## WORKSHOPS

### Session A – 10:45-12:15

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The Heart of Learning and Teaching: Washington State’s Compassionate School Initiative

The Washington State Office of the Superintendent of Public Instruction utilized funding from the Substance Abuse and Mental Health Services Administration through WA State’s Mental Health Transformation Grant to advance a “Compassionate School Initiative.” As part of that initiative, regional and state-wide trainings were conducted, pilot sites were established in 11 school buildings in two diverse regions of Washington, and a handbook of instructional, self-care, and community partnership strategies is being developed. During the 1st half of this session we will report on these initiatives and share instructional materials from the upcoming handbook. During the 2nd half we will dialogue with Massachusetts teachers and administrators to share successes and challenges.

**Room: 304/05**

**Presenters:**
- **Dr. Ray Wolpow** - Professor of Secondary Education and Director, Northwest Center for Holocaust, Genocide and Ethnocide Education - Western Washington University, Bellingham, Washington
- **Ron Hertel** - Program Supervisor: Readiness to Learn, Compassionate Schools Initiative, Mental Health, and Foster Care Liaison - Office of the Superintendent of Public Instruction (OSPI), Olympia, Washington
- **Liz Frausto** - Director School, Family, and Community Partnerships - Puget Sound Educational Service District, Seattle Washington

Moving from Behavioral to Therapeutic-Ways to Facilitate Staff Buy-in

There are a number of obstacles to transforming a program from a “Behavioral” approach to a “Therapeutic” or Trauma-Sensitive program. Perhaps the most important one is getting staff on board with the changeover. Even the most compassionate, motivated, and experienced workers have trouble “buying in” to any method that deviates from the one they are most comfortable with. The purpose of the workshop is to discuss best practices in facilitating staff to take new, more therapeutic approaches.

**Room: 320**

**Presenter:**
- **Dave Madeloni** - Director - Robert F Kennedy Children’s Action Corps-EWT School (Holyoke Outplacement)
School Skills: Change Attitudes, Change Outcomes

For the traumatized student, executive functioning skills are often the first to be compromised. This not only limits the efficacy of other interventions, it generates numerous secondary issues impacting all areas of functioning: academic, social, and emotional. This in turn puts the student at higher risk for other, longer range issues including school disengagement, substance abuse & incarceration. School Skills is a skills curriculum designed to increase & create environments that promote executive functioning. Participants be given an overview of the model and introduced to the core skills, applicable at any level with any school population from elementary to high school.

Room: 401

Presenter: 
Johanna Hammer, LICSW - James Levine & Associates, P.C.

From War Stories to Work Plans: Keeping All Kid Talk Constructive and Productive

Maximize your school’s efficiency in creating sustainable, personalized student support plans. This interactive workshop will introduce participants to the benefits of using a structured, trauma-sensitive process (the KidTalk Protocol) for discussing and action-planning for individual students who are experiencing difficulties. Integrate your school’s existing strengths with a process designed to incorporate multiple sources of observable, behavioral, academic, and historical data. All those who have direct contact with students are encouraged to attend. Handouts will be provided.

Room: 402/03

Presenters:
Sara Fernandes - School Counselor - North Central Charter Essential School
Tricia May - Principal - North Central Charter Essential School
Lindsay Gallo - Assistant to the Principal and DCI - North Central Charter Essential School

BARCC at PCA: Integrating Community Based Organizations at your School

The Boston Area Rape Crisis Center has been working in collaboration with the Phoenix Charter Academy in Chelsea, MA for the 2008-2009 school year; co-teaching a course for students, training staff and faculty, being available for consultations, and doing outreach with parents in order to create a safer environment that is less accepting of sexual violence, and help make PCA a trauma sensitive school. The presenters of this workshop will summarize this unique approach to community/school partnership and help participants brainstorm ideas for forging stronger community/school partnerships of their own.

Room: 406

Presenters:
Stephanie Trilling - Youth Outreach Coordinator -Boston Area Rape Crisis Center (BARCC)
Maruka Rivers - School Social Worker -Phoenix Charter Academy
Posttraumatic Stress Management Team (PTSM)

In the aftermath of a number of untimely deaths of Nantucket High School students, a Posttraumatic Stress Management (PTSM) team was established in mid-January 2008 based on the expert advice of Dr. Robert Macy. Dr. Macy, a Harvard researcher in psychiatry and an expert in posttraumatic stress, was brought to Nantucket by the Town of Nantucket and Nantucket Public Schools (NPS) in cooperation with the Massachusetts Department of Mental Health. The mission guiding the PTSM team is the development and implementation of a plan for suicide prevention and a response plan for suicide attempts and completions. The make-up of the PTSM team is representative of the Nantucket community-at-large. This is in recognition of the fact that teen suicide is a community-wide issue which necessitates a coordinated effort by not only school officials but by town officials, community leaders, and state and national mental health experts as well.

