



Childhood Conversations & Together We Will in collaboration invite you to...

Facing Today's Challenges, Embracing Tomorrow's Success Conference: Children and Families Facing Trauma



**40+ WORKSHOPS
OVER 2 DAYS!**

Friday, April 6th & Saturday, April 7th, 2018

8:30 a.m. to 3:45 p.m.

Hartford-Windsor Marriott

28 Day Hill Rd, Windsor, CT 06095

Keynote Speakers: Patsy Carter, Ph.D. & Erik Clemons



FEATURING A FRIDAY AFTERNOON MATINEE



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The Alliance for Bloomfield's Children
School Readiness, Discovery, and Family Resource Center Advisory Council



Connecticut Early Childhood Alliance



Sponsored By: Office of Early Childhood, CT Head Start Collaboration Office, The Village for Families and Children, CT Parents as Teachers

The Alliance for Bloomfield's Children, CT After School Network, CT Birth to Three, CT Children's Alliance, CT Council of Family Services, CT Early Childhood Alliance, CT Family Resource Center Alliance, CT Parent Information and Resource Center, CT Parent Power, CT Parent Advocacy Center, First Congregational Church Nursery School, State Education Resource Center, The SEEDS Network, LLC, University of Hartford, William Casper Graustein Memorial Fund, Windsor Department of Social Services, Windsor Family Resource Centers

Agendas at a Glance

Friday, April 6th

8:00 a.m. to 8:30 a.m.

Registration/Breakfast/Exhibitors

8:30 a.m. to 9:45 a.m.

Welcome & Morning Keynote

Patsy Carter – Trauma and Child Development

10:00 a.m. to 11:30 a.m. – “A” Workshops

A1. Addressing Adverse Childhood Experiences through the Strengthening Families Framework

A2. Mindful Parenting: A Journey of Connection

A3. The Neurobiology of Trauma in Children

A4. Trauma Informed Practices That Can Benefit All Children

A5. Wounded Places: Confronting Childhood PTSD in America’s Shell-Shocked Cities

A6. Compassion Fatigue Resilience: Fostering Hope and Empathic Connection for Professionals and Helpers Addressing Trauma

A7. Supporting Young Children Who Have Experienced Trauma

11:30 a.m. to 12:30 p.m. Lunch, Networking & Vendors

Commissioner David Wilkinson, Connecticut Office of Early Childhood

Community Vision Awards & Commitment to Action Presentations

12:30 p.m. to 2:00 p.m. – “B” Workshops

B1. Supporting Children Who Have Experienced Trauma

B2. The Mindful Classroom: Transforming Theory into Practice, Words into Action

B3. Dealing with Different Minds

B4. Recognizing and Healing the Trauma of Father Absence

B5. The Impact of Caregiver Stress on Attachment Relationships with Infants and Toddlers

B6. Understanding Intimate Partner Violence and Exposure to Children

B7. Creating Momentum to Create a Trauma-Informed Community

2:15 p.m. to 3:45 p.m. – “C” Workshops

C1. The Journey to Becoming a Trauma Informed Organization

C2. Supporting Children Who Have Experienced Trauma: A Relational Approach

C3. Screen Time And Video Games for Children, Tweens, and Teens: How Much Is Too Much?

C4. Strengthening the Safety Circuit: Promoting Safety, Security, and Connectedness

C5. Less is More: Minimal Facts for Discoverers

C6. Homelessness is Toxic Stress: The Significant Impact on both the Social Emotional Health and the Development of Very Young Children

C7. Adventure Education in Your Classroom

4:00 p.m. to 5:30 p.m. – Movie Matinee “Resilience”

Documentary Showing and Talk Back

Saturday, April 7th

8:00 a.m. to 8:30 a.m.

Registration/Breakfast/Exhibitors

8:30 a.m. to 9:45 a.m.

Welcome & Morning Keynote

Erik Clemons – When the Profane Became Sacred

10:00 a.m. to 11:30 a.m. – “D” Workshops

D1. Impact of Engaged Parents, Families, Schools, Communities, and Provider Networks on Students’ Academic Success and Social and Emotional Development

D2. Emotional Ladder of Success: Identifying and Coping with Emotions

D3. Inside the Resilient Child

D4. Trauma-Informed Home Visiting

D5. Homelessness is Toxic Stress

D6. Demonstrating Mercy to Yourself and Others by Using Teachable 6 Step Strategies

D7. Always Caring for Others—How About You?

11:30 a.m. to 12:30 p.m. Lunch, Networking & Vendors

Commissioner David Wilkinson, Connecticut Office of Early Childhood

Community Vision Awards & Commitment to Action Presentations

12:30 p.m. to 2:00 p.m. – “E” Workshops

E1. Lyme Disease in Children and the Trauma They Face

E2. Addressing Adverse Childhood Experiences through the Strengthening Families Framework

E3. Mindful Yoga Breaks: Breaks in the Pre-k – 3rd Classroom

E4. Defining Quality in Your Program

E5. Supporting Sensory Integration through Music

E6. Dealing with Different Minds

E7. The Mindful Classroom: Transforming Theory into Practice, Words into Action

2:15 p.m. to 3:45 p.m. – “F” Workshops

F1. Adventure Education in Your Classroom

F2. Wounded Places: Confronting Childhood PTSD

F3. Mindful Yoga Breaks: Breaks in the Pre-k – 3rd Classroom

F4. Moving Beyond Trauma with Resiliency-Building Practices

F5. Art Breaks for Healing

F6. Recognizing and Healing the Trauma of Father Absence

F7. Assessing Readiness to Implement Trauma-Informed Practices: the Experience of a Staffed Family Child Care Network

Conference Call to Action

The conference aims to transform families and communities by building protective factors and resiliency across systems and sectors. The call to action for the 2018 Childhood Conversations/Together We Will Conference is to elevate our conversations, redefine attitudes, and foster collaboration within and across communities to develop trauma informed systems and resiliency supports for all children prenatal-12 years old in Connecticut.

