

## 2017 NYAR (Savannah) Program

National-Youth-Risk (Savannah) Conference

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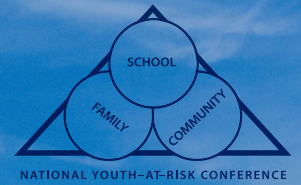
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MARCH 5-8, 2017



# 28<sup>th</sup> Annual National Youth-At-Risk

CONFERENCE PROGRAM



*“Helping Adults Serve Youth”*

Hosted by the College of Education and the Division of Continuing Education  
at Georgia Southern University, Statesboro, Georgia





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## DEAR CONFERENCE ATTENDEES:

On behalf of the Planning Council, we welcome you to the National Youth-At-Risk (NYAR) Conference sponsored by the College of Education in collaboration with the Division of Continuing Education at Georgia Southern University. This conference provides up-to-date comprehensive professional development for adults who serve youth based on the “5H” (Head, Heart, Hands, Health, and Home) strands and is aligned with Title I and Title IIA national standards. You may choose from over 120 training sessions providing evidence-based programs and best practices for creating safe, healthy, caring, and intellectually empowering environments that foster the well-being of all youth, especially children and adolescents in poverty. This year we acknowledge the generous contribution of Gulfstream for sponsoring our Sunday keynote speaker, Manny Scott, who will also speak on Monday to students in two Savannah schools. Be sure to attend the Monday Reception featuring comedian, Rodney Johnson, and the West African Drummers and Dancers and also the Tuesday Mega-Poster Reception. Furthermore, take the time to see the exhibits, network with your colleagues, and enjoy historic Savannah. Thank you for helping to make this conference a resounding success again this 28th year!

*Dan Rea and Cordelia Zinskie  
Co-Chairs of the NYAR Conference  
College of Education, Georgia Southern University*



## CONFERENCE MISSION

This conference trains adults who serve youths to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents. To accomplish this mission, it offers over 120 presentations by nationally and internationally recognized presenters to over 1200 conference participants from across the United States. In these presentations, participants learn about current research-based educational programs and strategies, which empower young people to overcome at-risk conditions that may threaten their safety, health, emotional needs, and academic achievement. Participants also gain knowledge of proactive solutions and best practices for meeting the serious challenges faced by youth today such as school violence, poverty, learning difficulties, underachievement, achievement gaps, illiteracy, boredom, apathy, low expectations, misbehavior, dropout, drugs, bullying, gangs, teen pregnancy, sexual harassment, racism, and dysfunctional families. Furthermore, participants gain effective educational tools to build strong caring schools, communities, and families, which can meet the diverse needs of all our young people.

## “5H” CONFERENCE STRANDS

- I. “HEAD:” ACADEMIC ACHIEVEMENT & LEADERSHIP  
Closing achievement gaps and promoting learning for all children and youth especially for high-poverty populations.
- II. “HEART:” SOCIAL & EMOTIONAL SKILLS  
Fostering social and emotional skills and the social climate for all children and youth especially for high-poverty populations.
- III. “HANDS:” SAFETY & VIOLENCE PREVENTION  
Preventing violence and ensuring safety for all children and youth especially for high-poverty populations.
- IV. “HEALTH:” MENTAL & PHYSICAL HEALTH  
Promoting the mental and physical health of all children and youth especially for high-poverty populations.
- V. “HOME:” FAMILY & COMMUNITY  
Developing and enhancing family and community support for all children and youth especially for high-poverty populations.

## CONFERENCE HISTORY AND FUTURE VISION

In 1990, the NYAR Conference was founded by the College of Education of Georgia Southern University. During the past 28 years, this conference has grown from a regional conference of 150 participants to a national conference of approximately 1200 participants and is beginning to attract participants from several nations. In the next five years, this conference plans to expand to 1400 to 1600 national and international participants and to further enhance the quality and diversity of the conference program and presentations. This conference will offer national leadership, service, and research for the professional development of educators who serve youth placed at risk.

## NATIONAL YOUTH-AT-RISK JOURNAL

## OVERVIEW

The *National Youth-At-Risk Journal (NYAR Journal)* is an open-access and peer-reviewed online journal that publishes educational articles on how to reduce harmful risk conditions and promote the well-being of all youth, especially vulnerable youth in schools, families, and communities. The journal, edited by Dr. Cordelia Zinskie, Dr. Dan Rea, Dr. James Jupp, and Dr. Olufunke Adefope, is a publication of the College of Education at Georgia Southern University.

## INTERDISCIPLINARY ARTICLES

Focused on the well-being of the whole youth, the *NYAR Journal* seeks interdisciplinary articles on fostering the 5Hs: “Head” for intellectual achievement and talents, “Heart” for social and emotional skills, “Hands” for safety and protection, “Health” for physical and mental health, and “Home” for family and community support.

## CALL FOR SUBMISSIONS

This biannual journal is accepting manuscripts in the following categories: research articles, literature syntheses, practitioner reports, book reviews, and essays. Alternative submissions such as poetry, artwork, and other media, will also be considered. Visit the *NYAR Journal* website (<http://digitalcommons.georgiasouthern.edu/nyar/>) for journal policies including submission guidelines. Please e-mail the editor at [nyarjournal@georgiasouthern.edu](mailto:nyarjournal@georgiasouthern.edu) with questions or inquiries.

## MEET THE EDITORS

Check the NYAR Conference Program for an opportunity to meet the editors of the *NYAR Journal* on Monday, March 6 at 1:15 p.m. to 2:30 p.m. in Ballroom F. This conference session is especially relevant to educators who want to publish practitioner articles for serving youth placed at risk.



COLLEGE OF EDUCATION



## NATIONAL YOUTH-AT-RISK JOURNAL

Fall, 2016, Volume 2(1)

*The Every Student Succeeds Act (ESSA): What It Means for Educators of Students at Risk*

CORDELIA ZINSKIE AND DAN REA, GEORGIA SOUTHERN UNIVERSITY

*Interview with Bettina Love: Creating Spaces That Matter*

MECA WILLIAMS-JOHNSON, GEORGIA SOUTHERN UNIVERSITY

*Supporting Metacognitive Awareness and Strategy Use Through Digital Photography in a Rural Title I School*

ANTONIO P. GUTIERREZ DE BLUME, METE AKCAOGLU, AND WENDY L. CHAMBERS, GEORGIA SOUTHERN UNIVERSITY

*Crisis Events in K-12 Online Learning: Educator Perceptions and Preparedness*

DAWN TYSINGER, JEFFREY A. TYSINGER, AND TERRY D. DIAMANDUROS, GEORGIA SOUTHERN UNIVERSITY

*School Counselor Use of Narrative Therapy to Support Students of Color Transitioning from an Alternative School Setting*

NATOYA HILL HASKINS, THE COLLEGE OF WILLIAM AND MARY; LEONISSA JOHNSON, CLARK ATLANTA UNIVERSITY; LEE E. GRIMES, VALDOSTA STATE UNIVERSITY; AUTUMN JOY MOORE, CLARKE COUNTY (GA) SCHOOL DISTRICT; AND CANDICE NORRIS-BROWN, INDIANA WESLEYAN UNIVERSITY

*Empowering Impoverished Youth Through Autonomous Community Outreach Strategies to Improve Learning and Academic Success*

MICHAEL S. MUCEDOLA, LONGWOOD UNIVERSITY

*Preparing Latino Students for Life After High School: The Important Role of School Counselors and School Psychologists*

DESIREE VEGA, THE UNIVERSITY OF ARIZONA; ERIK M. HINES, UNIVERSITY OF CONNECTICUT; RENAE D. MAYES, BALL STATE UNIVERSITY; AND PAUL C. HARRIS, UNIVERSITY OF VIRGINIA

*Art Corner: Transforming EducaSHUN to EducaSUN: Replacing Iron Bars with Sunbeams*

RAJNI SHANKAR-BROWN, STETSON UNIVERSITY

View *National Youth-At-Risk Journal* at  
<http://digitalcommons.georgiasouthern.edu/nyar/>

**SUNDAY, MARCH 5**

1:00 p.m.  
 Check-in, On-site Registration  
 Exhibitors Available in Balcony & Lobby Area

2:30-5:30 p.m.  
 Pre-Conference Workshops (page 8)

6:00-8:15 p.m.  
 Grand Keynote Banquet, Hyatt Regency Ballroom,  
 Keynote Presentation: Manny Scott (page 9)

**MONDAY, MARCH 6**

8:00 a.m.  
 Check-in opens, On-site Registration Opens  
 Exhibitors Available in Balcony & Lobby Area

7:30-8:30 a.m.  
 Continental Breakfast, Lobby & Mezzanine

8:30-10:00 a.m.  
 High Flying Schools Award Ceremony  
 Hyatt Regency Ballroom  
 Keynote Presentation: Alan Sitomer, PhD (page 10)

10:30-11:45 a.m.  
 Concurrent Sessions (pages 11-14)

11:45-1:15 p.m.  
 Lunch on your own

1:15 p.m.-2:30 p.m.  
 Concurrent Sessions (pages 15-19)

3:00 p.m.-4:15 p.m.  
 Concurrent Sessions (pages 19-23)

4:45 p.m.-6:00 p.m.  
 Monday Reception, Harborside Center  
 Comedian Rodney Johnson (page 24)

**TUESDAY, MARCH 7**

7:30-8:30 a.m.  
 Continental Breakfast, Lobby & Mezzanine  
 Exhibitors Available in Balcony & Lobby Area

8:30-9:45 a.m.  
 Concurrent Sessions (pages 25-28)

10:15-11:30 a.m.  
 Concurrent Sessions (pages 29-33)

11:30-1:00 p.m.  
 Lunch on your own

1:00-2:15 p.m.  
 Concurrent Sessions (pages 33-37)

2:45-4:00 p.m.  
 Concurrent Sessions (pages 37-40)

4:00-5:30 p.m.  
 Poster Session Reception (pages 41-57)

**WEDNESDAY, MARCH 8**

7:15-8:00 a.m.  
 Continental Breakfast, Lobby & Mezzanine  
 Exhibitors Available in Balcony & Lobby Area

8:00-9:15 a.m.  
 Hyatt Regency Ballroom  
 Keynote Presentation: Joanne Billingsley (page 58)

9:45-11:00 a.m.  
 Concurrent Sessions (pages 59-62)

11:15 a.m.-12:30 p.m.  
 Concurrent Sessions (pages 62-65)

Back cover image: George E. Miller | [www.gemartstudio.com](http://www.gemartstudio.com)



**SEE SPEAKER BIO'S**

Pages 66-70



**NAME BADGES MUST BE WORN**

To be admitted to the banquet on Sunday, March 5 & the breakfast each day you must wear your name badge.



**PLEASE RESPECT THE SESSION**

Please turn off cell phones or digital devices during each presentation. Do not enter any session late. Thank you!



**POSTER SESSIONS**

This year's Poster Sessions will be held in the Harborside Center. Poster Sessions provide an opportunity for interaction and consultation with highly respected professionals with expertise in specific areas. These sessions feature visual aids and handouts.



**SEATING CAPACITIES**

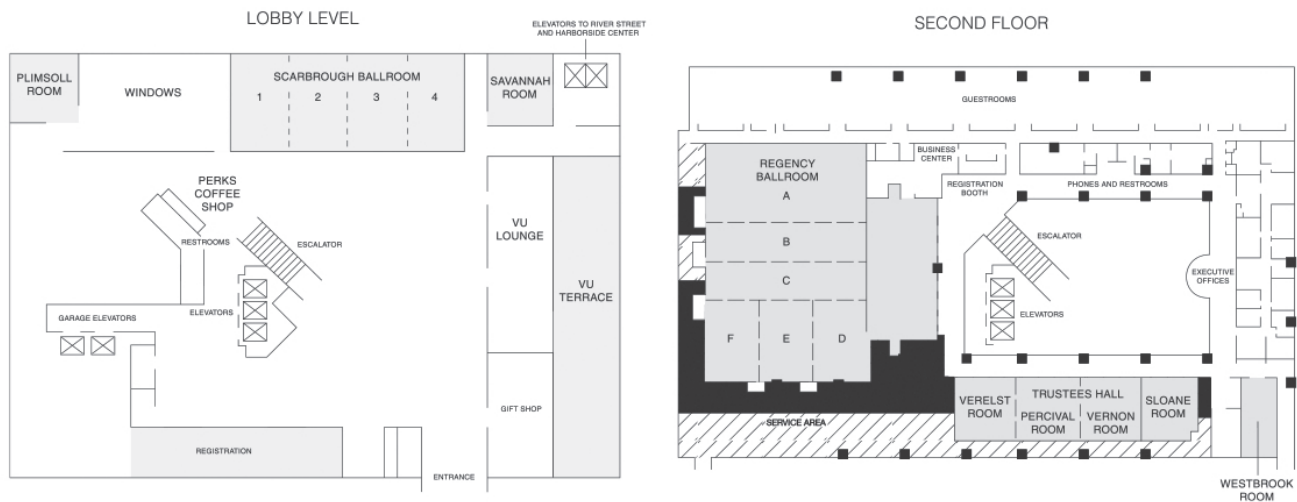
The smaller presentation rooms fill quickly. Please arrive early for presentations in those rooms and be prepared with a second choice.

