

# Speaker Info for June 10<sup>th</sup> and 11<sup>th</sup> Conference

## Howard C. Stevenson, Ph.D.



### Bio:

Dr. Howard Stevenson is the [Constance Clayton Professor of Urban Education](#) and Professor of Africana Studies in the Human Development & Quantitative Methods Division of the Graduate School of Education at the University of Pennsylvania. He is the Executive Director of the [Racial Empowerment Collaborative](#) (REC), a research and intervention development center that brings together community leaders, researchers, families, and youth to promote racial literacy and health in schools, neighborhoods, and organizations. He is also a co-founder of [Lion's Story](#). This non-profit uses REC research findings to train professionals to resolve stressful racial conflicts to improve health relationships and climates in schools, neighborhoods, and health and justice institutions.

His TED talk, [How To Resolve Racially Stressful Situations](#), and book, [Promoting Racial Literacy in Schools: Differences that Make a Difference](#), summarizes this work. Two National Institutes of Health-funded research projects examine the benefits of culturally responsive racial literacy interventions. The [PLAAY \(Preventing Long-term Anger and Aggression in Youth\)](#) Project uses basketball and group therapy to help youth flexibly regulate stress and restraint during interpersonal conflicts that lead to violence. This project has been active in several cities across the US since 2010. Dr. Stevenson also co-led the [SHAPE-UP: Barbers Building Better Brothers Project](#) with Drs. Loretta and John Jemmott, training Black barbers as health educators to teach Black 18-24-year-old males to reduce their risk of -- HIV/STDS and retaliation violence -- while they are cutting hair. [In 2021, Dr. Stevenson was elected to the National Academy of Education \(NAED\) membership.](#) From 2019-2025, he has been listed in the [RHSU Edu-Scholar Public Influence Rankings](#) of the top university-based scholars in the U.S. who did the most to shape educational practice and policy.

## **Presentation Summary and Objectives:**

### **If Elephants Could Talk: Racial Literacy for Healing Racial Stress and Trauma**

Navigating the stress of racial conflict or conversation is not easy for anyone, especially health professionals. Recent national tensions and the rise in hate have left professionals in medicine, education, business, and justice baffled as to how to negotiate the stress and trauma of racial and identity-based conflict. Youth and families of color and those who face identity-based hate often feel dehumanized which can undermine health and learning productivity. When professionals mismanage these encounters not only undermines the quality of mental health services but also enhances the disparities of services. Dr. Stevenson will present a model of racial literacy (RECAST) useful for resolving diverse identity stressful encounters in collegial and client relationships. The goals of this keynote is to 1) encourage participant facing rather than avoiding stressful identity-based conflicts and 2) learn how racial literacy can de-escalate the stress within spaces (relationships and climates) of healing, earning, affirming and learning institutions, before they become traumatic.

Objectives – Participants will be able to:

- Recognize how intentional or unintentional bias undermines the health of clients and competence of helping professionals.
- Recognize why engaging racial encounters directly to improve professional-client relationships is better than avoidance.
- Identify why storytelling of racial socialization experiences are linked to positive well-being outcomes for professionals who serve children and adults
- Interpret the research support for the practice of racial literacy skills of mindfulness and emotional regulation skills

### **Finding My Outside Voice: Practicing Racial Literacy Skills to Improve Trauma-Informed Care**

Navigating the stress of racial or identity-based conflicts or conversations is not easy. This workshop will focus on practicing in-the-moment racial literacy strategies to help address the stress. The goals of this workshop are to 1) increase awareness of racial coping stress appraisal and reappraisal skills for in-the-moment (ITM) and face-to-face (FTF) professional encounters; 2) improve participant understanding and practicing of in-the-moment racial stress reduction strategies; 3) increase engagement rather than avoidant-racial coping behaviors during racially stressful moments at work and in therapeutic sessions.

Objectives – Participants will be able to:

- Identify how racial stress/trauma impair well-being, learning, counseling, and teaching.
- Identify thoughts, body reactions, and feelings during racial encounter decision-making.
- Use mindfulness to increase awareness and regulation of stressful interactions.
- Apply approach-rather than avoidant-coping behaviors during diversity conflicts.
- Practice in-the-moment racial mindfulness stress reduction strategies.
- Practice racial literacy skills during storytelling, journaling, and role-play activities.