Agenda in Detail

FRIDAY MORNING KEYNOTE

Trauma and Child Development

Patsy Carter, Ph.D.



Dr. Carter has been with the Missouri Department of Mental Health (MODMH) since 1989 working in various capacities with children and families. She has worked in both inpatient and community settings, providing clinical and administrative services. Dr. Carter is the Trauma Lead for the MODMH providing training, consultation and coaching in the area of trauma and trauma informed organizations. Her current role as Director of Children's Clinical Services focuses on enhancing clinical practices to promote quality care in meeting the needs of children and youth with emotional, behavioral, developmental or substance use disorders across a variety of child serving systems. In March of 2014, Dr. Carter was placed in a joint position with MODMH and Children's Division/Social Services to expand clinical and trauma consultation to the child welfare system.

Dr. Carter received her Bachelor's degree in psychology from the University of Missouri-Columbia and her doctorate in clinical psychology from the University of Mississippi.

Trauma and Child Development

Toxic stress has been a focus of much research in the last 20 years. This presentation will outline what trauma is and how it impacts brain development, emotional and behavioral regulation, learning and relationships. We all come into contact with children and families that have experienced complex or chronic trauma on a daily basis through our professional lives and even our personal lives. In our systems we may know of children who have been abused, neglected, living in poverty or in unsafe neighborhoods. We may assess for these things and even provide some therapy yet our expectations are the same and we may not truly understand the long-lasting and broad impact it has on functioning. This presentation will provide information on trauma and its impact. Follow up workshops will extend the exploration into what we can do to help children and families as well as how organizations can become trauma informed.

A WORKSHOPS

A1. Addressing Adverse Childhood Experiences (ACEs) through the Strengthening Families Framework

Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian. The framework is a research-informed approach, which enhances protective factors in families by increasing their strengths, combating the effects of toxic stress and reducing the likelihood of child abuse and neglect.

Target audience: *Early Childhood Teachers/Caregivers, After School Professionals, Early Intervention Providers*

Presenters: Allison Matthews-Wilson, LCSW & Katherine Ramirez, MS, Center for Care Coordination, Connecticut Children's Medical Center

A2. Mindful Parenting: A Journey of Connection

This presentation will cover mindfulness and how it is applied to parenting. We will provide a clear understanding of mindfulness (with guided practices). The talk will include the importance of living with intention. We will discover how the parental relationship is fertile ground for present moment awareness and personal growth. Participants will come away with an awareness of personal triggers and learn how to choose to respond to our children instead of react.

Through interactive group discussions, we will uncover common unconscious, false beliefs and hidden agendas that are not serving our highest intentions for our children. Participants will discover how to build authentic connections with their children as well as provide containment and boundaries when appropriate and mindfulness techniques to practice with children.

Target audience: *Parents*

Presenters: Amanda Votto & Emily Williams, The Divine Within, LLC

A3. The Neurobiology of Trauma in Children

This presentation will cover the neuroscience on how trauma affects children from the intrauterine environment and throughout childhood. Attendees will learn which areas of the brain are affected by trauma from a Neurosequential Model of Therapeutics (NMT) perspective, which is a framework that was developed by Dr. Bruce Perry and the Child Trauma Academy in Houston, TX. Attendees will also learn how to recognize symptoms of trauma and how to assist these children with managing and coping with their exposure to Adverse Childhood Experiences (ACE's) and how parents can also support their traumatized child and how to seek treatment for them.

Target audience: *Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers*

Presenter: Dr. Noel Casiano, Casiano Clinical Services, LLC

A4. Trauma Informed Practices That Can Benefit All Children

When children experience trauma during the early years, it can change the trajectory of development, impact normative behaviors, and present an additional layer of complexity to individualizing practices and methods. In this workshop we will unpack how trauma impacts brain development to help us understand the meaning behind behaviors and develop strategies and practices that grow resiliency and mitigate the impact of toxic stress. Specifically, strategies such as building protective factors, strong relationships, social and emotional skills, and implementing whole school supports will be reviewed as a way to help children with a trauma history best learn and grow, as well as to support the healthy development of all children.

Target audience: *Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals*

Presenter: Dr. Peg Oliveira, Gesell Institute of Child Development

A5. Wounded Places: Confronting Childhood PTSD in America's Shell-Shocked Cities (part of the Raising of America documentary series)

This powerful 42-minute documentary will be viewed with a facilitated talk back session to discuss the content and debrief with the audience. The film helps to answer questions like "How can so many of our kids show signs of PTSD?" Why do we label them "bad" kids rather than "injured" kids in need of healing? It encourages the audience to ask, "What happened" to them instead of "why do they do that?" Moving the conversations from judgment to understanding and hope.

Target audience: *Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Provider*

Presenters: Joyce Bosco, Catholic Charities & Scott Newgass, LCSW, Connecticut State Department of Education

A6. Compassion Fatigue Resilience: Fostering Hope and Empathic Connection for Professionals and Helpers Addressing Trauma

How can we build resilience and relational hope so that kids don't dropout and the adults don't burnout? This workshop introduces tools, problems, and pathways to promote staff wellness beyond basic ethical obligations of self-care. The premise: adults must first manage and share their own feelings before reaching out compassionately to help kids. The same relational resilience and connection-building that is fundamental for children to heal and succeed may also be essential for adults to thrive.

