

Speaker information for June 6 & 7, 2023 Conference

Rebecca Bailey, PhD: Speaker information

Rebecca Bailey, Ph.D. is a leading family psychologist and equestrian who has become a world-renowned professional teacher, speaker, author, and entrepreneur.

Dr. Bailey is the creator of the Polyvagal Equine Institute, an organization dedicated to equine-assisted psychotherapy and education with a focus on applying Dr. Stephen Porges' research on the autonomic nervous system to a variety of populations. She is also the co-creator of the Connection Focused Therapy® program and believes that understanding the interaction between the nervous system and our thoughts and actions is key to compassionately responding to and addressing the complexities of today's societal demands. Dr. Bailey has appeared on many network shows, including Anderson Cooper and ABC's 20/20.

A graduate of The Wright Institute in Berkley, CA, Dr. Bailey was raised in the Boston area but relocated to California 35 years ago. She now lives in Northern California with her loving husband and countless animals.

Keynote: Application of Polyvagal Principles to Complex Trauma

The Polyvagal Theory has become a popular theory applied to treating complex trauma. From an essential perspective, the polyvagal approach highlights the adaptive function of the Autonomic Nervous System and its impact on the physiological state. According to Dr. Stephen Porges' extensive research on the vagus nerve, behavior is influenced primarily by an innate survival desire which is highly dependent on social relationships and, when adaptive, supports "health, growth, restoration." Trauma can distort physiological responses resulting in increased distress and the inability to assess life threats accurately. His research has enhanced and reinforced analysis qualitatively and quantitatively underscoring the somatic relationship between trauma and trauma processing.

By attending this workshop, practitioners can apply the principles of polyvagal theory to the treatment of trauma. This perspective will demonstrate the importance of developing an assessment of the role of the autonomic nervous system in treating trauma. Additionally, the practitioner can apply the principles when assisting patients in supporting an alternative narrative to victimization.

Objectives – Participants will be able to:

- Describe and list the three organizing principles of the Polyvagal theory.
- Discuss the importance of the emphasis on the ANS, particularly the vagus nerve, in designing treatment.
- Identify steps to incorporating polyvagal principles into treatment to reduce distortions and support rapport.
- Connect PVT-informed interventions to commonly used modalities of treatment.
- Differentiate between applying polyvagal informed techniques to trauma from traditional talk therapy.

Breakout: Winnie the Pooh and the Honey Jar: Why Do People Get Stuck Personally and Professionally?

This engaging workshop is intended to encourage and educate participants to operate from a polyvagal-informed perspective both personally and professionally. All of us in the helping fields at times may feel

as if our heads are stuck in the honey jar. Rather than wait for spring, we need to examine our individual biases and autonomic nervous system's response to "stuckness" in our clients and in ourselves.

The goal of this workshop is to not only acknowledge the challenge of getting stuck but to also provide perspectives to support understanding and self-compassion.

Objectives – Participants will be able to:

- Develop an expanded understanding of polyvagal theory.
- Develop an awareness of intergenerational trauma and its impact on clients and self.
- Develop a realistic perspective that promotes compassion and curiosity.

Pastor Edward L. Palmer Sr. and Rachel Bingham: Speaker information

Pastor Edward L. Palmer Sr. is the visionary, senior pastor, and co-pastor with his wife Elizabeth (Angie) Palmer for The Sign of The Dove Church International located in Radcliff, Kentucky. He is a Certified Diversity Trainer and works to eliminate disproportionate minority contact within the child welfare and juvenile justice systems.

In 2017, Pastor Palmer was the recipient of the Martin Luther King Jr. Leadership Award presented by Kentucky Governor Matt Bevin as well as the Courage for Kids Award presented by Kentucky Youth Advocates. In May of 2019, he was awarded the Thurgood Marshall Social Justice Impact Award presented by the Alpha Phi Alpha Fraternity Inc.

Pastor is Chair of the State Inner-Agency Council's Diversity Standing Committee and Immediate Past Chair of the National Coalition for Juvenile Justice (CJJ). He is a certified Racial and Ethnic Disparities Capstone Project Fellow through the Center for Juvenile Justice Reform at Georgetown University. In the Spring 2021 *Juvenile Justice Update*, Pastor Palmer co-authored the article "Don't Hate the Player, Hate the Game: The Importance of Systemic Change to Address Racial and Ethnic Disparities."