**guidebook**

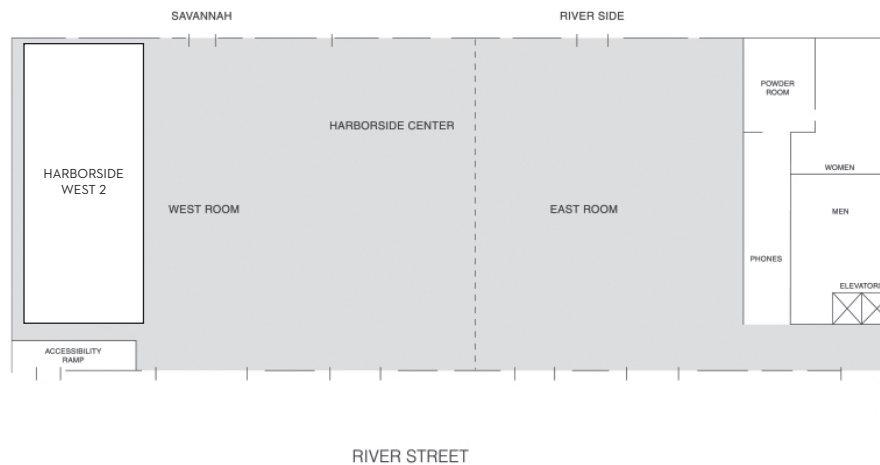
**DOWNLOAD THE FREE Guidebook MOBILE APP**

View and evaluate the conference on your smart phone or tablet. Details on page 7.

# HYATT FLOOR PLAN



Portside is on Level P1



## EXHIBITORS

- |  |   |  |
|--|---|--|
| Attachment & Trauma Network, Inc.                            | Hustle University                                       | National Sexual Violence Resource Center |
| Artportunity Knocks  | i-LEADER  | Ouachita Parrish Sheriff's Office        |
| Catapult Learning  | Joe Johnson Group                                       | Savannah Chatham County Public Schools   |
| Cobb County School District / Favor Academy of Excellence    | Kagan Publishing & Professional Development             | The Walking Classroom                    |
| The Cambrio Group  | Let's Go Learn  | University of Georgia                    |
| Educational Empowerment Group                                | Lifesmart Publishing                                    | University of Kentucky                   |
| Evans County Schools   | Millionaire Manners Academy                             | University of North Florida              |
| Georgia Southern University College of Education             | New England Adolescent Research Institute (NEARI) Press | Wordplay Multimedia                      |
| Georgia Southern University Division of Continuing Education | One Stop Word Shop                                      | Youth Today                              |
| Georgia Southern University Psychology Clinic                | PBIS Rewards  |  |
| The Empowerment House  | Screening for Mental Health                             |  |
|  | St. Simons by the Sea Hospital                          |  |

*On-site exhibitors are on the first and second floor.*

## CONTINUING EDUCATION UNITS

## ALL PARTICIPANTS

Conference participants will be awarded 1.50 Continuing Education Units (CEUs) for 15.0 hours of participation through Continuing Education at Georgia Southern University. Certificates will be mailed after the conference upon request via the online conference evaluation form.

**This program has been approved by the following:**

Counselors: Licensed Professional Counselors Association of Georgia (LPCA).

Marriage and Family Therapists: Georgia Association of Marriage and Family Therapy (GAMFT).

Social Workers: National Association of Social Workers (NASW).

Preventionists: Prevention Credentialing Consortium of Georgia (PCCG).

Peace Officers: Georgia Peace Officers Standards and Training (POST).

**guidebook**

DOWNLOAD THE FREE **guidebook** MOBILE APP NOW!

For your convenience, use the **guidebook** app to create your own conference schedule and evaluate speakers.



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2:30-  
5:30 p.m.

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**CHECK-IN & ON-SITE REGISTRATION - Lobby/Second Floor - 1:00-6:00 p.m.**

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**MOTIVATION AND CHALLENGING “AT-RISK” YOUTH: IT’S POSSIBLE!****Scarborough 1 - 2:30-5:30 p.m.***Abbigail J. Armstrong EdD, Assistant Professor, Winthrop University, Rock Hill, SC*

“At-risk” youth (students) are motivated and can thrive in a challenging environment. In this session, participants will discuss and practice strategies that effectively motivate students placed at risk and help them learn to think critically and achieve academically. The instructional practices shared will help increase student engagement and rigor and will challenge learners at risk while fostering a supportive learning environment so they meet high expectations and experience success.

**BUILDING A CULTURE OF HOPE IN HIGH-POVERTY SCHOOLS****Scarborough 2 - 2:30-5:30 p.m.***Robert D. Barr, PhD, Emeritus Dean, Boise State University, Boise, ID; and Emily Gibson, EdD, Culture Coach, Vancouver Public Schools, WA*

Effective high-poverty schools address the challenges of students’ learned helplessness and external locus of control by surrounding students with an atmosphere of optimism and high expectations. In this pre-conference session, participants will learn how schools can use surveys and staff collaboration to reveal staff perceptions and beliefs, monitor school culture, and help students develop essential “Seeds of Hope” important for success in school and life: Optimism, Belonging, Pride, and Purpose.

**HAVE SOME P.I.E. (PERCEPTION IS EVERYTHING): INCREASING EXPECTATIONS AND DECREASING STEREOTYPES OF “AT-RISK” YOUTH****Harborside East - 2:30-5:30 p.m.***Keith L. Brown, Lead Consultant/Chief Messenger, 2020 Enterprises LLC, Fayetteville, GA*

In this high octane, interactive, and thought provoking workshop, Keith will prove his “P.I.E.” [Perception Is Everything] Theory is the key ingredient to the success or failure of today’s youth and families. Through relevant examples, Keith will illustrate how our perceptions determine our level of expectations for youth, how we educate and interact with youth, how we relate to pop culture and social media, and the level of commitment we put forth once our perceptions are in place. This workshop will reshape your paradigm as it relates to some politically correct held beliefs such as, “I don’t see color,” and “I treat them all the same.” This workshop is a must for “change agents” who genuinely want to have the same impact on youth as Facebook, Twitter, Facetime, Skype, BET, and MTV do, but with much more substance. “P.I.E.” will enable you to close the gap between adults and today’s youth and provide strategies, which can be used as bridge builders.



*Space may still be available for pre-conference workshops.  
Visit on-site exhibitors on the first and second floor.*

**GRAND KEYNOTE BANQUET**

Regency Ballroom - 6:00 p.m

**Master of Ceremonies**

*Dr. Dan Rea, EdD, Co-Chair, National Youth-At-Risk Conference, Professor of Educational Psychology, College of Education, Georgia Southern University, Statesboro, GA*

**Featuring**

*Creekside High School Jazz Combo*

*Under the direction of Rick Fowler, Director of Bands, Creekside High School, St. Johns, FL*

**Welcome to Savannah**

*Mayor Pro-Tem Carol Bell, Savannah, GA*

**Introduction of Keynote Speaker**

*Marty Waters, EdD, Superintendent, Evans County Schools, GA*

**GRAND KEYNOTE PRESENTATION**

**THE POWER OF ONE: REACHING THE UNREACHABLE YOUTH**

Regency Ballroom - 7:10-8:10 p.m.

*Manny Scott, Original Freedom Writer, Founder, Ink International, Inc., Atlanta, GA*



Manny Scott shares his story and several eye-opening insights of how, through hard work and with the help of others, he went from being an “unreachable” and “unteachable” student to becoming a successful student, husband, father, entrepreneur, and public servant. His message inspires people to become change agents—“Page Turners”—who help others write new, more fulfilling chapters in their lives.

**OUR THANKS TO THE 2017 PLANNING COUNCIL**

*Dr. Dan Rea and Dr. Cordelia Zinskie*

*Co-Chairs of the NYAR Conference*

*College of Education, Georgia Southern University*

*Ron Alt, ALternatives*

*Tammy Davis, Bulloch County Public School System*

*Dr. Roenia Deloach, Savannah State University*

*Irene Denmark, First District RESA Safe and Drug Free Schools and Communities*

*Dr. Mary Felton, Bulloch County Public School System*

*John Finney, Economic Opportunity Authority*

*Michele Flowers, Northwoods Academy*

*Dionne Gamble, Emanuel County Public School System*

*Dr. Irma Gibson, Albany State University*

*Dr. Marilyn Hutchinson, Savannah Chatham County Public School System*

*Carol Jenkins, Duval County Public Schools*

*Paula Kreissler, Healthy Savannah*

*Dr. LindaAnn McCall, Armstrong Atlantic State University*

*Kimberly Moore, Independent Youth Advisor/Consultant*

*Dr. Sandra Nethels, Effingham County Board of Education*

*Chris Nowicki, Gulfstream*

*Michael O’Neal, Parent University*

*Jackie Ogden, University of Georgia*

*Recha Reid, Savannah State University*

*Dr. Aviva Goelman-Rice, Savannah Chatham County Public School System*

*Dr. Jacqueline Y. Smart, Savannah Chatham County Public School System*

*Sherry Smith, Georgia Southern University*

*Mike Stubbs, Alliance for Healthier Generation*

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**CONTINENTAL BREAKFAST - Lobby & Mezzanine - 7:30-8:30 a.m.**

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**OPENING SESSION - Regency Ballroom - 8:30-10:00 a.m.**

*Master of Ceremonies: Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD*

*Featuring: Effingham County Middle School Jazz Band under the direction of Lindsay H. Sandberg, Associate Director of Bands, Effingham County Middle School, Guyton, GA*

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**CONFERRING OF NATIONAL HIGH FLYING SCHOOL AWARDS**

*Moderator: Tracy Linderholm, PhD, Associate Dean and Professor, College of Education, Georgia Southern University, Statesboro, GA*

**2017 NATIONAL HIGH FLYING SCHOOLS**

Clovis High School, Choices Alternative Program, Phoenix, AZ  
Frank Spragins High School, Alberta, Canada  
Warren County High School, Warrenton, GA

**2017 NATIONAL HIGH FLYING SCHOOLS - HONORABLE MENTION**

Glenarden Woods Elementary School, Glenarden, MD  
Farmington Elementary School, Culpeper, VA  
Fallstaff Elementary & Middle School, Baltimore, MD

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**INTRODUCTION OF KEYNOTE SPEAKER**

*Randy Shearouse, PhD, Superintendent, Effingham County Schools, GA*

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**BRINGING RIGOROUS LEARNING TO LIFE: HAVING YOUR ACADEMIC CAKE AND EATING IT, TOO! - Regency Ballroom**

*Keynote Speaker: Alan Sitomer, California Teacher of the Year, Founder, The Writer's Success Academy, Los Angeles, CA*

Today's students are worldly, wired, and widely exposed to a host of trans-media influences that easily distract them from academic learning. So, how does a modern day educator make it all work? Discover how to bring rigorous learning to life in a manner which is exciting, engaging, and even cross-curricular. Dynamic instruction and meeting the mandates of a standards-based curriculum do not have to be mutually exclusive. Learn how to create an instructional environment where passion meets grit, rigor meets high expectations, and student engagement meets fidelity to academic aims. From incorporating the power of hip-hop pedagogy into learning modules to tapping technology intelligently to engage and motivate reluctant readers and writers, attendees will walk away with immediately usable tools to serve the needs of capable but disengaged students.



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**BREAK - Visit the NYAR Exhibitors - 10:15-10:30 a.m.**

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**IMPACT OF EXTRACURRICULAR ACTIVITIES ON SCHOOL CULTURE FOR STUDENTS WHO ARE AT RISK - Ballroom D**

*Speaker: Jesse Schneiderman, Director of Culture and Climate and Student Activities, Frederick Douglass High School, Baltimore, MD*

This presentation describes interventions taking place at a large, urban, low-income school in West Baltimore to improve school culture and climate and, thus, achievement for students at risk. The interventions have largely been focused on extracurricular activities and public recognition to increase student sense of belonging and self-concept as they relate to achievement. Following a description of the interventions, recommendations are made for schools of all sizes to replicate them.

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**TEACHING AND MODELING SOCIAL JUSTICE IN UNIVERSITY TEACHER EDUCATION PROGRAMS AND THE COMMUNITIES THEY SERVE - Ballroom E**

*Speakers: Bryan Gillis, PhD, Associate Professor of English Education and Literacy, Kennesaw State University, Kennesaw, GA; and Chelsea Wood, Community Engagement Program Coordinator, Stop Hunger Now, Atlanta, GA*

The presentation will engage participants in discussion describing how a university teacher education program and the schools it serves collaborate through community partnerships to teach and model action for social justice. Research, instructional strategies, and practical examples will demonstrate ways to advocate for the inclusion of social justice in classrooms.

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**ATTACHMENT THEORY IN ACTION: EMOTIONAL REGULATION FOR YOUTH AT RISK - Ballroom F**

*Speakers: Charmayne R. Adams, Doctoral Student, and Adam York, LMFT, LPC-MHSP, Doctoral Student, University of Tennessee, Knoxville, TN*

In this presentation, participants will learn about the foundations of Attachment Theory, its impact on emotional regulation, and implications for professionals working with youth at risk. The foundation set by Bowlby and Ainsworth will be discussed along with the current contributions of neurobiology. Implications for advocacy, treatment planning, developmental- and trauma-informed conceptualization, and community/classroom interventions.

