



# 1st Annual Erie County Community Resilience Conference

*Pursuing Healing, Justice,  
& Wellness Together*

**Thursday, February 17<sup>th</sup>, 2022**

## **CONFERENCE DETAILS**

This conference will be held virtually and is **FREE** to attend, but you **MUST** register to receive the Zoom links and Agenda.

Registration provides attendees access to all sessions and the Keynote Speaker.



**Registration Opens:**

Monday January 17<sup>th</sup>, 2022

<https://www.surveymonkey.com/r/CommunityResilience2022>

**Registration Closes:**

Tuesday February 15<sup>th</sup>, 2022 at 4:00 pm EST

*Zoom links and Agenda will be sent to the email address provided at the time of registration 24 hours prior to the start of the conference.*



## **CONFERENCE AGENDA AT A GLANCE**

- 8:15 a.m.**                    **Welcome & ECTIC Opening Remarks**  
*Cassie Dundon, LPC & Steve Minick, LPC – ECTIC Co-Chairs*
- 9:00 a.m.**                    **Keynote Address - Dr. Monique Morris**
- 10:15 a.m.**                    *Break*
- 10:30 a.m.**                    **Morning Sessions:**  
*1. Overcoming unconscious Bias to have Inclusive Conversations*  
*2. Settling the Score – A body-based approach to trauma recovery*  
*3. Awareness of Classism that BIPOC Experience and Acknowledging Resiliency Factors*  
*4. The Big Five Personality Traits – How to use these to foster your resilience and hope in an icky world*
- 11:45 a.m.**                    *Lunch Break*
- 12:45 p.m.**                    **Afternoon Session 1:**  
*1. A Tapestry of Change – How to Recognize and Implement Organizational Change*  
*2. Ethics and Trauma-Informed Care*  
*3. Implementing Trauma-Informed Practice of Social Emotional Learning (SEL) in Schools at Universal Level and its Impact on Student Behavior*
- 2:00 p.m.**                    **Afternoon Session 2:**  
*1. Integrating Trauma-Informed Care into Response to Suicide*  
*2. Racially Conscious Trauma-Informed Care*  
*3. Project Mentorship: Making Connections and Improving SEL at the High School Level Amid a Pandemic*
- 3:15 p.m.**                    *Break*
- 3:30 p.m.**                    **"The System Breaks Me Daily" - How to Recognize, Dismantle, and Heal Systemic Racial Trauma Panel Discussion & Closing Remarks**



## KEYNOTE SPEAKER



### **Monique W. Morris, Ed.D.**

Dr. Morris is an award-winning author and social justice scholar with three decades of experience in the areas of education, civil rights, juvenile and criminal justice. She is the President/CEO of Grantmakers for Girls of Color, a philanthropic collaborative that supports a world in which all girls and young women of color are healthy, safe, thriving, and fully empowered to dream and shape their desired reality on their terms, while dismantling structural barriers created by racism, sexism and ageism and other forms of oppression that prevent their full participation in our country's future. In May 2020, she launched the Love is Healing Fund, which has granted nearly \$3 million to more than 140 organizations nationwide, and in September 2020, she co-founded the Black Girl Freedom Fund as part of the #1Billion4BlackGirls campaign calling for a \$1 billion investment in Black girls over the next 10 years.

Dr. Morris is an Executive Producer and co-writer of the documentary film, PUSHOUT: The Criminalization of Black Girls in Schools, which is based upon two of her books, Sing A Rhythm, Dance A Blues: Education for the Liberation of Black and Brown Girls (The New Press, 2019) and Pushout: The Criminalization of Black Girls in Schools (The New Press, 2016). She is also the author of Black Stats: African Americans by the Numbers in the Twenty-First Century (The New Press, 2014), Too Beautiful for Words (MWM Books, 2012), and she worked with Kemba Smith on her book, Poster Child: The Kemba Smith Story (IBJ Book Publishing, 2011). Dr. Morris has written dozens of articles, book chapters, and other publications on social justice issues and lectured widely on research, policies, and practices associated with improving juvenile/criminal justice, educational, and socioeconomic conditions for girls and women of color. Her 2018 TED talk on how to stop the criminalization of Black girls in schools has received more than 1.8 million views and been translated into 18 languages.



