

# AGENDA

Partial or full conference registration is possible. Please select carefully, as rooms have limited seating.  
By registering for breakout sessions you can be assured of a reserved space in that session.

Four keynotes and 12 different breakout sessions (many are repeated) span the two days of the conference. Each attendee can select up to 4 breakout sessions to attend.

Our conference topics and discussions are intense in nature, and we've built in time for attendees to enjoy refreshments, network and have time to be outside and appreciate the beauty of the UAS campus.

Additionally, we will have an Evening Community Presentation, Thursday, June 2nd in the lower Egan Library, UAS. Please join us at 6:30 to enjoy Light Proof Jazz and hors d'oeuvres, followed by a short performance of the Juneau Alaska Music Matters (JAMM) Chamber Group at 7pm. Rob Anda's, MD, MS, dynamic presentation is titled, 'The Progressive Nature of Adverse Childhood Experiences: Building Self-Healing Communities.'

## JUNE 2nd – DAY 1

8:30 - 9:15am Registration & breakfast buffet

9:15 - 9:30am Welcome & opening prayer with Sasha Soboloff

9:30 - 11:00am **Keynote:** 'The Progressive Nature of Adverse Childhood Experiences: Building Self-Healing Communities' with Rob Anda, MD, MS

The ACE Study demonstrates the relationship of childhood abuse, neglect, domestic violence and related experiences to health throughout the lifespan. The findings are consistent with recent discoveries about the neurobiology of stress and the effect of stress on the developing central nervous system.

Unlike other studies, the ACE study assessed a wide array of traumatic childhood experiences as well as many health and social problems from adolescence to late adulthood. The number of ACEs has a graded relationship to many common medical and public health problems. An overview of these concepts and findings from the study will be presented.

### Learning Objectives:

- To understand the basic biology of the effects of childhood trauma on neurodevelopment
- To understand that Adverse Childhood Experiences are common and highly interrelated

- The number of Adverse Childhood Experiences has a strong, graded, “dose-response” relationship to many health and social problems. This is consistent with the impact of cumulative stress on childhood neurodevelopment.
- Understand the concept of the “ACE pyramid” life course model for the long-term effects of impaired neurodevelopment
- Review the “dose-response” relationship of the ACE score to:
  - ▶ Leading causes of death
  - ▶ Mental health problems-including the risk of suicide and risk factors for suicide attempts
  - ▶ Substance abuse
  - ▶ Reproductive health
  - ▶ Violent re-victimization
- Review the obvious costs of ACEs to society
- Understand the intergenerational aspect of ACEs
- ACEs lead to many different problems within individuals—the concept of comorbidity
- Review of ideas needed to change the status quo

11:00 - 11:15am Break & refreshments

11:15 - 12:30pm Breakout sessions, Group 1

Breakout 1A: ‘Embracing the Challenge: Reduce ACEs, Heal Trauma, and Build Resilience,’ with Deborah Bock, MSW, LCSW

As research has revealed the harmful effects of childhood adversity and toxic stress, a worldwide movement has been growing to address the problem. Participants will be invited to embrace the challenge to reduce ACEs, heal trauma, and build resilience in our communities and in our own lives.

Learning Objectives:

- Participants will be able to summarize the key findings of the original ACE Study.
- Participants will reflect on actions that they might take to (a) reduce ACEs, (b) heal trauma, and (c) build resilience in their community.

Breakout 1B: ‘How Collective Impact Can be Used to Build Self-Healing Communities’ with Desiré Shepler, MPH and Rachel Romberg

When most people hear about the ACEs study their initial response is, “What can I do about this?” While it's easy to feel impassioned by this knowledge, it can be hard to know what individuals and communities can do to help protect kids and reduce ACEs. This session will focus on how Collective Impact can be a framework that helps address the question, “What can my community and I do to help stop ACEs?”

