re-opening plan following the Covid pandemic, a contributing author for "Stories in EDU: Sailing With a Fleet," a guest on several podcasts, a breakout session speaker for many trauma-informed international conferences, her building's Family Engagement Coordinator, and published author of "Teamwork Makes the Dream Work."

Kris has had speaking engagements at "Bridging to Resilience" in 2018 and 2022 and "Moving the Needle" in 2018 and 2022, Trauma-Informed Educators Network in 2022 and 2023. In addition, she was a virtual presenter at the Attachment & Trauma Network, Inc.'s International Conference in 2021 and the Code Breaker2021 Conference and a speaker at the Kansas Consortium for Early Childhood Educators in 2020. Kris will be speaking this fall at the Family Engagement National Conference in Kansas City, MO.

Beyond De-escalation: A Guide to Understanding Student Behavior

1.25 CE HOURS

This presentation explores the underlying drivers of behavior and how adults can be effectively proactive and reactive to allow students to reach their fullest potential.

OBJECTIVES:

- Identify why kids (people) misbehave.
- Determine the drivers all human behavior.
- Develop a plan and/or strategies to prevent or minimize misbehavior and allow students to flourish.

PRESENTER:

Ryan Reinecke, M.Ed., Ed.S.
Principal



Principal Ryan Reinecke is a passionate, professional educator of nearly 20 years who is particularly passionate about the social and emotional well-being of student, staff, families, and community. He has presented and led numerous professional development opportunities to his staff and school district. He recently began expanding outside of our district by presenting at SEL Symposium put on by ROE 4 in June 2023.

Building Positive Relationships with The Nurtured Heart Approach®

1.25 CE HOURS

The Nurtured Heart Approach® is a best practice approach which transforms the relationship between adults and children with intense and challenging behaviors. We know that children who have sustained trauma can be aggressive, defensive and sometimes unapproachable. NHA® utilizes this intensity to help children see the greatness they have within themselves. It does so by presenting irrefutable evidence in real time when things are going right. When children start feeling noticed and appreciated for the right choices they make, their aggression, defenses come down and they are more approachable. This workshop will guide the participant through the 3 Stands® of the approach. The 3 Stands work soundly together to help the adult notice aloud and with real time evidence without simultaneously giving the negative behaviors the child is used to receiving. Schools that have embraced NHA® have few behavioral problems, fewer referrals for special education services, bullying reduces, just to name a few.

OBJECTIVES:

- Identify The 3 Stands® of The Nurtured Heart Approach.
- Apply positive recognitions to positive behaviors to build on Inner Wealth®.
- Predict how The 3 Stands® counterbalances the reactive trauma response.

PRESENTER:

Dorothy Derapelian, M.Ed., LCMHC

Creator and Mental Health Counselor, Core Attachment Therapy LLC



Dorothy has had a private mental health counseling practice in Meredith NH since 1986 specializing in play therapy. She also instructs for the University System of New Hampshire/Child Welfare Education Program. Dorothy is a graduate of The University of Texas at Austin and a post-graduate of the University of New Hampshire. She created and authored Core Attachment Therapy®, a process to help secure the attachment bonds between the adopted child and new parents. Dorothy is also an international speaker on the subject of developmental trauma and attachment development. She was recently awarded the 2023 Nationwide Registries Women of Distinction Honors Edition. She has presented at the Global Summits for The Nurtured Heart Approach, the New England Play Therapy Association, Spark The Change Conference in Syracuse, NY and Wyn International Conference on Mental Health and Positive Psychology.

Pain, Power, and Activating Our Purpose: Critical Care Pedagogy Through Writing-as-Healing

1.25 CE HOURS

A humanizing approach to educating youth considers opportunities for students to process and heal from individual and collective traumas by telling their story. Research suggests that expressive writing has demonstrated benefits such as decreased stress and depression as well as an increase in resilience. When given multiple entry points to discussing and processing mentally and physically painful events, young people can turn their pain into power, shining light toward a healed future where they use their ways of knowing to be agents of change in their community. The 2023 Illinois Teacher of the Year will share her experience working with young people in an alternative school setting to help them process their lived experiences through poetry of witness and oral storytelling methods in the classroom.

OBJECTIVES:

- Define expressive writing.
- Explain the connection between writing and student empowerment.
- Identify a way to implement one writing pathway (personal, inquiry, or community-based pathway) into their instruction.

PRESENTER:

Briana Morales, M.Ed.

