



# TRAUMA-INFORMED *Relationship-Focused*

SCHOOLS • CONFERENCE

**2025 EVENT GUIDE BOOK**

# Welcome

WE ARE SO EXCITED THAT YOU ARE  
HERE TO BE A PART OF OUR 4TH  
ANNUAL TIRF SCHOOLS CONFERENCE!



Thank you to the Tracy Family  
Foundation for generously providing  
25 scholarships for this year's event.



# Event Schedule

## DAY 1: MARCH 5<sup>TH</sup>

8:00AM - 9:00AM **REGISTRATION & LIGHT BREAKFAST IN EVENT SPACE**

9:00AM - 12:00PM **WORKSHOP 1 - MAIN ROOM**  
Restorative Practice Workshop | Presented by: Leslie Hansen Vigor

12:00PM - 1:00PM **LUNCH BREAK (ON YOUR OWN)**

1:00PM - 3:00PM **WORKSHOP 2 - MAIN ROOM**  
The Power of Puppets | Presented by: Sarah Goodapple

3:00PM - 4:30PM **SELF-CARE, SOCIAL HOUR & CAMPUS TOURS**  
Let's take care of you! Light refreshments will be provided!

## DAY 2: MARCH 6<sup>TH</sup>

8:00AM - 8:45AM **LIGHT BREAKFAST IN EVENT SPACE**

8:45AM - 10:15AM **WELCOME & KEYNOTE 1 - MAIN ROOM**  
The Culture Shift Tour | Presented by: Jared Scott

10:15AM - 10:30AM **BREAK**

10:30AM - 11:45AM **MORNING BREAKOUT SESSIONS**

- Music, Movement & Yoga; Oh My! | Presented by: Molly Dunn-Steinke
- Your FBA is a Fantasy! | Presented by: Doris & Rick Bowman
- Brain Architecture Game & Discussion | Presented by: Mallory Wassmann & Sarah Kuperus
- Trauma-Informed Practice: What is it & Why? | Presented by: Amity Glenn-Chase

11:45AM - 12:45PM **LUNCH BREAK (PROVIDED BY 8TE OPEN FOOD TRUCK)**

12:45PM - 2:00PM **KEYNOTE 2 - MAIN ROOM**  
Building Resilient Learning Communities:  
The Power of Collaboration | Presented by: Karen C. Simms

2:00PM - 2:15PM **BREAK**

2:15PM - 3:30PM **AFTERNOON BREAKOUT SESSIONS**

- Becoming the Regulated, Calm Adult | Presented by: Brittany Roberts
- Relational Health in Variance | Presented by: Dr. Jamie Scaccia & Dr. Amy Wilson
- Circle of Care: Grief Support for Children Impacted by Parental Substance Use Death & Disorders  
Presented by: Ambrosia Branson
- The Impact of Race on Our Littlest Minds & Hearts | Presented by: Ovella "Ms Peaches" Lott
- Trauma-Informed Communities | Presented by: Josh MacNeill

3:30-4:00PM **CONFERENCE WRAP UP!**

## Proactive Use of Restorative Practices: Building Stronger Communities

This presentation focuses on how Restorative Practices (RP) can be implemented in a proactive way to build strong, supportive communities in schools and other organizations. By focusing on relationship-building and prevention, these practices address issues before they escalate. Several key strategies highlighted in this workshop are: Community Circles, Affective Language, Social Discipline Window and Restorative Chats.

### OBJECTIVES:

- » Facilitate effective Community Circles in both classroom and leadership settings, using the 12 Classroom Circle Lesson Plans and 6 Leadership Circle Lesson Plans provided.
- » Apply affective language proactively to positively influence behavior and foster empathy within their communities.
- » Assess their approach to discipline using the Social Discipline Window and make adjustments to move toward a high accountability and high support approach.
- » Conduct Restorative Chats to strengthen relationships with students and guide them toward making better choices.

### PRESENTER:



**Leslie Hansen Vigor**  
Director of Social-Emotional Learning  
at the Regional Office of Education 1

Leslie has led the Area 3 SEL Hub in Illinois for the past three years. In her current role, Leslie directs a dedicated coaching team focused on advancing social-emotional learning (SEL) and trauma-informed practices across schools in 20 counties in West Central Illinois.

With 26 years of experience in education, Leslie's career includes 22 years as a classroom teacher and 5 years as a Transitional Kindergarten Coordinator, Interventionist, and Family Support Specialist. Her extensive experience, combined with her expertise in SEL, enriches her current role and drives her commitment to enhancing educational environments.

Leslie's professional development is distinguished by specialized training from the International Institute for Restorative Practices (IIRP) and the Neurosequential Model in Education (NME™) with Dr. Bruce Perry. Her comprehensive background and dedication to wellness-centered educational strategies have made a significant impact on creating supportive and effective learning environments for both students and educators.