Rachel Bingham oversees the following AOC (Administrative Office of the Courts) departments: Family and Juvenile Services, Pretrial Services and Specialty Courts. These three departments carry out statutorily required court functions in all 120 counties and collectively employ more than 560 court personnel. This also includes administering programs which provide technical assistance, training, and support services to judges, court personnel, attorneys, social workers, and community partners.

Ms. Bingham is a current member of the Kentucky State Interagency Council, Kentucky Racial and Ethnic Disparity Standing Committee, National Juvenile Justice Reform and State Courts' Initiative Steering Committee, National Council of Juvenile and Family Court Judges' Curriculum Development Committee, and the National Judicial Task Force to Examine State Courts' Response to Mental Illness. Some of Ms. Bingham's key achievements have been a presenter at 2018 Janet Reno Forum: Transforming Juvenile Justice Systems Conference at Georgetown University and the Future of Children Conference- Multisystem Approaches to Help Keep Children Out of the Justice System at Princeton University. In 2018, she became a Reducing Racial and Ethnic Disparities Certificate Program fellow through McCourt School of Public Policy at Georgetown University.

Keynote: Intentionally Approaching Racial, Ethnic, Equity, and Disparity (REED) Work within Juvenile Justice Systems

Through a data-driven approach, this session will include the REED outcomes and impact nationally as well as within the Iowa Juvenile Justice System. This session will also provide participants with an understanding of the impact racial trauma has on our minority youth, families, and staff. In addition, information will be shared regarding The Sentencing Project's recent report on the use of diversion in order to deter youth from the formal court process.

Objectives – Participants will be able to:

- Identify, collect, and analyze REED contact points.
- Recognize the impact of racial trauma- direct and indirect.
- Recognize the importance of front-end diversion as an attempt to keep kids out of the most traumatizing part of the system- detention.

Breakout: Implementing Components of Kentucky's Juvenile Justice Reforms

This session will provide participants with dynamic research, data, and practice to implement a racial equity-centered organizational change. It will include an overview of Kentucky's Court of Justice's 4-prong approach to address disparate outcomes identified through the commonwealth's 2014 juvenile justice reforms. This session will also include an overview of the Family Accountability, Intervention, and Response (FAIR) Teams and include tools in order to develop an intentional strategic plan and racial equity assessment.

Objectives – Participants will be able to:

- Recognize how research and data can inform decision making and policy formation.
- Identify and define critical areas for organizational change.
- Recognize the important of collaborating with stakeholders and community partners.
- Utilize tools received to guide local efforts to establish a strategic plan through a racial equity assessment.

Jen Alexander, M.A., NCC, SB-RPT Speaker information

Jen Alexander, M.A., NCC, SB-RPT Most know Jen Alexander as Ms. Jen. She's an experienced trauma-informed educator, school counselor, expert on developmental trauma, global speaker, and consultant. Jen is also the author of *Building Trauma-Sensitive Schools and Supporting Students and StaR After COVID-19*. Her passion is helping others help kids. She is an Iowa educator, former special education teacher, and play therapist (when applicable). She is also a University of Northern Iowa (UNI) grad. and a North Mahaska alum.

Keynote: Building Trauma-Sensitive Schools: What Works and Why?

The pandemic has highlighted the needs of traumatized youth and their families, but COVID-19 is not the only adversity youth and their caregivers experience. In this interactive session, Ms. Jen will help participants understand developmental trauma and its effects on students of all ages. Participants will also explore what educators, youth, families, and communities need most to foster resilience through responsive relationships

Objectives – Participants will be able to:

- Discover the four essentials of a trauma-sensitive learning environment.
- Explore causes of youth adversity, and identify how stress responses may impact students' health, behavior, and learning.

- Develop a trauma-sensitive mindset that will help you help others in proactive ways.

Breakout: Trauma-Sensitive Discipline Techniques: Shifting from Punishment to Repair

Stress and trauma impact the nervous system, often influencing patterns of big energy or a shut down of energy within the body. This can impact youth behavior. When adults emphasize traditional discipline practices that include punishment as a way to control youth behavior, stress responses often increase instead of decrease, which can negatively impact health, behavior, and learning. In this session, participants will learn trauma-sensitive discipline techniques that improve both connection and regulation for students through an emphasis on repair within relationships.