Room: 407/08

Presenter:
Dr. Robert W. Pellicone - Superintendent - Nantucket Public Schools

Facilitated Case Consultancy for Participants of the February Trauma-Sensitive Schools Seminar for School/District Teams

On February 26, 2009 over 20 teams of school and district staff from across the state attended a Trauma-Sensitive Schools Seminar. The February Seminar was intended to provide a "refresher" on strategies for implementing a trauma-sensitive school, as well as provide a structured opportunity for the teams of staff to reflect on where they are in the implementation process and to work on action plans to move their implementation to the next level. The May 4th workshop will provide an opportunity for participants in the February Seminar to touch base with each other and receive feedback using a case consultancy model. Participants that would like feedback on their progress should come prepared to share a two minute overview of their progress/barrier/topic that they would like feedback on.

Room: 409

Facilitator:
Joel Ristuccia - School Psychologist - Trauma and Learning Policy Initiative
One size does not fit all: Framingham Public Schools’ process for making “trauma sensitivity” its own

All of us love resources, conference ideas, and exciting course materials! Why is it so hard to make good use of them when we get back to the everyday grind? FPS has five years of SSLE grant experience trying to make this material our own. This workshop will focus on the process we have been using to introduce trauma sensitivity concepts, create motivation and momentum and sustainability by producing our own FPS Teachers’ Guide for building trauma sensitivity, and training “teacher-consultants” to provide support and expertise within the District.

Room: Suite A

Presenters:
Laurie Burnett - McKinney-Vento Supportive Schools Coordinator - Framingham Public Schools
Jessica P. Greenwald O’Brien - Trauma Consultant - Framingham Public Schools
Laura Goldman - 5th Grade Teacher - Framingham Public Schools
Anne Sullivan - Literacy Specialist - Framingham Public Schools
Elizabeth Jeffrey - Social Worker - Framingham Public Schools
SESSION B WORKSHOP DESCRIPTIONS (1:15-2:45)

Realizing the Promise of the Children's Behavioral Health Initiative: How New Medicaid Services Can Support and Improve Educational Outcomes for Children with Mental Health Needs

In the next 6 months the Commonwealth is poised to introduce a new home and community-based behavioral health service system for Medicaid-eligible children. This system has the potential to improve educational outcomes for children with serious emotional or behavioral needs by increasing access to critical mental health services, supporting students in the least restrictive environment, promoting effective coordination between community and school-based services, reducing interruptions in educational services and avoiding unnecessary out-of-home placement. To realize the full potential of these resources, schools must be familiar with the new service system, poised to refer eligible children and families and ready to collaborate with a network of new behavioral health providers. This workshop will introduce the most critical aspects of CBHI, discuss its potential benefits for schools and students and explore what additional education, training and infrastructure is needed to ensure these two systems work effectively together.

**Room: 304/05**

**Presenter:**
Kathryn Rucker - Staff Attorney - Center for Public Representation

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Narrative Redemptive Writing: Helping Traumatized Kids Recognize Their Resiliency and Redirect Their Lives

Many students write about trauma--but of what use is this? Research has shown we are driven by the stories we tell ourselves about our lives and our character. This workshop will demonstrate how to craft a narrative redemptive writing project for traumatized students. Youth who participate take on the role of author of their own lives instead of someone who has been acted upon. Participants will also learn how to structure this project to help youth create community among themselves.

**Room: 320**

**Presenters:**
Barbara Ohrstrom - Program Manager/Writing Coach - WriteBoston, affiliated with Boston Public Schools
Beth Howard – Maritime Program Educator – Hull Lifesaving Museum/Maritime Apprentice Program
Lory Newmyer – Executive Director - Hull Lifesaving Museum/Maritime Apprentice Program
Color, Clay, and Crayons

Discover and explore the use of art therapy and creative strategies with traumatized children. Art therapy is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, develop interpersonal skills, manage behavior, reduce stress, increase self-esteem and self-awareness, process trauma, and achieve insight. Art therapy is a mental health profession that uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is a powerful and safe non-verbal way of processing difficult emotions and issues. Come and learn how art therapy works. This workshop will be experiential and include techniques that can be used with students. You will walk away with valuable tools to use in schools and private practices to help your students and clients heal trauma.