LUNCH BREAK (ON YOUR OWN) FROM 12-1PM

## The Power of Puppets

It's time for you to meet Chaddock's newest staff members! Join us as they perform for you and teach you about the benefits of using puppets and the arts to support children and young people develop healthy relationships and heal from trauma. This interactive session will be engaging, informative and fun!

### OBJECTIVES:

- » Understand the Role of Puppetry in Social-Emotional Learning: Participants will learn how puppet shows provide a creative and engaging method for communicating age-appropriate social and emotional content to children, making complex topics accessible and relatable.
- » Explore the Impact of Interactive Feedback: Participants will experience the value of post-performance discussions as a tool for reinforcing key messages, opening lines of communication, and encouraging children to share their thoughts and feelings with trusted adults.
- » Gain Insights from Real-World Experiences: Participants will review lessons learned from previous school assemblies and community performances, including strategies for addressing challenges and maximizing the effectiveness of puppet-based presentations in diverse settings.
- » Identify Key Themes for School-Based Programs: Participants will become familiar with the topics addressed in puppet shows—such as child abuse/neglect, bullying, mental health, and grief—and learn how these can support schools' efforts to promote student well-being.
- » Develop Skills for Applying Puppetry in Educational Settings: Participants will leave with actionable ideas for incorporating puppet-based strategies into their own work with children, enhancing their ability to address sensitive issues in an age-appropriate and engaging manner.

### PRESENTERS:



## Sarah Goodapple, BSW Family Coach at Chaddock Foster & Adoption Services

Sarah Goodapple, BSW, brings a wealth of experience and specialized training to her role as a Family Coach at Chaddock Foster and Adoption Services. With two years at Chaddock and 12 years as a trainer for American families transitioning to overseas living, Sarah has honed her ability to support families through complex challenges. Sarah is trained in Chaddock's DTAP Mode, TBRI, Theraplay, DDP, and VIT. Her primary focus is to empower families to learn how to manage difficult behaviors and emotions which are often rooted in trauma and/or attachment challenges.

Sarah completed training as a puppeteer with the Kentucky Kids on the Block program. This initiative equips her to deliver impactful puppet shows in the tri-county area on critical topics such as child abuse/neglect, bullying, cyberbullying, mental health, and grief and loss. By using puppets, they are able to create an engaging, age-appropriate platform for children to explore sensitive issues, encouraging them to communicate with trusted adults like teachers or guidance counselors

# Welcome to our hometown!

 **QUINCY, IL**



## Local Restaurants

KELLY'S TAVERN

THE ABBEY

RIVERSIDE SMOKEHOUSE

FATBACKS BBQ

MI JALAPENO MEXICAN  
RESTAURANT

EL RANCHERITO

TOWER OF PIZZA

GEM CITY PIZZERIA & MEXICAN

CHICK'S ON THE RIVER

FUJI STEAK HOUSE

TEXAS ROADHOUSE

VILLAGE INN

TIRAMISU

QDOBA

8TE OPEN

RAISING CANE'S



## Local Coffee Spots

CARTER'S COFFEE BAR  
(BROADWAY ST & MAIN ST LOCATION)

BAILEY'S COFFEE HOUSE

WINK'S DRINKS

ELECTRIC FOUNTAIN  
BREWING COFFEE BAR

STARBUCK'S COFFEE

DUNKIN' DONUTS

CALFTOWN CAFE

KRAZY CAKE'S CAFE

HEBREWS XI COFFEE

CC'S COFFEE BAR

THE POUR HAUS

## The Culture Shift Tour

Jared Scott's keynote, part of the transformative Culture Shift Tour, equips educators with practical strategies to create relationship-centered, trauma-informed school environments. Drawing from real-life examples of students driving positive change, Jared demonstrates how to build trust, foster authentic connections, and turn challenges into solutions, creating spaces where every student feels safe, valued, and supported. More than a program, this movement has transformed over 1,000 schools by empowering students and staff to build emotional resilience and cultivate positive, growth-oriented school cultures that extend beyond the classroom.

### OBJECTIVES:

- » Understand Relationship-Centered Practices: Educators will learn practical strategies for creating trauma-informed, relationship-centered classrooms that foster trust, emotional resilience, and authentic connections.
- » Empower Student-Led Change: Participants will explore real-life examples of how students have successfully driven positive cultural shifts in their schools, transforming challenges into actionable solutions.
- » Implement a Culture of Growth and Healing: Attendees will gain actionable insights to enhance student-teacher relationships, build safe and supportive environments, and cultivate a school culture that promotes healing and long-term growth.

### PRESENTER:



**Jared Scott**  
Creator of the Culture Shift Tour

A dedicated speaker, counselor, and creator of the transformative Culture Shift Tour. Drawing from personal experiences with trauma and his passion for mental health, Jared has empowered over 1,000 schools across the country through student-led initiatives.