Objectives – Participants will be able to:

- Identify trauma-sensitive discipline techniques.
- Identify a next-step goal for either practicing trauma-sensitive discipline techniques or leading the way for change.
- Explore how taking good care of yourself through healthy boundaries can also help you take good care of others.

Ira J. Chasnoff, M.D. Speaker information

Ira J. Chasnoff, M.D. is an award-winning author, researcher and lecturer, is president of NTI Upstream and a Professor of Clinical Pediatrics at the University of Illinois College of Medicine in Chicago. He is one of the nation's leading researchers in the field of child development and the effects of environmental factors on the developmental trajectory of children and adolescents. Dr. Chasnoff's work encompasses community approaches to the integration of behavioral health services into primary health care, the schools, and the other multiple systems that serve children and families. Dr. Chasnoff has served several U.S. presidential administrations on committees and commissions dedicated to organizing and coordinating services for children and families across the nation and developing policies and procedures for addressing the needs of children at risk from prenatal and postnatal trauma. He also has worked with a wide range of States across the nation and internationally in developing universal outreach and early intervention programs for children and families affected by trauma or substance abuse.

Dr. Chasnoff received his medical degree from the University of Texas Health Science Center at San Antonio, which in 1991 awarded him its first *Distinguished Alumnus Award*. He is the author of numerous research articles regarding the long-term cognitive, behavioral, and learning outcomes of high-risk children, and his article on racial and social class bias in the health care system has been cited as a landmark study by the American College of Obstetricians and Gynecologists. Dr. Chasnoff has authored 15 books, which have received numerous awards and one of which has been recognized by The Hague International Court. Dr. Chasnoff's books explore the biological and environmental factors that impact the ultimate development of high-risk children and presents practical strategies for helping children reach their full potential at home and in the classroom. His newest book, *Guided Growth*, has received international acclaim for its in-depth discussion of educational and behavioral interventions for children and teens with Fetal Alcohol Spectrum Disorders and early trauma. Dr. Chasnoff has been a regular contributor to *Psychology Today*, writing about high-risk children and their families. The recipient of several awards for his work with women, children, and families, Dr. Chasnoff for several years has been selected by a poll of physicians across the nation for listing in *America's Best Doctors*, cited for his ability to translate complex medical and psychosocial issues into relevant policy that guides the delivery of quality services. Dr. Chasnoff has been active in establishing comprehensive family intervention programs for children in Australia, Denmark, Portugal, Canada, Vietnam, the former Soviet Union, and across the United States and has lectured on this topic around the world.

Keynote: The Neurobiology of Prenatal Trauma: Implications for Early Childhood Neurobehavior and Attachment

Significant numbers of children in this country every year are delivered to women who have used alcohol, marijuana, or illicit drugs during pregnancy and at the same time have endured emotional trauma. This session will explore the biological and psychosocial factors that impact fetal development with a particular focus on implications for the development of a nurturing relationship between the mother and her child.

Objectives – Participants will be able to:

- Describe the biological impact of prenatal trauma on the maternal and fetal neuroendocrine systems responsible for attachment.
- Discuss the impact of prenatal substance exposure on the young child's neurobehavioral functioning.
- Analyze the impact of prenatal substance exposure on the young child's ability to participate in a dyadic relationship with his or her mother.

Breakout: Behavior Belongs in the Brain: Prenatal Alcohol Exposure and Risk for Juvenile Justice Involvement

This workshop presents the COSP-Classroom Approach as an early childhood mental health professional development and coaching model that promotes learning and safety in early learning centers. The aim of the presentation is to explore the use of COSP-C as a professional development module and early childhood consultation model to promote secure attachment relationships with early childhood educators and young children within centers.

Objectives – Participants will be able to:

- Describe the impact of prenatal alcohol exposure on the structure and function of the developing fetal brain.
- Analyze the impact of prenatal alcohol exposure on early regulatory development in infants and toddlers.
- Discuss the implications of early childhood regulatory development on risk for involvement in the juvenile justice system.