**Finding Hope Consulting, LLC**

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**Finding Hope Consulting, LLC, translates cutting edge relational**

**Neuroscience into everyday activities that anyone can use to promote**

**healing, resiliency and hope throughout communities across the globe.**

**Consultation & Training Catalog**

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**About: Finding Hope Consulting, LLC**

Founded in 2007 by Mary Vicario, Finding Hope Consulting addresses the gap in training available to communities by translating cutting edge relational neuroscience into everyday activities that anyone can use to promote healing, resilience and hope. Through interactive and entertaining training, Finding Hope brings the neurobiology of hope to life. We have strengthened a broad range of organizations with a focus on supporting underserved populations and creating trauma-responsive communities.

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While we tailor interventions to the specialized work done by the individuals in the Train the Trainer Series, we also have trainings for special populations, who may want more in-depth training for the specific population with whom they serve. An example of some of those training offerings follows.

**Special Population Trainings**

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Finding Hope will always partner with agencies to tailor existing training material to meet the needs of your specific audience/organization. However, there may be additional cost for newly created trainings. At times, we may propose bringing in co-presenters at a different negotiated price. If you have questions on any of our training offerings, or would like to explore tailoring one of our programs to your unique audience /organization, please contact Donna Wertheim at [Donna@findinghopeconsulting.com](mailto:Donna@findinghopeconsulting.com).

Thank you for the important work you do for those you serve and for your interest in allowing Finding Hope Consulting to assist you in that work.

* **Trauma Responsive Care Certification Theory-to-Practice Training Series**

**Session Summary:** Finding Hope Consulting partners with organizations to provide training, consultation, and Trauma Responsive Care Certification (TRCC) assistance to anyone working with individuals with complex trauma of all ages and ability levels. Informative and practical, our two-day Foundational training and twelve-session TRCC Series combines training with consultation. This structure allows you to immediately apply your learning to your daily interactions with those you serve as well as an introduction to Trauma Informed Biographical Timelines (TIBT). It then allows you to bring feedback to your next session, gain more knowledge, develop new techniques and return to work to implement new strategies. This series is in partnership with the Tristate Trauma Network (TTN).

**TRCC Program Summary**

* Two-day Foundational Training Session (no limit on number of attendees)
* Six Theory to Practice Sessions for up to 30 individuals
* At least two trainers for each session to allow for more individualized attention
* A 200-page Strategy and Intervention manual provided to each TRCC participant
* Trauma Responsive Care Certification for those who complete the series

The full series consists of two parts which includes two days of foundational training and then six Theory 2 Practice training sessions along with same-day consultation after the sessions to apply learning to real life scenarios. All training sessions are expected to be started and completed within 12 months and will be billed per individual session. Specific description detail and training objectives are described below under each part. Final scheduling will be completed, and full agenda detail provided after acceptance of our training proposal.

**Part I. Two Full-Day Foundational Training Sessions: Facilitating Healing, Resilience and Hope**

**Day One: Session 1: Hardwired for Connection**

**Session Summary:**  Trauma is now recognized as a nearly universal experience of individuals with behavioral health problems often resulting in a complex array of social, emotional, and behavioral challenges.

Through understanding of the latest trauma research and careful translation into practice, we can help trauma survivors experience healing, resiliency and hope. This **lively** and **interactive** training brings to life the neuroscience of trauma and the healing power of relationships. This training also provides self-care for caregivers and service providers, so they have what they need to assist with the important journey of healing.

**Learning Objectives –** Participants will be able to identify and address:

1. The centrality of relationships in human growth and development, how the quality of relationships affects brain development and the healing power of empathic connection
2. Cultural context and its impact physically, psychologically, and behaviorally
3. The impact of trauma on brain development, attachment and developmental milestones
4. Mood Syntonic vs. Mood Dystonic Abuse; PTSD vs. Complex PTSD

**Day Two:** **Session 2: The Healing Power of Connection**

**Session Summary:** This training coordinates trauma informed care into a framework that can be used by anyone working with victims of trauma. It includes the three stages of positive trauma resolution and the five resilience factors found in people who move beyond their traumatic experiences.

Trauma’s effect on brain chemistry, development, and relationships are explored, and since trauma is processed and stored in nonverbal parts of the brain, expressive and relational strategies and interventions will be identified to benefit clients of all ages and ability levels and even those with preverbal trauma.