Target audience: *Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Provider*

Presenters: Carolyn Franzen, Ph.D, LMFT, Windham Hospital, School-Based Health Center & Lynne Weeks, MA, Windham Public Schools

A7. Supporting Young Children who have Experienced Trauma

Approximately 26% of children in the U.S. witness or experience a trauma by the age of four. Further, young children are disproportionately more likely to be victims of abuse and neglect than their older counterparts with 26.8% of victims under three and 19.9% are 3-5 years old. The high prevalence of trauma suggests that early childhood educators, preschool teachers, and others working closely with young children and their families are likely encountering many children who have experienced trauma. This presentation will provide information on the signs and symptoms of trauma in young children, including how to conduct trauma screening, and how trauma is influenced by stage of development. Recommendations and concrete strategies for educators to address the needs of children who have experienced trauma will be provided. Further, information and resources about how to access trauma-focused interventions will be provided.

Target audience: *Early Childhood Teachers/Caregivers, Early Intervention Provider*

Presenters: Kellie G. Randall, Ph.D. & Jason M. Lang, Ph.D., Child Health and Development Institute/Calderon, Executive Director, CT Parent Power

B WORKSHOPS

B1. Supporting Children Who Have Experienced Trauma

This workshop will build off of the information provided in the keynote on Trauma and Child Development. Having information on how trauma impacts brain development and functioning, the next step is what we do for these children and their families through our different systems whether it is education, behavioral health, juvenile justice, child welfare, social programs or developmental disabilities. Minimally typical behavioral interventions may not be effective as well as our academic programs; even worse these can actually do more harm. We will explore how to help children be regulated emotionally and physically so that they can learn, grow and function effectively in the community.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Providers

Presenter: Patsy Carter, Ph.D., Missouri Department of Mental Health

B2. The Mindful Classroom: Transforming Theory into Practice, Words into Action

This workshop will discuss the definition of toxic stress, how stressors linked to poverty contribute to the development of toxic stress in a child and to be more aware of spotting students who may have been affected by toxic stress. Participants will learn the neurological, physical, and psychological effects of toxic stress on a child and how the effects can be reversed and healed. Participants will learn the definition and techniques of mindfulness and how it heals toxic stress. Participants will receive a Mindfulness Packet full of ideas and suggestions on how to create a safe, peaceful space for children to learn in, whether it is before, during, or after school hours.

Target audience: Early Childhood Teachers/Caregivers, Elementary Teachers, After School Professionals

Presenter: Barbara Vita, M.Ed., The Village for Families and Children

B3. Dealing with Different Minds: Steps for Ensuring IEPs Address the Needs of Children facing Trauma, Anxiety and Other Social/Emotional Issues

Anxiety, school avoidance and other issues are becoming increasingly prevalent in today's schools, and students facing these challenges have the right to an appropriate education. Good effective IEPs are vital to ensuring their needs will be met. In this section, we will explore the steps that parents and educators can take to ensure these students' needs are appropriately addressed. We will explore child needs, the impact on educational progress, the data needed to craft effective goals, and accurate measurement of achievement. Participants will learn the important steps to craft IEPs that address these needs and to monitor progress toward achieving meaningful goals.

Target audience: Parents, Parenting Educators, Elementary Teachers

Presenter: John Flanders, Connecticut Parent Advocacy Center

B4. Recognizing and Healing the Trauma of Father Absence

Children have very real experiences of traumatic loss when their Dad is absent from their lives. We will examine the prevalence of this issue and its impact on a child's development. And we will explore ways to begin a process of healing along with the soft skills necessary to make it happen.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers

Presenter: Doug Edwards, Real Dads Forever

B5. The Impact of Caregiver Stress on Attachment Relationships with Infants and Toddlers: The Importance of Caregiver Self-care and Emotional Regulation

Infants and toddlers go through an attachment cycle in their first years of life. When an infant or toddler becomes distressed/aroused, they usually cry to signal that they have a need that they want met. When an adult caregiver responds in a timely, predictable and nurturing way and offers relief/gratification to the infant/toddler, it sets the stage for the development of a trusting and safe relationship. When this attachment cycle continues over and over, hundreds of times/day, and the caregiver responds, helping the infant/toddler to regulate, the infant and child will develop a sense of security, and that they are loved, lovable, and can trust an adult in their life.

What happens when the adults in their life, their regulating partners, are feeling stressed? You will learn how stress affects caregivers physically. You will learn techniques on how to regulate your own stress/arousal/emotions, and why it is important to practice self-care.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Mental Health Providers, Early Intervention Providers

Presenter: Heidi Maderia, MS, IMH-E, CT-AIMH

B6. Understanding Intimate Partner Violence and Exposure to Children

In this workshop we will identify different types of Intimate Partner Violence and the power and control dynamic. We will look at the possible causes of Intimate Partner Violence and the tactics abusers use to control their partners. We will look at how children are exposed to Intimate Partner Violence and the impact of Intimate Partner Violence on children.

Target audience: Parents, Parent Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, After School Professionals, Early Intervention Providers

Presenter: Kelly Anelli, Connecticut Coalition Against Domestic Violence

B7. Creating Momentum to Create a Trauma-Informed Community

Trauma manifests itself in a variety of ways. In fact, 25 percent of youth under 17 have experienced some form of trauma in their lives. In this session, learn about how the community of New Britain is making the mind-shift to becoming a trauma-informed community to better meet the needs of children and families and understand factors that often impede educational and social success. Panelists will discuss lessons learned, collaborative practices, and next steps in this interactive workshop.

