

Pre-Conference: Strategies to Support Resiliency and Address Trauma Among Youth

Wednesday, December 7, 2016

8:30am-4:00pm

Pre-Conference Agenda:

8:30 - 9:00 am	Registration
9:00 - Noon	Workshop
Noon -12:45 pm	Lunch
12:45 -4:00 pm	Workshop
4:00 pm	Adjourn

Strategies to Support Resiliency and Address Trauma Among Youth

Presented By:

Eileen Hare, Department of Public Instruction

Donna Rifken, Community Care Resources & Programs

Mikki Duran, Appleton Area School District

Sheree Garvey, Appleton Area School District

This full-day pre-conference has two integrated objectives:

- To build resilience in all brains with strategies drawn from current research, and
- To respond to negative escalations with practiced, intentional strategies targeted at calming and re-regulating the brain.

You will be introduced to research and interventions showing how frequent bursts of targeted physical activity, mindfulness, and gratitude practices can build resilience in learning brains. The second part of the workshop will introduce, teach, and practice ways to de-escalate brains that are reacting to stress with fight, flight, or freeze behaviors. When prevention and resilience strategies “aren’t enough, fast enough,” these Tier 3 interventions are designed to fill the gap. They rely upon knowledge of how the brain’s threat centers can be calmed and re-regulated with caring, intentional, and well-practiced strategies.

If you’ve found yourself saying, “She just blew up on me for no reason” or “Nothing I try seems to work,” this pre-conference is a must-see.

Learning Objectives:

1. Explore research and interventions showing how physical activity can build resilience and prevent negative escalations in students.
2. Practice and experience the positive effects of other evidence-based strategies intended to keep the learning brain calm and focused.
3. Practice and experience de-escalation strategies for times when students need more.
4. Integrate the above concepts with current PBIS and other school practices.

Pre-Conference Workshop Leaders



Eileen Hare, MS

Department of Public Instruction

Eileen Hare is the Health Education, Physical Education, and Coordinated School Health Consultant at the Wisconsin Department of Public Instruction. Eileen provides this leadership through grant management and the provision of high quality professional development events to local school districts and regional education agencies statewide, as well as Wisconsin institutes of higher education and community-based organizations. Eileen participates in several national and state committees, workgroups, and communities of practice. In 2015, she received the state of Wisconsin Health and Physical Education Coordinator of the Year award.

Prior to joining the Wisconsin Department of Public Instruction team in 2013, Eileen spent 23 years teaching physical education and served as the K-12 Wellness Education Department Chair. Eileen has also been an adjunct professor and a Carol M. White Physical Education Program grant consultant.



Mikki Duran

Appleton Area School District

Since 2004, Mikki Duran has taken a lead role in her district on the subject of how brain research supports the link between movement, learning, and mental health. Mikki has helped to direct the Education for Healthy Kids Summer Institute for the Appleton Area School District to create healthy culture change in schools. The Institute has featured speakers such as Dr. John Ratey, author of the book, *Spark: The Revolutionary New Science of Exercise and the Brain*, which focuses on moderate-to-high intensity cardio permanently improves not only physical health, but mental and psychological health. Mikki is working toward infusing mindfulness practices and wellness rooms into some of the Appleton schools.



Sheree Garvey

Appleton Area School District

Sheree Garvey is the Coordinator of School Improvement for PBIS and Parent Partnerships for Appleton Area School District. Sheree and Mikki will focus on alignment of initiatives: Alignment means: “To be in precise adjustment or correct relative position” and “The proper positioning of parts in relation to each other. We know that one of the major variables affecting sustained implementation of effective practices is the introduction of new initiatives that either (a) compete with resources needed for sustained implementation or (b) contradict existing initiatives.

We will focus on how we have aligned our Education for Healthy Kids Initiative and our Positive Behavior Interventions and Supports Implementation by evaluating core features and practices.



Donna Rifken, Ph.D.

Community Care Resources & Programs

Dr. Donna A. Rifken believes that youth and their caregivers are innately resilient and can access their strengths by joining a healing partnership based on compassion, courage, and evidence-based practices.

Dr. Rifken offers instruction and coaching in various forms of cognitive behavioral therapies and mindfulness/meditation practices specifically designed to manage anxiety, sadness, frustration, and other negative emotions. These practices have been shown to reduce emotional escalations, facilitate recovery from negative, debilitating emotions, and reduce suffering. Dr. Rifken has experience providing Trauma Focused Cognitive Behavior Therapy (TF-CBT) and other cognitive therapies including Dialectical Behavior Therapy and Eye Movement Desensitization and Reprocessing ‘lite. She has more than 30 years’ expertise with family therapy models and strength-based approaches. She is a National Register Health Service Provider in Psychology.

‘Dr. Donna’ uses a wide array of targeted resources and tools including insightful discussion, role-play, apps, videos, and even online games. The goal is to engage youth and caregivers long enough to enable sufficient practice of new emotional regulation skills. Just as regular brushing keeps our teeth clean and healthy, so does paying regular, caring attention to our emotional life help us tolerate stress.