Room: 401

Presenter:
Donna Fluhr, LMHC - Art Therapist / School Adjustment Counselor - Worcester Public Schools

The Stages of Culture Change in Becoming a Trauma Sensitive School

Schools don’t teach English and math, they teach children who are the emotional emissaries from their families of origin. And schools don't become trauma sensitive overnight. Rather, they move gradually with coordinated changes in perception and practice that reveal the often hidden relational nature of education. In this workshop we will discuss the practical steps that encourage the gradual buy-in by staff that is necessary to shift the school’s culture to respect the emotional needs not only of traumatized children but all students in its care. The presenters will offer actual examples of what the McAuliffe Elementary School did to become trauma sensitive.

Room: 402/03

Presenters:
Philip L. Curtin, LICSW - Coordinator of Social Work Services, Title I Programs - Lowell Public Schools
Jason DiCarlo - Principal - McAuliffe School, Lowell Public Schools
Carol Rauseo, LICSW - District Support Specialist - Lowell Public Schools
Kristin Moulton, LICSW - School Social Worker - McAuliffe School, Lowell Public Schools
Patty Davidson - Teacher - McAuliffe School, Lowell Public Schools
Surface Behavior Management In-Service Training

This educator in-service training is a workshop-based experience which focuses on identifying and remediating a number of factors associated with student behavior. Participants will be asked to reflect on current practices of behavior intervention and management, with specific emphasis on the role of educators’ personal values, sensitivities, and preferences in setting rules or expectations and in determining acceptable or unacceptable conduct. Student behavior will be addressed by examining possible causative factors associated with behavioral choices, largely through identifying potential emotional foundations which largely dictate students’ behavioral choices.

Room: 406

Presenters:
Stephen Duff - Dean of Students - Southern Worcester County Educational Collaborative (SWCEC)
Justin Jarvis - Behavior Specialist - SWCEC

Treating Traumatized Girls: An In-School Group Model

This workshop will provide a brief overview of research regarding the link between trauma victimization and school performance. Focus will then will be on exploring evidence-based models (e.g.: Trauma Focused Cognitive Behavioral Therapy) that address trauma and traumatic grief. We will discuss specific practices used in the implementation of in-school girls’ groups including psychoeducation, building group cohesion, and the use of writing and mindfulness exercises. Barriers and challenges will also be discussed.

Room: 407/08

Presenter:
Jackie Humphreys, LICSW - Child and Family Clinician - Family Advocacy Center

Using Peace Education to make a Trauma Sensitive School

Children experience violence in many forms, incurring great human losses and suffering deep emotional trauma from these experiences. Many as a result have feelings of pain, anger, confusion, guilt and restlessness. As educators, we are often faced with the debilitating effects of such losses and trauma on our students. This workshop will you and give you hands-on tools to be ready and able to assist and support your students through these crises. Faculty will explore the tasks of mourning using several anecdotes to make learning pragmatic. Topics will include how children understand death differently as they develop; the power of school based commemoration; how to identify those young ones who are having difficulty and what to do about it.

Room: 409

Presenters:
Rachel Fazzino - Director of Peace Education - Louis D. Brown Peace Institute
Lisa Fliegel, ATR-BC, LMHC - Founding Director - Arts Incentives Program
Fern Shamis - Lesson One
Linking trauma-sensitive services to children: Highlighting an urban, middle school's approach

Children who have experienced traumatic stress have difficulty regulating their emotions and behaviors, which interferes with their ability to learn. The school environment can be extremely helpful to children in learning to manage their emotional states so that their chances for success in school are enhanced. This workshop will provide participants with a practical approach to creating a trauma-sensitive school infrastructure that integrates community resources and programs into the school to support traumatized children. The workshop highlights Trauma Systems Therapy (TST), its implementation through two school-based programs, and its dissemination throughout the school, including after-school programming.

Room: Suite A

Presenters:
Lisa J. Baron, Ed.D. - Program Director, Connecting With Care - Alliance for Inclusion and Prevention (AIP)
Debra Socia, M.Ed. - Principal - Lilla G. Frederick Pilot Middle School
Glenn N. Saxe, MD - Director, Children’s Hospital Center for Refugee Trauma - Assistant Professor of Psychiatry, Harvard Medical School
Robert Kilkenny, Ed.D. - Executive Director - AIP
Susan Lovett, MSW, LICSW - Director, Out of School Time Programs at Lilla G. Frederick Pilot Middle School - AIP