Target audience: Early Childhood Teachers, Elementary Teachers, After School Professionals

Presenters: Members of the Coalition for New Britain's Youth

C WORKSHOPS

C1. The Journey to Becoming a Trauma Informed Organization

Addressing trauma requires more than just therapeutic interventions, it requires creating healthy relationships and environments in all systems that impact the child. Trauma informed organizations realize the widespread impact of trauma and understand potential paths for recovery; recognize the signs and symptoms of trauma in clients, families, staff, and others involved with the system; respond by fully integrating knowledge about trauma into policies, procedures, and practices; and seek to actively resist re-traumatization (SAMHSA). Being trauma informed is not a program or service, rather it is a shift in an organization's culture. This presentation will talk about how to begin the process and shares one state's model on trauma informed organization.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Providers

Presenter: Patsy Carter, Ph.D., Missouri Department of Mental Health

C2. Supporting Children Who Have Experienced Trauma: A Relational Approach

In this program participants will explore the complex consequences of attachment trauma. Attachment trauma refers to development in the early years of life characterized by significant neglect or impingements, often in the form of physical, sexual, and verbal abuse. This workshop will review the multiple consequences of attachment trauma, with a specific focus on the development of disorganized attachment. Participants will explore various strategies for supporting children with this type of trauma in school settings. The goal and purpose of this presentation will be to provide insight and understanding into the nature of trauma: it is relational and complex, and to provide ideas for identifying and supporting these children to their benefit and the benefit of other children. This workshop will last 90 minutes and can accept up to 50 participants. The presenters have presented at several different conferences.

Target audience: Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers

Presenters: Tina Mannarino, Ph.D., LEARN & Ellen Nasper, Ph.D., Yale School of Medicine

C3. Screen Time and Video Games for Children, Tweens, and Teens: How Much is Too Much?

The presentation reviews the American Academy of Pediatrics recommendations for screen time, as well as research on consumption of screen media by children of all ages and the problems and benefits associated with screen media. In addition, resources for parents, including online tools and local resources, are provided. Screen media topics span TV, video games, violence in the media, and "sexting."

Recommendations span the full range of ages from toddlers to teenagers.

Target audience: Parents, Parenting Educators, Mental Health Providers

Presenter: Kristyn Zajac, Ph.D., University of Connecticut School of Medicine

C4. Strengthening the Safety Circuit: Promoting Safety, Security, and Connectedness

Babies are born with the biological expectancy of being socially engaged with their mothers and family. The presence of at least one caring and supportive adult caregiver who is sensitive, attuned and responsive builds resilience that mitigates the impact of future stresses. The violation of the expected social connectedness, if chronic, is potentially traumatic for infants and young children. If there is no response to the baby's needs, over time, the baby feels his very life is threatened, and the baby may sink into despair and be withdrawn and apathetic. This session will explore the relationship between the "felt" sense of safety, danger, or life threat and behaviors and how adult caregivers increase their sensitivity to babies' communications of safety, danger or life threat and respond effectively? How do we as caregivers monitor our own unconscious nervous systems? Finally, implications of traumatic disruptions of connectedness for outcomes in early childhood and adulthood will be discussed.

Target audience: *Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Mental Health Providers, Early Intervention Providers*

Presenter: Marilyn R. Sanders, MD, Connecticut Children's Medical Center and UCONN School of Medicine

C5. Less is More: Minimal Facts for Discoverers

Child sexual abuse is disturbing, complex and extremely difficult to investigate. How professionals react and respond to a suspected child sexual abuse allegation will have a direct impact on the child's recovery from the traumatic act and on the integrity of the subsequent investigation. This training is designed to give school and childcare personnel, along with medical, mental health and other therapeutic providers, the tools needed to optimally respond when a child discloses or indicates that he or she may be a victim of sexual abuse. The training is approximately 1 hour long and includes handouts that can be used by the professional in his or her respective agency/setting.

Target audience: *Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Provider*

Presenter: Krystal Rich, Connecticut Children's Alliance

C6. Homelessness is Toxic Stress: The Significant Impact on both the Social Emotional Health and the Development of Very Young Children

The person in the US who is most likely to experience homelessness hasn't yet reached their first birthday. The next person most likely to experience homelessness is between the ages of 1-5; and almost half of the children living in shelters in this country are under the age of 6. The traumatic experience of being homeless, or the risk of becoming homeless, is characterized by instability, a lack of consistency and predictability, and loss of control over one's daily life. All of this can have profound and lasting effects on early attachment relationships; as well as the overall health and social emotional development of a very young child. But, what are the causes of homelessness; how is homelessness defined; what are the social emotional and health impacts on young children and families; who meets the eligibility criteria; what services and supports are children and families entitled to under the federal law; and how can providers successfully engage with those who are parenting under such stressful conditions?

Target audience: *Parenting Educators, Early Childhood Teachers/Caregivers, Mental Health Providers, Early Intervention Providers*

Presenter: Anne Giordiano, MA, DSP, IMH-E, EdAdvance

C7. Adventure Education in Your Classroom

Adventure education is the promotion of learning through adventure centered experiences. Adventure education often employs practical skills that will benefit an individual in areas beyond the activities in an adventure program. It is our goal to provide leaders with practical applications in group leadership through the following program tactics: group formation, selection of activities, briefing, leading, and debriefing the group. During this presentation we will give you tools to support social and emotional development of the children you work with. The presentation will also allow experiences in group activities that can be brought back to the classroom. There will be many takeaways that can be useful to any program. "I see, I forget. I hear, I remember. I do, and I understand." Ancient Chinese proverb.

Target audience: *Early Childhood Teachers, Elementary Teachers, After School Professionals*

Presenter: Sarah Maffioli & Jennifer Filer, Town of Windsor

SATURDAY MORNING KEYNOTE

When the Profane Became Sacred

Erik M. Clemons

CEO and President of the Connecticut Center for Arts and Technology, New Haven, CT



Erik Clemons is the founding CEO and President of the Connecticut Center for Arts and Technology (ConnCAT), a non-profit organization based dedicated to creating empowering arts based educational environments for at-risk public school students and training programs for under and unemployed adults. ConnCAT opened the 55-seat Orchid Cafe in April of 2017; a social enterprise whose revenue will help sustain the newly opened (2016) ConnCAT Culinary Arts Academy.

