

Ohio

Developmental Disabilities
Mental Health and Addiction Services

**Trauma-Informed Care
"Creating Environments of
Resiliency and Hope"**



**Resiliency and Hope,
"Creating Environments of
Trauma-Informed Care"**



Fifth Annual Trauma-Informed Care Summit
MAY 22-23, 2018

**Marriott Columbus University Area
3100 Olentangy River Road
Columbus, Ohio**



Creating Environments of Resiliency and Hope in Ohio Fifth Annual Trauma-Informed Care Summit

May 22, 2018

7:00-8:00 am	Morning Meditation and Movement, Olentangy A with Holly Jones, OhioMHAS
7:30-9:00 am	Registration, Scioto A (light breakfast in prefunction area)
9:00-9:15 am	Welcome Mark Hurst, MD, Medical Director, OhioMHAS John Martin, Director, DODD Presentation
9:15-10:30 am	<i>“Hidden Lies—Strategies Towards Unmasking and Mediating Childhood Traumatic Experiences”</i> Dr. Ronald Dwinnells, MD, MBA, CPE, FAAP Chief Executive Officer, ONE Health Ohio
10:30-10:45 am	Break (beverages, fruit in prefunction area)
10:45 am-12:00 pm	<i>TIC From the Experts - Panelists share their stories</i> Eder A. Ayala, Bhuwan Pyakurel Cynthia Fernan, Thomas Howard
12:00-1:00 pm	Lunch, Franklin Ballroom
1:15-2:30 pm	<i>Ohio’s Trauma-Informed Approach Champions</i> Breakout Workshops • see full schedule with locations, following pages
2:30-2:45 pm	Break (beverages, dessert in prefunction area)
2:45-4:00 pm	<i>Ohio’s Trauma-Informed Approach Champions</i> Breakout Workshops • see full schedule with locations, following pages
4:00-4:15 pm	Closing and Continuing Education submission

Day One, May 22, 2018

Breakout Workshops, Session One

1:15-2:30 pm

Creating Cultures of Trauma-Informed Care (CCTIC): A Program Fidelity Scale _____ Franklin C/D

Patrick Boyle, PhD, LISW-S, LICDC-CS, Case Western Reserve

The intent of this workshop is to introduce the Creating Cultures of Trauma-Informed Care (CCTIC): Program Fidelity Scale Version 1.3 created by Roger Fallot & Maxine Harris (2014); an instrument that helps gauge the extent to which a program or agency has developed a culture of trauma-informed care that includes: Safety, trustworthiness, choice, collaboration, and empowerment as the core values of that culture.

Using Cognitive Behavior Therapy PLUS for the Treatment of Trauma Related Disorders in the Community Mental Health Setting _____ Franklin B

Reinhold Boehme, MA, MSW, LISW-S, OhioGuidestone

This workshop will highlight CBT PLUS which builds on the theoretical foundation of the field of interpersonal neurobiology and includes integration of basic principles of Acceptance and Commitment Therapy (ACT) and a wrap-around approach to psychotherapy and other services that addresses the multifaceted needs and strengths of clients in the community mental health setting, not as an addendum to psychotherapy, but as an integral component.

Conducting Trauma Informed Care Conferences _____ Ohio A

Jeff Marinko-Shrivers, PhD, Franklin County Board of Developmental Disabilities

The audience will learn how one agency has developed the "Trauma Informed Care Conference" as a model to bring teams together for the trauma timeline and resiliency skills building; the workshop will describe the trauma timeline and learn how to use Excel to develop trauma-informed care reports.

Torture, Trauma and the Refugee Experience from Harm to Healing _____ Olentangy A

Nadia Kasvin, Mona William Riyad Daoud, MD; Samia Miniato, RN, US Together

The workshop will provide an overview on Survivors of Torture and provide resources that will help the audience offer services to these individuals if they encounter them in their daily practices. Torture Survivors come from different parts of the world to the US with many problems and needs. These needs need to be met before these individuals can become active and productive members in the communities that they join.

Creating a Trauma Informed Agency _____ Franklin A

Melissa Tester, LSW, LCDC III, SW, Mansfield UMADAOP

The workshop will provide: an overview of historic trauma in the workplace as an explanation of the rate of turnover and burnout in the field of social work, mental health, and substance use treatment; a review of recognizing signs and symptoms of trauma; provide a model for agency self-evaluation of policies and practices that contribute to trauma and negatively impact the staff, efficiency and reputation of the agency as well as services provided to the individual and community; and, will apply trauma informed care principles and resources to providers as a means of increasing care and competency in the work place.