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**QUESTION AND ANSWER SESSION WITH KEYNOTE SPEAKER ALAN SITOMER - Ballroom A**

*Keynote Speaker: Alan Sitomer, California Teacher of the Year, Founder, The Writer's Success Academy, Los Angeles, CA*

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**HIGH FLYING SCHOOLS PRESENTATIONS, QUESTION AND ANSWER - Scarbrough 1**

Clovis High School, Choices Alternative Program, Phoenix, AZ

Frank Spragins High School, Alberta, Canada

Warren County High School, Warrenton, GA

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**RELATIONSHIP-BASED SCHOOL AND CLASSROOM MANAGEMENT -  
Scarborough 2**

*Featured Speaker: Ryan Lucas, Principal, Elk Creek Elementary School, Pine, CO*

Participants will learn about the four roles of relationship-based school and classroom management in working with students of all ages. Additionally, participants will have the opportunity to reflect on previous interactions with students (some that went well and some that did not go so well), learn which role is their strength ("go-to" role), and identify the role with which they need peer support. This presentation is given lecture style, with encouraged audience participation and includes plenty of laughter, practical applications, and "just-in-time" ideas to implement the very next day.



**CALMING THE AMYGDALA: CREATING SAFETY AND EMOTION FOR THE BRAIN IN  
CLASSROOMS - Harborside Center West 2**

*Featured Speaker: Jeff Dane, International Certified Trainer, Kagan Professional Development, San Clemente, CA*

We can harness emotion in our classrooms to create a passion for learning, make our content more memorable, motivate, and improve problem solving and thinking. Just as fear constricts the ability to think, positive emotions broaden thinking. By experiencing structured instructional strategies that elicit positive emotion, participants walk away with seven tools to release the power of emotion in classrooms to make students measurably smarter!



**INSTRUCTIONAL STRATEGIES THAT IMPACT "AT-RISK" LEARNERS - Westbrook**

*Featured Speaker: Abbigail J. Armstrong, EdD, Assistant Professor, Winthrop University, Rock Hill, SC*

In this session, participants will discuss and practice strategies that effectively impact "at-risk" students by helping them learn at higher levels of cognitive demand and to be independent thinkers so they will achieve academically. The instructional practices shared will help increase student engagement and rigor and will challenge learners at risk while fostering a supportive learning environment so they meet high expectations and experience success.



**CLOSING THE AMBITION AND ACHIEVEMENT GAPS BETWEEN YOUTH OF COLOR  
AND OTHERS - Harborside Center East**

*Featured Speaker: Keith L. Brown, Lead Consultant/Chief Messenger, 2020 Enterprises LLC, Fayetteville, GA*

In this highly engaging interactive session, Keith L. Brown will examine and illustrate how linguistic equity is key in reducing the ambition and achievement gaps that exist between youth of color and others in society today. In addition, he will give tangible tools and solutions on how to minimize the negative "chatter" that is often viewed as innate in youth of color in general and African American youth in particular. This session is for change agents and servant leaders who seek to have courageous conversations while enhancing the expectation levels of "at-risk" youth on a universal level.



**MAXIMIZING YOUR PERSONAL POTENTIAL WITH YOUTH AT RISK - Harborside Center West**

*Featured Speaker: Anthony Outler, EdS, Epic Empowerment Enterprises, Atlanta, GA*



The stereotypical images of African American youth in popular culture serve to shape the perception that many African American youth have of themselves. These media driven images of Blackness also tend to mediate the perceptions of the educators, counselors, and others who serve them. This workshop allows participants an opportunity to critically analyze the historical foundations of the forces that shape African American identity construction. The participants will then be provided with examples of proven culturally relevant strategies and programs that serve to counter these self-destructive messages and increase student engagement and achievement.

**PAINT THIS PICTURE: INFUSING CREATIVITY THROUGH DIVERGENT THINKING ACROSS ALL CONTENT AREAS - Percival**

*Speakers: Melanie Lewis, Project Director, and Courtney Allen, Project Director, GoalPOST After School Program, Clemson University, SC*

Can a creative classroom environment and divergent thinking strategies foster student achievement and performance? This presentation will highlight divergent thinking and its connection to creativity and cover strategies that teachers can implement in all content areas to improve learning. Teachers will learn the importance of utilizing divergent thinking to help students gain different perspectives and knowledge on how to tackle academic challenges.

**EMBEDDING CULTURALLY RESPONSIVE TEACHING INTO THE SCHOOL DAY - Vernon**

*Speakers: Kavin Ming, Associate Professor, Tenisha Powell, Associate Professor, and Helyne Frederick, Associate Professor, Winthrop University, Rock Hill, SC*

Many teachers enter the workforce with inadequate preparation to implement culturally responsive pedagogy based on a sound foundation of cultural competence. This session will describe culturally responsive activities and strategies that K-12 teachers can implement in the classroom and throughout the school day to ensure that they are meeting the social, emotional, and academic needs of their diverse student population.

**HIDDEN HISTORY AND CONTEXT: EXPLAINING THE RATES OF AND DISPARITIES IN SCHOOL DISCIPLINE OUTCOMES - Verelst**

*Speaker: Richard Welsh, PhD, Assistant Professor, University of Georgia, Athens, GA*

This study uses quantitative methods and school- and district-level data from multiple sources including the Georgia Department of Education, the National Center Education Statistics, the Civil Rights Data Collection, the U.S. Census Bureau, and the Federal Bureau of Investigations to examine how school-related and contextual factors may contribute to the rates of and disparities in the use of exclusionary discipline practices.

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**SCHOOL COUNSELORS' INCREASING ACADEMIC SUCCESS FOR HISPANIC STUDENTS: A P-16 COLLABORATIVE APPROACH - Portside**

*Speakers: Brandee Appling, PhD, Assistant Professor, Malti Tuttle, PhD, Assistant Professor, and Maegan Vick, Doctoral Student, Auburn University, AL*

This presentation will increase the knowledge of school counselors, school administrators, and college personnel interested in increasing and supporting the academic success of Hispanic students from P-16. In this session we will share current research, real-life experiences, and possible interventions and outcomes to increase parental involvement and collaboration between school counselors and pertinent P-16 stakeholders.

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**ESSA MEETS EARL: PREPARING EDUCATORS OF STUDENTS AT RISK FOR THE EVERY STUDENT SUCCEEDS ACT - Sloane**

*Featured Speakers: Dr. Cordelia Zinskie, Conference Co-Chair and Dr. Dan Rea, Conference Co-Chair, Georgia Southern University, Statesboro, GA*

This presentation highlights aspects of the Every Student Succeeds Act (ESSA) that may be of most interest to conference attendees including the broadened definition of academic success, expansion of subgroups for data reporting, emphasis on evidence-based research and practice, focus on continuous improvement, and need for increased educator understanding of research and evaluation. Resources will be shared that provide information for educators on how to use evidence, locate research findings on existing interventions, and access funding opportunities. A new master's degree in Evaluation, Assessment, Research, and Learning (EARL) and graduate certificate in Applied Research and Evaluation will be introduced as opportunities to gain knowledge and skills in preparation for ESSA implementation.

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**BUILDING THE SOCIAL-EMOTIONAL LEARNING CAPACITY FOR STUDENTS, FACULTY, AND STAFF - Plimsoll**

*Speakers: Dr. Patricia Ford, Principal, and Dr. Beverly Smith, LPC, CCMHC, Engagement Specialist, Atlanta Public Schools, GA*

Social and emotional learning (SEL) is the process for equipping students and adults with the needed knowledge, attitudes, and skills to appropriately understand and manage emotions. Understanding and managing emotions are essential competencies for positive growth in the areas of self-awareness, self-management, social awareness, and responsible decision making. Additionally, SEL is a process for individual and community empowerment for goal setting and goal attainment while showing empathy in establishing and maintain positive relationships. This presentation will focus on enhancing the school culture by building the SEL capacity for students, faculty, and staff members by utilizing a school-wide SEL curriculum, having small focus groups, and teaching and practicing mindfulness with stakeholders as well as the use of other appropriation interventions and strategies.

**LUNCH BREAK - Own your own - Visit the NYAR Exhibitors 11:45 a.m.-1:15 p.m.**

**GANG SIGNS AND SOLUTIONS: ADDRESSING GANGS ACTIVITY IN OUR SCHOOLS - Ballroom A**

*This session will repeat at 3:00-4:15 p.m.*

*Featured Speaker: Daryl Macaluso, Gang Identification Specialist, National Gang Crime Research Center, Chicago, IL, and Police Academy Instructor, Patrol Unit Supervisor, Durham Police Department, Durham, NC*

Do you have an interest in serving "at-risk" or gang related kids? This program was specifically designed for school professionals, law enforcement and parents involved in or interested in school safety. Participants will gain insight into the criminal gang cultures. You will be able to identify clothing, signs, and symbols associated with gang activity. You will understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to effecting change within gang related and "at-risk" youth. This presentation focuses the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. This presentation contains graphic images of gang violence and strong language.



**CLOSING THE ACHIEVEMENT GAP FOR MALES OF COLOR IN THE CLASSROOM: TEACHING CREATIVELY - Ballroom B**

*This session will repeat at 3:00-4:15 p.m.*

*Featured Speaker: Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD*

This presentation on closing the achievement gap for males of color focuses on contemporary educational frameworks used to understand instructional quality, student engagement, youth development, parenting, and leadership in racially diverse communities. The presenter shares guiding principles and practices that have led to males of color achieving academic success in the classroom. Educators will learn how to raise achievement levels for males of color—while narrowing the gaps between groups—by increasing community, teacher, student, and family engagement in the learning process.



**SOLE (SELF ORGANIZED LEARNING ENVIRONMENT) TIME! - Ballroom D**

*Speaker: Hope Fuss, Principal, Washington County Public Schools, MD*

Welcome to SOLE Time! Imagine how your students' perception of school would change if they were able to end each day choosing topics and creating amazing learning experiences with peers. SOLE Time can improve student motivation and achievement levels in your classroom/school. The presenter will show how she took her elementary school through the implementation process of SOLE Time. Participants will leave with an overview of SOLE Time, implementation timelines, possible school schedules, and an online unit where they can begin their own SOLE journey and collaborate with colleagues.



CONCURRENT SESSIONS

MONDAY 3.6.17



**STUDENT ACADEMIC PLANS: A PROCESS TO INCREASE STUDENT ACHIEVEMENT - Ballroom E**

*Speakers: Sue DeNobile, Assistant Superintendent, Maria Barrows, Guidance Counselor, and Nicholas Cipriano, Superintendent, Wood-Ridge Public School District, NJ*

The Student Academic Plan serves to engage students and their families in a process aimed at partnering in a plan for academic success. Students at risk of failure and not meeting graduation requirements become motivated to achieve growth and are empowered by the process. While making academic strides, students are also learning lifelong skills of resilience and goal attainment.

**NATIONAL YOUTH-AT-RISK JOURNAL: A REVIEW OF YEAR TWO GOALS AND ACCOMPLISHMENTS - Ballroom F**

*Featured Speakers: Dr. Cordelia Zinskie, Conference Co-Chair, Professor of Educational Research, and Dr. Dan Rea, Conference Co-Chair, Professor of Educational Psychology, Georgia Southern University, Statesboro, GA*

The *National Youth-At-Risk Journal*, sponsored by the College of Education at Georgia Southern University, is a publishing outlet where both researchers and practitioners can learn about and share information regarding youth placed at risk. Editors will provide an overview of the journal, highlight recent issues, and share tips on how to get published. As part of this interactive session, attendees are encouraged to ask questions and/or describe ideas regarding possible journal submissions.



**THIS CLASS FLIES! - Scarbrough 1**

*This session will repeat at 3:00-4:15 p.m.*

*Featured Speakers: Caryn Ross, Teacher, and Dawn Gafa-Davis, Teacher, Hazel Park High School, Hazel Park, MI*

Get your students excited to come to class by engaging them in the learning process. This interactive session will model activities adapted from traditional teaching methods to help students transfer knowledge from short-term memory to long-term memory. After experience learning like your students would, attendees will leave being able to immediately implement six or more activities that incorporate kinesthetic and cooperative learning.



**THE POWER OF STORYTELLING: FIVE EDUCATIONAL CONCEPTS EMBRACED THROUGH STORYTELLING - Scarbrough 2**

*Featured Speaker: Chang'aa Mweti, PhD, Associate Professor and Director, African and African American Studies, University of Minnesota, Duluth, MN*

Motivating stories enkindle longing hearts. Stories thaw out frozen brains getting the creative juices flowing and transform cold academic concepts into warm invitations to learning, hence making abstract concepts into concrete. Every teacher is a storyteller! Learn tips and techniques on using storytelling in the classroom, including how to sneak it through the backdoor to make learning fun! Examine ways in which stories can illustrate and reinforce concepts and, through listening and retelling, improve students' oral skills.