Erik is an Education Fellow at Pahara-Aspen Institute, member of CT State Board of Education, Board of Director at, New Haven Housing Authority (Board Chairman), CT Voices for Children, Community Healing Network, Elm City Market, and Promising Scholars, Inc. Erik has a BS (Sociology); Southern Connecticut State University, MA (Theology and Ethics); Hartford Seminary, Hartford, CT

When the Profane Became Sacred

Our approach to partnership depends on our own experiences and interactions with others within our communities. Creating these "values based partnerships" was at the center of the development of the Connecticut Center for Arts and Technology by Mr. Clemons. Hear the story of how two major happenings in his life transformed poverty, trauma, and mental illness into courage, hope, and love.

D WORKSHOPS

D1. Impact of Engaged Parents, Families, Schools, Communities, and Provider Networks on Students' Academic Success and Social and Emotional Development

Students across the nation are performing poorly, due in part to academic curriculum design, instruction, classroom climate and culture issues, students' adverse childhood experiences, exposure to persistent and adverse community trauma, lack of appropriate interventions and inadequate school/community infrastructure support. The fragmented children and adult mental health and substance abuse treatment systems, lack of access to evidence based parenting information, resources and supports and challenges in general with students' social and emotional development further advances this problem. Parents, family members, schools, community based organizations, faith based institutions, and communities must foster value based working relationships directed toward the success of all children.

Target audience: *Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Providers*

Presenter: Dr. Alice Farrell, Olive Branch Clinical and Consulting Services, LLC

D2. Emotional Ladder of Success: Identifying and Coping with Emotions

"Calm Down"...it is a simple phrase but it is not always effective. We try to give our children coping strategies to get through times of anger and frustration but it doesn't always work. Why? Sometimes the strategy doesn't fit the body's reaction to the event. Or even deeper-does the child even know they are upset? We will be digging into the hierarchy of emotion regulation to help caregivers identify where their child is with emotional literacy and what strategies they can use to deescalate a situation at various stages of emotional growth. Music and non-music based strategies will be explored.

Target audience: *Parents, Parent Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Intervention Provider*

Presenters: Jona Jeffcoat, MT-BC & Emily Pope, MT-BC, Infinity Music Therapy Services

D3. Inside the Resilient Child

Children can be exposed to a range of traumatic experiences. When discussing early childhood trauma, the general refers to the traumatic experiences that occur to children aged 0-6. Children within this age category experience reactions can be different from older children's reactions. These children may have difficulty verbalizing their reactions to threatening or dangerous events. To make matters worse, the adults in the lives of these children may believe that the young age may prevent children from the impact of traumatic experiences. It's thought by such adults that young children who experience or witness a traumatic event, are "too young" to understand. Therefore, the experience or event is not discussed with these children. The fact is that young children are affected by traumatic events, even though they may not understand what happened. We must fulfill our role as caregivers and educators to help in their time of need.

Target audience: Parents, Early Childhood Teachers/Caregivers, Mental Health Providers, After School Professionals, Early Intervention Provider

Presenter: Michael Ruzza, MRUZZA Consulting

D4. Trauma-Informed Home Visiting

Information and ideas on how parenting educators can adjust their home visit plans to address trauma-caused issues in parents and children while still providing support and child development information.

Research has shown strong relationships between histories of childhood abuse and parenting stress, parenting behavior and early child development. While home visiting models such as Child First address resulting issues in a clinical manner other home visitation programs can also be instrumental in supporting parents and children. Breaking the cycle of maltreatment can result in improved outcomes for all member of the family. This workshop will focus on how personalizing home visitation services to meet the needs of mothers and children rather than utilizing a curriculum that isn't flexible can result in both the program staff and the family meeting their goals.

Target audience: Parenting Educators, Early Childhood Teachers/Caregivers

Presenters: Pamela Langer, ConnPat & Phyllis McLafferty, National Office, PAT

D5. Homelessness is Toxic Stress: The Significant Impact on both the Social Emotional Health and the Development of Very Young Children

The person in the US who is most likely to experience homelessness hasn't yet reached their first birthday. The next person most likely to experience homelessness is between the ages of 1-5; and almost half of the children living in shelters in this country are under the age of 6. The traumatic experience of being homeless, or the risk of becoming homeless, is characterized by instability, a lack of consistency and predictability, and loss of control over one's daily life. All of this can have profound and lasting effects on early attachment relationships; as well as the overall health and social emotional development of a very young child. But, what are the causes of homelessness; how is homelessness defined; what are the social emotional and health impacts on young children and families; who meets the eligibility criteria; what services and supports are children and families entitled to under the federal law; and how can providers successfully engage with those who are parenting under such stressful conditions?

Target audience: Parenting Educators, Early Childhood Teachers/Caregivers, Mental Health Providers, Early Intervention Providers

Presenter: Anne Giordano, MA, DSP, IMH-E, EdAdvance

D6. Compassion Fatigue Resilience: Fostering Hope and Empathic Connection for Professionals and Helpers Addressing Trauma

Meeting human needs requires engaging in effective listening, self-regulation, and discernment of what is beneath the presenting behavior. The 6 step teachable strategies for demonstrating mercy enable both children and adults to move from a state of agitation to an effective exchange that meets the needs of both the listener and the speaker.

Target audience: Parents, Parenting Educators, Elementary Teachers, Mental Health Providers, After School Professionals

Presenter: Heather Lagace

D7. Always Caring for Others—How About You?