The Building Blocks of a Trauma- Informed Community Network _____ Olentangy B

Jacquelyn Kraps, PhD; Shellie Russell, MD, The Counseling Center of Wayne and Holmes Counties

Participants will discover the benefits of creating cross-system collaborations within their communities and evaluate their capacity to develop, expand, and/or refine a network of trauma-competent care; gain information and useful tools to plan, structure, and implement their own network, while focusing on their unique community assets; discuss solutions to common implementation hurdles; and, learn strategies for discussing trauma exposure with families and professionals, including how to navigate opening "a can of worms."

Addressing Trauma from a Culturally Sensitive Perspective: Best Practices for Working with Hispanics/Latinos _____ Ohio B

Victor Leandry, MSW, LSW, El Centro de Servicios Sociales, Inc

Latinos are historically underserved in their ability to access mental health services as evidenced by low utilization rates, gaps in prevention, and early intervention efforts. As these families attempt to navigate the complex web of federal, state and local service providers in order to secure housing, food, and other essential resources, they must also cope with tremendous loss and trauma. With these families in mind, it is clear that trauma competent and culturally sensitive outreach strategies are necessary to best address the mental health needs of Ohio's Latino community. This workshop will provide an overview to one strategy that has proven effective with Puerto Rican refugees as well as the larger Latino community - Mental Health Navigators.

Day One, May 22, 2018

Breakout Workshops, Session Two

2:45-4:00 pm

Trauma and Problem Gambling _____ Ohio A

Scott Anderson, LCDC II, OhioMHAS

Many people turn to substance abuse and other mood altering experiences to avoid or escape unpleasant feelings. Populations at risk for problem gambling include older adults, veterans, and trauma survivors from all walks of life. People dealing with PTSD will report a feeling of calm while gambling at slot machines. There is also trauma caused by the gambling itself in bankruptcy, termination, arrest, etc. This workshop will provide an overview on how to respond to and support problem gamblers.

Organizational Implementation of Trauma Informed Care: Panel Discussion _____ Olentangy B

Ronald Dwinells, MD, MBA/CEO; Hannah Haynie; Misty Long, LPCC-S, LICDC/BH Director, One Health Ohio

This workshop will provide guidance on how to get medical staff on board with trauma-informed care (TIC) concepts and implementation, financial implications for implementing organizational TIC, operational procedures, implications for research, issues with screening (SBIRT, CRAFFT/ACEs), ethics, training, and bringing awareness to the community.

Trauma-Sensitive Yoga and Mindfulness: Techniques for Care-giving Professionals _____ Franklin C/D

Marcia Miller, Yoga Therapist, E=RYT 500, Yoga on High

The practice of Yoga offers many tools to help professionals deal with secondary and vicarious trauma. All trauma, including vicarious trauma, affects many physiological systems in the body; therefore, effective trauma relief needs to take care of the whole body. In this workshop, participants will learn more about techniques from three approaches to responding to trauma including research and data that document their effectiveness. Participants will also experience elements from each because learning about trauma relief is not the same as experiencing first steps to relieving it oneself.

Cultural Competence for Trauma-Informed Care in Diverse Cultures _____ Olentangy A

Surendra Adhikari, PhD MedSoc, MA, OhioMHAS

“Cultural Competence for Trauma Informed Care in Diverse Cultural Settings” is apparently a broad topic. This workshop will: focus on key learnings on some of the cultural competence and cultural humility nuances that relate to trauma informed care in diverse settings; attempt to briefly articulate the types and prevalence of trauma unique to select race/ethnicities, special populations, and refugees; highlight cultural sensitivities in responding to trauma and focus policy implications for the participants so that they are able to draw on these learnings to enable them make informed and culturally competent decisions as appropriate and relevant.

Veteran Arts Initiative/Veterans Art Council: Examining Psychological and Health Benefits of Art Making _____ Ohio B

Heather Seymour, MSW, LSW, Columbus VA ACC

The 2016 VA Suicide Prevention report found that 14 out of the 20 Veterans who die a by suicide haven't been seen for healthcare at the VA within the last year. Approximately 50% of returning service members who need treatment for mental health conditions do not seek it. Through a network of community collaborations with local and national stakeholders, Veteran Arts Initiative (VAI) offers multi-disciplinary creative arts programs for Veterans and family members to foster therapeutic expression, promote resilience, and create social connections with purpose. This workshop will provide an overview of the importance of art as one support for Veteran's who have experienced trauma.