Learning Objectives:

- To understand how Collective Impact can be used to help all sectors see their place in addressing trauma
- Identify concrete steps participants can take in beginning to explore Collective Impact as a means of addressing child maltreatment prevention.

Breakout 1C: 'ACEs—Breaking it Down' with Jason Marvel, M.Ed, Diane Demoski, MSN, Deb Haynes, M.Ed., LPC and John Brown, M.Ed.

This session will focus on the significance & impact of ACE research for educators, and examine how schools can incorporate tools & structures to build relationships and collaboration to address the ongoing needs of students who are wounded.

Learning Objectives:

- To ensure practical understanding of the neurobiological and epigenetic effects of trauma.
- To build understanding of the bridge between ACEs and resilience, and to increase school and community capacity for mitigating trauma effects in youth.
- To gain access to resources informative about ACE research and resilience.

Breakout 1D: 'The Koo.Eex and Community Health,' with Vera Starbard

For 10,000 years, the Native people of Alaska treated physical problems in tandem with mental and spiritual health. How can we use the practices and traditions of different cultures to look at our own ideas of what future wellness can be in our communities?

Learning Objectives:

- How the ACEs study can be viewed in the context of different cultures
- How recalling and encouraging traditional practices can restore community and individual wellness

12:30 - 1:45pm Boxed Lunch

1:45 - 2:30pm **Keynote:** 'When We Know Who We Are, We Don't Hurt Ourselves' (quote from Dr. Walter Soboloff), *Chalyee Éesh* (Richard Peterson), President of the Central Council of the Tlingit and Haida Indian Tribes of Alaska and Panel Members, Lenora Walker & Justin McDonald  
Central Council offers a variety of family-centered services focused on promoting and supporting safe and stable families. These services assist individuals in attaining the education and skills necessary to support healthy lifestyles, develop meaningful careers and engage in the traditional activities of their communities.

Learning Objectives:

- Participants will build greater understanding of culture identity and wellness.
- Participants will be presented information on recognizing culture differences associated with suicide and suicide prevention.

2:30 - 2:45pm Break & refreshments

2:45 - 4:00pm Breakout sessions, Group 2

Breakout 2A: 'When We Know Who We Are, We Don't Hurt Ourselves' (quote from Dr. Walter Soboloff), with *Chalyee Éesh* (Richard Peterson), President of the Central Council of the Tlingit and Haida Indian Tribes of Alaska and Panel Members, Lenora Walker & Justin McDonald

...a continuation from their keynote:

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Breakout 2B: 'ACEs in Alaska: Current Data and Cause for Hope,' with Deborah Bock, MSW, LCSW

Deborah Bock will present data from the Alaska Behavioral Risk Factor Surveillance Study (BRFSS), the Youth Risk Behavior Study (YRBS) and the National Survey of Children's Health (NSCH). This up-to-date information provides some clear direction for our efforts to reduce childhood adversity and build resilience in Alaska families and communities.

Learning Objectives:

- Participants will be able to compare key findings of the CDC ACE Study with data collected for the Alaska Behavioral Risk Factor Surveillance System (BRFSS), Alaska Youth Risk Behavior Survey (YRBS), and National Survey of Children's Health (NSCH).
- Participants will know where to find current information about the relationship between adverse childhood experiences and physical and behavioral health of Alaskan adults and children.

Breakout 2C: 'Cyberbullying: The Impact on Children & Teens and How to Build a Positive Community Response,' with Electra Gardiner, BA

In this presentation, participants will learn more about what cyberbullying is and how it impacts youth in our community. Through this presentation, participants will be able to draw connections between cyberbullying, adverse childhood experiences, and suicide. Finally, this interactive presentation will give participants tools to respond to and prevent cyberbullying.