Dr. Morris is the Founder of the National Black Women’s Justice Institute (NBWJI), an organization that works to interrupt school-to-confinement pathways for girls, reduce the barriers to employment for formerly incarcerated women, and increase the capacity of organizations working to reduce sexual assault and domestic violence in African American communities. She served as an adjunct associate professor for Saint Mary’s College of California between 2013-2018 and has taught at the University of San Francisco and California State University, Sacramento. Dr. Morris is a 2012 Soros Justice Fellow, the former Vice President for Economic Programs, Advocacy and Research at the National Association for the Advancement of Colored People (NAACP) and the former Director of Research for the Thelton E. Henderson Center for Social Justice at the UC Berkeley Law School. She has also worked in partnership with and served as a consultant for federal, state and county agencies, national academic and research institutions, and communities throughout the nation to develop research, comprehensive approaches and training curricula to eliminate racial/ethnic and gender disparities in justice and educational systems. Her work in this area has informed the development and implementation of improved culturally competent and gender-responsive continua of services for youth.

Dr. Morris’ work has been profiled by MSNBC, CSPAN2, The Washington Post, The New York Times, NPR, and PBS, among other national and local print, radio, and television media. Her research intersects race, gender, education and justice to explore the ways in which Black communities, and other communities of color, are uniquely affected by social policies. She also frequently lectures on the life and legacy of the artist Prince.

Twitter: @MoniqueWMorris \* Instagram: monique.w.morris \* Facebook: @MoniqueWMorrisEdD



## Session Descriptions & Presenter Information

### **Project Mentorship: Making Connections and Improving SEL at the High School Level Amid a Pandemic**

*Mental Health/ Behavioral Health; Education*

Since the Coronavirus pandemic has upended education as we knew it, General McLane High School (GMHS) administration and staff saw an increased need for connection and positive relationships between students and trusted adults. After much research, the GMHS MTSS Team partnered with Penn State University's CORE (Community Outreach, Research, and Evaluation) program to create and implement a school-wide mentoring program where students meet in small groups daily with a teacher and participate in various bonding and resilience-building activities and lessons. Although still early in this partnership, this session seeks to present and discuss the reasons for beginning this mentorship program, define the mentoring framework, and describe the experience of a school-wide mentoring program. Representatives from the school and CORE will be present to discuss the research behind why and how mentoring works, the system-wide impact it is having in our school, how mentoring is being used to build resilience, hope, and community, the data collected so far on the program, and the challenges faced and successes found during the program's implementation.

#### **Presenters –**

**Daniel Mennow**, *Principal General McLane High School*

**Pamela Mackowski**, *Associate Principal General McLane High School*

**Alicia Terrill**, *Literacy Interventionalist, Librarian, Teacher, General McLane High School*

**Nathan Moore**, *Teacher, General McLane High School*

**Robert Stauffer**, *Teacher, General McLane High School*

**Lauren Cassano**, *Teacher, General McLane High School*

**Kristin Hersch**, *Acting Associate Director of Community Outreach of CORE*

**Dr. Charisse Nixon**, *Associate Director of CORE*

### **The Big Five Personality Traits - How to use these to foster your resilience and hope in an icky world**

*Mental Health/ Behavioral Health*

How do we learn to be resilient? Who teaches us how to be hopeful? Are these taught or are they innately in us? Let's learn together about the basics of Positive Psychology and how harnessing the Big Five Personality Traits of extroversion, agreeableness, openness, conscientiousness, and neuroticism can help you understand what builds you up and what brings you down. The concepts taught here will impact your life personally and professionally and help you develop a plan to build your resilience and make an impact in your community.



### **Learning Objectives:**

1. Learners will be introduced to the concepts of Positive Psychology and the benefits of utilizing it to manage every day, and long term, stress.
2. Learners will be introduced to the concepts of the Big Five Personality Traits and how these can be utilized to overcome barriers in your life and overall society.
3. Learners will learn how to become an advocate to make change in your community utilizing what is innately part of you to introduce tools that can be used to develop resilience and hope (such as the Four S's).