Unlike traditional programs, the Culture Shift Tour is a movement born from student voices, turning their ideas into actionable solutions that impact school culture. Jared's ability to connect with students and educators on a deeper level, combined with his background in behavioral sciences, makes him a powerful advocate for trauma-informed and relationship-focused practices.

Whether delivering his keynote or guiding staff and students through leadership sessions, Jared leaves schools with a clear blueprint for sustainable, student-driven change. His approach ensures that the work continues long after the tour ends, helping schools build stronger communities focused on mental health, resilience, and purpose.

### ! BRAIN BREAK CHALLENGE!

- Before you jump into the next session, take a minute to doodle or for a quick mindfulness exercise.

**15 MIN. BREAK**



## Music, Movement & Yoga; Oh My!

Play is the true work of children, and it offers a natural and effective way to manage a classroom. Acquiring self-regulation is crucial to developing the self-control and social-emotional intelligence needed for lifelong success. Children do this through movement and building relationships. Secure relationships are essential for children to thrive physically, emotionally, and cognitively. This session will focus on how to be present with children as they explore the world around them. We will unlock the inner child in all of us and talk about the ease of building a relationship when there is a mutual language, respect and compassion for both parties. We will look at ways to interact with children and have them engage in what is expected of them throughout their day.

### OBJECTIVES:

- » Understand the importance of movement and music in regulating children's emotions and behavior.
- » Use various movement techniques that can be used to promote self-regulation in children.
- » Create a safe and inclusive environment for children to explore movement and music.
- » Identify and practice strategies for integrating movement and music into daily routines and activities.

### PRESENTER:



**Molly Dunn-Steinke, M.S.Ed, LPC, I/ECMH-C**  
Early Childhood Mental Health Consultant

Molly Dunn-Steinke has worked as an Early Childhood Mental Health Consultant for 21 years. She has worked in a variety of settings to hone her skills in looking at children from an empathy lens. Since her first day at her new job after receiving her undergraduate degree, she has followed her passion to be a voice for children that do not fit into a box and need something different to be successful. Her work as an adjunct instructor allows her to share this knowledge with new early educators as they begin their studies in the field.

Molly has numerous years of providing training for a variety of professions since 2003. She has trained both at the state and local level in the area of early childhood mental health. Trainings have included topics such as: Self-Regulation, Mindfulness, Brain Development, Circle of Security, Pyramid, LUME, Sensory Processing and the Young Child, The Importance of Play, Building Positive Relationships with Children, and Caring for the Caregiver.



## Your FBA is a Fantasy! Creating Truly Trauma-Informed Neuro-Affirming FBAs and Behavior Plans

This session introduces a trauma-informed, neurobiologically-grounded approach to understanding and addressing challenging behavior. Unlike traditional FBAs/BSPs that focus on what a child seeks to “get” or “avoid,” this method examines the impact of trauma on autonomic nervous system functioning and neurocognitive skill development. By assessing these areas, educators can better address the root causes of maladaptive behavior. Research highlights the importance of repatterning the nervous system and building lagging skills to help children improve self-regulation and adapt to everyday demands. Participants will gain insights into creating more empathetic and effective interventions for trauma-impacted youth.

### OBJECTIVES:

- » Understand why using traditional FBAs/BSPs for children with trauma-related emotional/behavioral challenges are unlikely to effectively meet their needs.
- » Name the five areas of skill in which children may frequently be lagging due to impacts of ACE's/trauma.
- » Name the “3 R's” of Brain Engagement - the vital process necessary to regulate and engage the over-sensitized brain for effective behavioral change.
- » State why a FBA/BSP that's based on principles of brain engagement & building skills is more effective than a strictly traditional cognitive-behavioral approach.
- » Understand how the Stress Response System and Autonomic Nervous System are formed/impacted, and the critical role that they play in a child's ability to meet expectations of school, along with how to approach making changes to both.
- » Understand how practices to generate truly durable physiological increases in resilience and self-regulation can establish a new neurological “baseline” or “set point” for a child/youth.

### PRESENTERS:



**Doris Bowman, M.S. Ed./Spec Ed,**  
Director of Training

**Rick Bowman, M.A.,**  
Clinical Psychology, Director  
of Coaching & Consulting

Doris Bowman, M.S. Ed/Spec Ed has over 25 years of experience supporting children impacted by trauma and neurodiversity, as well as the parents and educators who care for them. She is an Advanced Certified Trauma & Resilience Practitioner in both education and clinical settings, a Certified HeartMath Trainer, and a Certified Collaborative Problem-Solving Trainer© (MGH). Doris specializes in trauma-informed practices, resilience strategies, and interventions for youth with chronic challenging behaviors.

Rick Bowman, M.A., Clinical Psychology brings a diverse background in leadership roles across the military, business, mental health, and education. He is a Certified Trauma & Resilience Practitioner, Certified HeartMath Trainer, and Certified Collaborative Problem-Solving Trainer© (MGH). With international experience in Russia, Cuba, and Jamaica, Rick focuses on trauma-informed care, resilience practices, and effective interventions for youth with challenging behaviors.