Learning Objectives:

- Participants will be able to define what cyberbullying is and why it's different than other forms of bullying
- Participants will learn the impact cyberbullying can have on students
- Participants will gain tools to talk to children and teens about the severity of cyberbullying
- Participants will learn some available resources for support and prevention of cyberbullying

Breakout 2D: The Greatest Story You've Ever Told: How Arts and Personal Storytelling Impacts Mental Health, with Vera Starbard

Storytelling, dancing, the arts – all integral parts of Tlingit people's wellness for thousands of years. Today, storytelling through the arts and creative pursuits can not only be an important piece of healing, but build up protective factors in all ages. Through a hands-on arts experience, playwright Vera Starbard will guide participants through understanding how arts have impacted mental and physical wellness in cultures for generations & to learn creative expression in mental health healing and prevention methods.

Learning Objectives:

- Participants will understand multiple forms of creative expression to aid in mental health healing and prevention.
- Participants will understand how current and historical cultural arts impact mental and physical wellness.

## Evening Community Session:

6:30 - 7:15pm The Light Proof Jazz & hors d'oeuvres, followed by a short performance by the Juneau Alaska Music Matters (JAMM) Chamber Group.

7:15 - 8:45pm **Keynote:** 'The Progressive Nature of Adverse Childhood Experiences: Building Self-Healing Communities.' Rob Anda, MD, MS

The ACE Study demonstrates the relationship of childhood abuse, neglect, domestic violence and related experiences to health throughout the lifespan. The findings are consistent with recent discoveries about the neurobiology of stress and the effect of stress on the developing central nervous system.

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  - ▶ Violent re-victimization
- Review the obvious costs of ACEs to society
- Understand the intergenerational aspect of ACEs
- ACEs lead to many different problems within individuals—the concept of comorbidity
- Review of ideas needed to change the status quo

## JUNE 3rd – DAY 2

8:30 - 9:00am Registration & breakfast buffet

9:00 - 9:15am Welcome & JSPC: Juneau ACEs data

9:15 - 10:00am **Keynote:** 'Resiliency In The Wounded Student,' with Deb Haynes, M.Ed., LPC, John Brown, M.Ed., Jason Marvel, M.Ed. & Diane Demoski, MSN

This dynamic team of Alaskan educators will present on issues relating to creating trauma informed schools, building and rebuilding trust and relationships with youth and families impacted by trauma, and the need for clear communication & partnerships in a time of diminishing funds and resources.

Learning Objective:

- Participants will gain information about school practices and resources, building and fortifying trusting relationships and partnerships with youth, their families and the greater community.

10:00 - 10:15am Break and refreshments

10:15 - 11:00am **Keynote:** 'How to Work Towards Collective Impact,' with Desiré Shepler, MPH and Rachel Romberg

No single organization can solve a complex social problem alone. In the face of this, many organizations and sectors have created partnerships, coalitions, and networks to work together and create change. The Collective Impact framework was created based on research of collaboratives that were successfully making progress at scale. Learn about the conditions of Collective Impact and how cross-sector collaboration can be used to achieve measurable effects on complex social problems.

Learning Objectives:

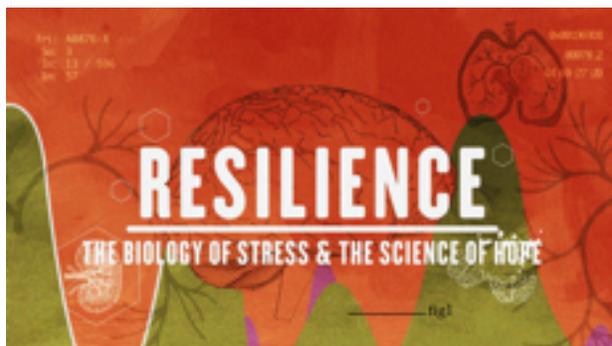
- Participants will determine if the preconditions for Collective Impact exist.
- Participants will identify the five conditions of Collective Impact.

11:00 - 12:15 Private screening of KPJR Films, *Resilience*. DVD. Directed by James Redford.

