



Trauma-Informed Care: Creating Cultures of Compassion

October 16, 2019

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| 8:00 – 9:00 am | Registration, Breakfast, and Networking |
| 9:00-9:10 am Main Ballroom | Welcome Melissa Adamchik, MA, Tristate Trauma Network |
| 9:10 – 10:40 am | Keynote: The Polyvagal Theory: A New Theoretical Basis for Creating Safety and Regulation in Public Service Settings Emily Read Daniels, M.Ed., MBA, NCC, SEP™ in training; Founder, HERE <i>this</i> NOW Description: Being trauma-informed in practice is an ongoing journey of expanding self-awareness, mindset, and skills. In this keynote address and the subsequent sessions, participants will gain an understanding of the human experience through the lens of The Polyvagal Theory. The Polyvagal Theory clarifies our understanding of the conditions, practices, and interpersonal cues necessary to create safety and regulation in public service work and settings. |
| 10:45am -12: 00pm Main Ballroom | Health Rhythms: Empowerment Drumming to Heal Traumas and Overcome Stresses Sheila Nared, BSW, CDCA, AOIP, Seven Hills Neighborhood Center & Melinda Butsch Kovacic, MPH, Ph.D., University of Cincinnati Description: Recreational Music Making session exploring the benefits of empowerment drumming on emotional health. |
| 10:45am -12: 00pm Campbell Room | Simple Ways to Apply the Polyvagal Theory in Therapy Sessions Amy Sullivan, MA, LPC, Restoring Hope Counseling Description: This session will build on the information shared by the keynote speaker and provide an opportunity to experience and learn techniques to use in sessions. The “ANS Road” is a process to help we and clients recognize when the autonomic nervous system is moving into different states (safe, connected, flee, fight, freeze, unsafe) and how to stay present with ourselves as this happens. When we can stay present with ourselves, we can move in the direction we need and want to in order to connect and create safety, creativity, and productivity or stillness for rejuvenation. All of this assists us in creating resilience. Those who attend this session will participate in experiential activities. These activities include art, writing, one on one conversations and music. At the completion of this workshop, participants will have information and readymade activities to use immediately in session. |
| 12: 00 - 1:00 pm | Lunch |

1:00 -2:30 pm

AFTERNOON BREAKOUT SESSIONS

Breakout A

Boone Room

An Introduction to The Regulated Classroom: "Bottom-Up" Trauma-Informed Teaching

Emily Read Daniels, M.Ed., MBA, NCC, Here This Now Consulting

Description: Participants will gain an understanding of how the principles of Somatic Experiencing™ and The PolyVagal Theory, along with practices of Mindfulness-Based Stress Reduction, Project Adventure, and Responsive Classroom coalesce to offer a new approach to creating relational connection, psychological safety, and cohesion in the classroom environment. Participants will engage in an immersive learning experience in this session.

Breakout B

Kenton Room

Can Trauma Informed Care Help with Compassion Fatigue?

Darris Bohman MSN, RN, CEN & Jennifer Williams BSN, RN, CEN, Trihealth

Description: Health care workers understand the implication so physical trauma, but few recognize the lasting effects of psychological trauma. This lack of understanding creates an environment with frequent re-victimization of trauma survivors; through judgmental attitudes, lack of empathy, and inappropriate response towards victims of trauma. Compassion fatigue is also on the rise in providers, and understanding the pathophysiology of trauma may be able to address this. Research has demonstrated the high prevalence of trauma and adverse childhood events (ACEs), as well as the relationship between ACEs, substance use disorders, health risk behaviors, leading to healthcare utilization and the clients with trauma have difficulty building trusting relationships with providers. Adopting a trauma-informed approach throughout healthcare can potentially improve patient engagement, patient outcomes, and resource avoidable care and excess cost for both the health care sector and social service providers. Implementing a trauma-informed approach can also benefit staff by helping them to avoid work-related burnout.

Breakout C

Campbell Room

Developmental and Relational Trauma Therapy: *Doing your own work while helping others*

La Shanda Sugg, MA, LPC, Labors of Love Counseling and Consulting, LLC

Description: The way in which people engage with the world is rooted in the worldview they developed through their lived experiences. This workshop introduces the 5 Core principles of Developmental and Relational Trauma Therapy: Self-esteem (loving the self), Boundaries (protecting the self), Reality (creating and knowing the self), Needs and Wants (taking care of the self), and Moderation (containing the self). Using this theoretical framework, people are able to trace areas of dysfunction in their lives to historical incidents and the 5 Core principles while experiencing healing in the present. Not only does this model provide comprehensive and effective tools for working with clients but is rooted in practitioners “doing their own work”. Participants will be provided an overview of the DARTT framework as a means to experience personal growth, leading to serving others out of their healing instead of their wounds.

2:30 - 2:45 pm

Break



2: 45 - 4:15 pm

BREAKOUT SESSIONS

Breakout D

Boone Room

The Skillful Use of Practices and Protocols for Facilitating Trauma-Informed Change Efforts

Emily Read Daniels, M.Ed., MBA, NCC, SEP™ in training; Founder, HERE *this* NOW

Description: In this experiential training session, participants will be exposed to the basic skills of team facilitation and engage in the use of protocols that help guide systems change.

Breakout E

Kenton Room

Growing Resilience in the Classroom

Sarah Buffie, MSW, LSW, Soul Bird Consulting & Jordan Payne, Sprouting Minds

Description: Sarah and Jordan will co-host a session on bringing trauma informed care theory into practice. Five key “Resilience Factors” help mitigate against the affects of both trauma and hardship. These five factors are sense of Belonging, Voice/Choice/Control, Self-Esteem, External Supports and Positive Safe Relationships. Sarah, trauma consultant, will outline a deep understanding of how building these Resilience Factors support the learning environment. Then, Jordan will share practical strategies he has implemented as a classroom teacher. Jordan is both the founder/director of Sprouting Minds- a non-profit that helps schools and organizations use therapeutic horticulture. This approach provides an engaging and enriching platform to implement trauma informed care interventions and strategies. Jordan’s work with Sprouting Minds brings each of the five resilience factors to life.

Breakout F

Campbell Room

Resilience is Within You: Recognizing the Role of Your Nervous System for Self Healing

Alison Savage, MS, LPCC-S, Joining Forces for Children

Description: Participants will explore the physical and emotional effects of the work we do with those who have experienced trauma. Special considerations will go to how the work impacts each person individually, interpersonally, and organizationally. A peek into historical context for the individual will prove helpful in understanding their personal drives, approaches to the work, and how they can strengthen their resilience. Concepts of Somatic Experiencing are introduced. Our work as providers—particularly the task of listening and responding to the traumatic experiences of others—can activate our own defensive threat response cycle, even though we are not in actual danger. Therefore, to build our resiliency, we need to train ourselves to recognize our nervous system threat response and get out of survival mode when it is not needed.

4:15-4:30pm

Self-Care Door Prizes Drawing & Evaluations