## Brain Architecture Game & Discussion

Join us in this session to learn more about the effects of trauma and adverse childhood experiences (ACES) on the brain. Working in a small group, participants will play The Brain Architecture Game. This is a tabletop interactive experience that builds understanding of what promotes, derails, and impacts early brain development. Following the game, a discussion will occur regarding the way social experiences and supports construct and transform the brain of the students we encounter in our school settings. Participants will also explore the role educators and school systems can have in supporting or enhancing the learning brain.

### OBJECTIVES:

- » Explain how early experiences affect the development of brain architecture and the brain's ability to change in response to these experiences.
- » Leave with a deeper understanding of the effects of cumulative toxic stress on the brain.
- » Name strategies for fostering connections, relationships, and regulation within the school setting.
- » Use tools and resources provided in order to examine current trauma-responsive practices and identify areas of strength as well as areas still in need of improvement.
- » Collaborate with colleagues and apply the research presented in order to make trauma-informed decisions that better the well-being of their school district.

### PRESENTERS:



**Mallory Wassmann, MSW**  
School Social Worker



**Sarah Kuperus, S.S.P**  
School Psychologist

Mallory Wassmann is a seasoned social worker with 12 years of experience supporting students' social-emotional wellness. Her passion lies in empowering colleagues and families to foster emotional intelligence and support the whole child. Known for her enthusiasm for learning and collaboration, Mallory has presented at the Illinois Alliance of Administrators for Special Education (IAASE) Fall Conference, the 2024 Trauma-Informed Relationship-Focused Conference, and the DeKalb County-Wide Institute.

Sarah Kuperus has 12 years of experience as a School Psychologist, specializing in Special Education and Section 504 evaluations, social-emotional support, and district-wide MTSS coordination. She combines data-driven analysis with collaborative communication to address students' needs effectively. Sarah has a deep interest in trauma's effects, coping strategies, and interpersonal relationship dynamics, which informs her work with teachers, administrators, and parents.

## Trauma-Informed Practice: What is it and Why?

This session will cover the science of trauma, unpacking our own trauma and biases, and understanding common behavioral outputs related to trauma in children. We will look at brain research, common misconceptions, and how the iterations of the ACEs questionnaire can focus our thinking and observational powers in the classroom.

### OBJECTIVES:

- » Develop and revise definition of trauma to serve as shared understanding and language.
- » Identify experiences that could be traumatic for ourselves and for children.
- » Examine SAMHSA's Four R's of Trauma-informed care.
- » Brainstorm possible outward symptoms and signs in children and ourselves.

### PRESENTER:



**Amity Glenn-Chase, Ed.D**  
Founder and Facilitator, Ignite, LLC

Dr. Glenn-Chase brings 14 years of diverse experience in education, spanning roles such as Head Start teacher, kindergarten teacher, instructional coach for early childhood education, and college professor. As a speaker and trainer, she supports educators and leaders nationwide in understanding and implementing trauma-informed practices in classrooms. Her doctoral research, combined with her personal experiences, drives her commitment to ensuring that every teacher preparation program includes comprehensive training in trauma and trauma-informed practices.

Dr. Glenn-Chase has created and delivered professional development and training for hundreds of educators, including district-wide pd for DC public schools. I have trained multiple cohorts of Americorp members nationwide in trauma-informed practices and leadership.



## Building Resilient Learning Communities: The Power of Collaboration

This session explores the Trauma Sensitive Schools framework by the Trauma and Learning Policy Initiative (TLPI), emphasizing key elements such as collaboration, brain-based practices, resilience, restorative approaches, and fostering physical and emotional safety for students and educators. Participants will learn how intentional collaboration among educators, families, and communities reduces secondary trauma, meets diverse needs, and strengthens partnerships. Designed for educators, administrators, and policymakers, this session provides actionable strategies to implement trauma-sensitive practices, creating resilient learning environments where every student can thrive.

### OBJECTIVES:

- » **Understand Core Elements:** Participants will gain a comprehensive understanding of the core elements of Trauma Sensitive Schools, including safety, trustworthiness and transparency, voice and choice, empowerment, collaboration, and restorative justice.
- » **Align with Best Practices:** Participants will learn how these core elements align with established best practices in trauma-informed education, providing a foundation for implementing effective strategies in their schools.
- » **Define and Emphasize Collaboration:** Participants will explore the definition of collaboration within the context of trauma-informed schools and understand its role as a fundamental and essential element in building resilient learning communities.
- » **Explore Benefits of Collaboration:** Participants will identify the benefits of collaboration, such as reducing vicarious and secondary trauma, reducing the workloads, democratizing learning, meeting diverse needs, and strengthening school/community and school/family partnerships.
- » **Develop Implementation Strategies:** Participants will leave equipped with practical strategies for implementing trauma-sensitive approaches in their schools, aimed at enhancing educational outcomes and individual and community resilience.