You have devoted your professional career to caring for, educating, and assisting in the development of youth, but no one told you how difficult of a job it would be! Teachers, childcare providers, and like-minded professionals are natural nurturers and caretakers, but who takes care of you? Join us in this workshop to learn techniques for self-care and self-preservation in your career.

Target audience: Early Childhood Teachers/Caregivers, Elementary Teachers, After-School Professionals

Presenter: Ebony Grace, NJSACC: Statewide Network for NJ's Afterschool Communities

E WORKSHOPS

E1. Lyme Disease in Children and the Trauma They Face

Discussion regarding the symptoms of Lyme Disease and other tick borne illnesses in children. The trauma they and their families must deal with in regards to medical costs, special educational needs that could include homeschooling, shortened school days, tutors, wheelchair access and other changes to their normal school day. School nurses, teachers and school counselors must understand the symptoms associated with this traumatic illness and how they must understand the need for emotional support for the children with the illness, the siblings, friends and family members.

Target audience: Parents, Early Childhood Teachers/Caregivers, Elementary Teachers, After School Professionals

Presenter: Bonnie S. Waterhouse, Voices Against Lyme Disease CT

E2. Addressing Adverse Childhood Experiences (ACEs) through the Strengthening Families Framework

Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. These experiences range from physical, emotional, or sexual abuse to parental divorce or the incarceration of a parent or guardian. The Strengthening Families framework is a research-informed approach that enhances protective factors in families by increasing their strengths, combating the effects of toxic stress and reducing the likelihood of child abuse and neglect.

Target audience: Early Childhood Teachers/Caregivers, After School Professionals, Early Intervention Providers

Presenters: Allison Matthews-Wilson, LCSW & Katherine Ramirez, MS, Center for Care Coordination, Connecticut Children's Medical Center

E3. Mindful Yoga Breaks: Breaks in the Pre-k – 3rd Classroom

This workshop will help teachers, librarians, social workers, therapists and anyone working with children to bring focus, self-regulation & fun to your classroom, home or office while fostering social emotional learning. You will learn tools such as breathing exercises, mindfulness, yoga poses, yoga & mindfulness games & relaxation. Participants will leave with dozens of ideas to add to your teaching tool box that can be used in 1 min, 5 min, 10 min or 15 min breaks throughout your day. A manual is provided with descriptions of everything you learn as well as sample lesson plans.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After-school Professionals, Early Intervention Provider

Presenter: Lani Rosen-Gallagher, Full of Joy Yoga/Mindful Yoga Breaks

E4. Defining Quality in Your Program

In order to understand quality, we need to define it. Research shows that a supportive relationship between staff and the children you serve, along with rich and varied programming leads to positive outcomes. In this session, we will discuss the Connecticut After School Network's five Essential Competencies of Quality and how to engage staff, parents, and children in program improvement efforts. Programs attending this session are encouraged to bring your daily, weekly, or monthly program calendar or schedule as you will be using this in the practice part of the session.

Target audience: Parent Educators, Elementary Teachers, After School Professionals

Presenter: Ken Anthony, Ed.D., Connecticut After School Networks

E5. Supporting Sensory Integration through Music

When we think of the senses, we often think about our five main senses: seeing, hearing, touching, tasting, smelling. Our body actually has a total of eight sensory systems. For children with special needs, the sensory system may seek additional input or pull away from it resulting in poor attention to task, avoidance, meltdowns and more. We will examine the various sensory systems and how to support sensory integration through the use of music. This workshop will focus on children with special needs but sensory experiences can assist in learning for children of all abilities.

Target audience: Parents, Parent Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Early Intervention Provider

Presenter: Jona Jeffcoat, MT-BC & Emily Pope, MT-BC, Infinity Music Therapy Services

*** View FULL workshop descriptions and speaker bios online at:

WWW.CHILDHOODCONVERSATIONS.COM/WORKSHOPS

WWW.CHILDHOODCONVERSATIONS.COM/SPEAKERS

E6. Dealing with Different Minds: Steps for Ensuring IEPs Address the Needs of Children facing Trauma, Anxiety and Other Social/Emotional Issues

Anxiety, school avoidance and other issues are becoming increasingly prevalent in today's schools, and students facing these challenges have the right to an appropriate education. Good effective IEPs are vital to ensuring their needs will be met. In this section, we will explore the steps that parents and educators can take to ensure these students' needs are appropriately addressed. We will explore child needs, the impact on educational progress, the data needed to craft effective goals, and accurate measurement of achievement. Participants will learn the important steps to craft IEPs that address these needs and to monitor progress toward achieving meaningful goals.

Target audience: Parents, Parenting Educators, Elementary Teachers

Presenter: John Flanders, Connecticut Parent Advocacy Center

E7. The Mindful Classroom: Transforming Theory into Practice, Words into Action

This workshop will discuss the definition of toxic stress, how stressors linked to poverty contribute to the development of toxic stress in a child and to be more aware of spotting students who may have been affected by toxic stress. Participants will learn the neurological, physical, and psychological effects of toxic stress on a child and how the effects can be reversed and healed. Participants will learn the definition and techniques of mindfulness and how it heals toxic stress. Participants will receive a Mindfulness Packet full of ideas and suggestions on how to create a safe, peaceful space for children to learn in, whether it is before, during, or after school hours.

