2-Day Live Online Summit: Child and Adolescent Mental Health in an Uncertain Time: Reintegration Strategies for Classroom and Community

Live Session Objectives

Post-Traumatic Play: Using Children's Natural Reparative Strategies to Build Resilience and Hope

1. Utilize clinical strategies for identifying and accessing children’s innate reparative strategies, including art and play.
2. Develop a trauma-informed conceptualization of how children externalize their internal emotional experiences.
3. Practice ongoing self-evaluation to continue to provide effective care for clients.

Help Kids Foster Personal Power and Internal Safety: Yoga and Mindfulness Practices for School & Home

1. Integrate yoga and mindfulness practices that interrupt intrusive thoughts and increase self-compassion.
2. Discover how increased self-awareness and embodiment can support anxiety reduction and change children’s relationship to stress.
3. Implement practices that support increased sense of safety and reduce overwhelm.
4. Apply simple practices that build students’ sense of personal power and agency.

Oppositional Defiance or Faulty Neuroception? Disruptive Behaviors through the Lens of the Polyvagal Theory

1. Categorize specific behaviors as they relate to each of the three basic pathways of the autonomic nervous system (ANS).
2. Utilize neuroception-informed interventions, including physiological co-regulation and interpersonal engagement, to treat oppositional behavior.
3. Appraise the efficacy of integrating the Polyvagal Theory into “behavior management” programs.
Coping Skills for Kids and Tweens: How to Manage Big Feelings in an Uncertain Time and Beyond

1. Determine how the pandemic has impacted students socially and emotionally and integrate strategies for better focus.
2. Apply coping skills for kids to try either at home or school to implement safe ways to express anger.
3. Build relaxation skills into student’s lives to help them better cope with anxiety.

When Worry Shows Up at School: A Primer for Educators, Administrators, and Counselors

1. Distinguish the signs and symptoms of school related anxiety.
2. Appraise the concept of the worry loop as it relates to children.
3. Create effective accommodations for anxiety to ensure they are beneficial, dynamic and temporary.

The Global Pandemic Through the Lens of Trauma

1. Appraise the clinical benefits of creating connection for your trauma clients.
2. Utilize various strategies to help kids and adolescents experience emotional safety.
3. Demonstrate activities to use in clinical practice that can help trauma clients from re-experiencing past traumas.

Creating Psychological Safety in the Face of Uncertainty: Family Based Interventions and Skills

1. Utilize three practical strategies to increase the sense of psychological safety for parents.
2. Demonstrate the PACE model for developing connection with children and adolescents.
3. Develop strategies for parents and children to reflect, regulate their affective states, and relate to one another.
Reframing Children’s Traumatic Experiences: Playful, Embodied Interventions to Restore, Regulate & Connect

1. Develop effective ways to help children understand and process on what is happening in their body as a result of traumatic stress.
2. Conclude how embodied interventions can reframe trauma experiences and connect to a mind-body awareness.
3. Determine how sensorimotor processing can alleviate the re-experiencing of trauma.
4. Apply specific movement, breathing, interoceptive, and mindfulness techniques that can help children and families gain mastery over their lives.

IFS and Parenting: Help Kids Transition Forward to a Calm Centered Place

1. Demonstrate how to help your parent clients use language that allows for distance and perspective from their own overwhelming feelings to successfully effectively communicate with their children from a calm, centered place.
2. Instruct parents how to successfully help their children connect with, process and express their own feelings in a way that helps them be more self-aware, self-confident and more in control of their current day circumstances.
3. Create ways to engage parents in an exploration of their reactive moments with compassion and empathy instead of guilt and shame.

Adolescence in Crisis: Racial Trauma and Identity (A Trauma-Focused DBT Perspective)

1. Apply a racial trauma-informed treatment framework to existing and future clients.
2. Appraise how a DBT-informed approach can support clients who have experienced racial trauma.
3. Utilize DBT strategies to overcome resistance to discussion, racial identity exploration and formation among adolescent clients.