### PRESENTER:



**Karen C. Simms, LPCC**  
Trauma & Resilience Initiative, Inc.

Karen C. Simms is an experienced consultant, trainer, facilitator, and coach. She has a master's degree in Marriage and Family Therapy; and has spent over 30 years advocating for individuals, families and communities who have been marginalized because of race, gender, sexual orientation/identity, health, or their socioeconomic status. She is the founder Trauma & Resilience Initiative, Inc. (TRI) a not for profit that trains, educates, advocates for, and promotes resilience and justice for individuals, families, organizations, and communities. TRI works to reduce the impact of adverse community experiences by healing and repairing those who have been impacted by trauma; and equipping organizations, communities, and providers to be trauma and justice informed.

**15 MIN. BREAK**

! **REFILL, REFRESH, RECHARGE!**

- *Grab a snack, stretch, or share one word that sums up your feelings so far with someone nearby!*

## Becoming the Regulated, Calm Adult

Dr. Bruce Perry shares that a “regulated, calm adult can regulate a dysregulated, anxious child but a dysregulated adult can never calm a dysregulated child.” Neuroscience and our own experiences have shown this to be true again and again. This session will focus on naming our activators, what that looks like for us, and determining actions and strategies to keep us regulated in the heat of the moment. Each participant will walk away with either a regulation plan to attach to lanyard or a sticker to place on their laptop.

### OBJECTIVES:

- » Reflect on importance of adult regulation.
- » Determine and recognize activators and what our dysregulation looks like.
- » Craft a regulation plan to use in moments of dysregulation.
- » Apply process to needs noticed in district.

### PRESENTER:



**Brittany Roberts, BA**  
Professional Learning Coordinator

Brittany Roberts is a Professional Learning Coordinator with Four Oaks Education. Brittany’s background is in public school education, where she served as a high school teacher and instructional coach. She focuses on implementing best classroom practices in social-emotional learning, trauma-informed care, and other aspects of wellness and regulation. She is also a certified trainer in IIRP (International Institute for Restorative Practices) and Youth Mental Health First Aid. She is very passionate about helping adults practice a work/life balance, emotional regulation, and self-awareness in order to model real strategies and thinking for students.

Brittany speaks at approximately 5-7 conferences each year, including Iowa BEST, Iowa School Counselor Association Conference, No Limits Conference, among several others. She was also a presenter at the 2024 Trauma-Informed Relationship-Focused Conference.

## Relational Health in Variance: How Relationships can Support or Deconstruct the Classroom

Relational health is present in all aspects of education, whether we are aware of it or not. However, pretending that the quality of relationships between teachers, students, and administration is not relevant to behavior management, learning, and consequences can be what leads to poor learning outcomes, increased suspensions, and a lack of trust from the community. We will discuss how relationships are perceived differently based on a child's history, such as abuse, neglect, and attunement. This relational history determines how a child responds to instruction, behavioral and academic. We will highlight cues to recognize when a student is becoming relationally uncomfortable and strategies to increase a sense of relational safety throughout the classroom. Additionally, we will talk about behavioral management strategies and how they might be impacted by the connection between teacher and student.

### OBJECTIVES:

- » Describe the impact of a student's state on their academic performance and response to consequences.
- » Explain the role of relational health in a student's academic engagement and behavior in the classroom.
- » Identify interventions for the classroom rooted in relational health and regulation.

### PRESENTERS:



**Jamie Scaccia, PsyD**  
Director of Assessment,  
FamilyForward



**Dr. Amy Wilson, PsyD**  
Senior Psychologist,  
FamilyForward

Jamie Scaccia, PsyD, is a clinical psychologist from St. Louis, MO. She has dedicated her career to working with youth, adults, and families who have experienced complex trauma. Her practice has included therapy, assessment, education, and supervision. Currently, Dr. Scaccia is the Director of Assessment at FamilyForward's Developmental Trauma Center. There, she manages a team of clinicians providing assessment services for the community, acts as the training director of the pre-and post-doctoral training program, and regularly provides community education for a variety of different providers.

Dr. Amy Wilson, Senior Psychologist at FamilyForward, began specializing in child psychological evaluations during residency at the Center for Behavioral Health. Over the years, Dr. Wilson has worked with children facing challenges (learning disorders, mood disorders, impairments in executive functioning, and social deficits). At FamilyForward, Dr. Wilson learned trauma-informed approaches and became certified in the Neurosequential Model of Therapeutics. Additionally, Dr. Willson and colleagues developed a pre-doctoral internship program and currently provides supervision. Furthermore, Dr. Wilson has interests in collaborative and trauma-informed assessment, self-care for mental health professions, and expanding her repertoire for assessing autism and psychosis.