**Learning Objectives –** Participants will be able to identify and address:

1. Biologically Based Fear Responses
2. The three stages of positive trauma resolution and how to address them with survivors
3. The five resilience factors found in people who overcome and do not recreate their traumatic experiences

**Part II. Six Theory to Practice (T2P) Sessions**

*All* T2P Sessions Include:

* 3-hour trainings that focus on skill development for up to 30 people per session
* 3 hours of same-day consultation after the training session to apply learning to real life scenarios
* Each session will be scheduled one month apart and is designed to build on the last, introduce~~s~~ new skills and review~~s~~ successes and challenges experienced as skills were applied.
* At least two trainers will be present for each session to allow for more individualized attention and assistance in learning how to develop Trauma Informed Biographical Timelines and share trauma informed approaches with staff and others working with the individuals being served.
* A 200-page manual with the intervention strategies included in the training series
* Training topics will include (but are not limited to):

**Session 1 – Where it all Begins: Trauma Informed Assessment**

**Session Summary:** This training will assist participants in understanding the essential elements of a comprehensive trauma assessment such as identifying Adverse Childhood Experiences (ACE), Compounding Adverse Toxic Stressors (CATS) and the role they play in challenging behavior, societal challenges like the school to prison pipeline, developmental disabilities and mental and emotional disorders. The need to balance trauma with resilience will be demonstrated as participants learn how to assess for resilience in those they serve and how to build that resilience to help them overcome their ACEs and CATS. The importance and power of placing behavior into context culturally and environmentally will be highlighted and taught using trauma informed biographical timelines. This is done, not as an excuse for the behavior, but to identify its source and what is driving it, so strategies to address it can be more effective. If clinicians are present, they will receive training to assist in diagnosis, and introduced to the relevant diagnostic changes in the DSM-5 trauma related diagnosis and how to use them accurately.

**Learning Objectives –** Participants will be able to:

1. Describe the essential elements of a comprehensive trauma assessment
2. Identify and assess Adverse Childhood Experiences (ACEs) and Compounding Adverse Toxic Stressors (CATS) and the research connecting them with mental and emotional disorders
3. Recognize and assess their client's resilience
4. Recognize the importance of and how to build upon their client's resilience to help them move beyond their ACEs and CATS
5. Understand the essential elements of a Trauma Informed Biographical Timeline
6. Begin to identify behavior context to locate its source and what is driving it, so strategies can be more effective at addressing the root of the behavior
7. If clinicians are present, they will be able to recognize what has stayed the same, as well as understand the relevant diagnostic changes made to the trauma related diagnoses in the DSM-5 and how to use them accurately

**Session 2 – The Top Five Resilience Factors and You: Building Resiliency in Those We Serve and Ourselves**

**Session Summary:** Learn the top five resilience factors found in those who have experienced trauma and moved beyond it. Explore your role in helping those you serve develop resiliency, and how to use the same skills to support yourself in this important and difficult work. We will look at what you already are doing and identify which resilience factors your work is creating. We will make a resiliency plan for someone you serve and for yourself.

**Learning Objectives –** Participants will be able to:

1. Identify and use interventions designed to develop the top five resilience factors found in individuals who have experienced trauma and moved beyond
2. Identify the five good things found in mutually enhancing relationships and how to help those they serve find ways to develop relationships based on them
3. Distinguish between Descriptive vs. Evaluative Praise and how to use it to help those they serve develop an internal locus of control and sense of self-efficacy
4. Identify and use Affirmations for Rebonding to help with calming, connection and communication

**Session 3 – Healing the Fear that Hides: Interventions for Biologically Based Fear Responses**

**Session Summary:** Neuroscience is demonstrating that some of the most challenging behaviors demonstrated by trauma survivors are biologically based fear responses more related to fear-based dysregulation than intractable behavior. As Maureen Walker reminds us, “Strategies for disconnection are an intense yearning for connection in an atmosphere of fear.” We will examine how Adverse Childhood Experiences (ACEs) and Compounding Adverse Toxic Stressors (CATS) create repeated fear responses and disrupt the “felt safety” (neuroception) needed for the attachment and regulation centers of the brain to work properly. Setting power struggles aside, we will explore how the brain heals itself and identify every-day, brain-based strategies and interventions to help individuals of all ages and ability levels work with their caregivers to replace challenging behaviors with safe, healing connection.