**SOLVING FOR X: 5C'S TO CAPTURING THE MATHEMATICAL CORE FOR "AT-RISK" STUDENTS - Harborside West 2**

*Featured Speaker: Jelani Jabari, PhD, President, Pedagogical Solutions, LLC, Detroit, MI*

Looking for content-rich ideas for re-engaging students who seem to have checked out of the math learning process? You will walk away with a proven 5C Process, which will help you integrate students' meaningful experiences with math content standards, position students in situations of success, deepen students' engagement with math, and increase the likelihood of improved achievement.



**OPPORTUNITY, EQUITY AND OPTIMISM: DISRUPT POVERTY AND HELP STUDENTS FIND PATHWAYS TO BETTER FUTURES - Westbrook**

*Featured Speakers: Robert D. Barr, PhD, Emeritus Dean, Boise State University, Boise, ID; and Emily Gibson, EdD, Culture Coach, Vancouver Public Schools, WA*

This session will describe three specific initiatives being used in school districts in the northwest that directly address the debilitating effects of poverty: house Community Resource Centers in high-poverty schools, implement policies that ensure equity of opportunity for all students, and develop school Cultures of Hope. We will share research demonstrating the power of these three approaches as necessary components for schools in effectively educating students impacted by poverty.



**WORKING WITH "AT-RISK" YOUTH - Harborside Center East**

*This session will repeat at 3:00-4:15 p.m.*

*Featured Speaker: Joe Johnson, PhD National Speaker and Trainer, Joe Johnson Group, LLC, Gainesville, FL*

This session is designed to illuminate the pitfalls of recognizing and maximizing one's potential. We will address issues and current trends within the "at-risk" community. Participants will learn practical strategies to help develop self-awareness, understand identity, and purpose. We will also re-evaluate the meaning of "versatility" and provide strategies to work more effectively with youth placed at risk.



**A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED - Harborside Center West**

*Note: This session lasts from 1:15-4:15 p.m.*

*Moderator: Anthony Outler, EdS, Epic Empowerment Enterprises, Atlanta, GA*

*Panelists: Joe Johnson, National Speaker and Trainer, Joe Johnson Group, LLC, Gainesville, FL; John O. Nwosu, Jr., Student Engagement Coordinator, Georgia Southern University, Statesboro, GA; Dr. Wesley Montoya, Principal, Denver Public Schools, CO; Brandee Appling, PhD, Assistant Professor, Auburn University, AL; Danny Daniels, Certified Therapeutic Drumming Instructor, Youth Villages @ Inner Harbour, Douglasville, GA; Dr. Maeetta Baker-Johnson, Educator, Savannah-Chatham County Public School System, GA; and Dr. Marina Gillmore, Educational Consultant, Full Circle Press and Educational Outreach Center, Redlands, CA*



Traditional approaches to increasing achievement and success of young African American and Hispanic males are not working. We must change the pattern where finishing high school is the exception and prison is almost routine. A panel of expert educators and parents discuss how to raise and educate academically successful African American and Hispanic males. Come join our town hall meeting on this important topic. This town hall meeting will begin with a panel discussion after which participants break down into small groups to discuss the panel presentations as well as their particular innovation or intervention related to boys of color. Participants may bring with them 50 copies of a one-page summary of their innovation regarding boys of color. Summaries will be discussed and shared at the second half of the town hall meetings.

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### **CRAFTING ACADEMIC CONVERSATIONS TO ENGAGE TODAY'S LEARNER - Percival**

*Speakers: LaTina Robinson, Author and Consultant, and Janine Bracco Cox, Author and Consultant, One Stop Word Shop, LLC, Greensboro, NC*

Rich, robust vocabulary opens doors of opportunities for students. This presentation will show how to create an immediate bridge between student's casual home language and advantageous school language. We turn researched-based strategies into engaging, systematic daily practices. Highly interactive, participants will experience engagement tools that extend students' academic word understanding and use.

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### **STRATEGIES AND SOLUTIONS FOR IMPLEMENTING A DISTINGUISHED SUCCESS AMBASSADOR PROGRAM TO PROMOTE STUDENT ACHIEVEMENT - Vernon**

*Speaker: Ebony Payno, Head School Counselor, Fulton County Schools, GA*

Are you looking for a unique program designed to enhance your school's climate and academic success? Come hear this dynamic and refreshing presentation to learn how to equip your students with the tools they need to make a positive change serving as Success Ambassadors. This session will offer you a wealth of invaluable information, creative resources, and practical strategies.

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### **PREVENTING BULLYING: WHAT CAN SCHOOLS DO? - Verelst**

*Speaker: Dr. Yvette Bynum, Assistant Professor, Auburn University at Montgomery, AL*

Minimizing school bullying is essential for learning and has become a necessary field of study mostly stimulated by repeated episodes of school violence. The main aims of this research were to (a) determine the differences between bullying, cyber bullying, and teasing, (b) analyze the causes of the rise in instances of bullying, and (c) explore prevention and solutions. The target audience includes school administrators, faculty, and staff.

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### **GRIEF AND AT-RISK BEHAVIOR: A LOOK AT THE EFFECTIVENESS OF GRIEF COUNSELING GROUPS FOR ADOLESCENTS IN PUBLIC SCHOOLS - Portside**

*Speaker: Dr. Kiana Battle, Social Worker, Lamar County Schools, GA*

This presentation will explore the effects that grief has on adolescents, including at-risk behaviors, identity confusion, issues of self-worth, and many more. The presentation will illustrate the positive impact that grief counseling groups have among adolescents (with a special focus in the public school environment). Barriers that hinder the effective delivery of group counseling within the public school arena will also be addressed (such barriers are amount of time in the school day, student caseload, and administrative support). This presentation will also address the critical role that school social workers play in effectively providing group counseling interventions to adolescents who are affected by grief and loss.

**LIGHTS, CAMERA, ACTION! UTILIZING VIDEOS AND SOCIAL MEDIA TO INCREASE OUTREACH TO ALL STAKEHOLDERS - Sloane**

*Speakers: Carolyn Craddock, Instructional Technology Specialist, Meg Killingsworth, Parent Involvement Coordinator, and Abby Gaines Title I Instructional Coach, Forsyth County Schools, GA*

Looking for ways to grab your family's attention? All you need is a smart phone and a social media account! In this session we will explore the power of videos and social media as a way to educate, excite and delight all stakeholders. You will walk away with ideas that you can implement immediately in your own schools!

**COLLECTIVE IMPACT: THE STRATEGIES AND REALITIES OF IMPLEMENTING A SHARED YOUTH VISION - Plimsoll**

*Speakers: Dr. Larry Katz, Director, and Kenneth M. Karamichael, Associate Director, Rutgers University Cooperative Extension, New Brunswick, NJ*

"Collective Impact" will demonstrate innovative approaches to partnership and funding models in urban youth programming in response to the emerging trend of collective impact funding initiatives. This workshop will highlight successful work within the Rutgers University network, with emphasis on effective strategies for fund diversity, partnership development, and tools in data collection, school enrollment, student retention, and program evaluation.

**BREAK - Visit the NYAR Exhibitors - 2:30-3:00 p.m.**

**GANG SIGNS AND SOLUTIONS: ADDRESSING GANGS ACTIVITY IN OUR SCHOOLS - Ballroom A**

*Featured Speaker: Daryl Macaluso, Gang Identification Specialist, National Gang Crime Research Center, Chicago, IL, and Police Academy Instructor, Patrol Unit Supervisor, Durham Police Department, Durham, NC*

Do you have an interest in serving "at-risk" or gang related kids? This program was specifically designed for school professionals, law enforcement and parents involved in or interested in school safety. Participants will gain insight into the criminal gang cultures. You will be able to identify clothing, signs, and symbols associated with gang activity. You will understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to effecting change within gang related and "at-risk" youth. This presentation focuses the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. This presentation contains graphic images of gang violence and strong language.



**CLOSING THE ACHIEVEMENT GAP FOR MALES OF COLOR IN THE CLASSROOM: TEACHING CREATIVELY - Ballroom B**

*Featured Speaker: Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD*

This presentation on closing the achievement gap for males of color focuses on contemporary educational frameworks used to understand instructional quality, student engagement, youth development, parenting, and leadership in racially diverse communities. The presenter shares guiding principles and practices that have led to males of color achieving academic success in the classroom. Educators will learn how to raise achievement levels for males of color—while narrowing the gaps between groups—by increasing community, teacher, student, and family engagement in the learning process.



**EARLY COLLEGE HIGH SCHOOLS: ACHIEVING THE DREAM OF COLLEGE FOR URBAN, NORTH TEXAS STUDENTS - Ballroom D**

*Speaker: Wendy N. Jasper-Martinez, MPA, Director of Academic Affairs, Tarrant County College-South Campus, Fort Worth, TX*

The availability of a college education has not always been made real for students in socioeconomically disadvantaged high schools, but Tarrant County College-South Campus has created an environment that has made an Associate's Degree attainable for students in the county's most challenged high schools. This presentation will provide ideas for outreach and recruitment to those interested in developing an Early College High School within their home institution.

**MINDFULNESS—HELPING ADDRESS THE NEEDS OF THE WHOLE CHILD (AND THE ADULTS THAT WORK WITH THEM) - Ballroom E**

*Speaker: Debra Fishwick, Principal, Mill River Unified Union School District, VT*

Mindful practices may be the best way to develop social-emotional well-being for your students, but how can you integrate these practices into your school, your classroom, and within your own personal life, especially with the increased demands on academic achievement? This workshop will provide participants with simple and easy strategies to begin integrating mindful practices into their daily classroom routines as well as in their personal lives.

**USING STUDENT AMBASSADORS TO CREATE AND MAINTAIN A POSITIVE CLIMATE - Ballroom F**

*Speakers: Joy S. Warren, Principal, Tiphonie Dean, School Counselor, and Meghan Roper, Teacher, Clements Middle School, Covington, GA*

Clements Middle School embraced Positive Behavior Interventions and Supports (PBIS) over the last four years. Learn how this Title I middle school worked to create a positive climate and safe environment that led to academic success through PBIS and use of Wolverine Ambassadors. K-12 educators may benefit from this presentation and will learn how to implement the key areas of PBIS to promote school safety and increase academic achievement.

**THIS CLASS FLIES! - Scarbrough 1**

*Featured Speakers: Caryn Ross, Teacher, and Dawn Gafa-Davis, Teacher, Hazel Park High School, Hazel Park, MI*

Get your students excited to come to class by engaging them in the learning process. This interactive session will model activities adapted from traditional teaching methods to help students transfer knowledge from short-term memory to long-term memory. After experiencing learning like their students would, attendees will leave being able to immediately implement six or more activities that incorporate kinesthetic and cooperative learning.



**DISMANTLING BARRIERS: POSITIVELY IMPACTING YOUTH LIVING IN POVERTY AND HOMELESSNESS - Scarbrough 2**

*Featured Speaker: Rajni Shankar-Brown, PhD, Associate Professor, Stetson University, DeLand, FL*

School-aged children experiencing homelessness are the most vulnerable “at-risk” population in our society. Poverty and instability in housing can have devastating consequences on students’ academic achievement and health. This session will explore the dynamics of poverty and homelessness, include discussion of strategies to build holistic resilience and support the diverse needs of students in poverty, and provide innovative ideas for promoting academic growth and well-being for economically disadvantaged students.



**CREATING AND SUSTAINING A POSITIVE LEARNING ENVIRONMENT FOR STUDENTS AT RISK - Harborside West 2**

*Featured Speaker: Dr. Aviva Goelman-Rice, Professional Learning Coach, Savannah-Chatham County Public School System, GA*

This fast-paced session will help participants uncover the often overlooked structures of the classroom environment that can negatively affect the achievement of students at risk. Teachers will take away multiple strategies that can increase the engagement and cooperation of students who are at greatest risk for school failure. With concrete examples and evidence-based strategies, this session will support educators who want their classrooms to become learning communities that are inclusive of all students.



**CREATING TRAUMA-SENSITIVE SCHOOL EXPERIENCES FOR “AT-RISK” CHILDREN - Westbrook**

*Speakers: Melissa W. Sadin, Director, Trauma Sensitive Resources, LLC, Somerville, NJ; and Julie M. Beem, Executive Director, Attachment & Trauma Network, Inc., North Dartmouth, MA*

Children who have been abused, neglected, and exposed to violence often have trauma that interferes with their ability to learn. They can behave as bullies and be bullied. They are often children who are in the achievement gap. This workshop—led by an experienced special educator and administrator and a school counselor and a trauma professional—will define “trauma-sensitive schools” and give an overview of strategies that educators can use to move traumatized children away from bullying and out of the achievement gap.

**WORKING WITH “AT-RISK” YOUTH - Harborside Center East**

*Featured Speaker: Joe Johnson, PhD National Speaker and Trainer, Joe Johnson Group, LLC, Gainesville, FL*

This session is designed to illuminate the pitfalls of recognizing and maximizing one’s potential. We will address issues and current trends within the “at-risk” community. Participants will learn practical strategies to help develop self-awareness, understand identity, and purpose. We will also re-evaluate the meaning of “versatility” and provide strategies to work more effectively with youth placed at risk.



