Traumatic or adverse experiences are pervasive among school-aged youth, and can undermine the ability to learn, manage feelings, exhibit prosocial behaviors, and maintain positive relationships. While most attention has been given to the stressors that occur in a student’s household and community that can lead to trauma, less attention has been paid to the stressors that occur within school, and how to mitigate them. Dr. Rossen will discuss the need to expand our understanding of trauma beyond the ACEs study, the ways in which schools serve as primary or secondary stressors for students, and how to address these stressors with a trauma-informed lens.

Following this workshop, participants will be able to:
1. Identify the limitations of the ACEs study in thinking about student stress and trauma
2. Describe 10 potential stressors emanating from our schools that can cause or exacerbate trauma
3. Develop school-wide policies and practices that mitigate or eliminate sources of stress emanating from our schools

About the speaker:
Dr. Eric Rossen is a Nationally Certified School Psychologist, a licensed psychologist in Maryland, and a credentialed National Register Health Service psychologist. Dr. Rossen has worked in public schools and in independent practice and has served as a college instructor and adjunct faculty at the University of Missouri and Prince George’s Community College. He has presented across the US and internationally, and published dozens of articles and book chapters related to school psychology, school safety, and trauma. He is most recently the editor of Supporting and Educating Traumatized Students: A Guide for School-Based Professionals, 2nd Edition, and co-author of the book Applying a Trauma-Informed Framework to The IEP Process: From Referral to Development;

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**SESSION 1**
April 8, 2021 | 1:00-2:30 p.m. (1.5 hrs CPD)
Preventing School from Being an ACE
Presented by: Dr. Eric Rossen

Participants will learn how to establish and sustain comprehensive school safety efforts that attend to both physical and psychological safety. The workshop addresses critical components needed to develop, exercise, and evaluate safety and crisis teams and plans and conduct building vulnerability assessments. The model also integrates school personnel and community provider roles in providing school-based crisis preparedness and response activities. Additional topics addressed also include media/social media, communication, reunification, students with special needs, culture, and memorials. After this workshop, participants will be better prepared to improve their school’s climate, student resilience, and crisis response capabilities of school personnel. With updated research and strategies, this workshop makes a clear connection between ongoing crisis prevention, mitigation, protection, and response.

This workshop will help participants:
1. Identify the mission phases of crisis management;
2. Describe the critical importance of and components necessary for a balanced approach to comprehensive school safety and crisis preparedness;
3. Identify how to evaluate and implement physical and psychological safety efforts;
4. Identify the purpose, functions, and guiding principles of developing comprehensive safety and crisis teams and plans to include prevention, mitigation, protection, and response;
5. Identify the critical components, including when developing specific functional and threat- or hazard-specific protocols;
6. Identify the major functions of the Incident Command System (ICS);
7. Articulate specific strategies to address challenges associated with media/social media, communication, reunification, and memorials;
8. Describe how to meet diverse needs, including various cultures and students with disabilities; and identify strategies for examining effectiveness of crisis prevention and preparedness.

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**SESSION 2**
April 9, 2021 | 8:00-4:00 p.m. (7.0 hrs CPD)
PREPaRE 1 Workshop - Crisis Prevention and Preparedness: Comprehensive School Safety Planning
Presented by: Dr. Lanai Jennings and Misty Lay

As districts increasingly recognize the impact of stress, adversity, and trauma on students, schools must now consider how to implement these trauma-informed approaches within their unique contexts, all while balancing existing demands and school-wide initiatives. This session will help prepare educators with the fundamentals of providing trauma-informed approaches in our schools, both in the immediate aftermath of COVID-19 and in the long-term.

Following this workshop, participants will be able to:
1. Define “trauma” and “trauma informed”
2. Describe and recognize influence of cultural background on individual responses to trauma
3. Identify steps to implement trauma-informed practices within an MTSS framework
4. Apply a trauma-informed framework to the IEP process

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**SESSION 3**
April 23, 2021 | 8:30-12:00 p.m. (3.5 hrs CPD)
Applying Trauma Informed Strategies in Schools
Presented by: Dr. Eric Rossen

As districts increasingly recognize the impact of stress, adversity, and trauma on students, schools must now consider how to implement these trauma-informed approaches within their unique contexts, all while balancing existing demands and school-wide initiatives. This session will help prepare educators with the fundamentals of providing trauma-informed approaches in our schools, both in the immediate aftermath of COVID-19 and in the long-term.

Please note:
- SESSIONS WILL NOT BE RECORDED - YOU MUST ATTEND LIVE SESSION IN ITS ENTIRETY FOR CPD!
- All purchase orders MUST be emailed to Lisa Stafford (stafford@k12.wv.us) by 4/2/21 or your registration will be cancelled!

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**REGISTRATION INFORMATION**

Registration Fees:
- Full Conference $150.00
- Session 1 ONLY (4/8/21) $20.00
- Session 2 ONLY (4/9/21) $75.00
- Session 3 ONLY (4/23/21) $55.00
- Sessions 1 and 2 ONLY $95.00
- Sessions 1 and 3 ONLY $75.00
- Sessions 2 and 3 ONLY $130.00
- Students (all three sessions) $45.00

Registration open from 3/10/21 TO 4/2/21!