(room capacity, 150) The original ACE research was controversial, but the findings revealed the most

important public health findings of a generation.

*Resilience* is a one-hour documentary that delves into the science of Adverse Childhood Experiences (ACEs) and the birth of a new movement to treat and prevent toxic stress. Now understood to be one of the leading causes of everything from heart disease and cancer to substance abuse and depression, extremely stressful experiences in childhood can alter brain development and have lifelong effects on health and behavior.



However, as experts and practitioners profiled in *Resilience* are proving, what's predictable is preventable. These physicians, educators, social

workers and communities are daring to talk about the effects of divorce, abuse and neglect. And they're using cutting edge science to help the next generation break the cycles of adversity and disease.

11:00 - 12:15pm 'Cyberbullying: The Impact on Children & Teens and How to Build a Positive Community Response,' with Electra Gardiner, BA

In this presentation, participants will learn more about what cyberbullying is and how it impacts youth in our community. Through this presentation, participants will be able to draw connections between cyberbullying, adverse childhood experiences, and suicide. Finally, this interactive presentation will give participants tools to respond to and prevent cyberbullying.

Learning Objectives:

- Participants will be able to define what cyberbullying is and why it's different than other forms of bullying
- Participants will learn the impact cyberbullying can have on students
- Participants will gain tools to talk to children and teens about the severity of cyberbullying
- Participants will learn some available resources for support and prevention of cyberbullying

12:15 - 1:30pm Boxed Lunch

1:30 - 2:45pm Breakout sessions, Group 3

Breakout 3A: 'Trauma Sensitive Schools and Resiliency,' with Jason Marvel, M.Ed., and Diane Demoski, MSN

This inspirational presentation will examine the skills, strategies and structures that are embraced in a trauma sensitive school. We will review the necessary resources to truly create a safe and supportive environment for students. Resources to assist in teaching resiliency skills and how to change a school culture, and therefore the lives of wounded students will be shared, as well as stories and examples from real schools and students.

Learning Objectives:

- Participants will understand the structure, skills and strategies of a trauma sensitive school.
- Participants will gain resources to teach resiliency skills to students.
- Participants will learn ways to change a school culture to support wounded students.

Breakout 3B: 'A Tale of Two Cities: The Developmental Steps of Collective Impact,' with Desiré Shepler, MPH and Rachel Romberg

This shared session will provide an overview of the implementation of the Collective Impact framework. Two presenters will describe how cross sector community collaboratives are working to improve the lives of children and families in the Southern Kenai Peninsula and the Mat-Su Borough. The purpose of this presentation is to move beyond a theoretical explanation of Collective Impact to a conversation of what it means to "do" Collective Impact. The presenters will engage participants in a discussion of Juneau's local efforts, challenges and 'next steps.'

Learning Objectives:

- Participants will be able to identify the five phases of Collective Impact.

- Participants will be able to demonstrate an understanding of the work of a collaborative using the Collective Impact framework.

Breakout 3C: 'ACEs in Alaska: Current Data and Cause for Hope.' with Deborah Bock, MSW, LCSW

Deborah Bock will present data from the Alaska Behavioral Risk Factor Surveillance Study (BRFSS), the Youth Risk Behavior Study (YRBS) and the National Survey of Children's Health (NSCH). This up-to-date information provides some clear direction for our efforts to reduce childhood adversity and build resilience in Alaska families and communities.

Learning Objectives:

- Participants will be able to compare key findings of the CDC ACE Study with data collected for the Alaska Behavioral Risk Factor Surveillance System (BRFSS), Alaska Youth Risk Behavior Survey (YRBS), and National Survey of Children's Health (NSCH).
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Breakout 3E: 'Suicide Risk Assessment in Primary Care,' Annie O. Derthick, Ph.D.

This session will outline how to conduct a suicide risk assessment in a primary care setting, including how to evaluate risk and protective factors utilizing formal screening tools and informal interviewing. We will review the different levels of risk and associated, appropriate safety planning and follow-up. We will also discuss the development of office protocol to respond to suicidal ideation and cover necessary documentation.