Target audience: Early Childhood Teachers/Caregivers, Elementary Teachers, After School Professional

Presenter: Barbara Vita, M.Ed., The Village for Families and Children

F WORKSHOPS

F1. Adventure Education in Your Classroom

Adventure education is the promotion of learning through adventure centered experiences. Adventure education often employs practical skills that will benefit an individual in areas beyond the activities in an adventure program. It is our goal to provide leaders with practical applications in group leadership through the following program tactics: group formation, selection of activities, briefing, leading, and debriefing the group. During this presentation we will give you tools to support social and emotional development of the children you work with. The presentation will also allow experiences in group activities that can be brought back to the classroom. There will be many takeaways that can be useful to any program. "I see, I forget. I hear, I remember. I do, and I understand." Ancient Chinese proverb.

Target audience: Early Childhood Teachers, Elementary Teachers, After School Professionals

Presenters: Sarah Maffiolini & Jennifer Filer, Town of Windsor

F2. Wounded Places: Confronting Childhood PTSD in America's Shell-Shocked Cities (part of the Raising of America documentary series)

This powerful 42-minute documentary will be viewed with a facilitated talk back session to discuss the content and debrief with the audience. The film helps to answer questions like "How can so many of our kids show signs of PTSD?" Why do we label them "bad" kids rather than "injured" kids in need of healing? It encourages the audience to ask, "What happened" to them, instead of "why do they do that?" Moving the conversations from judgment to understanding and hope.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Provider

Presenters: Joyce Bosco, Catholic Charities & Scott Newgass, LCSW, Connecticut State Department of Education

F3. Mindful Yoga Breaks: Breaks in the Pre-k – 3rd Classroom

This workshop will help teachers, librarians, social workers, therapists and anyone working with children to bring focus, self-regulation & fun to your classroom, home or office while fostering social emotional learning. You will learn tools such as breathing exercises, mindfulness, yoga poses, yoga & mindfulness games & relaxation. Participants will leave with dozens of ideas to add to your teaching tool box that can be used in 1 min, 5 min, 10 min or 15 min breaks throughout your day. A manual is provided with descriptions of everything you learn as well as sample lesson plans.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After-school Professionals, Early Intervention Provider

Presenter: Lani Rosen-Gallagher, Full of Joy Yoga/Mindful Yoga Breaks

F4. Art Breaks for Healing

Expressive arts can be used in the classroom and at home to effectively reach traumatized and mainstream students. Neurological studies, as well as personal experience, show the effectiveness of using Art Breaks for both healing and learning. Trauma survivor and adoptive parent, Deb Moyer, MDiv, will introduce teaching tools that draw on her interdisciplinary contemplative creativity practice of using the expressive arts and healing with people of all ages. Participants will learn concrete ways to integrate different art forms into the classroom to help traumatized children. Art forms to be examined include music, creative writing, puppetry, painting, collage and many more. You do not have to have a formal background in the arts to utilize these simple ideas!

Target audience: Parents, Elementary Educators, After School Professionals

Presenter: Deb Moyer, Art Breaks

F5. Moving Beyond Trauma with Resiliency-Building Practices: Healing from the past | Help in the present | Hope for the future

The future of our children and youth is of great concern in our nation today – specifically, the many children who have been exposed to or are at high risk for a variety of threats/trauma that impact their ability to achieve optimal health. Additionally, in the wake of all the traumatic events taking place around the globe, learning how to be resilient is vital. This workshop will give participants the opportunity to explore various resiliency-building practices and simple tools designed to use immediately, either at home, at work or with the families they serve.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers, Elementary Teachers, Mental Health Providers, After School Professionals, Early Intervention Provider

Presenter: Rebecca Lemanski, MSW, CTPEC, FDC, Community Health Center, Inc.

F6. Recognizing and Healing the Trauma of Father Absence

Children have very real experiences of traumatic loss when their Dad is absent from their lives. We will examine the prevalence of this issue and its impact on a child's development. And we will explore ways to begin a process of healing along with the soft skills necessary to make it happen.

Target audience: Parents, Parenting Educators, Early Childhood Teachers/Caregivers

Presenter: Doug Edwards, Real Dads Forever

F7. Assessing Readiness to Implement Trauma-Informed Practices: the Experience of a Staffed Family Child Care Network

High-quality child care, like trauma informed practices, includes consistent, nurturing, and responsive care, while trauma-informed care is also defined by increasing awareness of exposure to potentially traumatizing experiences, recognizing signs of trauma-related responses, and developing strategies to avoid re-traumatization. Implementation of trauma-informed policies throughout an organization or network is a form of primary prevention that creates a safe and strength-based environment to prevent crises and promote resilience.

The presenters will share the results of a one-year Community Based Participatory Research (CBPR) collaboration between the Robert Wood Johnson Clinical Scholars Program at Yale School of Medicine and the staff of All Our Kin, Inc., a non-profit, staffed family child care network based in southern CT. Participants will be able to understand the process of developing and implementing this research, with a menu of concrete ways other entities and professionals working with young children can build their capacity around trauma knowledge and becoming trauma informed. Participants will also learn valuable lessons about their process and progress and leave with strategies about how to begin or continue the process of becoming trauma informed in their own roles and affiliated organizations.

Target audience: Early Childhood Teachers/Caregivers

Presenter: Dana Holahon & Ana Elisa Franco-Labarga, All Our Kin, Inc., New Haven; Courtney Lockhart McMickens, Boston University Medical Center

PAT NETWORKING LUNCH

PAT Networking Lunch will be held in the Simsbury room during the lunch period on Saturday.

Pam Langer, State Leader for PAT and Phyllis McLafferty, CT's technical liaison from PAT National will be on hand for an informal Q & A discussion.

Ms. McLafferty is here in our state to learn more about the state's PAT programs and questions/needs of their staff so please bring your lunch and join us.

CONFERENCE REGISTRATION FORM

Registration Deadline: March 31, 2018

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (____) _____ E-mail: _____

Conference registration fee includes: Attendance at 6 workshops of your choice (based on availability; pre-registration required), morning keynote session and, continental breakfast, lunch, snacks, conference materials and certificate of attendance per day. Groups of five or more from an organization receive 10% off the registration fee.