**Learning Objectives –** Participants will be able to:

1. Explore traditional and emerging neuroscience-based understanding of chronic, challenging behaviors like aggression, self-harm, suicidality risk taking, oppositional-defiance
2. Practice a collaborative, non-adversarial approach to addressing chronic, challenging behaviors
3. Be introduced to a variety of strategies and approaches to increasing felt safety (neuroception) in those they serve
4. Practice recognizing and addressing the role of shame, grief and fear in chronic, challenging behaviors and how to release it and develop resilience-based behaviors that promote growth

**Session 4 – Bringing Hope Home: The Three R’s of Successful Trauma Resolution**

**Session Summary:** Whether you are on Sigmund Freud's couch, engaging in the latest efficacy-based interventions, or interacting with providers or caregivers, there are three stages to successful trauma resolution: re-experiencing, releasing and reorganizing. We will explore your current approaches and how they can be used to promote movement through the 3 Rs of trauma resolution. Strategies and Interventions to assist in safe movement through the stages and those to dismantle trauma triggers, improve connection and heal damaged areas of the brain will be presented. Ways to introduce this healing work, support those doing the work and help the person served and their caregiver regulate as they move forward will also be explored and practiced. If your work includes service plans, goals and objectives will also be presented to assist in connecting this to your current work to clearly demonstrate progress.

**Learning Objectives –** Participants will be able to:

1. Identify the stages of successful trauma resolution
2. Diminish trauma re-enactment symptoms through the Re-experiencing phase of trauma resolution by identifying and practicing strategies for regulation, ways to help individuals *feel* heard, and for clinicians, interventions for externalization and sensory processing of the traumatic experiences
3. Address the Release stage of trauma recovery by working with interventions that honor what the individual did to survive, help them identify safe places in their lives so they can turn those survival skills into resilience, help them decrease triggers and increase regulation
4. Work with those you serve to eliminate trauma’s effect on daily life through the Reorganization stage of trauma recovery with strategies and interventions to increase feelings of felt safety, improve empathy, cooperation with others and promote post-traumatic growth toward a future they want instead of recreating the trauma they came from

**Session 5 – Trauma Informed Supervision and Self Care: Promoting Client Care and Self Care**

**Session Summary:** Working with trauma survivors can be toxic to providers and agencies alike. Secondary trauma is real and impacts every level of the organization from one on one interactions with those served and among staff, strategies, interventions, treatment, supervision and administration. This training will explore how to promote healing and hope in those we serve and ourselves. Learn how to help staff and yourself walk with survivors through the stages of successful trauma resolution while recognizing and addressing vicarious trauma. Explore how secondary trauma impacts everyone in an organization and what can be done about it. We will look at what research tells us, what our work experiences have shown us and develop a plan to assist you, your staff and those you serve in negotiating this work that is as challenging as it is needed.

**Learning Objectives –** Participants will be able to:

1. Identify and address secondary trauma and its impact on themselves, those they support and collaborating organizations
2. Identify and address the importance of actual and felt safety and how to create it for themselves, those they support and collaborating organizations
3. Practice skills that help themselves, each other, and those they serve through the stages of positive trauma resolution while recognizing and addressing the vicarious trauma connected with their work
4. Develop a resilience plan for themselves to help avoid toxic stress and secondary trauma

**Session 6 – Putting it All Together: Moving from Myth to Reality with Relational and Sensory Based Interventions for Trauma Responsive Care**

**Session Summary:** Trauma does not discriminate. It affects Individuals of all ages and developmental levels. As we bring our Theory to Practice Learning Community Trainings to a close, we will bring together our trauma-focused interventions for all ages and developmental levels, at all levels of healing, in a variety of environments, even those with few adult supports. We will explore and practice strategies and interventions into sensory-based activities to promote Mindfulness, Regulation, Frustration Tolerance and Interpersonal Skills. Each intervention will be broken down for differing age groups and developmental levels. Bring your most and least favorite techniques, so we can explore and refine them to add to the repertoire we will develop for each participant to take with them.