**INCREASING ACADEMIC ENGAGEMENT AND COMPLIANCE WITH SELF-MANAGEMENT AND SOCIAL SKILLS INSTRUCTION - Percival**

*Speakers: Tom J. Clees, PhD, Associate Professor, University of Georgia, Athens, GA; and J. Todd Stephens, PhD, Professor, University of Wisconsin, Eau Claire, WI*

The implementation of self-recording techniques and social skills instruction designed to increase engagement and compliance to teacher directions will be described. Two research studies will be presented in which students with behavioral challenges improved academic engagement and compliance.

**NO CHILD LEFT BEHIND: BARRIERS FOR YOUTH AGING OUT OF FOSTER CARE - Vernon**

*Speakers: Dr. Wanda Davidson, Assistant Professor, Tennessee State University, Nashville, TN; and Alphonso Underwood, Social Worker, Children’s Aid Society, Birmingham, AL*

This presentation will explore the effects of foster care on the attainment of education for youth aging out of the system. This presentation will explore the research that suggests that older youth and youth of color are vulnerable to systemic issues, which may hinder educational success. This presentation will review the essential role that the Department of Children’s Services, social workers, teachers, and the Department of Education have on increasing the success of this population as they attempt to live on their own.

**BEYOND BLACK AND WHITE: INFUSING RESTORATIVE PRACTICES INTO STUDENT DISCIPLINE - Verelst**

*Speakers: Dr. Louis L. Fletcher, Director of Culture and Services, and Mr. Peter Hiltz, Chief Education Officer, School District 49, CO*

The presenters will discuss how cultural perceptions can be shaped using a framework that gives the student a voice and fosters a transparent environment of accountability, caring, and respect. The presentation focuses on proactively building a cultural framework using the full spectrum of restorative practices (e.g., mitigation, restorative discipline, and restorative justice) to empower the student’s voice and build self-efficacy before the student is in crisis, which is contrasted by the singular reactive focus of engaging with students only after they are in crisis and relying on restorative justice as the only option for community reintegration.

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**EATING DISORDERS: IDENTIFYING, ASSESSING, AND TREATING - Portside**

*Speaker: Valerie Miranda, LPC, Eating Disorders Recovery Center of Athens, GA*

This presentation will address DSM-V criteria for feeding and eating disorders, demographics for eating disorders, long-term medical issues associated with eating disorders, assessment measures for anorexia and bulimia, and resources for the community regarding treatment avenues for eating disorders. Being able to identify, assess, and treat eating disorders within the children and adolescent population is crucial in their long-term development and mental health as eating disorders typically begin in mid-adolescence.

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**THE DEVELOPMENT OF AN AFTER-SCHOOL PROGRAM FOR YOUTH PLACED AT RISK: A COLLABORATIVE APPROACH - Sloane**

*Speakers: K. Andrew R. Richards, Assistant Professor, Victoria N. Shiver, Doctoral Research Assistant, Michael A. Lawson, Clinical Assistant Professor, and Tania Alameda-Lawson, Assistant Professor, University of Alabama, Tuscaloosa, AL*

Educators, program practitioners, and potential community partners may enjoy this presentation on a collaborative approach to improving the lives of youth that have been placed at-risk within and outside of a Title I elementary school's after-school program. By combining resources, expertise, and disciplines, the program works to develop well-rounded and personally and socially responsible children through academic enrichment, sport-based youth development, and parental engagement.

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**DOING TIME WITH OUR BOYS: FAMILY AND COMMUNITY ENGAGEMENT STRATEGIES FOR REACHING ADJUDICATED BOYS AND THEIR FAMILIES - Plimsoll**

*Speakers: Dr. Marina Gillmore, Educational Consultant, Full Circle Press and Educational Outreach Center, Redlands, CA; and Bettye Blaize, Educational Consultant, The Cambio Group, Baltimore, MD*

This interactive workshop will include hands-on applications to engage families and communities in serving adjudicated boys in their time post-incarceration. Participants will participate in a case study simulation that connects cutting-edge research from the fields of social justice, restorative justice, and trauma-informed care with solution-based strategies for working collaboratively to develop best practices and comprehensive programming that addresses the effects of incarceration on boys, their families, and their communities.

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**BREAK - Visit the NYAR Exhibitors - 4:15-4:45 p.m.**

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**MONDAY RECEPTION - Harborside Center**

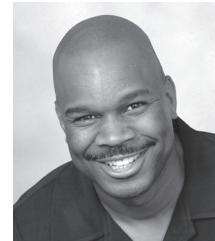
**Master of Ceremonies:** *Keith L. Brown, Lead Consultant/Chief Messenger, 2020 Enterprises LLC, Fayetteville, GA*

**Featured Music and Dancers:** *Danny Daniels, John Hat, Phillip Block, Nicole Washington, Shovonne Williams, John Warrington, and Tatiana Rolls, West African Drummers and Dancers, Douglasville, GA*

**Featured Comedian:** *Rodney Johnson, Comedian, Atlanta, GA*

**THE THERAPEUTIC NATURE OF LAUGHTER: A UNIVERSAL LANGUAGE**

Using a common sense approach to daily occurrences, Rodney sheds light on the hilarity of human folly. This allows audiences to be able to laugh at others, as well as themselves. His goal is to unite diverse people of vast cultures and backgrounds by revealing that their common bond is laughter.



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**CONFERENCE CONCLUDES FOR THE DAY - 6:00 p.m.**

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**NEW MASTER'S PROGRAM  
FULLY ONLINE**

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**GEORGIA SOUTHERN  
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M.Ed. in Evaluation, Assessment, Research, and Learning

New Fully Online Master's Degree at Georgia Southern University Available Fall, 2017\*

Gain professional research knowledge and skills needed to engage in data-informed decision making  
Apply knowledge and skills in variety of settings (e.g., public schools and school districts, higher education institutions, non-profit community organizations)

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Program Director, Dr. Cordelia Zinskie (czinskie@georgiasouthern.edu)

12-hour Graduate Certificate in Applied Research and Evaluation also available!

\*Pending SACSCOC approval

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**CONTINENTAL BREAKFAST - Lobby & Mezzanine - 7:30-8:30 a.m.**

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**INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT - Ballroom A**

*This session will repeat at 10:15-11:30 a.m.*

*Featured Speaker: Rev. Timothy Allen, CEO, Gilead Consulting Group, Boston, MA*

Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support frequently found within the African American and Latino communities has often contributed to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to increase the level of parental involvement and also help parents understand the importance of their role in their children's academic success.



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**DIGITAL SAFETY: WHAT'S NEW, WHAT'S NOW, WHAT'S NEXT - Ballroom B**

*This session will repeat at 10:15-11:30 a.m.*

*Featured Speaker: Katie L. Greer, CEO, KL Greer Consulting, Boston, MA*

Previously of the Massachusetts Attorney General's Office and Massachusetts State Police, Katie has worked closely with the Internet Crimes Against Children task forces and schools throughout the country to educate thousands of students, parents, and educators on the issues of digital/technology safety. This program will cover issues around the latest apps such as SnapChat, Ask.fm, and Kik, and discuss hot-button issues such as privacy issues, digital responsibility, cyberbullying, texting, sexting, and more. Explore how you can help to keep yourselves, your schools, and your kids safe in this technology-driven world.



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**PATHWAY TO GRADUATION: A SUMMER READING INTERVENTION PROJECT FOR MIDDLE SCHOOL STUDENTS - Ballroom D**

*Speaker: Amanda Strong Hilsmier, Professor, Samford University, Birmingham, AL*

The summer months provide a great opportunity to address remediation of reading skills for struggling readers while providing an engaging and enjoyable environment that is often not possible during the school year. Pathway to Graduation (PTG) was created to improve the reading competency and academic motivation of struggling middle school readers while training future teachers how to implement effective reading practices in their classrooms during the summer months. PTG was created as a collaborative partnership between a university, a local school district, and the local Department of Mental Health.

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**DEVELOPING A FRAMEWORK TO CREATE A TRAUMA-INFORMED SCHOOL COMMUNITY - Ballroom E**

*Speakers: Eliza M. Hirst, Deputy Child Advocate, Office of the Child Advocate, Wilmington, DE; Teri Lawler, M.Ed., School Psychologist, Stanton Middle School, Wilmington, DE; and Kirsten Olson, Chief Strategy Officer, Children and Families First, Wilmington, DE*

Teaching youth who have experienced trauma and toxic stress can be very challenging and resource intensive. Rather than spending time and resources to create behavior plans or pursue disciplinary action for students with challenging behaviors, developing a framework to support students that is trauma-informed, uses data, and promotes self-care can be effective in improving student engagement and education outcomes.

**TEEN COURT-PREVENTION STRATEGIES THAT FOSTER POSITIVE YOUTH DEVELOPMENT FOR “AT-RISK” STUDENTS - Ballroom F**

*Speakers: Mrs. Sandra Porter-Phillips, LSW, Teen Court Coordinator, and Mrs. Cheryl Oprisko, Vice President, Board of Trustees, Portage Township Schools, IN*

Teen Court is a community-based partnership that provides an alternative to traditional disciplinary action designed to increase the positive outcomes for our youth at risk as they transition into adulthood. The ultimate goal of Teen Court is to engage these students through prevention strategies that foster positive youth development in an environment that is supported by internal and external stakeholders within our community.

**COMPUTER GAMES FOR MOTIVATION - Scarbrough 1**

*Featured Speaker: Dr. Dawn White, Director, Erudite Academy, Lawrenceville, GA*

Motivation is the key factor in the academic success of students. Tapping into students’ interests keeps them engaged in learning. One major interest of all students is computer games. Learn how to use computer games to help students improve their academic skills and impact their self-worth. Discover the numerous and free education games available on the Internet and how to use them to transform students placed at risk into studious learners.



**SPARK MENTORING - Scarbrough 2**

*Featured Speakers: Tom Peterson, Professor, Michael A. Frazier, Assistant Professor, and Mileigh Rabun, Undergraduate Student, University of West Georgia, Carrollton, GA*

This presentation will share SPARK Mentoring program’s journey of letting go of traditional behavioral models in working with youth from high-risk settings and providing evidenced-based insight into creating a community of acceptance through a program that embraces transformational ways to connect undergraduate students and youth.



**LEADING STUDENTS AND TEACHERS AWAY FROM ADVERSITY AND TOWARDS SUCCESS - Harborside Center West 2**

*Speakers: Joshua Covey, Franklin Covey Education, Salt Lake City, UT; Amanda Pascale, University of North Florida, Jacksonville, FL; Eve Miller, Franklin Covey Education, Salt Lake City, UT; and Matthew Ohlson, University of North Florida, Jacksonville, FL*

The Leader in Me is a whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The session will share best practices from the field and participants will leave with proven strategies for increasing outcomes and creating college and career ready leaders.

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**BLACK GIRLHOOD: RESHAPING THE IDENTITY AND IMPROVING THE WELL-BEING OF AFRICAN AMERICAN GIRLS - Westbrook**

*Speaker: Karla La'Toya Sapp, EdD, Community Counselor, U Matter Consulting and Counseling, Midway, GA*

The identity and overall well-being of African American girls tends to be influenced, both positively and negatively, by the following: mass media, gender roles, and environmental factors. Black Girlhood examines the identity development of African American girls utilizing the relational developmental systems theory framework. Black Girlhood also explores how mass media, gender roles, and environmental factors shape African American girls' view of themselves, while providing interventions that can allow the reshaping of their identity and improvement in their overall well-being.

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**SAFE SCHOOLS: UTILIZING YOUTH DEVELOPMENT STRATEGIES TO ADDRESS RACISM, GANGS, VIOLENCE, AND BULLYING - Harborside East**

*This session will repeat at 10:15-11:30 a.m.*

*Featured Speaker: John Vandenburg, CEO, VANDEN Corporation, Murrieta, CA*



One of the many goals of the presentation is for participants to develop a strong understanding of the impact group identity has on individual adolescent behavior, particularly with racism, gangs, violence, and bullying. Educators must understand the importance of developing programs that foster positive relationships among youth and developing a sense of belonging for youth to a group. Our youth are simply growing up in a violent culture that invests itself in a code of silence. As educators we must counter this and develop a culture of communication, where students feel connected to one another and responsible for the outcomes of their campus culture.

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**CLOSING THE READING ACHIEVEMENT GAP AT THE SECONDARY LEVEL: A PRACTICAL APPROACH - Percival**

*Speakers: Dr. Tabathia S. Baldy, Director of RTI and PBIS, Debra M. Lightsey, Assistant Principal, and Frederick T. Smith, Sr., Principal, Colquitt County Schools, GA*

Secondary schools are often overwhelmed by the sheer number of students reading below grade level. Sadly, secondary educators are faced with either ignoring the problem or only intervening with a small number of students. In this session designed for educators, participants will learn how one school district is using a systematic approach within their secondary schools to improve the reading abilities of all students.

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**PREPARING FOR EXCELLENCE: MENTORING AFRICAN AMERICAN GIRLS TO ENCOURAGE POSITIVE ACADEMIC, INTERPERSONAL, AND VOCATIONAL OUTCOMES - Vernon**

*Speakers: Tera Reid, CEO, Transforming Other's Potential, Inc., Covington, GA; and Stacy Clark, Assistant Principal, Rockdale County High School, Conyers, GA*

Workshop participants will have the opportunity to interface with mentoring program administrators and learn effective strategies and practices for use with African American girls. Participants will learn specific methods utilized by facilitators in both group and individual mentoring. Participants will also acquire the techniques used for ensuring student participants acquire academic success, interpersonal development, and vocational exposure. In addition, participants will learn the challenges experienced by program administrators and methods used to overcome them to ensure participant achievement.