## Circle of Care: Grief Support for Children Impacted by Parental Substance Use Death and Disorders

Join our session to learn more about the Circle of Care, an innovative, state-funded program designed to address the grief support needs of children and families impacted by substance-use related death and disorders. The session will cover the gaps in care and support for our youngest grievers, the project's grief-informed framework, and tools for our communities to use in supporting children experiencing grief.

### OBJECTIVES:

- » Explain the gaps and/or barriers to grief support for children and teens impacted by parental substance use.
- » Identify where they can find grief support services and resources in the State of Illinois that are specific to our youth and teen population.
- » Respond confidently and comfortably to children's grief response to losing or living with a substance use disorder in their family.

### PRESENTER:



**Ambrosia Branson, MS**  
Project Coordinator, Circle of Care

Ambrosia Branson is currently a Doctor of Health Sciences student at A.T. Still University, building on her academic background which includes a Bachelor's degree in Health Administration and a Master's degree in Health Promotion and Leadership from Eastern Illinois University. Her professional experience is diverse and impactful, featuring roles in non-profit programs dedicated to addressing substance use disorders and serving as a public health professional during the COVID-19 pandemic. Ambrosia is highly skilled in program development and implementation, and she excels in collaborating with multidisciplinary teams while fostering strong relationships within communities.

## The Impact of Race on Our Littlest Minds and Hearts: Understanding Racial Awareness in Very Young Children

Early childhood is a critical period for shaping social attitudes. Children begin noticing racial differences as early as six months old. By age 5, many children have already internalized societal messages about race. The focus will be on the developmental, emotional, and social implications of racial awareness in early childhood.

### OBJECTIVES:

- » Describe the importance of early conversations about race.
- » Demonstrate understanding that every interaction shapes a child's understanding of the world.
- » Deduce that together, we can build a future where all children thrive and flourish.

### PRESENTER:



**Ovella, “Ms. Peaches” Lott**  
Early Childhood Specialist

Ovella Lott, known in the field of Early Education as “Ms. Peaches” prides herself on being a lifelong learner. Peaches is fully aware of the fact that “All learning happens in relationships”. Peaches is currently the Center Director of Brilliant Angels Academy Licensed Early Childhood Center in Dellwood, MO located in North St. Louis County. 89 students and 30 staff members. Previously she was an Early Childhood Specialist with LUME Institute of St. Louis MO. She holds over 36 years of experience working in early education, teen services, and family support. Peaches is a reflective coach who aids in allowing educator to deepen their self-awareness skills as they give themselves permission to teach with purpose. Ms. Peaches has shared her expertise both nationally and internationally. Ms. Peaches believes that all children should be free to be children and have the opportunity to experience playfulness and get into mischief. Peaches also believes that educators are better able to unlock their full potential when they have a supportive emotional partner who hear and see them.



## Trauma-Informed Communities: Bridging the Gap Between School and Home

The movement towards creating trauma-informed schools has undoubtedly had a positive impact on countless children, but it leaves one big question looming: what happens when students go home? This session will explore how schools can approach trauma-informed approaches in a way that is approachable to both their staff, and the families within their community. Participants will leave with actionable steps you can implement whether you work one-on-one with children, or if you oversee a school or district.

### OBJECTIVES:

- » Identify behaviors associated with each of the four regions of the brain.
- » Match specific interventions with common behaviors of concern.
- » Provide a basic explanation of the impact that stress and adversity have on the brain in a way that is approachable to parents and caregivers.

### PRESENTER:



**Joshua MacNeill, M.Ed**  
CEO, InMind Services

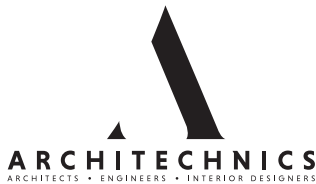
Josh MacNeill is an internationally recognized leader in the movement to provide brain-based, trauma-informed support for children. Josh began his career as a teacher, where he saw first-hand the need to discover new approaches to effectively support all children. Josh's success in the classroom quickly propelled him to work with schools, human service organizations, police departments, and governments across the world.

In 2022, Josh co-founded InMind Services with one simple mission, "to support those who support children". Additionally, Josh is the author of 101 Brain Breaks and Brain-Based Educational Activities and an adjunct Professor at Eastern University's M.Ed. program.

# THANK YOU

*to our Sponsors!*

## George Meyer

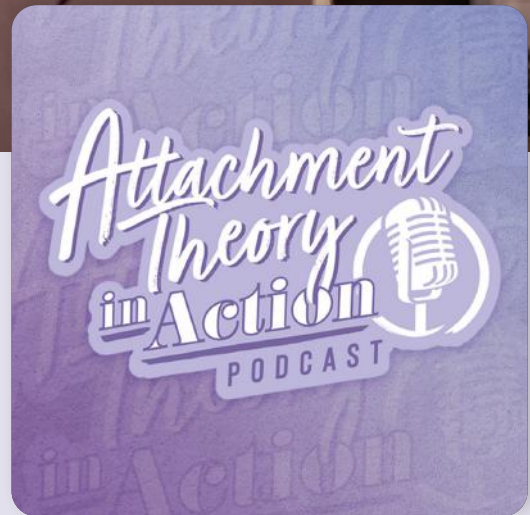


Niemanns

We truly appreciate your generosity  
in providing breakfast for us!



