



Georgia Dept of Early Care and Learning

BRIGHT FROM THE START

**Collaborating for Childhood Resilience
in Early Care and Learning
2020 Virtual Summit**



**TWO OPPORTUNITIES TO
ATTEND:**

**NOVEMBER 21, 2020
8:30 AM-4:15 PM**

OR

**DECEMBER 5, 2020
8:30 AM-4:15 PM**

THIS IS A FREE EVENT

**Expand your knowledge and
network 100% virtually from the
comfort of your home.**

Let's Join Together

The Georgia Department of Early Care and Learning (DECAL) invites early learning professionals, leaders, and community partners to join together for a one-day virtual summit on trauma-informed approaches for supporting young children and their families. You will learn skills you can use in your classroom and in your work with families to build resilience and make positive and lasting impacts in your community.

Special Feature

Early Learning Leadership Collaborative Idea Center

Representatives from DECAL's Early Learning Leadership Collaboratives will present and answer questions about their trauma-informed care projects.

The summit is approved for 4 BFTS conference hours, MSW Core, Related LPC and MFT, and FVIP CEUs.



Wrap Up

[illegible]

KEYNOTE PRESENTERS



[Visit Melissa's Website](#)

Melissa Sadin, Ed.D., M.Ed., MAT

Ducks and Lions: Trauma Sensitive Resources, LLC

Melissa is a mother to two sons (one adopted and one biological), a wife, and a lifelong educator. She began her career as a high school special education teacher working in a self-contained classroom for emotionally challenged young adults. After twelve years in classrooms in all grades 2-12, she became an administrator. During her years serving as an administrator, she worked in elementary schools and an alternative school for behaviorally challenged children in grades K-12. She was a behavior modification specialist who provided workshops across the state on meeting the needs of students with challenging behaviors. In 2001, Melissa and her husband adopted a three-year-old boy from a Bulgarian orphanage. It was this brave, hurting boy who taught Melissa the value of relationships and the limitations inherent in behavior modification.

Today, Melissa is a published author and education consultant. She is an advocate for trauma-informed schools and has produced numerous webinars on the topic. She holds two master's degrees and a doctoral degree in developmental trauma in schools.

Keynote Presentation

Melissa will discuss The Adverse Childhood Experiences (ACE) Study, which marked the official start of the trauma-informed schools movement. Educators across the country are learning about ACEs and their impact on student learning and behavior. Melissa will explain the study and its impact on national health and education. Trauma-informed schools will be defined, and the intersection between ACEs and cultural competence will be explored.



[Visit Josh's Instagram](#)

[Visit Josh's Website](#)

Joshua MacNeill, M.Ed.

Lakeside, Director of NeuroLogic Initiative

Josh began his Lakeside career as a teacher where he quickly began adapting trauma-informed strategies into his classroom. He realized how important this approach was and saw amazing improvements in his students. Because of Josh's success both in his classroom and in communicating trauma-informed educational practices, he began to get many requests to consult and train others, which propelled him to become the Director of Lakeside's NeuroLogic Initiative.

In addition to earning his master's degree in Multicultural Education, Josh has completed both The Child Trauma Academy's Neurosequential Model of Education and Therapeutics training programs. He has presented at regional, state, national and international conferences and now offers training and consultation for schools and individuals throughout the United States and abroad. Additionally, Josh wrote, *101 Brain Breaks and Brain Based Educational Activities*, a book filled with activities that help regulate each level of the brain.

Keynote Presentation

This session will explore why a trauma-informed approach to education is essential to meeting the needs of many students. You will gain a basic overview of the brain and neural development, along with an understanding of trauma's impact on students' brains. Through the stories and experiences of real students and teachers, we will discover a new framework for understanding behavior and supporting us in our mission to help students to reach their fullest potential.

CONCURRENT WORKSHOPS



Melissa Sadin, Ed.D., M.Ed., MAT

Trauma-Informed Classrooms That Are Good For ALL!

In this workshop, you will learn about the prevalence of trauma and recognize how early childhood trauma can impact learning and development. Practical strategies for responding in a trauma-informed way will be shared as well as strategies and practices that prevent re-traumatization.



Joshua MacNeill, M.Ed.

Brain Region Specific Interventions

The more we understand trauma, the more we realize our students are often not operating out of the highest regions of their brain. This workshop will explore basic ways for identifying what brain region a student might be operating from, and then provide an extensive list of tools and strategies to help them move back to the cortex, where they are ready to succeed in the classroom.



Debra Ross, MSW

The Three Rs for Building Resilience in Children

One of the primary ways to combat childhood adversities is to help children build resilience. In this workshop, you will learn about three elements that help to build resilience in children - relationships, responsibility, and regulation. You will learn strategies related to each of these elements and discuss how you might apply the 3Rs in your work setting.



Mary Catherine Hawks, MSW

Secondary Traumatic Stress: The Cost of Helping

Teaching and caring for children who have experienced trauma can take an emotional toll on professionals and lead to secondary traumatic stress (STS). In this workshop, you will learn about the negative impact of STS, factors that put professionals at risk of STS, and factors that help to protect against STS. Strategies for managing the effects of STS, including specific self-care practices, will be shared. You will begin developing a STS management plan that you can implement after the summit.

CLOSING SESSION



Donna Dunn, Ph.D.

Getting Ready for Action

Disrupting childhood adversity requires a strong network of early care and learning providers and supporters who are committed and understand the essential elements of trauma-informed systems. In this session, you will learn strategies for creating trauma-informed networks and generate ideas for putting what you learned during the summit into action at work and in the community.

EARLY LEARNING LEADERSHIP COLLABORATIVE IDEA CENTER

The DECAL Early Learning Leadership Collaborative (ELLC) Idea Center offers three concurrent breakout sessions to spotlight the ELLCs work on trauma-informed care. During these sessions, you will learn how these collaboratives were formed and which community partners took a seat at their table to research, train, pursue resources, and develop strategies that support trauma-informed care in early learning environments. While each ELLC designed and implemented a unique action plan for young children and families, you will hear how these collaboratives were able to expand their plans during the COVID-19 pandemic. Attend a session to learn how you can replicate the ELLC efforts in your community. See the session schedule below for which ELLCs will be featured at each summit.

ELLC IDEA CENTER SCHEDULE

November 21, 2020

Elbert County
Bartow County
Troup County

December 5, 2020

Baldwin County
Cook County
Evans County



Presented in partnership with Georgia State University School of Social Work
Professional Excellence Program Child Welfare Training Collaborative



**Georgia Dept
of Early Care
and Learning**
BRIGHT FROM THE START



ANDREW YOUNG SCHOOL
SCHOOL OF SOCIAL WORK

CHILD WELFARE TRAINING COLLABORATIVE
A PROFESSIONAL *Excellence* PROGRAM