Early Bird Fees - Register by March 31, 2018: \$85 – Single day / \$150 two-day

Registrations received after March 31, 2018: \$105 – Single day / \$190 two-day

Movie Matinee Registration: FREE with Conference Registration

\$10 without Registration

Amount Enclosed: _____

Conference Location: Hartford-Windsor Marriott, Windsor

Discounted hotel rate for participants: \$98 plus tax (Contact the Hartford-Windsor Marriott directly at (860) 688-7500 to reserve a room.)

REGISTER ONLINE AT: www.childhoodconversations.com/online-registration

TO REGISTER BY MAIL: Please mail completed form and check or money order to: CT After School Network, c/o Childhood Conversations, 12 Melrose Avenue, Branford, CT 06405.

- Check, Credit Cards (MC/Visa/AMEX/Discover), and invoice options are available. Please make checks payable to “CT After School Network.”
- If you do not register online (online registrations automatically receive a confirmation), confirmations will NOT be sent automatically. If you need confirmation, please send a self-addressed, stamped envelope with your registration form.
- Please note, refunds are not available. However, you may transfer your registration to another person if necessary. Visit www.childhoodconversations.com/faq.

QUESTIONS?: View the FAQ page at www.childhoodconversations.com. You can also communicate with us through our Facebook and Twitter pages, or via e-mail at info@childhoodconversations.com.

Facebook: www.facebook.com/ChildhoodConversations

Twitter: www.twitter.com/Childhood_Conv

FRIDAY AFTERNOON MATINEE

4:00 p.m. to 5:30 p.m.



Join us for a showing of Resilience followed by a talk back facilitated by our Friday Keynote Dr. Patsy Carter. Please register for the movie if you would like to attend. Movie snacks included.

RESILIENCE

“THE CHILD MAY NOT REMEMBER, BUT THE BODY REMEMBERS.”

Researchers have recently discovered a dangerous biological syndrome caused by abuse and neglect during childhood. As the new documentary Resilience reveals, toxic stress can trigger hormones that wreak havoc on the brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. While the broader impacts of poverty worsen the risk, no segment of society is immune. Resilience, however, also chronicles the dawn of a movement that is determined to fight back. Trailblazers in pediatrics, education, and social welfare are using cutting-edge science and field-tested therapies to protect children from the insidious effects of toxic stress—and the dark legacy of a childhood that no child would choose.

WORKSHOP SELECTIONS:

A first and second choice must be indicated for each of the sessions:

A Workshops

- A1: Addressing Adverse Childhood Experiences through the Strengthening Families Framework
- A2: Mindful Parenting: A Journey of Connection
- A3: The Neurobiology of Trauma in Children
- A4: Trauma Informed Practices That Can Benefit All Children
- A5: Wounded Places: Confronting Childhood PTSD in America’s Shell-Shocked Cities
- A6: Compassion Fatigue Resilience: Fostering Hope and Empathic Connection for Professionals and Helpers Addressing Trauma
- A7: Supporting Young Children Who Have Experienced Trauma

B Workshops

- B1: Supporting Children Who Have Experienced Trauma
- B2: The Mindful Classroom: Transforming Theory into Practice, Words into Action
- B3: Dealing with Different Minds
- B4: Recognizing and Healing the Trauma of Father Absence
- B5: The Impact of Caregiver Stress on Attachment Relationships with Infants and Toddlers
- B6: Understanding Intimate Partner Violence and Exposure to Children
- B7: Creating Momentum to Create a Trauma-Informed Community

C Workshops

- C1: The Journey to Becoming a Trauma Informed Organization
- C2: Supporting Children Who Have Experienced Trauma: A Relational Approach
- C3: Screen Time And Video Games for Children, Tweens, and Teens: How Much is Too Much?
- C4: Strengthening the Safety Circuit: Promoting Safety, Security, and Connectedness
- C5: Less is More: Minimal Facts for Discoverers
- C6: Homelessness is Toxic Stress: The Significant Impact on both the Social Emotional Health and the Development of Very Young Children
- C7: Adventure Education in Your Classroom

MOVIE MATINEE REGISTRATION: Yes, I will attend the movie & talk

D Workshops

- D1. Impact of Engaged Parents, Families, Schools, Communities and Provider Networks on Students’ Academic Success and Social and Emotional Development
- D2. Emotional Ladder of Success: Identifying and Coping with Emotions
- D3. Inside the Resilient Child
- D4. Trauma-Informed Home Visiting
- D5. Homelessness is Toxic Stress
- D6. Demonstrating Mercy to Yourself and Others by Using Teachable 6 Step Strategies
- D7. Always Caring for Others—How About You?

E Workshops

- E1. Lyme Disease in Children and the Trauma They Face
- E2. Addressing Adverse Childhood Experiences through the Strengthening Families Framework
- E3. Mindful Yoga Breaks Breaks in the Pre-k – 3rd Classroom
- E4. Defining Quality in Your Program
- E5. Supporting Sensory Integration through Music
- E6. Dealing with Different Minds
- E7. The Mindful Classroom: Transforming Theory into Practice, Words into Action

F Workshops

- F1. Adventure Education in Your Classroom
- F2. Wounded Places: Confronting Childhood PTSD
- F3. Mindful Yoga Breaks Breaks in the Pre-k – 3rd Classroom
- F4. Moving Beyond Trauma with Resiliency-Building Practices
- F5. Art Breaks for Healing
- F6. Recognizing and Healing the Trauma of Father Absence
- F7. Assessing Readiness to Implement Trauma-Informed Practices: the Experience of a Staffed Family Child Care Network