## **David A. Jobes, Ph.D., ABPP**



### **Bio:**

David A. Jobes, Ph.D., ABPP, is a Professor of Psychology, Director of the Suicide Prevention Laboratory, and Associate Director of Clinical Training at The Catholic University of America. Dr. Jobes is also an Adjunct Professor of Psychiatry, School of Medicine, at Uniformed Services University. He is the author of seven books and hundreds of articles and book chapters. Dr. Jobes is a past President of the American Association of Suicidology (AAS) and the recipient of various awards for his scientific work including the 1995 AAS “Shneidman Award” (early career contribution to suicidology), the 2012 AAS “Dublin Award” (for career contributions in suicidology), and the 2016 AAS “Linehan Award” (for suicide treatment research). He is the recipient of the 2022 Alfred M. Wellner Award for Lifetime Achievement (for research excellence) from the National Register of Health Service Psychologists. He has been a consultant to the Centers for Disease Control and Prevention, the National Academy of Medicine, the National Institute of Mental Health, the Federal Bureau of Investigation, the Department of Defense, Veterans Affairs, and served as a “Highly Qualified Expert” to the U.S. Army’s Intelligence and Security Command. Dr. Jobes is a Board Member of the American Foundation for Suicide Prevention and he is a Fellow of the American Psychological Association and is board certified in clinical psychology (American Board of Professional Psychology). Dr. Jobes maintains a private clinical and consulting practice in Washington DC and in Maryland.

### **Presentation Summary and Objectives:**

### **Contemporary Clinical Suicidology: Assessment, Treatment, and Ethics**

This presentation will provide an overview to the field of clinical suicidology and how clinicians can enhance their practices using common-sense and evidence-based approaches for identifying, assessing, stabilizing, and treating patients who are suicidal with evidence-based approaches. Relevant policy and ethical considerations and effective risk management will also be addressed. This presentation will emphasize the use of outpatient care that is least-restrictive, cost-effective, and evidence-based to decrease suicidal suffering and help save lives.

Objectives – Participants will be able to:

- Identify contemporary developments in the field of clinical suicidology.
- Review cutting-edge screening and assessment approaches for suicidal risk.
- Review interventions for acute stabilization.
- Review clinical treatments for the causes of what makes someone suicidal.
- Review clinical ethics and risk management to decrease malpractice liability exposure.

## **Chrisy Schmidt. Psy.D.**



### **Bio:**

Dr. Chrisy Schmidt is a licensed clinical psychologist with extensive training and expertise surrounding the assessment and treatment of children who have histories of prenatal substance exposure and complex trauma. Over the course of a long tenure at a nonprofit medical and behavioral health clinic, Dr. Schmidt lead the child adolescent psychology program, coordinated the student and postdoctoral training program, directed several foundation and federal grants, and provided numerous local and national trainings regarding pre- and postnatal trauma. In addition

to her direct clinical work, Dr. Schmidt also enjoyed a long tenure as a consultant to the Illinois Department of Children and Family Services, where she provided consultative psychological services to administrators, caseworkers, and other professionals involved with the Department. In her private consulting work, Dr. Schmidt continues to train agencies and communities across the country regarding the treatment and assessment of youth who have histories of pre- and post-natal adversity. Each summer, Dr. Schmidt and her family appreciate the additional opportunity to help run a two-week overnight camp for children who have special needs, Camp SOAR.

In all professional endeavors, Dr. Schmidt is committed to helping individuals and systems understand and address the impact of the work on one's personal and professional well-being. After many years of working alongside colleagues who were suffering both personally and professionally by virtue of holding onto the pain of others, Dr. Schmidt founded *H3 Wellness: Holding Hope for Helping Professionals*. With an overarching mission to assist helper organizations take better care of their clients by taking care of their workforce, it is the hope of H3 to promote vitality, engagement, and excellence in the work of caring for others. Dr. Schmidt is honored to have worked with a variety of helping organizations in service of this mission, including schools, mentor organizations, social service agencies, child welfare systems, and a child welfare legal organization.

## **Presentation Summary and Objectives:**

### **The Neurobiology of Trauma: Working with Children who have Complex Histories**

Children who have histories of complex trauma, including experiences of prenatal substance exposure, abuse, neglect, loss, and witness to violence often endure significant emotional and developmental struggles, sometimes even years after placement stability has been achieved. This *introductory* workshop will explore the neurobiological impact of complex trauma, including the profound effects of early adverse experiences on brain development and behavior. Treatment considerations will be discussed, with the goal of equipping helping professionals with the tools necessary to understand and assist children and families who have been impacted by significant adversity. Concluding with a 15-minute Q&A session, this overview aims to provide foundational understanding of both the neurobiological underpinnings and therapeutic approaches essential for addressing childhood trauma.

Objectives – Participants will be able to:

- Identify three ways in which childhood trauma can impact brain development.
- Identify at least 5 potential emotional or behavioral manifestations of complex trauma, enabling them to better identify and assess trauma-related symptoms in children.
- Describe at least one evidence-informed therapeutic approach or strategy for addressing childhood trauma and will be able to define “trauma-informed care.”

