

APRIL 7–8,
2010

Red Lion Hotel
at the Park

Spokane,
Washington



FROM HOPE TO RESILIENCE

Complex Trauma & Social Emotional
Learning: Pathways to Improving
Academic Success



Our
kids:
Our business

FEATURING

- **Dr. John Medina**
Author of *Brain Rules*
- **Dr. Joseph Spinazzola**
Director, The Trauma Center
at Justice Resource Institute
- **Erin Jones**
Assistant Superintendent,
WA Office of Superintendent
of Public Instruction
- **Dr. Chris Blodgett**
Director, Area Health
Education Center of E. WA,
WSU Extension
- **Richard Thomas**
Educator and Consultant



REGISTER ONLINE AT www.ahec.spokane.wsu.edu

FROM HOPE TO RESILIENCE

WHAT YOU NEED TO KNOW

Considerable scientific literature details the impact of chronic adverse childhood experiences (Complex Trauma) on brain development in children. The implications for Pre-K and K-12 education systems and their partners are compelling and relate directly to the achievement of priority learning and social-development outcomes in schools.

- National data indicates that 30% of children experience complex trauma, and in poor communities the rate exceeds 50%.
- Children who experience complex trauma are three times more likely to drop out of school with all the antecedent behaviors eventual drop-outs demonstrate.
- The average drop-out rate across Washington hovers at 30%. This means that of children currently enrolled in the K-12 system, more than 309,000 children will drop out unless we adjust our priorities and methods.

For many years K-12 has invested significant resources in academic testing and measurement efforts without corresponding attention to social/emotional learning in children. School resources are being significantly reduced and K-12 staff are stretched to the limit as they attempt to meet systemic academic demands without necessary student outreach, engagement, and support structures. Social service resources outside schools are also being reduced, significantly eroding collaborative structures needed to support the education and achievement process for struggling students.

Schools in Washington are getting new information about the impact of complex trauma on children's capacity to learn. Central to this effort has been the adoption of principles associated with social-emotional learning within a Response-to-Intervention framework. Work is underway in schools to apply the science of brain development to create greater sensitivity to struggling students and to inform the development of specific classroom management practices and changes in building infrastructure to increase academic achievement, especially for struggling students.

This conference will show building and district teams what brain science is telling us about the impact of exposure to chronic adverse childhood events. Further, it will demonstrate how trauma-informed, trauma-sensitive, and trauma-specific interventions can be integrated into current K-12 practices to increase student engagement, achievement, and success consonant to school improvement goals.

BENEFITS OF ATTENDING

- Explore leading-edge science about brain development and its relationship to the structures within our systems and the methods we use to help children learn.
- Hear from national and local experts who are working to transform our policies on, and approaches to, the education of children.
- Learn new strategies to improve student engagement and academic achievement by applying social-emotional learning techniques within a Response-to-Intervention framework.

CONFERENCE OBJECTIVES

- Introduction to, and critical evaluation skills for, social-emotional learning curricula infused in standard academic practice. Hear rationale, research evidence, and analysis of current best practices in social emotional learning.
- Introduction to current principles and best-practice recommendations regarding culturally appropriate practice, with an emphasis on Latino, African American, and Native American cultural issues.
- Present guidelines and practice recommendations regarding Response to Intervention as a planning resource to address social emotional learning and trauma in school improvement practices.
- Within the Response-to-Intervention framework, present evidence-based and promising practice program information regarding trauma-informed and trauma-specific interventions.

WHO SHOULD ATTEND

Personnel from Schools, Districts, and Head Start/ECEAP agencies who have had basic exposure to the Adverse Childhood Experiences study and/or Complex Trauma.* We encourage use of Professional Learning Community format in selecting staff for attendance.

- Principals, Superintendents, District Administrators
- School Board Members
- Teaching Staff
- Student Support Personnel: Counselors, Nurses, Psychologists, Social Workers, Academic Coaches
- Representatives from community entities actively engaged with the School or District
- Head Start/ECEAP Agency Staff

The conference is open to individuals but attendance in school teams is encouraged. The focus of the conference agenda is Elementary and Middle School personnel. Pre-School and High School staff are welcome.

