



The Schoenbaum Family Center *and*
Crane Center for Early Childhood Research and Policy



2018 SUMMER INSTITUTE

Building Resilient Learners

June 15, 2018
8:30 a.m. – 4 p.m.

The Fawcett Center of Tomorrow
The Ohio State University



THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY



THANK YOU FOR JOINING US.

Welcome to the 2018 Summer Institute on Building Resilient Learners hosted by The Schoenbaum Family Center and the Crane Center for Early Childhood Research and Policy. Our day-long institute features speakers and sessions that emphasize strategies that can buffer the negative effects of exposure to toxic stress and trauma. Our inaugural Summer Institute serves as an opportunity for practitioners, researchers, and clinicians to engage and exchange ideas regarding best practices for working with young children and to inspire change in the field of early childhood.

Throughout the year, we offer valuable professional development experiences and workshops to nearly 2,200 individuals. These include presenting holistic family solutions to tackle physical, emotional and behavioral issues; providing on-site workshops to leading early childhood organizations and associations; and convening practitioners and experts in community dialogue that leads to positive policy discussions. I'm happy to discuss the best options for your organization.

Please let me know how we can help. Thanks again for spending time with us today. We appreciate your comments and suggestions.

*Kristen Knight, Professional Development Coordinator
The Schoenbaum Family Center*

ONE ORGANIZATION. THREE UNITS. ALL UNDER ONE ROOF.

While our divisions have distinct areas of focus, our collective mission is to improve children's well-being through research, policy and practice. The **Crane Center for Early Childhood Research and Policy** is a multidisciplinary research center dedicated to conducting high-quality research that improves children's learning and development at home, in school, and in the community. The **A. Sophie Rogers School for Early Learning** is a national model for best practices, providing high-quality, research-based education and child care to young children with a commitment to diversity, inclusion and social justice. The network of **Schoenbaum Family Center Community Programs** serves families and children across Columbus, and includes the OSU Early Head Start Partnership Program.

We appreciate our sponsors for their support of this important topic.



What are Adverse Childhood Experiences (ACEs)?

Research shows that the adversity we experience as children can affect us into adulthood. Challenges children face in school, life – and ultimately with their health – are often the symptoms of Adverse Childhood Experiences (ACEs) and toxic stress. The term “ACEs,” comes from the 1998 Adverse Childhood Experiences Study (ACE Study). The study, a partnership between Kaiser Permanente and the U.S. Centers for Disease Control and Prevention (CDC), is one of the largest investigations ever conducted to examine the connections between chronic stress caused by early adversity and long-term health.

The study examined exposure to childhood adversity, including abuse and neglect, and household dysfunction such as domestic violence, parental mental illness, or parental substance abuse. Researchers assigned an “ACE score” to each participant by adding up the number of adversities the participant reported.

The ACE Study identified ten categories of Adverse Childhood Experiences:

- **Abuse:** 1) Physical, 2) emotional, and 3) sexual
- **Neglect:** 4) Physical and 5) emotional
- **Household dysfunction:** 6) Parental mental illness, 7) incarcerated relative, 8) mother treated violently, and 9) household substance abuse, 10) not being raised by both biological parents.

Two striking findings were:

1. ACEs are incredibly common.

- 67% of individuals had at least one ACE
- 13% of individuals had four or more ACEs

2. Individuals with more ACEs have a higher risk for chronic disease as an adult.

- 3x risk for heart disease, stroke or cancer with a higher ACE score
- 20-year difference in life expectancy for children left untreated for high ACE score

Subsequent research shows that factors such as bullying, community violence, death of a parent or guardian, discrimination, or separation from a caregiver to foster care or migration may also lead to a toxic stress response. Exposure to ACEs not only affects brain development, it can change children’s hormonal systems, immune systems and even their DNA. This can cause behavioral problems, learning difficulties, and physical health issues.



What is Resilience?

Resilience is the ability to “bounce back” or overcome serious hardship and traumatic events such as violence, divorce, death, abuse, neglect, and living in poverty. Resilience is not a trait that children are born with. It is the result of interactions between biological and environmental factors that enable children to adapt in the face of adversity. Understanding what factors build resilience is vital in reducing adversity on children’s development and well-being. Developing protective factors that buffer the effects of adversity is important because it can inform policies and practices that help children become successful.

How is Resilience Built?

- Resilience requires supportive relationships, adaptive skill building and positive interactions with people and the environment.
- The single most important factor for children who overcome adversity is having at least one supportive, stable relationship with an adult.
- Resilience results from an interaction between biology and experiences in the environment.
- Resilience is developed when children are given the opportunity to cope with positive stress in the context of supportive relationships
- Resilience is developed throughout the lifespan but the earlier these skills are established the better.

