20th Annual Fall for Education Conference
UW–La Crosse Institute for Professional Studies in Education
November 4-5, 2017

“Mental Health and Trauma in PK-12”

Welcome to the University of Wisconsin–La Crosse!

Student Union–UW La Crosse Campus
521 East Avenue North, La Crosse WI

Free Registration is Required to attend at:
uwlax.edu/pse
Welcome!

20th Annual Fall for Education Conference

“Mental Health and Trauma in PK-12”

Hello, Everyone!

Welcome to the 20th Annual Fall for Education Conference! This year our conference theme is “Mental Health and Trauma in PK-12.” This two-day event will provide you with an array of presentations directly relevant to your practice. I hope you all have a wonderful conference experience!

Best,

Dr. Pat Markos, Director, Professional Studies in Education

Never stop learning, growing, teaching!
Saturday, November 4, 2017

7:00—8:00 am  Registration  Bluffs, 2nd floor
7:00—8:00 am  Breakfast (for those who reserved meals)  Bluffs, 2nd floor
8:00—8:30 am  Introductions—Pat Markos, Ph.D., Director of Professional Studies in Education

8:30—10:00 am  Opening Keynote:  Dr. Jeffrey Kottler, California State University
One conception of trauma is that it represents a disordered memory, one that is haunting precisely because it is experienced as a series of disjointed fragments and intrusive images that are not linked into a coherent narrative. We seek to promote recovery, and access resilience, by helping people realize they are not victims of their trauma story, nor even mere survivors, but rather heroes/heroines in which they have moved beyond recovery to personal triumph. This presentation explores the ways that storytelling is so much a part of the work we do, as well as the prominent way that we process and make sense of life events.

10:00—10:15 am  Break—Refreshments
10:20 am—11:50 am  Breakouts
◊ Laura Kestemberg—Take a Breath, Take a Break: A Useful Meditation Toolkit for Educators and Students
Teachers and their students often feel overwhelmed during the academic year. Research has demonstrated that the practice of mindfulness aids in stress reduction even when practiced in brief 3-5 minute intervals. Recent fMRI studies have shown that mindfulness meditation effects brain changes and improves physical and emotional well-being. This workshop will review three brief mindfulness techniques that teachers can feel comfortable using for their own and their students’ growth and well-being. Basic mindfulness techniques such as deep breathing, mandalas, and desk yoga will be reviewed and practiced to help those in the teaching professions reduce the effects of stress and burnout fatigue. The three techniques covered in this workshop can be done in the office, in the classroom, and at home and can be practiced by people across the lifespan.

◊ (More on next page)
Jeffrey Kottler— A Storytelling Circle: Sharing Narratives of Transformational Change
Drawing on the ideas introduced during the keynote address, this experiential program will discuss the nature of life-changing stories in the lives of educators, especially those traumatic, challenging, or seminal narratives that hold our cherished joys, as well as most painful lessons. Participants will be invited to share one of their own most critical or significant stories, perhaps one that set them on this particular life journey, personally and professionally.

Alison DuBois and Molly Mistretta— When Caring Hurts: Identifying Signs of Burnout and Compassion Fatigue in Education
Participants attending this session will identify factors that increase the likelihood of secondary trauma in young, inexperienced teachers, identify the criteria used in determining educator burnout, and will discuss recommendations on prevention including the implementation of resiliency strategies. This session will address the diagnostic criteria used to identify burnout and secondary trauma, in addition to covering constructive coping strategies that can be employed to mitigate these phenomena. Further discussion will also include discussion pertaining to research being conducted by the presenters in the field of special and early childhood education regarding burnout and secondary trauma.

11:50—12:35pm Lunch—Processing Time

12:45—2:15pm Breakouts Third Floor
Laura Kestemberg—Take a Breath, Take a Break: A Useful Meditation Toolkit for Educators and Students
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(More on next page)
Cheryl Bartky—Dancing with Trauma, Helping Students Move Ahead
Traumatic events impact students’ bodies and brains—thus their capacity to learn. This highly experiential workshop presents a dynamic and creative paradigm for educators like you to understand and help your students suffering from trauma. By exploring core dance principles you will experience tangible tools to more enjoyably and effectively help your students (and yourself!) move ahead cognitively and emotionally.

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La Crosse B3 Learning Community Presentations

2:20—2:40pm

2:45—3:05pm

3:10—3:30pm

3:50—4:10pm

4:15—4:35pm
Sunday, November 5, 2017

7:15—8:00am  Registration  The Bluffs, 2nd Floor
7:15—8:00am  Breakfast  The Bluffs, 2nd Floor
8:00—9:30am  Opening Keynote:  Brad Montgomery  The Bluffs, 2nd Floor
             Embrace Your Awesomeness

Prepare to have fun. Prepare to laugh. Brad uses humor, stories, music, multi-media, and even confetti to show us how to re-think productivity, accuracy, morale, retention and loyalty, customer service and leadership by empowering everyone to Embrace Their Awesomeness.