Permeating Practices: A Sustainable Culture of Trauma-Competence _____ Franklin A

Brad Wyner, NADD-DDS, Rose-Mary Center

Agencies and organizations that identify trauma competence as a core value are challenged to incorporate trauma-responsive practices into all levels of the organization. By staying focused on values, agencies can put trauma-responsive practices at the center of everyday activities, sustaining a trauma-responsive organizational culture. Panelists in this workshop will share several of the practices that have become central to Rose-Mary's operation, and look at how various elements of the organization respond to the effects of trauma and resist re-traumatization for employees, clients, families, and other stakeholders throughout day-to-day operations.

Strengthening Communities: Implementing a Community Oriented Trauma System _____ Franklin B

*Miyohnna Terry; Marsha Polk, Hospital Trauma-Informed Care Specialist; Alysia Longmire, Med, BSN, BA, OCPS C
Cincinnati Children's Hospital Medical Center*

This workshop will discuss how communities can collectively address the effects of trauma by implementing a community wide system of care. A community oriented trauma informed care system is an innovative method for engaging all sectors of the community in addressing the effects of trauma. This workshop will provide participants with the skills needed to assess, plan, collaborate, and implement strategies to build a trauma informed care system in their community. Participants will gain valuable insight from the experiences of the C-COTS project. The Cincinnati Community Oriented Trauma System (C-COTS) is an innovative model program that infuses trauma informed care into existing community programs and practices. Participants will gain valuable insight from the experiences of the C-COTS project.



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9:00-9:15 am	Welcome Mark Hurst, MD, Medical Director, OhioMHAS Tracy Plouck, Director, OhioMHAS
9:15-10:15 am	<i>“Building Resiliency: Doing the Next One Right Thing”</i> Allison Rambo, Executive Director, The Nest Karissa Cox, The Nest
10:15-10:30 am	Break (beverages, fruit in prefunction area)
10:30 am-12:00 pm	<i>“Hope is Sweaty: Toxic-Stress and Its Impact On People and Organizations”</i> Father Jeff Putthoff, SJ President, Trinity Catholic High School, St. Louis, Missouri Former Founder and Executive Director, Hopeworks ‘N Camden
12:00-1:00 pm	Lunch, Franklin Ballroom
1:15-2:30 pm	<i>Ohio’s Trauma-Informed Approach Champions</i> Breakout Workshops • see full schedule with locations, following pages
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Day Two, May 23, 2018

Breakout Workshops, Session One

1:15-2:30 pm

Creating Safety in Sobriety: Treatment of Co-Occurring Trauma and Addiction _____ **Ohio A**

Valerie Prevosnak, MS.Ed., LPCC-S, Meridian Healthcare

Research indicates that in order for the treatment of individuals with co-occurring PTSD and addiction to be successful, these disorders need to be addressed together. This workshop is designed to educate participants on the relationship between these disorders and their treatment, as well as to provide participants with increased competence and confidence in practice.

One Psychiatric Hospital's Journey to a TIC Environment _____ **Ohio B**

Jennifer Schwirian, LISW-S, Appalachian Behavioral Healthcare

Appalachian Behavioral Healthcare (ABH) is one of OhioMHAS' six regional psychiatric hospitals. Trauma Informed Care (TIC) was introduced to ABH in January 2014. Since that time, ABH has taken steps to incorporate TIC principles and practices into the culture of the organization from both employee and patient perspectives. ABH staff will share administrative, clinical, and environmental changes that have occurred since 2014. The path is long and the journey isn't complete, but ABH is continuing to strengthen TIC services with the ultimate goal of being recognized as a trauma competent organization.

After the Crisis: The Traumatic Event Crisis Intervention Plan (TECIP) _____ **Franklin C/D**

Michael Markowitz, MS.Ed, School Psychologist, Certified Trauma Specialist, South Western City Schools and COPES Consulting

Each year, students and staff experience traumatic events. Unfortunately, few schools have a formalized set of procedures and materials that can support a proactive response after awareness of a traumatic incident. This 90-minute presentation will introduce participants to the Traumatic Event Crisis Intervention Plan (TECIP) a school-based field tested framework readily implemented following a traumatic event. Components of the TECIP framework will be outlined in this presentation along with activities designed to help participants learn how to assess the scope of an incident and identify specific logistical needs to effectively manage the first days back after knowledge of an event.