*Basic exposure might include: training regarding Adverse Childhood Experiences; Compassionate Schools; attendance at any of the following: Hurt to Hope Conference in Tacoma or Spokane, OSPI Compassionate Schools Conference in Yakima, 2008; or overview complex trauma trainings by Natalie Turner or Kristin Souers.

CONFERENCE SCHEDULE

Wednesday, April 7, 2010

7:15 – 8:00 AM	Registration & Continental Breakfast
8:00 – 8:30 AM	WELCOME & CONFERENCE CONVENES: Chris Blodgett, PhD, and Roy Harrington, MA
8:30 – 9:15 AM	OPENING PLENARY SESSION: Integrating Social Emotional Learning and Trauma Response—Chris Blodgett, PhD
9:15 – 9:30 AM	Break
9:30 – 11:30 AM	PLENARY SESSION: Building a Trauma-Informed System in School Settings: Application of the ARC Model—Joseph Spinazzola, PhD
11:30 – 11:45 AM	Break
11:45 – 1:00 PM	LUNCH PLENARY: Resilience as a Tool to Address the Achievement Gap—Erin Jones
1:00 – 1:15 PM	Break / Transition

1:15 – 2:30 PM SPECIFIC ISSUES TIER 1—RTI PRESENTATIONS

SESSION A1	SESSION A2	SESSION A3	SESSION A4	SESSION A5
Instruction in Social and Emotional Learning in the Elementary Classroom Victoria Blakeney, MEd	Implementing Social and Emotional Learning within the Middle School Setting Janet Davis, MS	Response to Intervention for Social Behavior: Positive Behavior Supports Lori Lynass, EdD	Family and Parent Engagement Parent Panel Facilitators: Toni Lodge, BA, Wallace Williams, MA	Community Partnership Development Roy Harrington, MA

2:30 – 2:45 PM	Break / Transition
2:45 – 4:15 PM	STUDENT PANEL: Moderated by Fred Schrupf, MSW, MEd and Lisa Mattson-Coleman, MA
4:15 – 4:30 PM	Break / Transition
4:30 – 5:30 PM	SMALL GROUP FACILITATED DISCUSSIONS—DAY 1: Thoughts, Implications, Effects to Your Practice, Concerns: Reflection vs. Planning— <i>Required for Day 2</i>

Thursday, April 8, 2010

7:30 – 8:00 AM	Continental Breakfast
8:00 – 8:30 AM	WELCOME & CONFERENCE CONVENES FOR DAY 2: Outcomes from Day 1 Facilitated Discussions—Chris Blodgett, PhD, and Roy Harrington, MA
8:30 – 10:30 AM	PLENARY SESSION: Brain Rules 3, 4, and 8: We Are All Wired Differently; We Don't Pay Attention to Boring Things; and Stress Directly Impacts How We Learn—John Medina, PhD
10:30 – 10:45 AM	Break / Transition

10:45 – Noon SPECIFIC ISSUES TIER 2 & 3—RTI PRESENTATIONS

SESSION B1	SESSION B2	SESSION B3	SESSION B4	SESSION B5	SESSION B6
The Assessment of Social-Emotional Competencies of Students in Grades K-8 Paul LeBuffe, MA	Building Successful Learning Communities Scott VanderWey, MS Ed, MHP	Innovative Applications of Improvisational Theater in Tier 2 & 3 School Based Intervention with Elementary and Middle School Students Joseph Spinazzola, PhD	Trauma-specific Crisis Management and Immediate Response Chris Blodgett, PhD, Natalie Turner, MS	Family and Parent Engagement Parent Panel	Community Partnership Development Roy Harrington, MA

12:00 – 12:15 PM	Break / Transition
12:15 – 1:30 PM	LUNCH PLENARY: Culturally Appropriate Practice in Responding to Problem Behaviors in Children—Richard Thomas
1:30 – 1:45 PM	Break / Transition
1:45 – 3:00 PM	REPEAT OF 10:45 WORKSHOPS (see descriptions above)
3:00 – 3:15 PM	Break / Transition
3:15 – 5:00 PM	SMALL GROUP FACILITATED DISCUSSIONS—DAY 2
5:00 PM	Conference Adjourns