### ***Presenter –***

**Sharon Sandberg, LSW, UPMC Safe Harbor**

## **Implementing Trauma-Informed Practice of Social Emotional Learning (SEL) in Schools at Universal Level and its Impact on Student Behavior.**

*Category: Mental Health/ Behavioral Health; Education*

This session will focus on the trauma-informed practice, Social Emotional Learning (SEL), in schools. The history, conceptual framework, utilization, implementation, and effects of SEL programming will be the driving foci of the presentation. The presentation will highlight evidence from a recent study examining the behavioral effect of SEL when implemented during the COVID-19 pandemic. The recent study examined a sample set derived from the behavior data of 505 students who attended a suburban K-5 elementary during SEL implementation and the year prior. Also included in the sample are 22 teachers who participated in a voluntary survey. Quantitative analysis was conducted through a quasi-experimental design utilizing a McNemar test to determine the statistical significance of negative behavior prevalence in comparing two school years. Additional quantitative data was supplied through a Likertscale questionnaire. Contextual qualitative information was supplied from an open-ended survey. Through this study, it was determined that the Second Step SEL program had a statistically significant effect on the behaviors of students as well as an impact on the climate of the building. While teachers felt the stress of teaching the newly implemented SEL curriculum during the COVID-19 pandemic, results from the study suggest that the benefits of implementing the program outweighed this negative effect. Results also showed an impact on students in the special education emotional support subgroup. The evidence this study provides will help schools work to strengthen their students' social, emotional, and behavioral capacities in a post-pandemic setting.

### **Learning Objectives:**

1. Learners will be able to identify the core competencies of SEL.
2. Learners will understand the research and evidence behind SEL programming.
3. Learners will be able to examine an evidence base of behavioral effects and engage in a discourse about the findings.

### ***Presenters –***

**Joseph A. Jablonski, Ed.D., Principal of Grandview Elementary School in Millcreek Township School District**

**Dr. Eric J. Bieniek PhD, BCBA-D, Independent Contractor, PREVAIL Consulting, LLC. & Classroom Consultant, Keysource Educational Consulting Group**



## **"The System Breaks Me Daily" - How to Recognize, Dismantle, and Heal Systemic Racial Trauma**

*Category: Mental health/ Behavioral Health; Physical health/ Medical professionals; Education; Youth; Family; Faith-based leader/ member; Policy Maker*

This panel discussion will begin with an overview of historical, generational, and racial trauma and the effects of these macro-level traumatic experiences have had on Black/African Americans. Specific examples from current and recent years (e.g., the killing of George Floyd, the disparate impact the pandemic has had on Black/African Americans, etc.) will be discussed. The panel will discuss the public health crisis of racism and the impact of racism on access to health care, policing and incarceration, economic suppression, behavioral health and education representation, and policy decisions. A discussion of the essential role of cultural and historical issues within a trauma-informed approach to systemic change will follow, including how privilege may impact the practice of trauma-informed work. The panel will discuss ways that attendees can increase awareness of and willingness to change the systems that oppress Black/African Americans. Specific actions steps for individual, organizational, and policy change to address the public health crisis of racism as trauma-informed actions will be described. This proposal addresses the conference goal "identify strategies to create trauma-informed interpersonal, organizational, and/or systemic change" and session topic areas 2 and 3.

### **Learning Objectives:**

1. Describe historical and racial trauma through the eyes of the Black/African American Experience.
2. Identify the themes and the structures that sustain generational trauma, the systemic barriers, and racial disparities.
3. Identify opportunities to remove systemic racial barriers through trauma-informed organizational, policy, and environmental change.

### ***Moderator -***

**Mr. Marcus Atkinson**, *The Publix Voice Media Company, Owner*

### ***Panelists -***

**Dr. Adrienne Dixon**, *CEO/President of Sarah A Reed Children's Center & Program Head and Associate Professor for the Counseling Program at Edinboro University*

**Mr. Brandon Wiley**, *Founder and Executive Director of Opened Eyes*

**Mr. Thierno Barry**, *Community Health Net's Board of Directors Chairman*

## **Racially Conscious Trauma-Informed Care**

*Category: Mental/ Behavioral Health; Community Organizers/ Advocate; Education; Youth; Family*

Racially Conscious Trauma is a term coined to capture the deleterious impact of race-related stress, racial harassment, racial violence (witnessing violence), and discrimination on mental health functioning. Similar to other trauma, Racial Trauma shares similarities to PTSD. In this session, we will: Understand how Historical Trauma presents today, recognize the impact of racial trauma, describe symptoms of racial trauma, understand similarities/differences between Trauma-Informed Care & Racially Conscious Trauma-Informed Care, and describe actionable steps and strategies to address racial trauma in a racially conscious way.