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**THE COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN - Verelst**

*Speakers: Dr. Denise Lenares-Solomon, PhD, Assistant Professor, Helen Evans, LAPC, and Brenna McEowen, Graduate Student, Augusta University, GA*

This presentation will be an informative session regarding the Commercial Sexual Exploitation of Children. Participants will be provided with statistics, information on how to identify minors who are being trafficked, steps to take to prevent minors from becoming sex trafficking victims, what steps to take if they suspect a minor of being trafficked, and profiles of perpetrators.

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**MASSACHUSETTS SCHOOLS RESPOND TO GUN VIOLENCE, OPIOID ABUSE, AND YOUTH EXPERIENCING STRESS, ANXIETY, OR TRAUMA - Portside**

*Speaker: Teresa Sullivan-Cruz, MEd, Principal, and Dympna M. Thomas, PhD, Assistant Superintendent of Schools, Abington Public Schools, MA*

Presenters critically appraise the role of educational leaders in promoting critical pedagogical approaches to address the social, economic, and political conditions that impede student achievement for youth experiencing stress or trauma. Seasoned Massachusetts district and school administrators roll out an improvement/professional development plan for school districts to create trauma sensitive, safe, and supportive schools.

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**TEACHING THE VALUE OF WORK THROUGH SCHOOL AND COMMUNITY INTEGRATION - Sloane**

*Speaker: Sharon Singleton, Structured Learning Experience Coordinator, and Jason Bossart, Manager of Operations, Bonnie Brae Residential Treatment Facility, Liberty Corner, NJ*

Our presentation will include a hands-on activity, and participants will receive a copy of our Work Experience application that our youth at risk must complete in order to participate in the off-ground community volunteer activities. Participants will also receive a sample of the soft-skill assessment, John Holland's RIASEC hexagon, that helps determine personality types that coordinate with careers, and valuable information to start a Work Experience Program in their schools.

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**THE POWER OF CONNECTION: TEEN DATING VIOLENCE, UNHEALTHY RELATIONSHIPS, AND ACADEMIC ACHIEVEMENT - Plimsoll**

*Speakers: Dr. Adair F. White-Johnson, Executive Director/Founder, The Empowerment House, Powder Springs, GA; and Tamiko Lowry-Pugh, Author and Founder, Still Standing Foundation, Atlanta, GA*

Girls ages 16-24 experience the highest per capita rate of intimate partner violence. This session will provide details on the psychological, emotional, physical, and social effects that teen dating violence has on youth and its relationship to the academic achievement of students. Middle and high school educators will learn specifics about the scope of the problem and unique strategies/techniques created to assist these students.

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**BREAK - Visit the NYAR Exhibitors - 9:45-10:15 a.m.**

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**INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT - Ballroom A**

*Featured Speaker: Rev. Timothy Allen, CEO, Gilead Consulting Group, Boston, MA*

Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support frequently found within the African American and Latino communities has often contributed to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to increase the level of parental involvement and also help parents understand the importance of their role in their children's academic success.



**DIGITAL SAFETY: WHAT'S NEW, WHAT'S NOW, WHAT'S NEXT - Ballroom B**

*Featured Speaker: Katie L. Greer, CEO, KL Greer Consulting, Boston, MA*

Previously of the Massachusetts Attorney General's Office and Massachusetts State Police, Katie has worked closely with the Internet Crimes Against Children task forces and schools throughout the country to educate thousands of students, parents, and educators on the issues of digital/technology safety. This program will cover issues around the latest apps such as SnapChat, Ask.fm, and Kik, and discuss hot-button issues such as privacy issues, digital responsibility, cyberbullying, texting, sexting, and more. Explore how you can help to keep yourselves, your schools, and your kids safe in this technology-driven world.



**THE INTENTIONAL STUDENT: STRATEGIES TO HELP STUDENTS OF LOW SOCIOECONOMIC STATUS SUCCEED AT POST-SECONDARY INSTITUTIONS - Ballroom D**

*Speaker: Patrick Phillips, CEO, Educational Empowerment Group, LLC, Atlanta, GA*

This presentation about how to help low-income students to succeed in college is structured in three phases: the prerequisites, the process, and the exodus. Attendees will take a journey in the same manner students navigate the college experience: areas that are completed and mastered before college (the prerequisites), tasks and areas that are mastered while in college (the process), and areas mastered upon completion of college to obtain gainful employment (the exodus). The target audience is educators, school counselors, mentors, therapists, and school social workers.

**"STOP THAT!" CRISIS MANAGEMENT SKILLS FOR EDUCATORS WORKING WITH TROUBLED CHILDREN AND YOUTH - Ballroom E**

*Speaker: Steve B. Parese, EdD, Educational Consultant, SBP Consulting, Inc., Danbury, NC*

Staff who work with troubled youth are often called upon to handle a wide range of problem behaviors. It can be tempting to react to all misbehavior with strict discipline, but a "one size fits all" approach is often ineffective and alienates students with whom we must build helping relationships. This practical, highly interactive workshop first offers staff a logical decision-making model, then explores two psychological sources of problem behaviors, offering specific strategies for each.

**DEVELOPING PARTNERSHIPS ACROSS RURAL, CULTURAL, AND INTELLECTUAL CONTEXTS TO IMPROVE LITERACY AND STUDENT ACHIEVEMENT - Ballroom F**

*Speakers: Audrey Sorrells, PhD, Associate Dean of Students for Research, and Alexis D. McCoy, Doctoral Student, University of Texas, Austin, TX*

The presenters will share insights gained through focus group and observational data from families living in rural Central Texas that participated in a community-based literacy program, Read to the Top! This session will demonstrate ways to partner with families to build culturally relevant literacy programs and to create opportunities for strengthening community and school partnerships aimed at increasing student achievement.

**FROM THE STREET TO THE CLASSROOM - Scarbrough 1**

*Speakers: Jim C. Taylor, BCBA, and Ebony Burkes, RBT, Advanced Behavioral Counselors, Statesboro, GA*

This presentation will look closely at how the 'street culture' affects children and how those children affect the classroom. We will look at the streets and discuss solutions; we will look at the classroom and discuss interventions. We will look at ourselves and discuss devotion.



**PANEL: UNMASKING MEAN GIRLS - Scarbrough 2**

*Moderator/Panelist: Anne Katz, PhD, Assistant Professor, Armstrong State University, Savannah, GA*

*Panelists: Tiffany Lewis, Director of Youth Advocacy, Still Standing Foundation, Atlanta, GA; Tera Reid, CEO, Transforming Other's Potential, Inc., Covington, GA; Karla La'Toya Sapp, EdD, Community Counselor, U Matter Consulting and Counseling, Midway, GA; Angela S. Coaxum-Young, CEO, Favor Academy of Excellence, Inc., Atlanta, GA; and Taryrn Brown, Doctoral Student, University of Georgia, Athens, GA*

This featured panel discusses the prevalence of female juvenile violence, reported incidences of this violence, the life pathways that lead girls to violence, the factors associated with resistance from violent behavior, and implications for families, schools, and communities for ending violent school-girl behavior.

**GET SMART: NO ONE WINS WHEN IT COMES TO BULLYING - Harborside Center West 2**

*Featured Speaker: Jacqueline Y. Smart, EdD, Middle School Teacher, Savannah-Chatham County Public School System, GA*

Bullying is being malicious to others repeatedly and can include teasing, threatening physical harm, spreading rumors, the deliberate exclusion of others, physical attacks, and verbal abuse. While the victim is often the main focal point in the bullying cycle, it is important to note that victims are not the only ones to suffer. Schoolwork suffers when a student begins to worry and only focuses on his or her safety and well-being.



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**LEADING THE CRISIS: WHEN AN ACTIVE SHOOTER ENTERS YOUR SCHOOL -  
Westbrook**

*Speaker: Dr. Brian Bolden, Principal, R.E. McNair Discovery Learning Academy, Decatur, GA*

Imagine an active shooter entering your school. What would you do? Would your school be prepared? Learn the amazing training strategies that principal Brian Bolden implemented to train the staff of R.E. McNair Discovery Learning Academy, which helped all staff and students arrive home safely. This hands-on presentation will provide leaders with specific strategies that will help prepare schools for the unthinkable—"an active shooter on campus."

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**SAFE SCHOOLS: UTILIZING YOUTH DEVELOPMENT STRATEGIES TO  
ADDRESS RACISM, GANGS, VIOLENCE, AND BULLYING - Harborside East**

*Featured Speaker: John Vandenburg, CEO, VANDEN Corporation, Murrieta, CA*

One of the many goals of the presentation is for participants to develop a strong understanding of the impact group identity has on individual adolescent behavior, particularly with racism, gangs, violence, and bullying. Educators must understand the importance of developing programs that foster positive relationships among youth and developing a sense of belonging for youth to a group. Our youth are simply growing up in a violent culture that invests itself in a code of silence. As educators we must counter this and develop a culture of communication, where students feel connected to one another and responsible for the outcomes of their campus culture.



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**POVERTY SIMULATION: COULD YOU SURVIVE A MONTH IN POVERTY? -  
Harborside West - 10:00 a.m.-12:15 p.m.**

PLEASE NOTE: The Poverty Simulation Session starts at 10:00 a.m. and continues until 12:15 p.m. Space is limited to 80 participants; please register ahead.

*Facilitated by: Dr. Aviva Goelman-Rice, Professional Learning Coach, Savannah-Chatham County Public School System, GA*

Please join us for a special opportunity to better understand what many of our youth living in poverty face on a daily basis. Approximately 32.9 million Americans, 11.7 million of whom are children under the age of 18, live in poverty every day. Many more have incomes above the poverty line, but their incomes are still low enough to qualify for programs like Food Stamps and Medicaid. The recent economic downturn has seen unemployment rates rise and the use of emergency food pantries increase. It is difficult for those of us who have enough to truly understand the situations that families living in poverty experience every day; the decisions they have to make; and the fears and frustrations they feel. That is why we are inviting you to walk in the shoes of those facing poverty by participating in the Community Action Poverty Simulation (CAPS). The CAPS provides participants with the opportunity to assume the role of a low-income family member living on a limited budget. The experience is divided into four 15-minute sessions, each of which represents one week in which you must provide for your family and maintain your home. As one participant commented, "This simulation dramatically demonstrates how much time and energy many families have to give just to survive from day to day." It quickly dispels the myth "that people would do fine if they would only go out and get a job!"



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**REVIVING REALISTIC DREAMS: WHAT A HIGH SCHOOL DIPLOMA DOES FOR YOUTH AT RISK - Percival**

*Speakers: Patti Huffman, School Counselor, and Mary Ashby, Principal, Wilson County Adult High School, Camden, TN*

Reviving Realistic Dreams is a presentation that exhibits the impact that the Wilson County Adult High School (AHS) has on the lives of hundreds of students and their futures. It explains what is done and how it is done. AHS is comprised predominantly of 17-19 year old students who have situations that make the traditional high school setting impractical or impossible. AHS addresses the needs of its students on physical, academic, emotional, and motivational levels.

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**BUILDING A PATH TO RESILIENCE - Vernon**

*Speakers: Sherry Swint, Health Promotion and Youth at Risk, and Brenda McDonald Pruett, Extension Agent, West Virginia University Extension Service, Morgantown, WV*

The workshop involves participants in a series of hands-on “stress coping” lessons designed for youth experiencing toxic stress. The goals are to help youth understand what factors they can identify and control in their otherwise chaotic lives. These eight lessons will be provided to the participants at no cost.

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**"END GUN VIOLENCE": STEP FORWARD - Verelst**

*Featured Speaker: Chief Joseph Lumpkin, and Captain Lenny Gunther, Savannah-Chatham Metropolitan Police Department, Savannah, GA*

Chief Lumpkin and Captain Gunther use a Community Oriented Policing approach in Savannah-Chatham, reminding citizens that keeping out community safe is a shared responsibility. Learn how the Savannah Police Department is working with youth and families to keep the community safe from gangs, violence, and drugs.



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**TEACHING SWEET (STUDENTS WHO HAVE EXPERIENCED EXTREME TRAUMA) - Portside**

*Speaker: Mavis Averill, Principal, and Huiy Tang, Vice Principal, Boyle Street Education Centre, Edmonton, Alberta, Canada*

Youth who live in the inner city, many of First Nations, Metis, and Inuit (FNMI) descent, have traditionally had struggles within school systems. Many have had a great deal of personal trauma in their lives. This presentation subscribes to the idea that the trauma they have experienced has affected them in a way, which compromises learning and causes students to be continually distracted from their classroom lessons. The presentation will illustrate how to work with these youth using trauma-informed teaching practices to support their emotional, behavioral, mental, and spiritual well-being.