**Learning Objectives –** Participants will be able to identify and demonstrate the importance of:

1. Mindfulness to trauma resolution. And be able to identify one mindfulness strategy or intervention to employ with the population they serve
2. Regulation to trauma resolution. And be able to identify one strategy or intervention that can enhance an individual’s emotional regulation skills
3. Frustration tolerance to trauma resolution. And be able to identify one strategy or intervention that can enhance an individual’s frustration tolerance
4. Social and relational skills to trauma resolution. And be able to identify one strategy or intervention that can enhance an individual’s social and relational skills

**Special Population Training**

* **Educators**
* **Facilitating Learning, Resilience, and Hope In Our Students and Ourselves**

**Session Summary:** Neuroscience is demonstrating that some of the most challenging behaviors affecting our schools are actually biologically based fear responses more related to fear-based dysregulation than intractable behavior. As Maureen Walker, PhD reminds, “Strategies for disconnection are an intense yearning for connection in an atmosphere of fear.” We will examine how the toxically stressful environments in which we live create repeated fear responses and disrupt the “felt safety” (neuroception) needed for the executive function, attachment (the ability to cooperate with others) and regulation centers of the brain to work properly. This lively and interactive training brings to life the neuroscience of trauma and toxic stress and the healing power of safe environments and relationships. Setting power struggles aside, we will explore how the brain heals itself and identify everyday, brain-based interventions to help students of all ages and ability levels. You will learn the top five resilience factors found in those who have experienced toxic stress or trauma and moved beyond it. We will look at what you already are doing and identify which resilience factors your work is creating, as well as ways to use resilience to support you in your important and difficult work.

**Learning Objectives –** Participants will be able to identify and address:

1. The centrality of relationships in human growth and development, how the quality of relationships affects brain development and the healing power of empathic connection.
2. The impact of trauma on brain development, attachment, developmental milestones and executive functioning skills needed for learning.
3. Biologically Based Fear Responses and what they look like in a classroom.
4. Cultural context and its impact physically, psychologically, and behaviorally.
5. Ten ways to protect against and address stereotype threat
6. The five resilience factors found in people who overcome and do not recreate their traumatic experiences.

* **Everything that Wiggles is not ADHD: Identifying, Differentiating and Addressing Challenges to Executive Function**

**Session Summary:** Our Executive Function skills help us get out of bed in the morning, make it through our morning routine, plan our day, develop goals, focus, learn, calm ourselves and execute the actions needed to accomplish our daily living skills and much more. With careful research these skills have been broken down and it has been discovered that they are affected by so much more than the traditional diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) encompasses. This training will identify the many skills connected with executive function, and help you distinguish between ADHD and other factors that impact executive function. Skill building and interventions to address specific executive function challenges and their underlying causes will be presented. Universal and specific approaches will allow you to customize your approach to the needs of those you serve.

**Learning Objectives –** Participants will be able to:

1. Identify the skills connected with executive function and identify signs and symptoms of challenges caused by executive function issues.
2. Identify ways to distinguish a variety of causes for challenges to executive function in individuals of all ages and developmental levels.
3. Implement skills and techniques to address underlying factors related to executive function challenges and build executive function skills in those they

* **Law Enforcement**
* **Life in the Real World: Bringing the Neurobiology of Trauma and Resilience to Your Work with Victims of Human Trafficking**

**Session Summary:** Trauma does not discriminate. It affects individuals of all ages, developmental levels and backgrounds. When a survivor of complex trauma, like human trafficking, demonstrates challenging behavior, those attempting to assist the victim can often fall into a cycle of frustration and power struggle, resulting in a lose/lose outcome. Neuroscience is demonstrating that some of the most challenging behaviors connected with assisting trauma survivors are actually biologically based fear responses more related to fear-based dysregulation than intractable behavior. As Maureen Walker, PhD., a Relational-Culture scholar who studies behavior in context reminds, "Strategies for disconnection are an intense yearning for connection in an atmosphere of fear." We will examine how adverse childhood experiences (ACEs) and compounding adverse toxic stressors (CATS) create repeated fear responses and disrupt the "felt safety" (neuroception) needed for the attachment and regulation centers of the brain to work properly. Setting power struggles aside, we will place behavior into context culturally and environmentally with trauma informed biographical timelines and brain-based interventions to help create the environment needed to improve cooperation, participation and outcomes. We will also explore how parallel process and secondary trauma impacts everyone working with complex trauma survivors and what can be done to lessen and address them. By looking at what research tells us and what our work experiences have shown us, we will develop strategies to assist in negotiating this work that is as important as it is challenging.