Sources: Center for Youth Wellness, Retrieved from www.centerforwellness.org; Center on the Developing Child (2015). *The Science of Resilience (In Brief)*. Retrieved from www.developingchild.harvard.edu.



SCHEDULE

2018 SUMMER INSTITUTE

Building Resilient Learners

June 15, 2018 | 8:30 a.m. – 4 p.m.

8:30 - 9:00 a.m.	Registration/Check-in	
9:00 - 9:15 a.m.	Opening Remarks Rhonda Johnson, City of Columbus Education Director State Senator Peggy Lehner (6th District)	Banquet Room B, C, D
9:15 - 10:15 a.m.	Keynote Speaker: Dr. Laura Justice <i>Wiring the Child's Brain for Lifelong Success</i>	Banquet Room B, C, D
10:15 - 10:30 a.m.	Break	
10:30 a.m. - 12:00 p.m.	Featured Breakout Sessions <i>Creating a Trauma Informed Culture</i> Speakers: Misti Dorsey, Kady Lacy <i>Examining Challenging Behaviors Through a Trauma Lens</i> Speakers: Vanessa Shrontz, Meredith Schilling, Sara Bradley	Banquet Room A Clinton Room
12:00 - 1:00 p.m.	Lunch	Banquet Room B, C, D
1:00 - 2:00 p.m.	Keynote Speaker: Dr. Eraina Schauss <i>Resilience 101: Tips & Tools for Working with ACEs</i>	Banquet Room B, C, D
2:00 - 2:15 p.m.	Break	
2:15 - 3:45 p.m.	Featured Breakout Sessions <i>ACEs Science & Trauma Informed Care</i> Speaker: Dr. Kenneth Yeager <i>Trauma Responsive Care: A Universal Approach</i> Speaker: Lara Palay	Clinton Room Banquet Room A
3:45 - 4:00 p.m.	Closing Remarks/Certificates of Attendance	

Sessions

- **Wiring the Child’s Brain for Lifelong Success**

Early in life, neurobiological processes pave the way for a rapid period of language and literacy development. In this session you’ll learn about early brain development, critical skills acquired during the five first years of life, and ways to harness early brain development to promote lifelong well-being.

Speaker: Dr. Laura Justice



- **Creating a Trauma Informed Culture**

Ever hear the saying, “kids who need love the most ask for it in the most unloving way?” If this resonates with you, you’ll want to hear more about creating a trauma-informed culture. You’ll leave with strategies that will help children be successful. Some of the identified objectives include teaching children how to self-regulate and co-regulate, setting up your space to promote consistency and structure, and understanding the importance of the adult/child relationship.

Speakers: Misti Dorsey, LISW-S, Kady Lacy, LISW-S

- **Examining Challenging Behaviors through a Trauma Lens**

This workshop discusses early childhood exposure to trauma and its impact on the developing brain and behavior. You’ll examine challenging behaviors through a trauma lens, discuss the pyramid model for social and emotional competence, and discuss strategies for addressing challenging behaviors in the early childhood classroom.

Speakers: Vanessa Shrontz, M.S., MSW, LSW, Meredith Schilling, M.S., Sara Bradley, B.S.

- **Resilience 101: Tips & Tools for Working with ACEs**

In this session, you’ll be introduced to the original ACE study and the ACE pyramid while engaging in a discussion of the neurobiology of early childhood trauma. You’ll also learn the science behind mind-body interventions and strategies to foster resilience in all children.

Speaker: Dr. Eraina Schauss

- **ACEs Science & Trauma Informed Care**

This session examines the impact of early childhood adverse events, their role on child development and in the overall fabric of our communities. This presentation explores methods to approach those who have experienced ACEs using a Trauma Informed Model of Care and how to build resiliency in those that have experience vicarious trauma.

Speaker: Dr. Kenneth Yeager

- **Trauma Responsive Care: A Universal Approach**

This session discusses the necessity of going beyond being merely trauma-informed to being trauma-responsive. You’ll gain an understanding of neuroplasticity and its role in both detrimental and adaptive brain change. The presentation discusses the implementation of strategies to help healing from trauma, from a universal precaution perspective.

Speaker: Lara Palay, LISW-S

Featured Speakers

Sara Bradley, B.S.

Sara Bradley is a Master Preschool Teacher at the A. Sophie Rogers School for Early Learning where she has been teaching for five years. Bradley has experience working in mixed-age preschool classrooms and in youth development programs for Ohio 4-H. Bradley mentors undergraduate pre-service teachers and has extensive experience presenting to adult learners at local and national conferences. She has a bachelor's degree from Ohio State.