### **The Cost of Caring: Attending to Self in the Wake of Secondary Traumatic Stress**

In the service of caring for youth and families who have experienced adversity, including poverty, community violence, and trauma in their home environments, helping professionals are at risk for experiencing our own emotional health struggles, simply because our jobs require that

we hold onto the pain and suffering of others. Similarly, the systems responsible for caring for hurt people are also at risk for becoming trauma-impacted, which can ultimately contribute to job dissatisfaction, professional mistakes and inefficiencies, and burnout in the workforce. This interactive workshop will address what happens to us, as helping professionals, when we are charged with the task of caring for youth and families who have encountered adversity. Participants should attend prepared to reflect on their journey as helping professionals. Preventative strategies for attending to personal wellness will be introduced and participants will leave with the start of a Personal Care Plan to promote wellness and vitality in their own lives.

Objectives – Participants will be able to:

- Define secondary traumatic stress, burnout, moral injury, and compassion satisfaction.
- Identify 5 potential symptoms of problematic symptoms of Secondary Traumatic Stress.
- Identify 3 strategies for engaging in self-care (i.e., activities), as well as 3 strategies for engaging in ongoing reflective practice.

## **Lori Desautels, Ph.D.**



### **Bio:**

Dr. Lori Desautels, has been an Assistant Professor at Butler University since 2016 where she teaches both undergraduate and graduate programs in the College of Education. Lori was also an Assistant Professor at Marian University in Indianapolis for eight years where she founded the Educational Neuroscience Symposium that has now reached thousands of educators and is in its 15th year. Lori's passion is engaging her students through the social and relational neurosciences as it applies to education. She does this by integrating the tier one trauma accommodating



Applied Educational Neuroscience framework, and its learning principles and practices into her coursework at Butler.

The Applied Educational Neuroscience Certification, created by Lori in 2016, is specifically designed to meet the needs of educators, counselors, clinicians and administrators who work beside children and adolescents who have, and are, experiencing adversity and trauma. The certification is now global and has reached hundreds of educators.

Lori's articles are published in Edutopia, Brain Bulletin, and Mind Body Spirit international magazine. She was also published in the Brain Research Journal for her work in the fifth-grade classrooms during a course release position with Washington Township Schools. Lori continues her work co-teaching in the K-12 schools integrating her applied research into classroom procedures and transition, preparing the nervous system for learning and felt safety. Her third book, *Connections over Compliance: Rewiring our Perceptions of Discipline*, was released in late 2020, and *Intentional Neuroplasticity: Moving Our Nervous Systems and Educational System Toward Post-Traumatic Growth*, her fourth book, was released in January 2023. Her new book/manual titled *Body and Brain Brilliance: A Manual to cultivate awareness and Practices for our Nervous System* will be published in 2024. Lori's work, presentation videos and latest research can also be found on her website [www.revelationsineducation.com](http://www.revelationsineducation.com).

Lori resides in Indianapolis, Indiana with her husband, Michael. She has three grown children, Andrew, Sarah and Regan and four rescue fur babies.

Lori has met with well over 200 school districts across the country, in Canada, Costa Rica, Australia, Scotland, England and Dubai equating to more than 150,000 educators with much more work to be done!

## **Presentation Summary and Objectives:**

### **Our Journey Through the Developing Nervous System as We Rewire Our Perceptions of Discipline**

In this presentation, we will explore how our nervous systems are impacted by adversity, trauma, and experiences of resiliency through deepened connections and sensory regulation. Behaviors are only signals or indicators that the brain and body are struggling in survival states of functioning. In our time together, we will explore how we get out in front of the behavior through our procedures, routines, and transitions. We will begin to share practices that reach the nervous system integrating steadiness and play. We will also explore the differences between co-regulation and coercive regulation which is the foundation of discipline practices that move us through challenging moments while attending to our emotional, social, and physiological health.

Objectives – Participants will be able to:

- Explore and identify their autonomic nervous system states, understanding how their body and brain state is connected to their sensations, feelings, thoughts, and behaviors.

- Discover and discuss how past or current adversity and trauma in their lives can negatively impact autonomic system health, distorting how they feel, think and communicate with students.
- Identify the environments, relationships, and experiences that can escalate or ease their nervous system states through the upcoming activities. Review clinical ethics and risk management to decrease malpractice liability exposure.
- Identify the language of their nervous systems through learning about sensation. They will deepen their understanding around how the sensory system is the foundation of body and brain communication and overall emotional and social health through the presented practices.

### **The Emotional Contagion and Possibilities Through the Adult Nervous System**

Behavior management centers on the adult nervous system. When I am aware that I am being activated, I can begin to get out ahead of my own reactions and behaviors that often escalate everyone around me. Co-regulation is the ability to share an emotionally safe space and presence with another who needs to borrow a bit of our steadiness. If we are not aware of how we are experiencing the environment, a relationship or experiences, we are unable to access the regions in our nervous system where problem solving, pausing, and presence occur.

Objectives – Participants will be able to:

- Explore how trauma and adversity become lodged in the nervous system creating behaviors we misunderstand in our schools and organizations.
- Identify equitable nervous system aligned practices as we explore discipline protocols integrating co-regulatory and touch point practices.
- Understand the emotional contagion of the adult nervous system and how our nervous system states impact the culture and climate in our schools and classrooms.