We truly appreciate your generosity  
in providing lunch for us!



Explore the lasting psychological and emotional bonds between individuals with the Attachment Theory in Action Podcast. Hosted by Kirsty Nolan, this podcast delves into attachment theory, its stages, styles, and its impact on everyday life. Each week, Kirsty engages with experts worldwide to provide insights into how attachment influences our relationships and behaviors.

## Why Listen?

### → **Expert Insights**

Gain knowledge from leading professionals in the field of attachment theory.

### → **Practical Applications**

Learn how attachment styles affect personal and professional relationships.

### → **Engaging Discussions**

Participate in conversations that deepen your understanding of human connections.

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**TUNE IN & DEEPEN YOUR UNDERSTANDING OF THE BONDS THAT SHAPE OUR LIVES.**

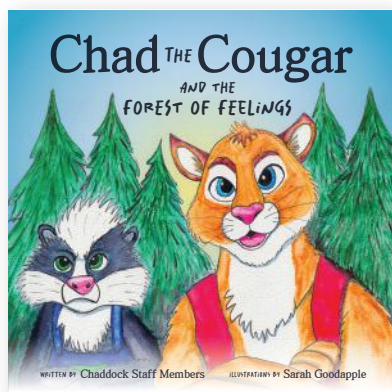
VISIT [ATIAPODCAST.COM](https://www.atiapodcast.com)



# DISCOVER WHAT'S NEXT AT CHADDOCK

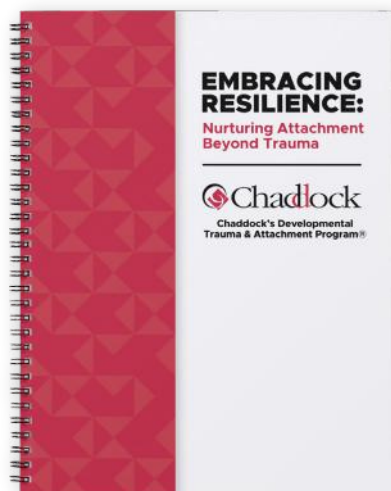
*Exciting New Releases Coming in 2025!*

CHADDOCK IS THRILLED TO ANNOUNCE TWO GROUNDBREAKING PROJECTS SET TO RELEASE IN 2025 AND YOU ARE THE FIRST TO KNOW!



## NEW CHILDREN'S BOOK

Chad the Cougar is making his debut! Join him as he navigates the world through a trauma-informed perspective in this heartwarming and educational children's book. Perfect for families, educators and child-serving professionals.



## DTAP MANUAL & CERTIFICATION LAUNCH

Our Developmental Trauma and Attachment Program (DTAP) Manual has officially arrived! And that's not all - 2025 will see the launch of a brand new DTAP certification process. Be one of the first 10 people to inquire and receive the certification for free as part of our pilot program.

**FOR MORE INFORMATION VISIT THE CONFERENCE STORE!**

# FOLLOW US ON FACEBOOK

@chaddockforkids



MORE WAYS  
TO STAY  
CONNECTED!



[www.chaddock.org](http://www.chaddock.org)