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**USING COLOR, COMICS, AND CREATIVITY TO CULTIVATE COMFORT FOR MILITARY-CONNECTED KIDS - Sloane**

*Speakers: Kasey Bozeman, 4-H Youth Development Extension Agent, Liberty County, GA; and Sophia Rodriguez, Student, Bradwell Institute, Hinesville, GA*

As part of a 4-H project, a high school student and military teen developed and implemented an activity that used art to allow military-connected children to express their feelings in a safe, inclusive environment. As someone who has experienced the effects of having a parent in the military, the 4-H student worked with a licensed counselor to develop age-appropriate art activities that were engaging, fun, and allowed military children to share their experiences. Using established learning models and curriculum development tools, participants will learn

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more about this lesson and how to implement and evaluate it with a military-connected audience. Although the lesson was specifically designed for military audiences, it is appropriate and can be implemented with non-military youth audiences.

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**CLOSING THE GAP: IMPACT OF INSTRUCTION ON STUDENTS NOT READY FOR KINDERGARTEN - Plimsoll**

*Speaker: Dr. Kim Visse, Principal, Crossroads Elementary, Cold Spring, KY*

The presentation will focus on how students enter kindergarten not ready, response to intervention that occurs, results of intervention, summer slide research, and next steps for preparing all students to read by third grade.

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**LUNCH BREAK - Own your own - Visit the NYAR Exhibitors - 11:30 a.m. - 1:00 p.m.**

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1:00-  
2:15 p.m.

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**THE ESSENTIALS TO CREATING A POSITIVE SCHOOL CLIMATE - Ballroom A**

*This session will repeat at 2:45-4:00 p.m.*

*Featured Speaker: Steven W. Edwards, PhD, President and CEO, Edwards Educational Services, Inc., Alexandria, VA*

With the constant pressure of high-stakes testing and high achievement standards, the climate of a school can be compromised. This session will focus on specific strategies and techniques that can be implemented to create a positive school climate while at the same time enhancing student academic achievement. Participants will walk away with ideas that they can immediately implement in their schools.



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**I CAN STOP ANYTIME I WANT TO BUT I JUST DON'T WANT TO (SUBSTANCE ABUSE TREATMENT FOR RESISTANT YOUTH) - Ballroom B**

*This session will repeat at 2:45-4:00 p.m.*

*Featured Speaker: Jeremiah Hopes, MS, Community Counselor, The Center of Hopes, Warner Robins, GA*

Drug use and abuse among our nation's youth continues to be a major concern. Despite our best efforts, illicit drug markets continue to grow, young people continue to poison their brains and bodies, and new synthetic and designer drugs continue to emerge from the lab to destroy the lives of youth. This presentation will present cutting-edge approaches and research for the education and treatment of youth who are highly resistant to even the notion that drugs are dangerous or that they could possibly have a "drug problem." Also, this presentation will use well-documented and updated facts about both legal and illicit drugs. We will review the effects that commonly abused legal and illicit drugs have on the brain and body and highlight practical ways to stay aware of new trends in the world of drug use and abuse.



**THE NEW “GAP” KIDS: GOAL-ORIENTED, ACADEMICALLY-ENGAGED, AND PRODUCTIVE! - Ballroom D**

*Speakers: Karen Washington, Teacher, and Terecia Gill, Principal, John J. Wright Educational and Cultural Center, Spotsylvania, VA*

This dynamic session will present an innovative approach for transforming the perception of students traditionally found in the “educational/achievement gap” into the new “GAP” kids—students who are motivated, dedicated, and committed to changing the circumstances of their lives. Change your perception, and you can change lives. Perception is everything!

**A STUDENT’S PERSPECTIVE ON POVERTY AND STUDENT BEHAVIOR/ RESPONSIBILITY IN THE CLASSROOM - Ballroom E**

*Speaker: Wallis B. Johnson, EdD, Teacher, CREC Two Rivers Magnet High School, Hartford, CT*

According to The Children’s Defense Fund, children are the largest group of people living in poverty in the United States. This workshop will share the findings of a phenomenological advocacy study, which explored personal student feelings and thoughts about who was responsible for their future—themselves or others. A clearer understanding of our students may assist administrators and educators in providing improved programming to support this ever-growing population to be more successful in school.

**SOME SECRETS SHOULD BE SHARED: IMPLEMENTING AN EVIDENCE-BASED SUICIDE PREVENTION PROGRAM - Ballroom F**

*Speaker: Meghan Diamon, LCSW, Program Manager, Screening for Mental Health, Wellesley Hills, MA*

Youth suicide is a preventable tragedy that can occur when children’s mental health needs are unmet. Participants will discuss published research on risk factors for youth suicide, how to implement an evidence-based prevention program, and how to tackle common obstacles encountered. Participants will be prepared to mobilize school staff, parents, and community members to address the critical issues of depression awareness and suicide prevention.

**CURRICULUM SCHOLARS OF THE PAST FOR “AT-RISK” YOUTH TODAY - Scarbrough 1**

*Featured Speaker: William H. Schubert, PhD, Professor Emeritus, University of Illinois at Chicago, IL*

Curriculum is much more than the texts or subject matter! It is the whole range of experiences from school and life that shape each student. Diverse curricular approaches have evolved to prevent risk and enhance capacity in the lives of students. Schubert will enact and dramatize representatives of five different orientations to draw on the wisdom of the past to creatively address the needs of “at-risk” students today: (1) the Intellectual Traditionalist, Mortimer Adler, (2) the Social Behaviorist, Ralph Tyler, (3) the Experientialist, John Dewey, (4) the Critical Reconstructionist, Paulo Freire, and (5) the Postmodern Global Anti-Imperialist, Henry Giroux.



**POST-TRAUMATIC GROWTH: A TREATMENT APPROACH FOR TEEN SURVIVORS OF CHILDHOOD TRAUMA - Scarbrough 2**

*Featured Speakers: Kenyon C. Knapp, Associate Professor, and Jacqueline Robinson, Doctoral Student, Mercer University, Atlanta, GA*



The presentation is presented assuming that clinicians are previously trained in working with survivors of trauma. Thus the presentation will add to their body of knowledge by presenting the Post-Traumatic Growth Model. For the sake of this presentation, the model will be presented with specific attention given to adolescents or teens as a target population. Specific treatment methods will be outlined, as well as session agendas for therapy. Because of the target population, a portion of the presentation will be devoted to identifying ways to integrate a family systems approach into individual treatment.

**BEHAVIOR IS A SYMPTOM...NOT THE PROBLEM - Harborside West 2**

*This session will repeat at 2:45-4:00 p.m.*

*Speaker: Hotep, Educational Success Strategist, Consultant, Atlanta, GA*

Behavior is a Symptom demystifies the common behavior problems exhibited in schools by first explaining why they occur and then teaching how to change them. This workshop will share the precursors that lead to behaviors in general, show how to transform academic and behavioral outcomes, explain what leads to at-risk behaviors and why people repeat the same negative behaviors, and demonstrate how relevance and relationships impact behavior.

**PANEL: BULLYING - Westbrook**

*Moderator: Dr. Eric Landers, Associate Professor, Georgia Southern University, Statesboro, GA*

*Panelists: Richard A. Spurling, Principal, Asheville Christian Academy, Black Mountain, NC; Dr. Yvette Bynum, Assistant Professor, Auburn University at Montgomery, AL; Cassandra Campbell, Program Manager, Girl Scouts of Historic Georgia, Pooler, GA; Robert C. Jones, Assistant Professor, LaGrange College, GA; and Jacqueline Y. Smart, EdD, Middle School Teacher, Savannah-Chatham County Public School System, GA*

This panel is set to push the boundaries of typical bullying prevention and propose fresh ideas for solutions in schools. Bullying prevention is one of the most pressing topics in education today. With many instances of school violence linked to bullying, schools are actively seeking practical solutions that can curtail this epidemic.

**STUDENT VOICE: THE BEACON IN OUR JOURNEY TO SCHOOL IMPROVEMENT - Percival**

*Speakers: Yolanda Stanislaus, Principal, Beth Hester, Middle Years Program Coordinator, and Helen Webster, Staff Development Teacher, Francis Scott Key Middle School, Silver Spring, MD*

The presentation will share the on-going journey of Francis Scott Key Middle School as we developed the cultural proficiency of teachers to reduce the student achievement gap. The major focus of this presentation will be the Student Voice Project model used during the past two years. Teachers cannot become culturally proficient unless they hear and understand the culture, experiences, and aspirations of their students.

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**SOCIAL JUSTICE AND DIVERSITY CERTIFICATION FOR EDUCATORS - Vernon**

*Sabrina Ross, Associate Professor, Ming Fang He, Professor, and Robert Lake, Associate Professor, Georgia Southern University, Statesboro, GA*

In the 21st century, educators are confronted with two interrelated major challenges: dealing with social justice and equity for all students and accommodating the educational needs of an increasingly diverse student population. Learn how two newly designed certification programs in the College of Education at Georgia Southern University prepare educators to address social justice and diversity issues in schools today. The Teaching Culturally and Linguistically Diverse Students Certificate consists of six online graduate-level education courses designed for teachers and administrators to improve education for culturally and linguistically diverse students. The Curriculum and Pedagogy for Social Justice Certificate consists of six online graduate-level education courses designed to provide teachers with the theoretical foundations, historical knowledge, and practical experience to successfully integrate social justice education into their classrooms. This session is for K-12 educators interested in how to enhance their capacity to resolve inequities that undermine quality education and to meet the needs of diverse students.

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**THE VALUES GROUNDED LEARNING ENVIRONMENT: DEVELOPING A POSITIVE SCHOOL CULTURE AND STUDENT SUCCESS - Verelst**

*Speakers: Dr. Michael Redivo, Executive Director, and Dr. Lynn L. Coleman, Counseling Psychologist, Desert Heights Academy, Phoenix, AZ*

The Values Grounded Learning Environment (VGLE) workshop will provide educators with a comprehensive and positive classroom management model, centered on a shared vision and supported by common values. The principle of “productive conflict” will be addressed within the context of protecting the integrity of the VGLE. Specific strategies and techniques for managing difficult and defiant student behavior will be clearly addressed. This developmentally informed, user-friendly model can be implemented in a variety of educational settings and provides a framework for thoughtfully responding to defiant/combatative student behaviors and emphasizing student and staff accountability.

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**EXPERIENCE AND ENJOY THERAPEUTIC WEST AFRICAN DRUMMING - Portside**

*Speakers: Danny Daniels, Certified Therapeutic Drumming Instructor, John Warrington, School Counselor, John Hart, Special Education Teacher, and Phillip Block, Special Needs and Gifted Teacher, Youth Villages @ Inner Harbour, Douglasville, GA*

This presentation is designed to introduce the benefits of a therapeutic West African drumming program to educators and mental health professionals. Participants will engage in a basic drumming class where they will experience the academic and socio-emotional benefits of drumming while practicing an African rhythm. How to relate American School Counselor Association (ASCA) standards as well as Georgia Performance Standards (GPS) and Common Core Georgia Performance Standards (CCGPS) will be explained and demonstrated by the presentation facilitators.

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**TRADITIONAL APPROACHES TO HISPANIC ACADEMIC SUCCESS - Sloane**

*Speaker: Dr. Wesley Montoya, Principal, Denver Public Schools, CO*

Educators and other professionals want to help all students graduate and become successful, but too many Hispanic students drop out of school or become disengaged. This presentation will discuss traditional approaches and strategies that participants can use to keep Hispanic students engaged in school, so they graduate college and are career ready.

**EQUIP THEM TO THRIVE, NOT JUST SURVIVE - Plimsoll**

*Speakers: Dennis J. Trittin, President and CEO, and Arlyn J. Lawrence, Curriculum Director, LifeSmart Publishing, Gig Harbor, WA*

Learn creative ideas for equipping teens with a positive vision for their life and empowering them with the leadership strategies and soft skills that will position them for success. Suitable for educators, administrators, and mentors; all attendees will receive a complimentary What I Wish I Knew at 18 leadership/life skills curriculum.

**BREAK - Visit the NYAR Exhibitors - 2:15-2:45 p.m.**

**THE ESSENTIALS TO CREATING A POSITIVE SCHOOL CLIMATE -  
Ballroom A**

*Featured Speaker: Steven W. Edwards, PhD, President and CEO, Edwards Educational Services, Inc., Alexandria, VA*

With the constant pressure of high-stakes testing and high achievement standards, the climate of a school can be compromised. This session will focus on specific strategies and techniques that can be implemented to create a positive school climate while at the same time enhancing student academic achievement. Participants will walk away with ideas that they can immediately implement in their schools.



**I CAN STOP ANYTIME I WANT TO BUT I JUST DON'T WANT TO  
(SUBSTANCE ABUSE TREATMENT FOR RESISTANT YOUTH) - Ballroom B**

*Featured Speaker: Jeremiah Hopes, MS, Community Counselor, The Center of Hopes, Warner Robins, GA*

Drug use and abuse among our nation's youth continues to present a major concern. Despite our best efforts, illicit drug markets continue to grow, young people continue to poison their brains and bodies, and new synthetic and designer drugs continue to emerge from the lab to destroy the lives of youth. This presentation will present cutting-edge approaches and research for the education and treatment of youth who are highly resistant to even the notion that drugs are dangerous or that they could possibly have a "drug problem." Also, this presentation will use well-documented and updated facts about both legal and illicit drugs. We will review the effects that commonly abused legal and illicit drugs have on the brain and body and highlight practical ways to stay aware of new trends in the world of drug use and abuse.