**Learning Objectives:**

1. Understand how Historical Trauma presents today,
2. Recognize the impact of racial trauma, describe symptoms of racial trauma, understand similarities/differences between Trauma-Informed Care & Racially Conscious Trauma-Informed Care
3. Strategies to address racial trauma in a racially conscious way.

***Presenter –***

**Kendra S. Roman, School Counselor, LPC**

**A Tapestry of Change – How to Recognize and Implement Organizational Change**

*Category: Systemic*

This presentation will focus diversity, inclusion, and equity efforts made in one organization beginning in the 1990s. For more than 145 years Sarah A. Reed Children’s Center (SARCC) has been known and respected for high quality treatment of traumatized and “at risk” children. Providing a full continuum of care for children and families, SARCC is Sanctuary® certified and committed to creating a safe, therapeutic, and healing environment to promote positive changes, resiliency, and success. Efforts in diversity, equity, and inclusion (DEI) were begun back in the 1990s as a grassroots effort within the organization. We will discuss changes that were made across the agency, including changes to facilities, processes and protocols, documentation, therapeutic services, as well as staff training and support, and finally, to the vetting of clinical and administrative service vendors. We will also discuss more recent efforts to institutionalize these processes through the development of committee, changes to the training of mid-level managers as supervisors, and changes to the website.

**Learning Objectives:**

1. Describe the process of institutional change in an organization over decades.
2. Explain the challenges created by institutional change and two strategies to address those challenges
3. Identity five areas that need to be considered when implementing DEI efforts in an organization.

***Presenters –***

**Adrienne Dixon, Ph.D., President & CEO, Sarah A. Reed Children’s Center**

**Linda McRoberts Flemin, Ph.D., APA Internship Director & Associate Vice President of Quality Assurance Improvement, Sarah A. Reed Children’s Center**



## **Overcoming Unconscious Bias to have Inclusive Conversations**

*Category: Diversity, Equity & Inclusion; Mental Health/Behavioral Health*

Difficult conversations are an inevitability. Given all the external influences that people and organizations experience every day, the possibility of polarization and divisiveness abound. This session will provide techniques that build trust, respect and psychological safety impacting productivity, engagement, and retention. We will also explore intersectionality and automatic thought processes that influence our perceptions of others. We will utilize theory and everyday scenarios in our case studies.

### **Learning Objectives:**

1. Understand what inclusive conversations are and why they are important.
2. Understand cultural competence and humility to build better collaborative relationships.
3. Understand what unconscious bias is, how to overcome it, and how overcoming it supports trauma-informed initiatives.

### ***Presenters –***

**Julie Thorpe, LSW FFT, OPC, Family Services of NWP**

**Darrell Thorpe, SHRM-CP, MSM Diversity, Equity, and Inclusion Consultant, Erie Insurance**

## **Settling the Score - A body-based approach to trauma recovery**

*Category: Mental Health/ Behavioral Health*

Many people have become familiar with Dr. Bessel van der Kolk's work, including his very popular book, 'The Body Keeps the Score'. It has become recognized that although Cognitive Behavioral Therapy has been the mainstream approach to treating trauma, the experience of trauma itself gets in the way of being able to resolve trauma symptoms this way. Dr. Van der Kolk believes that trauma is not just a past event or memory, but is in fact disruptive physical reactions in the present. This makes sense on all levels, from difficulty with sleep and appetite, to responses of fight, flight, freeze, or collapse. When we experience trauma symptoms, we are responding in the present, to known or unknown threats. This could be from one adverse event or experience, or several compounding. These events may or may not even be remembered in conscious thought. No matter where these symptoms are coming from, they are happening right NOW in the present. Once understand the human brain is built Bottom-Up [Triune Brain: Brain Stem (body), Limbic System (emotions), Cortex (mind)] it is much easier to understand Dr. Bessel van der Kolk's statement that 'the body keeps the score.' The body is the 'root' of the traumatic experience and therefore where the treatment needs to focus, this is where the change needs to occur for recovery. By taking this Bottom-Up approach, we now know that we must create a safe relationship with our body in the present by what we refer to as self-regulation. The reason SELF-regulation is so important is because trauma was a loss of control, and therefore we want to return the experience of control back to the individual. One of the primary symptoms of trauma is to dissociate, which reinforces why someone experiencing trauma may have difficulty with attachment and their relationships. Therefore, the solution we are seeking is to associate, which begins by regulating the nervous system (body), developing a friendly relationship within, and therefore allowing us to develop safe and friendly relationships with others (attachments). The concept of neuroplasticity is also becoming much better understood. We have recognized for some time that the brain's ability to reorganize is a key to post traumatic growth. However, therapeutic techniques focusing on an ability to reorganize and reintegrate are in short supply. This is where TRE® comes in. Tension or Trauma Releasing Exercise®, TRE® for short, is a link to a natural, self-controlled, neurogenic mechanism supporting a change to our neurophysiology (mind-