# TAKE A MINDFUL MINUTE

## Engage Your Senses

**SIGHT:** Something in your surroundings that catches your eye: \_\_\_\_\_

**SOUND:** A noise you can hear around you: \_\_\_\_\_

**TOUCH:** A texture or sensation you feel: \_\_\_\_\_

**SMELL:** A scent you notice: \_\_\_\_\_

**TASTE:** A flavor or aftertaste in your mouth: \_\_\_\_\_

## Set Intentions

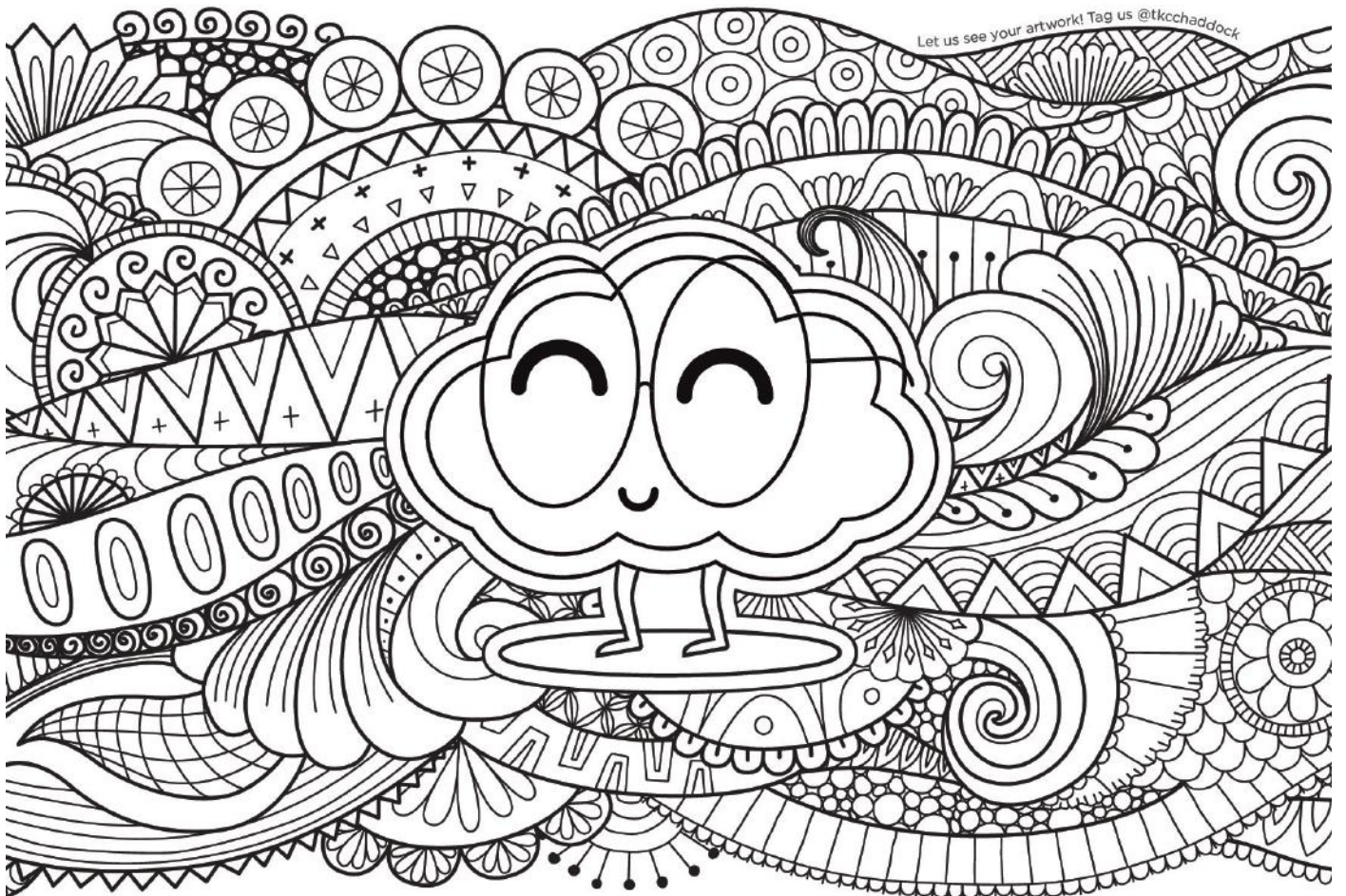
A strength you bring to your work:

\_\_\_\_\_

A positive affirmation to carry with you:

**I AM** \_\_\_\_\_

## Relax, Breathe, and Color





This booklet has been generously provided by our local partner, Royal Printing.

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**FOR QUESTIONS, CONCERNS OR TO REQUEST SPECIAL ACCOMMODATIONS**

The Knowledge Center at Chaddock | 205 S. 24th Street, Quincy, IL 62301  
217-222-0034 | [knowledgecenter@chaddock.org](mailto:knowledgecenter@chaddock.org) | [www.tkcchaddock.org](http://www.tkcchaddock.org)

The Knowledge Center at Chaddock will respond to grievances in a reasonable, ethical and timely manner. Grievances may be submitted by course participants to [knowledgecenter@chaddock.org](mailto:knowledgecenter@chaddock.org). For our complete Grievance procedure email [knowledgecenter@chaddock.org](mailto:knowledgecenter@chaddock.org).

**REFUNDS AND CANCELLATIONS**

For a full refund, cancellations must be received 30 business days prior to the start date of the training. Cancellations received 14 business days prior to the start date of the training are entitled to a 50% refund. Cancellations received less than 7 business days prior to the start date are not entitled to a refund. If a training/event is canceled by TKC, a full refund will be provided.

We reserve the right to cancel any training course, virtual or live, for any reason. Notice will be provided with the option to reschedule for a future course date if available or to receive a full refund of registration fees if TKC cancels a training program. TKC is not responsible for any expenses (including travel) incurred by registrants if a training program is canceled or you are otherwise unable to attend.

To request a cancellation contact Kelly Green, Associate Director, The Knowledge Center at Chaddock, 205 S. 24th St, Quincy, IL, 62301; email: [kgreen@chaddock.org](mailto:kgreen@chaddock.org); phone: 217-222-0034 ext. 477.