Misti Dorsey, LISW-S

Misti Dorsey is a Clinical Lead Supervisor-Elementary School Based Team at Nationwide Children's Hospital. She provides clinical supervision to a team of eight clinician partners with Nationwide Children's Hospital Care Connection to provide school based health care in Columbus City Schools. She also manages the PAX Good Behavior Game programming through Columbus City Schools and Canal Winchester City Schools. Dorsey is a licensed independent social worker and a fieldwork instructor for the College of Social Work at Ohio State, where she earned a master's degree.

Dr. Laura Justice

Dr. Justice is an applied researcher whose interests concern how we can best improve the developmental outcomes of young children at-risk. She serves as Executive Director of the Schoenbaum Family Center and Crane Center of Early Childhood Research and Policy at Ohio State. Much of her work involves testing the effects of parent-child interventions and teacher-focused programs. Dr. Justice is the author of more than 150 peer-reviewed research articles and ten books. She received the Presidential Early Career Award in Science and Engineering, the Editor's Award from the American Journal of Speech-Language Pathology, the Early Career Publication Award, and the Fulbright Scholar Award. She has been a Fellow at the University of Canterbury (New Zealand), the University of Zagreb (Croatia), and the University of Bologna (Italy). She is Editor of *Early Childhood Research Quarterly* and Founding Editor of *Evidence-Based Practice Briefs*.

Kady Lacy, LISW-S

Kady Lacy is a Clinical Lead Supervisor-Elementary School Based Team at Nationwide Children's Hospital. She provides clinical supervisions, co-facilitates Cognitive Behavior Interventions for Trauma in Schools trainings, coordinates PAX Good Behavior Game programming at elementary schools, and provides debriefing and crisis management in schools and the community. She has experience as a School Based Therapist at Nationwide Children's Hospital, Applewood Centers Inc., and the Center for Effective Living, Inc. Lacy is a licensed independent social worker and earned her Masters of Clinical Social Work from Ohio State.

Lara Palay, LISW-S

Lara Palay is a Managing Partner at Aldridge Palay Group: Aldridge Palay Consulting and Crescent Counseling Services. Palay is a licensed independent social worker with over 20 years of experience in agency based-clinical social work, private practice psychotherapy, clinical supervision and public policy administration. She received a Master's Degree in Social Work from Ohio State and currently is a lecturer for the College of Social Work MSW Program. Palay has numerous publications and is the managing editor for Center for Systems Change. She is a nationally and internationally recognized speaker.

Dr. Eraina Schauss

Dr. Schauss, founder of the BRAIN CENTER, is an Assistant Professor in Clinical Mental Health Counseling at the University of Memphis where she also serves as the Coordinator of the Clinical Mental Health Master's Degree Program. She holds a faculty appointment at the University of Tennessee Health Science Center in the College of Medicine, Department of Genetics, Genomics and Informatics. Dr. Schauss specializes in the conceptualization, design and translation of mental health research into evidence-based clinical practice with a focus on the neuroscience of resilience. She trains clinicians in the areas of resilience, child cognitive, behavioral, emotional

and neurodevelopment, evidence-based clinical interventions and family systems therapy. She is a Tennessee licensed professional counselor, mental health service provider and approved clinical supervisor.

Meredith Schilling, M.S.

Meredith Schilling earned a bachelor's and master's degree in Early Childhood Development and Education from Ohio State. She has been teaching preschool at The A. Sophie Rogers School for Early Learning for over ten years. Schilling presents at state and national conferences including Ohio AEYC and NAEYC. She also collaborates with the Crane Center for Early Childhood Research and Policy to develop and facilitate workshops, seminars, and papers that support researchers, practitioners, and families in early childhood education.

Vanessa Shrontz, M.S., MSW, LSW

Vanessa Shrontz is a Master Preschool Teacher at A. Sophie Rogers School of Early Learning. She earned her Master's Degree in Applied Developmental Psychology from the University of Pittsburgh, and her Master's in Social Work from Ohio State. Shrontz has experience providing community and school based early childhood mental and behavioral health interventions at

a therapeutic preschool. She has conducted Applied Behavior Analysis (ABA) with children with developmental disabilities to improve developmental and communication skills. She also serves as a mentor to pre-service teachers aspiring to become early childhood educators.

Dr. Kenneth Yeager

Dr. Yeager is a Clinical Associate Professor in the College of Medicine, and Director of the Stress Trauma and Resilience (STAR) Program at Ohio State. He also serves as the David E. Schuller Professor for Patient Compassion. Dr. Yeager has numerous publications in areas of: Crisis intervention; Resilience building; Treating co-morbid substance abuse and mental illness; Quality improvement and developing quality metrics; and evidence-based practice including the Oxford University Press book entitled, "Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services." He is a member of Oxford Bibliographies Online editorial board and a treating clinician for the National Football League Program for Substances of Abuse.



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Partnering to improve children's well-being through research, practice and policy