Assaulted Staff Emotional Response Team _____ **Olentangy A**

Nicole Molnar, MA, EdS, Positive Education Program

The presenter will describe how a program was designed and implemented to address the needs of staff (teachers, mental health providers, paraprofessionals and administrators) assaulted by clients in urban day treatment settings through use of a peer response model. The goal of the program is to lessen the occurrence of staff suffering a complex trauma experience by providing immediate intervention following a potentially traumatic event. The ongoing support and supervision required to maintain the program will be discussed. Data outcomes as derived through surveys of front-line staff since program implementation was initiated three years ago, will be shared as will the impact of the program on agency wide efforts at transformation to a fully trauma-informed culture.

Mindfulness and Trauma _____ **Franklin A**

Jessica Starr, LPC, Private Practice

In addition to having a proven impact on mental and physical health, research supports the effectiveness of mindfulness to support individuals who have experienced trauma firsthand as well as supporting secondary responders. Participants will gain a basic understanding of exactly what mindfulness is and how to implement it. Exploring and defining the key concepts and terms used in mindfulness practices, participants will gain an understanding of what specific practices constitute trauma-competent mindfulness. Reviewing the current scientific research, we will learn about both the possible benefits and limitations in utilizing these skills. We will also address how to tailor mindfulness practice specifically for individuals, groups, and organizations. Participants will have the opportunity to complete both formal and informal mindfulness practices to provide an experiential understanding of this transformational type of awareness.

Connecting with Your Teens _____ **Olentangy B**

Mark Groner, M.S.S.A., LISW-S, Beechbrook

Beech Brook is one of three agencies across the USA initiating Connect with the support of the Annie E. Casey Foundation. This attachment-based parenting group is designed for either biological or resource parents of teenagers. The model achieves a reduction in miscommunications and aggression, better child and family cohesion, and an increase in empathic responses. Participants will: gain an understanding of the relationship between trauma, adolescence and attachment; learn the 9 principals associated with promoting healthy parent-teen relationships through parental participation in evidence based Connect Parent Groups; and, learn the advantages and challenges of implementing Connect, an experiential parenting group, with foster parents and biological parents/caregivers.

Employees Matter: A Guide to Empowering and Caring for Your Staff _____ **Franklin B**

Cindy Wright, BA, Community Supports, Inc.

Agencies providing services to people with developmental disabilities collaborated in a two-year grant to become trauma responsive in order to provide more effective and supportive services. During the process of training staff (Managers and Direct Support Professionals) it was quickly discovered that learning could not take place until trainers assisted staff with recognizing and processing their own personal trauma history. It was crucial for the Managers and Direct Support Professionals to be able to have "tools in their toolbox" that will equip them personally while learning and adopting Trauma Informed Care into their work. This was a piece of the puzzle that has been missing. Participants will be provided an overview of an "Employees Matter" approach.

Day Two, May 23, 2018

Breakout Workshops, Session Two

2:45-4:00 pm

L.E.T. I.T. G.O. _____ **Olentangy B**

Lashanna Alfred, MSW, LISW-S, New Concepts

LET IT GO is an acronym used to teach the 7 principles needed to assist individuals who has experienced trauma without failing to take care of oneself. This workshop is fun and interactive which creates a lasting learning experience.

I AM more than... _____ **Ohio B**

Chya Barrett, Certified Peer Recovery Support Specialist, Housing Solutions of Greene County

In this workshop, participants will break the stigma of what identity truly means through the transparency of our stories, a 5 Step Healing Process and an activity that will mold the mind to understand that who we are is a story of our self- a constructed narrative that our brain creates. Once we understand that every experience will integrate into our identity, and we must let go of outdated beliefs to make room for our authentic self to evolve, then we can live a life of freedom.