**Learning Objectives –** Participants will:

1. Explore traditional and emerging neuroscience-based understandings of biologically based fear responses that present as chronic, challenging behaviors like aggression, self-harm, suicidality, risk taking, oppositional-defiance, lying, manipulating, addictions, protecting the perpetrator.
2. Practice a collaborative, non-adversarial approach to addressing biologically based fear responses.
3. Be able to identify the effects victim fear responses have on those working with them.
4. Be able to identify ways to increase felt safety and cooperation in the interview room and beyond.
5. Be introduced to the Trauma Informed Biographical Timeline (TIBT) and the Forensic Expressive Trauma Interview (FETI) (Strand).

* **Educators & Law Enforcement**
* **Fixing the Hole in the Sidewalk: Collaborative Problem Solving**

**Session Summary:** When a child demonstrates challenging behavior within the classroom, adults attempting to address the behavior can often fall into a cycle of frustration and power struggle, which results in a lose/lose outcome. This training will teach participants the brain chemistry underlying common challenging behaviors such as aggression, opposition, lying and stealing so that behaviors can be understood within a manageable framework. Participants will learn how to assess the context of behavior in a way that allows them to reframe behaviors as solvable problems. Participants will learn how to recognize and work through common problem-solving barriers leading to power struggle and a lose/lose outcome. This training will explore how to use a Collaborative Problem-Solving approach (CPS) to empathically work with children to address challenging behaviors and facilitate mutually satisfying solutions that promote new behavioral learning.

**Learning Objectives –** Upon completing this training participants will be able to:

1. Describe and apply the core concepts of collaborative problem solving.
2. Reframe behavior as solvable problems
3. Identify and address lagging skills that result in challenging behavior
4. Work through problem solving barriers that result in power struggles to create win/win outcomes.
5. Develop an empathic and collaborative approach to children with challenging behaviors.

* **Children, Elderly and Developmental Disabilities Service Providers**
* **Translating Trauma: Healing, Resiliency and Hope for Early Childhood and Preverbal Trauma**

**Session Summary:** Interaction with infants and young children quickly reveals their reliance on others for access to resources needed for survival. We also know that the quality of the early relationships in which these needs are met affect developmental milestones, belief systems, and even brain development. The newest research is showing us that humans are in fact, hardwired for connection. This training will explore how the quality of early childhood relationships affects all aspects of development, the healing power of empathic connection, and ways to help young children and their caregivers and people of all ages and ability levels use the healing power of connection to successfully resolve early childhood trauma develop resilience to stop the cycle of abuse, and even heal parts of the brain affected by preverbal trauma.

**Learning Objectives –** Participants will be able to:

1. Discuss and train caregivers of young children on relationships as an organizing factor in children’s lives, the impact of relationships on child development, how the quality of relationships affects brain development, and the healing power of empathic connection.
2. Identify the three stages of positive trauma resolution and how to address them with survivors of early childhood trauma.
3. identify and develop (directly and with clients’ primary caregivers, teachers and other significant people in their lives) five resilience factors found in people who overcome and do not recreate their early childhood trauma.
4. Connect, and help caregivers connect with survivors of early childhood trauma, in safe, empathic, and mutually enhancing ways that can help them move through developmental stages that may have been lost or distorted due to their past experiences and heal parts of the brain affected by trauma.

* **Interventions Across the Ages: Trauma Treatment Interventions for Individuals of All Ages and Developmental Abilities**

**Session Summary:**  Trauma does not discriminate. It touches all ages and developmental levels. Please join us for a session of trauma-focused interventions for individuals of all ages, at all levels of healing, in a variety of environments (even those with few supports) and with diverse developmental abilities. We will present interventions that can be done by different team members to address the challenges to sense of safety, social skills, attachment, regulation and executive function skills. Bring what you are already doing, so we can share, explore and refine our work together.

**Learning Objectives –** Participants will be able to identify and develop interventions for:

1. Symptoms related to the neurobiological impact of trauma such as challenges to feeling, recognizing and creating safety (neuroception)
2. Social and relational skills, attachment issues and missed developmental milestones as they are presented across age groups, developmental ability levels and into adulthood.
3. The mindfulness and frustration tolerance needed for rebuilding regulation and executive function skills.