English Teacher; 2023 Illinois Teacher of the Year



Briana Morales is the 2023 Illinois Teacher of the Year. She is a career educator in alternative education, with a home as an 11th and 12th grade. Briana is an English teacher at Gordon Bush Alternative Center in East St. Louis. She focuses on empowering her students with personalized, competency-based education that provides opportunities for them to process trauma through writing as healing. Briana received the 2022 Educator Impact Award by the Titus Foundation, 2021 Early Career Educator of Color Leadership Award by the National Council for Teachers of English and was named the 2021 Policy Fellow of the Year by Teach Plus Illinois. Briana has a proven commitment to increasing diversity, equity, and inclusion through state-level policies and initiatives, most recently receiving funding to pilot a professional development program for in-service educators to hone their culturally-responsive teaching methods through the Illinois State Board of Education. She earned her BA in secondary English education from St. Ambrose University and her MEd in curriculum and instruction from American College of Education. She is currently pursuing an EdD in diversity and equity in education at the University of Illinois, Urbana-Champaign.

Welcome to our hometown!

📍 QUINCY, IL

Local Restaurants

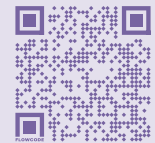
KELLY'S TAVERN
THE ABBEY
RIVERSIDE SMOKEHOUSE
FATBACKS BBQ
MI JALAPENO MEXICAN RESTAURANT
EL RANCHERITO
TOWER OF PIZZA
GEM CITY PIZZERIA & MEXICAN
CHICK'S ON THE RIVER
FUJI STEAK HOUSE
TEXAS ROADHOUSE
VILLAGE INN
TIRAMISU
QDOBA

Local Coffee Spots

CARTER'S COFFEE BAR
(BROADWAY ST & MAIN ST LOCATION)
BAILEY'S COFFEE HOUSE & FUDGE SHOP
WINK'S DRINKS
ELECTRIC FOUNTAIN BREWING COFFEE BAR & ROASTERY
STARBUCK'S COFFEE
DUNKIN' DONUTS
CALFTOWN CAFE
KRAZY CAKE'S CAFE
HEBREW'S COFFEE
CC'S COFFEE BAR

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CE & PD INFORMATION

COURSE COMPLETION

Participants must attend each session for the entire session to receive credit. Partial credit will not be issued. Participants will need to also complete the digital self-attestation and session evaluation to earn CE credit. Certificates of completion will be emailed within 10 business days of course completion.

SOCIAL WORKER

The Knowledge Center at Chaddock #1825, is approved as an ACE provider to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE provider approval period: 07/28/2023 – 07/28/2026. Social workers participating in this conference can receive up to **5 continuing education credits**.

COUNSELOR

The Knowledge Center at Chaddock has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7252. Programs that do not qualify for NBCC credit are clearly identified. The Knowledge Center at Chaddock is solely responsible for all aspects of the programs. **Up to 5 CE credit hours are available for the 2024 Trauma-Informed Relationship Focused Schools Conference for counselors.**



ILLINOIS EDUCATORS

The Knowledge Center at Chaddock is an IL-approved Professional Development Provider. Educators can use professional development hours earned towards renewal of licensure. **Up to 5 PD hours are available to Illinois Educators for this conference.**

Please note: Licensing Boards change regulations often and while we attempt to stay abreast of their most recent changes, if you have questions or concerns about this course meeting your specific board's approval, we recommend you contact your board directly to obtain a ruling.

FOR QUESTIONS, CONCERNS OR TO REQUEST SPECIAL ACCOMMODATIONS

The Knowledge Center at Chaddock | 205 S. 24th Street, Quincy, IL 62301
217-222-0034 | knowledgecenter@chaddock.org | www.tkcchaddock.org

The Knowledge Center at Chaddock will respond to grievances in a reasonable, ethical and timely manner. Grievances may be submitted by course participants to knowledgecenter@chaddock.org. For our complete Grievance procedure email knowledgecenter@chaddock.org.

REFUNDS AND CANCELLATIONS

For a full refund, cancellations must be received 30 business days prior to the start date of the training. Cancellations received 14 business days prior to the start date of the training are entitled to a 50% refund. Cancellations received less than 7 business days prior to the start date are not entitled to a refund. If a training/event is canceled by TKC, a full refund will be provided.

We reserve the right to cancel any training course, virtual or live, for any reason. Notice will be provided with the option to reschedule for a future course date if available or to receive a full refund of registration fees if TKC cancels a training program. TKC is not responsible for any expenses (including travel) incurred by registrants if a training program is canceled or you are otherwise unable to attend.

To request a cancellation contact Kelly Green, Associate Director, The Knowledge Center at Chaddock, 205 S. 24th St, Quincy, IL, 62301; email: kgreen@chaddock.org; phone: 217-222-0034 ext. 477.