

Trauma-Informed Practices for Educators and School Personnel:  
World Cafe Presentations

***Please read the following instructions carefully:***

1. World Café Presentations will start at approximately 12:45 pm ET (1:45 pm CT) after a brief introduction
2. You will **choose two** World Cafe presentations to attend out of the presentations listed below.
3. Please note the **number listed in red** at the left of the presentation title (e.g., **1**) and make sure this number matches the breakout session you choose.
4. You will attend one presentation for 45 minutes, will have about a 15 min break, and then will attend a second presentation for an additional 45 minutes.

Presentation Title	Presenter(s)	Presentation Summary
<b>1.</b> The Power of Connection to Create Trauma-Informed Disciplinary Systems	Miriam Silman, MSW. Executive Advisor Department for Behavioral Health, Developmental and Intellectual Disabilities Cabinet for Health and Family Services	Trauma-informed disciplinary systems are founded in the relationships that are built within the school community. This session will examine ways to implement a trauma-informed disciplinary system in the context of a school culture that values healthy relationships, and ways effective trauma-informed disciplinary responses can actually foster stronger connections and relationships across the school setting.
<b>2.</b> JELV's Journey: Integrating Trauma Informed Support for Preschool and Kindergarten Students	Amber Bruner, EdS, NCSP District AWARE Coordinator Jessamine County Public Schools  Brittany Gray, Psy.S, NCSP School Psychologist, Jessamine Early Learning Village	This presentation will include how one school that serves early childhood leveraged their PBIS system to infuse trauma-informed universal practices across preschool and Kindergarten classrooms. We will discuss lessons learned for initial implementation and sustainability.

<p><b>3.</b> The Benefits of Trauma-Informed Practices for Autistic Students</p>	<p>Christy W. Bryce, Ed.D. Director KY-Academic and Behavioral Response to Intervention (ABRI) Center for Instructional and Behavioral Research in Schools University of Louisville</p>	<p>This presentation will explore the intersection between having autism and having experienced complex trauma. Participants will learn specific strategies for incorporating trauma-informed practices into the learning environment to benefit autistic students.</p>
<p><b>4.</b> Supporting Students and Staff During a Crisis and Beyond</p>	<p>Elizabeth Freeland, PhD, KY AWARE 2019 Project Director for Kentucky Department of Education</p> <p>Stephanie Warner, MEd Rank 1 Special Education KY AWARE 2019 Project Director Bullitt County Schools</p>	<p>This presentation will provide participants with one county's procedure for responding to tragedies within the district. Successful crisis intervention requires a clear plan for immediate response as well as a plan for continued support that includes assistance from those who offer assistance.</p>
<p><b>5.</b> Supporting Student Behaviors through Compassion and Co-Regulation</p>	<p>Jenny Hogg, M.Ed., NBCT. Special Education Consultant KY Educational Development Corporation</p> <p>Lori Dehart, M.Ed., BCBA., LBA. Behavior Consultant KY Educational Development Corporation</p>	<p>In this session, participants will learn how to respond to difficult student behaviors through a supportive, trauma-sensitive response that includes the use of compassion and co-regulation.</p>
<p><b>6.</b> Back to Behavior Basics Using Systemic Change</p>	<p>Heather Bushelman, BA., MA.Ed. Boone County Public Schools MTSS Coordinator Rank 1 in Elementary and Secondary School Counseling Kentucky School Counselor Association President</p>	<p>Attendees will learn behavior basics to implement in MTSS for tiers 1, 2, and 3. A SEL-Driven Behavior Toolbox will be shared that schools can individualize and use immediately within a school/ district that includes functions of behavior, tier 1 strategies for classroom teachers, and options for interventions at tiers 2 and 3.</p>

<p><b>7.</b> Therapeutic Considerations When Working With Marginalized Populations</p>	<p>Shericka Smith, DSW, LCSW Mental Health Coordinator Fayette County Public Schools</p>	<p>This presentation will provide an overview of understanding and identifying marginalized populations as well as a review of the basics of cultural competence. Clinicians will learn ways to enhance their cultural humility as well as learn strategies to provide supportive therapeutic environments for marginalized populations.</p>
<p><b>8.</b> Building Positive Relationships with Trauma-Exposed Students</p>	<p>Christina “Shay” Johnson, M.Ed JCPS Trauma Informed/SEL District Consultant Jefferson County Public Schools</p>	<p>In this presentation, we will explore ways for educators to create a welcoming and supportive environment in the classroom, building positive relationships and understanding the challenges and difficulties that students may have experienced or are presently facing.</p>
<p><b>9.</b> Changing the Narrative with Positive Childhood Experiences</p>	<p>Stacy Lindsey, MEd Rank 1 School Counseling K - 12 District Behavior Intervention Coordinator Warren County Public Schools</p>	<p>Let’s change the narrative! Positive Childhood Experiences enable youth to build resilience and overcome adverse childhood experiences. Join me to explore ways educators can play a pivotal role in emphasizing feelings of connectedness and safety.</p>
<p><b>10.</b> Creating Safe Spaces using a Trauma Lens Approach</p>	<p>Christina Dalton, LCSW Lead District Social Worker Daviess County Public Schools</p>	<p>We know students learn best when they feel safe. Learn how to create and implement this environment in your school. Participants will learn a trauma informed approach to the development and implementation of Safe Spaces and Mindful Rooms for elementary, middle and high school students. Participants will learn evidence based strategies based on data driven results. The strategies learned can be universally applied, as well as during targeted interventions for small group counseling, and individual support. This session will provide self-regulation and coping skills that can be implemented at all grade levels. Learn how to model these skills, implement safe spaces, and provide students with life long tools that will develop emotional growth through self regulation and resiliency.</p>

<p><b>11.</b> Nurturing Teacher Growth in Classroom Culture: A Dynamic Feedback System for Positive Behavior in the Educational Setting</p>	<p>Beth Carpenter, EdD Director of Student Services Jessamine County Public Schools</p>	<p>This presentation will provide an overview of high yield trauma strategies that build classroom culture, ensure equity and diversity, and establish a climate of psychological safety for all. Participants will learn more about how leaders can work with staff to implement these strategies through a structured system of professional staff learning and leadership coaching.</p>
<p><b>12.</b> Building Trauma Sensitive and Resilient Schools within an Effective MTSS for Leaders</p>	<p>Meghan Martin, M.Ed, MA. School Mental Health Director CIBRS-Center for Instructional and Behavioral Research in Schools University of Louisville</p>	<p>In this presentation, we will explore ways for educators to create a welcoming and supportive environment in the classroom, building positive relationships and understanding the challenges and difficulties that students may have experienced or are presently facing.</p>