* **Every Dream Catcher Tells a Story: Intergenerational Trauma and Resilience**

**Session Summary:** Even when our history is forgotten, our genes tell the story creating intergenerational patterns of disease, addiction, and vulnerability in our descendants. While the legacy of trauma creates a complex array of social, emotional, and behavioral survival skills that are passed on inter-generationally, what is often missed is the resilience present in those skills. Participants will leave with a deeper understanding of how history impacts the functioning of those living in the present and how our survival embodies resilience. We will explore current research demonstrating how trauma changes our genetic code and how resilience can change our gene expression. On a societal level, relational neuroscience demonstrates that all growth occurs in relationships, and all relationships are embedded in culture. Learn ways to connect with the resilience factors found in family cultures and the culture of the communities in which they live. Be introduced to community-based interventions that shift survival skills into protective factors supporting growth beyond intergenerational cycles. Explore your role in helping those whose lives you touch redefine survival as resiliency, continue building their gifts and connect with the resilience in their community.

**Learning Objectives –** Participants will be able to identify and address:

1. What they see and experience affecting the families they serve and how those factors impact the quality of relationships, growth and development within the families.
2. The difference between uninformed, trauma informed, and trauma responsive interventions on an individual, organizational, and community level to address addiction and support kinship care.
3. The epigenetics of trauma and resilience
4. The interplay of toxic stress and resilience with community culture and the community culture’s impact on families, especially kinship care providers.
5. Community resilience (which may be hidden in community challenges) that can support the work you do with the families and the communities you support.

* **General Populations**
* **Addictions From Roots to Resilience: Identifying The Epidemic Beneath the Epidemic**

**Session Summary:** Adverse Childhood Experiences (ACEs) and Compounding Adverse Toxic Stressors (CATS) research demonstrates that trauma has become the epidemic beneath the epidemic of addiction. Trauma, like addiction, affects entire families and communities. The resulting complex array of physical, social, emotional, and behavioral challenges can be difficult to understand and address. This lively and interactive training guides you through the effects of drug exposure, family addiction and trauma on brain development, functioning and its role in family systems. It provides the tools to recognize exposure, addiction and trauma’s impact on behavior in multiple life domains. You will learn the top five resilience factors found in people who move beyond their traumatic life experiences without numbing themselves with substances or recreating the trauma. These same resilience factors will be used to help those of us who work with families struggling with addiction address the effects of vicarious traumatization. Learn applications that anyone can apply and ones specific to your role. This approach works well for the effects of addiction on all ages, developmental ability levels and even those with early prenatal exposure or pre-verbal trauma.

**Learning Objectives –** Participants will be able to:

1. Identify and address the effects of addiction and trauma on brain development, belief systems, behavior, self-esteem and family systems
2. Distinguish and address, Mood Syntonic vs. Mood Dystonic Abuse, PTSD vs. Complex PTSD and Biologically Based Fear Responses
3. Identify and directly support families in developing the healing power of positive connection and the five resilience factors found in people who overcome trauma
4. Empower themselves and their staff to develop and strengthen their own resilience factors to help them stay healthy, strong, and passionate about their work

* **Hidden in Plain Sight: Identifying and Facilitating Healing, Resilience and Hope for Survivors of Trafficking**

**Session Summary:** Both labor and sex trafficking in the United States are crimes that are hidden in plain sight. When we look at people and ask, “What’s wrong with them?” We help keep the secret under wraps, but when we switch our question to, “What has happened to this person? And most importantly, “What have they done to survive?” We see people from a lens that brings the hidden world of trafficking into view. The ever-evolving world of neurobiology shows us more strikingly everyday how we are hardwired for connection. Participants will be introduced to the neurobiology of trauma as it relates to human trafficking, how this same neurobiology of connection is used to entrap and maintain a hold on victims, possible ways to break the trauma bond and promote healing. The components of successful trauma resolution and the top five resilience factors found in those who move beyond their trauma will be presented. We hope participants will leave more aware of the power of the work they do and how to enhance connection, healing, resiliency and hope from their role identifying and addressing human trafficking.