CONFERENCE SPEAKERS

KEYNOTE SPEAKERS

John Medina, PhD

“Brain Rules 3, 4, and 8: We Are All Wired Differently; We Don’t Pay Attention to Boring Things; and Stress Directly Impacts How We Learn”

Dr. John J. Medina has a lifelong fascination with how the mind reacts to and organizes information. Medina is a developmental molecular biologist focused on the genes involved in human brain development and the genetics of psychiatric disorders. He holds joint affiliate faculty appointments at the University of Washington School of Medicine, in its Department of Bioengineering, and at Seattle Pacific University, where he is the director of the Brain Center for Applied Learning Research. Medina was the founding director of the Talaris Research Institute, a Seattle-based research center originally focused on how infants encode and process information at the cognitive, cellular, and molecular levels. Medina has authored many books including Brain Rules.

Joseph Spinazzola, PhD

“Building a Trauma-Informed System in School Settings: Application of the ARC Model”

Dr. Joe Spinazzola is the Executive Director and runs the adult clinical program at the Trauma Center at Justice Resource Institute in Boston. Spinazzola oversees with Bessel van der Kolk the Trauma Center’s Research Department and the National Child Traumatic Stress Network Community Treatment & Services program. He specializes in the assessment and treatment of complex adaptation to childhood trauma in children and adults and has contributed broadly to literature on trauma, child abuse, and mental health.

Erin Jones

“Resilience as a Tool to Address the Achievement Gap”

Erin Jones is the Assistant Superintendent of Student Achievement at the Office of Superintendent of Public Instruction in Washington. She has been involved with education for the past 16 years as a volunteer, a private and public school teacher, a late night director and an instructional coach. She has worked with students from all-African American to highly diverse to predominantly Caucasian ages 5th grade through high school.

Jones was hired in 2008 as the Director for the Center for the Improvement of Student Learning, where her focus was on creating a repository of best-practices and building bridges between schools, families and communities. She also participated in the achievement gap studies presented in the most recent Legislative session. In Jones’ Assistant Superintendent role, she is the point person at OSPI for the work around the achievement gap and dropout prevention in Washington state.

Chris Blodgett, PhD

“Integrating Social Emotional Learning and Trauma Response”

Dr. Chris Blodgett is a tenured faculty member in the Washington State University Department of Human Development, a licensed clinical psychologist, and Director of the Area Health Education Center of Eastern Washington (AHEC), WSU Extension. AHEC’s mission is to develop capacity and research knowledge to improve health and social wellbeing in under-served urban and rural communities through a variety of means but with an emphasis on research development and systems improvement. Blodgett has been the Principal Investigator for over two dozen federal, state, and national foundation grants addressing high-risk children and families. Areas of program work include family violence, health disparities in minority communities, chronic mental health disorders in children, early learning outcomes and system development, K-12 education improvement efforts, and child maltreatment.

Richard Thomas

“Culturally Appropriate Practice in Responding to Problem Behaviors in Children”

Richard Thomas has spent more than 30 years working in the field of chemical addictions and habilitation and is the author of the Red Road approach to healing and recovery. He is the former Chairman of the Santee Sioux Tribe and a highly decorated Vietnam Veteran. Mr. Thomas has worked with school districts across the country on behalf of marginalized youth and has been formally recognized for his work by the Governor of South Dakota.