body). This technique was developed by one man, an internal trauma expert, who has lived and worked in places around the world where they were experiencing traumas steaming from poverty, war, and natural disaster. His technique of TRE® has had such tremendous response that in just the past few years TRE® has been translated into more than a dozen languages, is used in over 100 countries, and has been identified by the Defense Centers of Excellence. It is even being studied by the Veterans Administration (VA) as well as the Austrian Armed Forces (AAF). This presentation is to: 1) Convey an understanding of stress and trauma. 2) Recognize the importance of a Bottom-Up approach to treating Trauma symptoms. 3) Introduce an awareness of an in-built skill for resiliency, the self-regulation offered by world renowned TRE® - a technique that I have been using in a psychiatric clinic where I offer Outpatient Therapy, and those electing to use TRE® have demonstrated improvement to symptom ratings of 79% for depression and 83% for anxiety this year [2021] alone.

### **Learning Objectives:**

1. Convey an understanding of stress and trauma.
2. Recognize the importance of a Bottom-Up approach to treating Trauma symptoms.
3. Introduce an awareness of an in-built skill for resiliency, the self-regulation offered by world renowned TRE®.

***Presenter –***

**Kevin Berceli, LPC, Counterpoise Solutions LLC**

## **Awareness of Classism that BIPOC Experience and Acknowledging Resiliency Factors**

*Category: Mental Health/ Behavioral Health; Case Worker; Community Organizers/ Advocate; Education; Policy Maker*

Results from a recently completed empirical study, which surveyed 202 undergraduate students about classism and career agency in higher education, revealed that working class Black male students experienced the most classism in higher education. Also, results indicated that all Black and non-White identifying students faced more classism than their White peers. Additionally, at least 27% of all students in all races surveyed, reported moderate to almost daily experiences of perceived classism in higher education. Despite facing much classism, women, including Black women and other working class students, exhibited the most career agency in this study. Findings that Black women and working class students identify with the most career agency are fascinating and add to the resiliency factors of these demographic groups. The results of this study also add to the scarce research about ways to address classism that students and clients, specifically, BIPOC individuals face in higher education settings, in the counseling classroom, and in the counseling session, will be addressed. Ideas for continued academic and clinical interventions are discussed in this study. Furthermore, ways to continue to empower BIPOC students and clients to foster and increase their resiliency factors such as, their reported career agency, in the midst of varying isms including classism and racism, will also be addressed.

### **Learning Objectives:**

1. Attendees will learn about the prevalence of classism experienced by BIPOC students and clients in higher education and other settings.
2. Attendees will learn about the prevalence of various resiliency factors experienced by BIPOC individuals and communities.
3. Attendees will learn ways to advocate for BIPOC individuals and communities.

*This conference is made possible thanks to funding from Erie County Department of Human Service and the dedication of the ECTIC Conference Planning Committee volunteers.*



**Presenter –**  
**Lucy Parker-Barnes, Ph.D., LPC, CCMHC, NCC**

## **Ethics and Trauma-Informed Care**

*Category: Mental Health/ Behavioral Health*

Traumatized individuals are seen across the spectrum of mental health and other social services. Providers often encounter numerous complex ethical issues and dilemmas in working with these individuals. It is thus essential that they develop strong personal and professional ethics to supplement relevant laws, professional standards, and formal codes of ethics. These ethics need to be clear yet flexible and they are very correlated with the philosophy and tenets of Trauma Informed Care (TIC).