Learning Objectives:

- Attendees will understand the importance of conducting suicide risk assessments in a primary care setting, and
- They will be able to identify the primary risk factors for suicide.
- Additionally, attendees will learn at least one way of conducting a thorough suicide risk assessment, and they will gain exposure to associated standardized screening tools.
- Finally attendees will review appropriate documentation practices for suicide risk assessments.

2:45 - 3:00pm Break and refreshments

3:00 - 4:15pm Breakout sessions, Group 4

Breakout 4A: 'Trauma Sensitive Schools and Resiliency,' with Jason Marvel, M.Ed., and Diane Demoski, MSN

This inspirational presentation will examine the skills, strategies and structures that are embraced in a trauma sensitive school. We will review the necessary resources to truly create a safe and supportive environment for students. Resources to assist in teaching resiliency skills and how to change a school culture, and therefore the lives of wounded students will be shared, as well as stories and examples from real schools and students.

Learning Objectives:

- Participants will understand the structure, skills and strategies of a trauma sensitive school.
- Participants will gain resources to teach resiliency skills to students.
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Breakout 4B: 'A Tale of Two Cities: The Developmental Steps of Collective Impact,' with Desiré Shepler, MPH and Rachel Romberg

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Learning Objectives:

- Participants will be able to identify the five phases of Collective Impact.
- Participants will be able to demonstrate an understanding of the work of a collaborative using the Collective Impact framework.

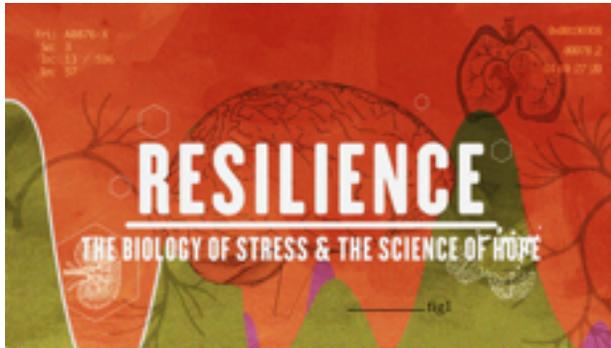
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Breakout 4D: Private screening of KPJR Films, *Resilience*. DVD. Directed by James Redford. (room capacity, 150) The original ACE research was controversial, but the findings revealed the most



important public health findings of a generation. Resilience is a one-hour documentary that delves into the science of Adverse Childhood Experiences (ACEs) and the birth of a new movement to treat and prevent toxic stress. Now understood to be one of the leading causes of everything from heart disease and cancer to substance abuse and depression, extremely stressful experiences in childhood can alter brain development and have lifelong effects on health and behavior.

However, as experts and practitioners profiled in Resilience are proving, what's predictable is preventable. These physicians, educators, social

workers and communities are daring to talk about the effects of divorce, abuse and neglect. And they're using cutting edge science to help the next generation break the cycles of adversity and disease.

Breakout 4E 'ACEs and Primary Care: Key Takeaways', Annie O. Derthick, Ph.D.

This session is designed to help attendees apply their knowledge of ACEs to primary care. We will discuss the ways in which developmental trauma can impact working relationships in a primary care setting, and what primary care providers can do to improve those relationships and support patients who have experienced developmental trauma. Attendees will also learn ways to ask about developmental trauma in a primary care setting and how to incorporate that information into treatment plans.

Learning Objective:

- Attendees will be able to identify some ways in which they can use an understanding of developmental trauma in the treatment of patients in primary care, including: ways to discuss trauma history, ways in which developmental trauma can impact the working relationship between a provider and patient, and how a history of developmental trauma can "look" in adult populations, as well as ways to support patients in their success.

4:15 - 4:45 Closing Thanks & farewell performance,