9:30—9:45am  Break—Refreshments
9:45—10:55am  Breakout Sessions  Third Floor

◊  Lacie Ketelhut, Gundersen Lutheran—Connecting the Dots: How Adverse Childhood Experiences (ACEs) Influence Behaviors and Health throughout the Lifespan
  The Adverse Childhood Experiences (ACE) study is the largest study investigating how childhood stress and trauma can impact later health and behaviors. Learn how early life experiences serve as the foundational building blocks directly impacting child development, learning and health. Increase your knowledge and shift your persistence on how you work with children and families to reduce trauma impact.

◊  Bridget Todd-Robbins—Supporting Youth through a System of Care
  Utilizing best practices in the field of juvenile justice combined with cross system collaborations, La Crosse County created a System of Care response as an alternative to juvenile arrests in their community. This presentation will review the process utilized to analyze local data and trends; the impact of meaningful collaborations within the community; and provide an overview of the Coulee Region System of Care, a unique partnership between La Crosse County Human Services and the La Crosse School District designed to ensure youth remain in school and ready to learn through an integrated system of supports.

◊  (More on next page)
Sunday, November 5, 2017

◊ **Barbara Blackdeer-McKenzie—Mending Broken Hearts: a Method for First Nations Community Healing**

Mending Broken Hearts (MBH) offers cultural history, greater understanding of our past and present, and activities for kick-starting the interrupted mourning process of First Nations people who suffered multiple eras of grief, loss, and trauma. Presenter applies MBH for the Ho-Chunk Nation people in Wisconsin. This session will provide an overview and sample of some of activities that make MBH a powerful community healing method.

◊ **Greg Lovell — Mindfulness for Educators**

Participants will gain an understanding of what mindfulness is, experience several different mindfulness practices, and explore how to apply mindfulness in schools.

◊ **Nancy Lockett — Supporting Students in Evidencing Mental “Toughness”: The Evolution from Portfolios to Blogs**

Addresses the necessity for students to understand the four psychological needs of the human spirit and how to plan and accomplish them in their own lives for a more physically and mentally healthy lifetime. Will share the direct actions that students can practice to meet these psychological needs and show examples of how teachers have asked their students to collect, reflect, select and present evidence of their progress in addressing their psychological “toughness”.
11:00—12:10pm  Breakout Sessions  

◊ **Lacie Ketelhut, Gundersen Lutheran—After ACEs: Be a Springboard of Hope through a Trauma Informed Approach**  
This session will explore practical action steps and seemingly small changes that can have a big impact on supporting youth, adults, and families within communities. Participants will be able to define a trauma-informed care approach and implications on professional practice, improve professional capacity to foster resilience in youth and adults impacted by traumatic experiences and also gain practical action steps for applying a trauma-informed approach to your professional work.

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◊ **Barbara Blackdeer-McKenzie—Mending Broken Hearts, one approach to community healing from intergenerational trauma**  
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◊ **(More on the next page)**
Sunday, November 5, 2017 cont.

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12:15—1:00pm   Lunch
1:05—2:15pm   Breakout Session

◊ **Heather Quakenboss—Wellbeing Level Up**
  With research from positive psychologist Sonja Lyubomirsky, Shawn Achor, Michelle Giellan, and Tal Ben Shahar and concepts from the Book of Joy, participants will learn how to be happier and improve their wellbeing as well as their students’. Discover and practice realistic, easy, sustainable, and fun tools to understand your potential for joy in our ordinary day to day lives, for us, and our students.

◊ **Ann Yehle—Student Engagement via Trauma Informed Yoga**
  In this session, participants will explore the research related to using yoga as an approach to serving our middle and high school students who have experienced trauma. We will focus on approaches that can be utilized in any classroom led by staff with no yoga experience. In addition, we will discuss resources available to participants beyond our time together on November 5th.
Sunday, November 5, 2017 cont.

◊ **Willem Van Roosenbeek—Mental Health & Trauma in LGBTQ+ Students**
Between bullying, hate crimes, violence, and the things being said in the media LGBTQ+ youth are struggling with trauma. What can educators do to show they care?

◊ **Tracie Stinson—Justice Circles**

◊ **Tomah B1 Learning Community—Intergenerational Trauma**
Participants will receive a basic understanding of intergenerational trauma as addressed in three areas: poverty, common groups that experience trauma, and epigenetics. Attendees will leave with ideas on how to recognize and validate intergenerational trauma in the workplace.

2:15 — 2:30pm  Break—Refreshments
2:30—4:00 pm  Closing Keynote:
◊ **Kristin Soures—Trauma is a word, not a sentence: Promoting resilience in our youth**
Participants will be introduced to and provided with opportunities to reflect on information centered around the role that trauma plays in terms of its impact on the child; the power of relationships and the role they play in the establishment and maintenance of community safety. This professional development experience will emphasize strength-based approaches to use with students, families, fellow faculty, school personnel, and community members.

3:55—4:15  Send off—Prize Drawing
Master of Education - Professional Development (ME-PD)

Spring Sites Begin **January 2018:**

**Blended**
Chippewa Falls, Onalaska, Madison, Manitowoc, Wisconsin Rapids

**Online**

**Blended—Social Studies Emphasis**

**Adventure Based ME-PD: Madison—Starts Spring 2018**

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**Also in Spring 2018:**

- Educational Leadership Certificate—Principal (5051)
- Reading:

- **Post-Masters Certificate Programs:**
  - Professional Learning Community
  - English Language Arts Elementary

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