This presentation explores issues in the mindful application of ethics, in which the provider (and organization) have engaged in reflection regarding the special needs of the population and the ability to ethically meet these needs through the application of a trauma-informed philosophy and methods of response. To do so, of the needs, risks, and challenges associated with this population, that usually exceed those of the non-traumatized. This self-reflection involves awareness of and empathy for the needs of both the client and the helper in the provision of therapy or other social service and an ongoing awareness of potential pitfalls or treatment traps. Common ethical dilemmas that are encountered in services directed towards this population will be explored and discussed through didactic presentation illustrated with case examples. Major issues involving the treatment frame and the maintenance of appropriate and professional boundaries, especially during times of crises and as a result of attachment and trauma-based relational challenges will be included. Also discussed will be special issues such as responsibility of supervisors, treatment of a patient sexually abused by a previous therapist, suicidality, risk to others, safety, and self-injury. A collaborative relationship between staff and the necessity of ongoing and specialized consultation and supervision will be emphasized.

### **Learning Objectives:**

1. Attendees will be able to identify 5 areas of ethical risk in the treatment of traumatized individuals.
2. Attendees will be able to describe several ways in which the trauma-informed care philosophy is attentive to ethics issues as outline by the American Psychological Association and other professional organizations.
3. Attendees will be able to describe several strategies that support self-reflection, self-management, and self-care when ethical dilemmas arise in the provision of services to traumatized individuals.

**Presenter –**  
**CHRISTINE A. COURTOIS, PhD., ABPP, Licensed Psychologist and Delaware Board Certified Counseling Psychologist**



## **Integrating Trauma Informed Care into Response to Suicide**

*Category: Mental Health/ Behavioral Health; Intellectual Disabilities; Case Worker; Criminal Justice; Youth; Family*

This workshop explores the links between trauma and suicide behavior and the use of trauma informed care in response. Trauma influences risks for suicide, it the experiences of survivors of suicide attempts and suicide loss. It also impacts those who respond as helpers. Participants in this workshop will explore how utilizing the principles of Trauma Informed Care in suicide response promote greater understanding; thereby increasing resilience and reducing triggers, distress, burnout, and ineffective responses. A related resource guide will be provided.

### **Learning Objectives**

1. Participants will describe the role of trauma in suicide behaviors
2. Participants will define the role of trauma in coping with suicide loss and in post-traumatic growth
3. Participants will identify specific trauma informed strategies to utilize with survivors of suicide via promoting each principle of trauma informed care

### ***Presenter –***

**Mandy Fauble, Ph.D., LCSW**, *Director of Clinical Care Services, UPMC Western Behavioral Health at Safe Harbor*



## **CONTINUING EDUCATION UNITS**

The Conference Planning Committee has applied to offer the following Continuing Education Credits:  
***Please note the applications are pending approval.***

- CMEs
- Pennsylvania Certification Board (PCB) for Drug and Alcohol
- Social Work (LSW/LCSW, LPC & LMFT)
- APA Credits
- **ANCC ACCREDITATION:** UPMC Provider Unit is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.
- Continuing Legal Education Credits
- Act 48

## **CONTACT INFORMATION:**

[www.traumainformederie.org](http://www.traumainformederie.org)

**Nicole Wells**

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## 2022 Conference Planning Committee:

**Cassie Dundon, LPC**

*Achievement Center of LECOM Health &  
ECTIC Co-Chair*

**Steve Minick, LPC**

*Family Services of NWPA & ECTIC Co-Chair*

**Melissa Bible**

*Erie County Department of Human Services &  
ECTIC Executive Committee member*

**Will Koehler, Ph.D., LCSW**

*Journey to a Trauma Informed Life &  
ECTIC Executive Committee member*

**Melanie Hetzel-Riggin, Ph.D.**

*Penn State CORE &  
ECTIC Executive Committee member*

**Lydia Laythe, MSW**

*U.S. Committee for Refugees and Immigrants &  
ECTIC Supporter*

**Adrienne Dixon, Ph.D.**

*President & CEO Sarah A Reed Children's Center &  
ECTIC Executive Committee member*

**Carol Buckleitner, M.Ed**

*Northwest Tri-County Intermediate Unit #5 &  
ECTIC Supporter*

**Nicole Moore, MSN, RN**

*Mercyhurst University*

**Nicole Wells, MS**

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ECTIC Coordinator*