Taking Care: How the practice of Trauma-informed Biographical Timelines and the use of Peer Support Partners can guard against secondary trauma _____ **Franklin B**

Sarah Buffie, Soul Bird Counseling

Since 2014, the Resilience Project has offered a research-based, trauma responsive approach to supporting multi-system children and young adults in Clermont and Hamilton County. This project is jointly funded by the Ohio Department of Developmental Disabilities (DODD) and Ohio Mental Health and Addiction Services (OhioMHAS) as part of the Strong Families Safe Communities initiative. The Resilience Project has recently expanded to include Peer Support Partners (PSPs) who are family members with lived trauma experience. This workshop will focus on two recent project adaptations: How trauma-informed Peer Support Partners (PSPs) engage family members as active project partners while safeguarding against secondary trauma; and how the process of Trauma-Informed Biographical Timelines has been adapted to strengthen the voice of families and safeguard against secondary trauma for all participants. Presenters will also share how structured trauma-informed supervision serves as a tool in mitigating secondary trauma for all team members.

Intergenerational Trauma and Resilience Project _____ **Franklin C/D**

Pam Scott, PhD, The Buckeye Ranch

Through a grant-funded project, the Buckeye Ranch engaged in a two-year practice-led research project to identify how familial cycles of generational trauma impact family engagement in treatment, what strategies increase the likelihood of family engagement, and what scientifically informed, non-traditional interventions can be utilized to support the family and enhance resilience. This workshop will present the steps involved in this project, the knowledge we gained, and the strategies we identified that demonstrated positive outcomes with families.

Fostering Workforce Resiliency: Strategies for Decreasing Secondary Traumatic Stress _____ **Franklin A**

Valerie Prevosnak, MS.Ed., LPCC-S, Meridian Healthcare

Creating a trauma-informed workplace can decrease staff risk of developing PTSD after a critical incident and prevent the retraumatization of employees experiencing PTSD. This workshop is designed to assist leadership within organizations to recognize symptoms of Secondary Traumatic Stress and to identify policies and practices that can be implemented to build staff resilience. Participants will also be provided with specific tools for assessing and addressing STS in employees.

Dancing Mindfulness: Building Resilience Through Movement and Mindful Awareness _____ **Ohio A**

Lynette Cashaw-Davis, OhioMHAS

Dancing Mindfulness is an expressive arts experience open to everyone regardless of previous experience with dance, yoga, music, meditation, or spiritual practice. This practice uses the art form of dance as the primary medium of discovering mindful awareness, and will allow the participant to tap into their body's own healing resources and realize that we all have a unique creativity just waiting to be cultivated! Dancing Mindfulness honors the invitation to "come as you are." Participants will be able to realize the rhythmic qualities of their breathing and heartbeats; to discover the healing, lyrical properties in even the simplest movements; and quite literally, to be able to express their own personal recovery story through dance.

Creating Trauma-Sensitive Schools: A Work in Progress _____ **Olentangy A**

Jessica Davies, ODE: Administration Specialist & School Psychologist, Montgomery County Educational Service Center

This workshop will focus on a journey in creating trauma-sensitive schools over the past two years. The presenters will share the story and the lesson learned in hopes of helping other administrators and educators decrease negative behaviors, increase hope for these children, and help shift the paradigm from "What is wrong with these children?" to "How can we help these children?" The Tristate Trauma Network has been an extremely valuable partner in this initiative. During this workshop, the presenters will also share our experience as a member of the Tristate Trauma Network's Trauma Informed Learning Community, and highlight the keys to utilizing this model to maximize success. Participants will more fully understand the impact of trauma in schools; articulate several innovative strategies to help classrooms/schools become trauma sensitive; identify key challenges we faced during implementation and learn how to address these obstacles; and, describe the mutual benefits of agency partnerships when creating trauma-sensitive schools, and specifically how to best utilize a learning community model.

Exhibitors at the Summit

- ◆ Southeast Trauma-Informed Care Collaborative (SETICC)
- ◆ Ohio Developmental Disabilities Council
- ◆ Ohio Department of Aging
- ◆ Veteran's Administration—Veteran's Art Initiative
- ◆ Opportunities for Ohioans with Disabilities (OOD)
- ◆ Ohio Provider Resource Association (OPRA)
- ◆ Ohio Council of Behavioral Health and Family Services Providers
- ◆ NAMI Ohio
- ◆ Ohio Association of County Boards (DD)
- ◆ Ohio Attorney General's Office - Crime Victims Services
- ◆ Department of Developmental Disabilities (DODD)
- ◆ Ohio Department of Veterans Services
- ◆ Ohio Association of County Behavioral Health Authorities/
Crisis Text Line (OACBHA)
- ◆ Ohio Department of Mental Health and Addiction Services (OhioMHAS)
- ◆ Start Talking! Building a Drug-Free Future
- ◆ Ohio Association of Child Caring Agencies (OACCA)