**Learning Objectives –** Participants will be able to:

1. Identify the centrality of relationships in human growth and development and how the quality of relationships affects brain development and helps keep trafficking hidden
2. Recognize the basic neurobiology behind the power of connection, how it is used by traffickers to entrap and maintain a hold on their victims and keep helping professionals and the public focused on what is wrong with victims
3. Engage the neurobiology of connection to shift your focus to what has happened to victims and what have they done to survive allowing them to recognize the hidden signs of trafficking
4. Explore cultural context and its impact physically, psychologically, behaviorally and its impact on keeping trafficking hidden
5. Distinguish Mood Syntonic vs. Mood Dystonic Abuse, PTSD vs. Complex PTSD and Biologically Based Fear Responses
6. Recognize and explore ways of developing in trafficking survivors the five resilience factors found in people who overcome and do not recreate their traumatic experiences

* **Bringing Hope Home: The Healing Power of Relationships, Family and Culture**

**Session Summary:** How do you educate, support and connect families with growth in a toxically stressful world where trauma is a near universal experience of families at some point in their history? While the legacy of trauma creates a complex array of social, emotional, and behavioral survival skills that are passed on inter-generationally, what is often missed is the resilience present in those skills. This lively and interactive presentation brings to life the challenges effecting families with the healing power of relationships. Research has shown that all growth occurs in relationships, and all relationships are embedded in culture. Learn ways to connect with the resilience factors found in family cultures and the culture of the communities in which they live. Be introduced to the top five resilience factors found in families who shift their survival skills into protective factors that allow them to grow beyond intergenerational cycles and create new ones of their choosing. Explore your role in helping those whose lives you touch redefine survival as resiliency, continue building their gifts and connect with the resilience in their community. Explore how to use the same skills to support yourself in the important, and much needed, work you do. Honoring what you already are doing that creates resilience, we will build on those gifts, so you have more to share with the families you serve and your own.

**Learning Objectives –** Participants will be able to identify and address:

1. What they see and experience affecting the families they serve and how those factors impact the quality of relationships, growth and development within the families.
2. How toxic stress interacts with family culture and the skills developed to help the family survive and individuals in the family meet their needs.
3. Toxic stress’ interplay with community culture and the community culture’s impact on families.
4. The top five resilience factors found in people who overcome and do not recreate their traumatic experiences, and how to develop them in yourself and others.

**Your Finding Hope Trainer**

**Mary Vicario LPCC-S, CTS**

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| Mary Vicario is a Licensed Professional Clinical Counselor Supervisor (LPCC-S) and a Certified Trauma Specialist (CTS) with over 30 years’ experience working with trauma survivors of all ages and ability levels and training on trauma informed care nationally and internationally. She has been a People-to-People delegate to China and Mongolia with the American Counseling Association and guest lectured and participated in a conference on human trafficking in Germany. She holds a Certificate in Traumatic Studies from Bessel van der Kolk’s Trauma Center at the Justice Resource Institute and has also been honored with a CASA award for cooperative casework. As a former teacher, clinician and clinical director and now as the founder of Finding Hope Consulting, LLC, Mary has many years’ experience working with trauma survivors, addictions and training. Receiving ongoing training at international conferences and Harvard Medical School since 1992, she has been bringing home to Ohio the latest in neuroscience and trauma research to create cutting edge training and programming for individuals of all ages and ability levels and |  |
| the systems that work with them. Ms. Vicario is a trainer and coach for the Ohio Child Welfare Training Program and co-authored the *Foster Parents' Survival Guide*, a textbook chapter in *Counseling Children and Adolescents: Connecting Theory, Development and Diversity* bySondra Smith-Adcock and Catherine Tucker Eds through Sage Publishing, and other trauma informed articles and curricula. She has been an expert witness on abuse since 1989 and worked with Hamilton County Ohio Courts for eight years creating cross system care for the 300 most challenging youth in the county. Mary is a proud recipient of multiple grants to further develop and link trauma informed care across systems and communities in Ohio and is honored to provide Trauma Responsive Care Certification through the Tristate Trauma Network for anyone working with trauma survivors. | |

**What Finding Hope Consulting Clients Say . . .**

**“**One of the most helpful and beneficial trainings I have experienced in my entire child welfare career. I felt like I truly walked away with a good understanding of trauma and methods for developing relationships with people who have been traumatized.**”**

– Child Welfare Worker

**“**I learned so much that I can apply, and I feel so energized to take what I learned back.**”**

– Hospice Worker

**“**This is the best training I have been to in 35 years as an educator!**”** – School Educator