BREAKOUT SESSION SPEAKERS

Victoria Blakeney, MEd,
Anchorage School District

Paul le Buffe, MA, Devereux
Center for Resilient Children

Janet Davis, MS, Anchorage
School District

Roy Harrington, MA, Area Health
Education Center of E. WA,
WSU Extension

Toni Lodge, BA, NATIVE Project/
NATIVE Health

Lori Lynass, EdD, University of
Washington Behavior Research
Center

Lisa Mattson-Coleman, MA,
On Track Program, Secondary
Programs, Spokane Public Schools

Fred Schrupf, MSW, MEd,
Havermale High School

Natalie Turner, MS, LMHC,
Area Health Education Center
of E. WA, WSU Extension

Scott VanderWey, MS Ed, MHP,
4-H Adventure Education
Program, WSU Extension

Wallace Williams, MA, Division of
Student Affairs, Equity and Diversity,
Washington State University

SPONSORS

- Spokane County Community Network
- Greater Spokane Substance Abuse Council
- Spokane County Board of Commissioners
- Spokane County United Way
- Washington State Department of Health/Project LAUNCH through a grant from the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services

REGISTRATION INFORMATION

Register 3 ways! Your choice!

- Online at www.ahec.spokane.wsu.edu
- Mail this form to the address below
- Fax this form to (509) 358-7647

Please send the registration form (with check **PAYABLE TO WASHINGTON STATE UNIVERSITY**) to:

Area Health Education Center of E. WA
Washington State University Extension
PO Box 1495
Spokane WA 99210-1495

Conference Registration Fee: \$180

The registration fee includes the cost of all conference materials, lunch, continental breakfasts, and all refreshment breaks.

Cancellation

Full refund (less \$50 administrative fee) if request is received in writing by March 15, 2010. There are no refunds after that date; however, substitutions are welcome.

Continuing Education Credits

This conference has been submitted for 14 Clock Hours for K-12 employees.

STARS credits (up to 14.25 contact hours) may be requested through the Washington Association for the Education of Young Children (WAEYC), www.stars.del.wa.gov. Please keep a copy of the conference brochure or syllabus and your Certificate of Attendance to accompany your Continuing Education Proposal.

NBCC: 14.25 continuing education hours. The Area Health Education Center of Eastern Washington, WSU Extension, is an NBCC Approved Continuing Education Provider (ACEP™) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. ACEP #5614.

Location & Hotel Information

Convention hotel room rates have been arranged and are guaranteed through March 9, 2010. Special room rates are available for conference attendees, but they are limited, so early registration is recommended. Call 1-800-733-5466 to reserve a room.

Reference the *From Hope to Resilience* conference to obtain the special rates below (plus applicable tax).

- **Red Lion Hotel at the Park**
303 W North River Drive, Spokane
\$102 Single or Double Occupancy
\$112 Triple or Quad Occupancy
Phone: 1-800-733-5466. Use code WSUS0406 when reserving by phone. Online: <http://redlion.com>

Parking

Complimentary parking for conference guests is available on the hotel grounds and valet service is provided for a small daily fee. Additional overflow parking is available across the street in a public parking area for a nominal fee.

For More Information

Registration: www.ahec.spokane.wsu.edu
E-mail: ahec@wsu.edu
Phone: (509) 358-7640 or 1-800-279-0705
Fax: (509) 358-7647

FROM HOPE TO RESILIENCE

Register online at www.ahec.spokane.wsu.edu

REGISTRANT INFORMATION—Please use a separate form for each attendee

Name & Degree/Credentials _____

Title _____

Organization _____

Attending as Part of Team, List

• School Name _____

• School District _____

Registration Code (if applicable) _____

Mailing Address _____

City _____ State _____ Zip _____

Phone _____

Fax _____

Email _____

(Registration confirmation will be sent to the email address, if provided)

If mailing registration and check payment, please address to:

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Spokane WA 99210-1495

Billing address (if different) _____

Street or PO Box _____

City _____ State _____ Zip _____

PAYMENT INFORMATION—Please check one

Check attached (payable to Washington State University)

Check # _____

Purchase Order (number required)

PO# _____

Credit card: MC VISA

Card # _____ Exp date _____

Cardholder's name _____

Cardholder's signature _____

Request a vegetarian or vegan meal for lunch

Opt out for inclusion of attendee information on conference roster

Persons with a disability requiring special accommodations while participating in this conference may call 509-358-7640 or 1-800-279-0705. If accommodation is not requested in advance, we cannot guarantee the availability of accommodation on site.

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Limited Space—Register NOW!

- Share with education staff