**RAISING THE BAR TOWARD AT-RISK PREVENTION FOR URBAN STUDENTS IN MIDDLE  
SCHOOL MATH AND SCIENCE CLASSROOMS - Ballroom D**

*Speakers: Dr. Marilyn Lanier, Assistant Professor, Dr. Cynthia Wooten, Assistant Professor, and Dr. Tanya Hudson, Assistant Professor, Fayetteville State University, NC*

This presentation illustrates best practices for enhancing student success in middle school science and math classrooms. The outcome will provide participants with a clear picture of what

good teaching looks like when an empowering, experienced teacher implements pragmatic elements of third space theory and culturally responsive pedagogy to reduce the probability for at-risk behaviors in students from urban environments.

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**BEHAVIOR IS A SYMPTOM...NOT THE PROBLEM - Ballroom E**

*Featured Speaker: Hotep, Educational Success Strategist, Consultant, Atlanta, GA*

Behavior is a Symptom demystifies the common behavior problems exhibited in schools by first explaining why they occur and then teaching how to change them. This workshop will share the precursors that lead to behaviors in general, show how to transform academic and behavioral outcomes, explain what leads to at-risk behaviors and why people repeat the same negative behaviors, and demonstrate how relevance and relationships impact behavior.

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**PANEL: MEETING THE CHALLENGES OF RURAL EDUCATION - Ballroom F**

*Moderator: Dr. Robert Lake, Associate Professor, Georgia Southern University, Statesboro, GA*

*Panelists: Audrey Sorrells, PhD, Associate Dean of Students for Research, University of Texas, Austin, TX; Christi Jones, Doctoral Student, Auburn University, AL; Kasey Bozeman, 4-H Youth Development Extension Agent, Liberty County, GA; Torian White, PhD, Principal, Southeast Bulloch Middle School, Brooklet, GA; Julie Chance, Director of Federal Programs, Jenkins County School System, GA; and Sandra Nethels, EdD, Special Programs Coordinator, Effingham County Schools, GA.*

Schools in rural areas and small towns face difficult challenges in serving the needs of children and public education. This panel presentation discusses how best to serve the special needs of rural youth and schools. The panel shares successful programs, strategies, and tools for meeting the challenges of rural education.

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**MISSION UNSTOPPABLE: THE PEER MENTOR MOVEMENT -  
Scarborough 1**

*Featured Speakers: Elycia Cook, Executive Director, and Anesha Williams, Program Coordinator and Educator, FRIENDS FIRST, Greenwood Village, CO*

This interactive workshop educates participants in a beneficial and often overlooked version of mentoring, cross-age peer mentoring. Findings prove that peer mentoring improves youth's school engagement, attitudes toward peers, self-efficacy, academic achievement and social skills as well as reduces negative behaviors. Workshop topics will include mentoring best practices, program planning, mentor recruitment and training, mentor/mentee matching processes, and demonstrations of impactful activities that mentors and mentees can complete together.



**TOP HABITS OF HIGHLY CONNECTED PEOPLE: WAYS TO ENGAGE “AT-RISK” YOUTH NOW! - Scarborough 2**

*Featured Speaker: Sadiq A. Ali, Professor, Coppin State University, Baltimore, MD*

Sometimes the most powerful changes we can make are the most simple. In this powerful session, learn techniques, strategies, and new ideas to help you relate better to our youth placed at risk and to achieve better results! Primarily addressing “Head” and “Heart,” these are the two most critical conference strands.



**CREATING A NEW PARENT LEARNING CULTURE WITH PARENT UNIVERSITY AND EARLY LEARNING COLLEGE - Harborside Center West 2**

*Featured Speakers: Michael O’Neal, Executive Director, Parent University, Savannah, GA; and Paul Fisher, President, Savannah Early Childhood Foundation, GA*

Parent University is a community collaborative dedicated to supporting families and encouraging their participation in their children’s academic performance and personal development. It provides useful resources and information for parents to be fully engaged in their communities. The initiative offers Saturday sessions throughout the year at Savannah High School with workshops and activities that culminate in an annual graduation.



**100% GRADUATION RATE: OUR REALITY - Westbrook**

*Speakers: Ed Klein, PhD, Assistant Superintendent, Chardon Local Schools, OH; and Ryan Patti, Assistant Principal, Beachwood City Schools, OH*

We will explain action steps taken to build and sustain a high school culture where all students participate in a rigorous curriculum and graduate on time. The moderators lead a highly diverse public high school, consistently graduating every student, and raising the school ranking on several metrics. Participants will review action steps taken and consider how they apply to their own schools.

**THRIVING IN TRANSITION: BUILDING LEARNING ENVIRONMENTS FOR STUDENTS IN THE FOSTER CARE SYSTEM - Percival**

*Speaker: Sarah E. Jones, Doctoral Student, University of Georgia, Athens, GA*

This presentation will explore promising practices for teachers and other providers working with students in the foster care system. The presentation combines educational theory with students’ lived experiences. Teachers, school counselors, and social workers will have an opportunity to learn about the unique needs of some of our most vulnerable students.



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**BRIDGING THE SELF-ESTEEM GAP IN A “SELFIE” SOCIETY - Vernon**

*Speaker: Tiffany Lewis, Director of Youth Advocacy, Still Standing Foundation, Atlanta, GA*

This presentation will identify the need and importance of teaching social and emotional skills in a positive model behavior environment. There is an increased rate of success in school-aged youth that are taught social and emotional skills by an adult with whom they interact during the course of an academic year. The use of video, writing, discussion, team building, and interactive material allow a focused but flexible approach to all learning styles to engage positive youth development.

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**I AM MORE THAN MY LABEL - Verelst**

*Speakers: Taylor Teichman, Online Resource Specialist, and Enid Melendez, Training Specialist, National Sexual Violence Resource Center, Enola, PA*

The intersection of sexual violence faced by LGBTQ youth who struggle with stable housing is one that is often overlooked. There are steps that every organization can take to foster a better future for these youth. This workshop will educate youth allies on the ways in which this combination creates vulnerability for youth and how we can provide holistic, community-supported services.

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**YOUTH ENGAGEMENT AND SUPPORT (YES!) KENTUCKY - Portside**

*Speakers: Kerri L. Ashurst, PhD, Senior Extension Specialist, and Janet Kurzynske, PhD, Professor, University of Kentucky, Lexington, KY*

This presentation will share information about an educational life skills program for homeless and unstably housed youth and young adults in Jefferson County, Kentucky. Topics covered will include ideas for programs to reach homeless youth, suggested curricula for life skills programming, retention of participants and goal setting, and major focus areas for programs based on identified needs.

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**ME A STATISTIC....I THINK NOT! - Sloane**

*Speaker: Angela S. Coaxum-Young, CEO, Favor Academy of Excellence, Inc., Atlanta, GA*

The session will identify barriers that are often cited by teenage parents as deterrents to the completion of their education. We will also discuss key needs for teenage parents in pursuit of education, successful program designs, the importance of mentorship, and holistic support methods.

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**IDENTITY AND INTEGRITY: THE CONDUIT OF VULNERABILITY BETWEEN “HIGH-RISK” YOUTH AND MENTORS - Plimsoll**

*Speakers: Mileigh Rabun, Undergraduate Student, and Tom Peterson, Professor, University of West Georgia, Carrollton, GA*

Presentation will share SPARK Mentoring program’s journey of letting go of traditional behavioral models in working with youth from high-risk settings, and provide evidenced-based insight into creating a community of acceptance through a program that embraces identity and integrity as a way to connect undergraduate students and youth. This workshop is for individuals who work with youth in any capacity.

# SAVE THE DATE



# PBIS

Southeast Conference on  
Positive Behavior  
Interventions and Support

June 5-6, 2017 | Coastal Georgia Center, Savannah, Georgia

For more information:  
[sepbis@georgiasouthern.edu](mailto:sepbis@georgiasouthern.edu)

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## POSTER RECEPTION

*All the poster sessions are in Harborside Center. These posters provide an opportunity for interaction and one-on-one consultation with highly respected educational experts in a wide variety of areas. These sessions feature visual aids and handouts.*

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### AND ONE MENTORING PROGRAM

*Poster Session Presenters: Angela Berrier, School Counselor, and Tresa Hatchett, Teacher, North Asheboro Middle School, Asheboro, NC*

The North Asheboro And One Program matches a faculty or staff member with a student at risk to make a personal connection through a mentoring relationship of support and encouragement. The target audience is school counselors, administrators, social workers, dropout prevention specialists, and teachers who are interested in developing an in-house mentoring program.

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### THE RELATIONSHIP BETWEEN SCHOOL CRIME STATISTICS AND ITS IMPACT ON SCHOOL SUCCESS

*Poster Session Presenters: Dr. Anthony Greene, Associate Professor, Miles College, Birmingham, AL; Vernandi Greene, Adjunct Professor, Miles College, Birmingham, AL; and Tujuana Hinton, Teacher, Baltimore County Public Schools, MD*

Without hard data in place, nothing separates the merits of what can be done to promote student learning. This presentation will focus on using data-driven solutions with statistical information to develop positive school environments. This presentation will help secondary and post-secondary educators by analyzing current and historical statistical data and identifying best practices needed to promote student learning.

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### BREAKING THROUGH: MAKING THE CONNECTION

*Poster Session Presenter: Alexandra Eubanks, Teacher, Cherokee Country School System, AL*

An 8th grade dropout...fast forward 3 years and she is a National Robotics competitor. The turning factor? Connection! Curriculum and standards are necessary and important, but earning a student's trust is how we break through. Join me as I share my experiences and how I make these connections.

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### THE HEROES BRIDGE—CONNECTING VETERANS AND YOUTH TO GROW AND KEEP HEROES

*Poster Session Presenters: Dr. Mary Hollingsworth, Professor, and Pamela Rochester, Professor, University of West Alabama, Livingston, AL*

This presentation will provide a description of The Heroes Bridge, a project that connected veterans as mentors with children and adolescents who were at risk for being less than successful in academics and later-in-life work. The presentation will summarize development and implementation of the project as well as projected future work for The Heroes Bridge.

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### **SCHOOL CHOICE FOR CHILDREN WITH DISABILITIES: HOW PARENTS CHOOSE**

*Poster Session Presenter: Alexis D. McCoy, Doctoral Student, University of Texas, Austin, TX*

The objective of this presentation is to provide insights gathered from a systematic literature review on parent decision making regarding school choice for a child with a disability. The target audience is school leaders and policymakers because this information will, hopefully, provide a voice for parents entrenched in making these difficult decisions.

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### **LEADERSHIP AS INFORMED RESISTANCE: CLOSING GAPS BY OPENING DISCOURSE**

*Poster Session Presenters: Andre Mountain, Assistant Principal, Tacoma Public Schools, WA; and Charles Garrett, Curriculum Facilitator, Richmond County School System, GA*

Leadership as informed resistance guides attendees through the ways that leaders exert pressure against the institutional structures that marginalize students in public schools. Informed resistance takes the form of program development, scholarship, and ongoing dialogue about issues of social justice in urban schools.

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### **AN INNOVATIVE PARTNERSHIP: TEACHER EDUCATION CANDIDATES AND MIDDLE SCHOOL STUDENTS COLLABORATE THROUGH “I AM MALALA”**

*Poster Session Presenters: Jasmin Laney, Undergraduate Student, Dr. Anne Katz, Assistant Professor, Lynn Roberts, Assistant Professor, and Adrienne Moore, Undergraduate Student, Armstrong State University, Savannah, GA*

The purpose of this collaboration was to provide teacher education candidates enrolled in a “Critical and Contemporary Issues in Education” course with knowledge and practice related to authentic community-based literacy learning. By offering students direct experience in working with middle school students around *I am Malala: How One Girl Stood Up for Education and Changed the World* (2014) and the issues presented in the book, this project helped achieve its goal of providing transformative student learning experiences. Students were given a platform to apply their classroom discussion of theory into practice.

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### **ADDRESSING THE SCHOOL TO PRISON PIPELINE**

*Poster Session Presenters: Maryjane Kirby, Professor, and Alfonzo Porter, Educational Consultant, Walden University, Minneapolis, MN*

The school-to-prison pipeline has become one of the major issues concerning public schools; particularly those that serve poor, minority communities. There is a need for practical approaches for addressing this issue.

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### **POSITIVE BEHAVIOR SUPPORT IN PHYSICAL EDUCATION IN A YOUTH DEVELOPMENT CENTER**

*Poster Session Presenters: Dr. Alice Buchanan, Associate Professor, and Dr. Vanessa Hinton, Clinical Assistant Professor, Auburn University, AL*

The purpose of the presentation is to describe our implementation of Positive Behavioral Interventions and Supports (PBIS) in physical education classes in a youth development center. The students in the center are in the custody of the state Youth Services and reside on campus. We implemented a good behavior contract with rewards and surveyed the students before and after this implementation.

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**“PLAN A” DID NOT WORK: HOW TO DEVELOP ACADEMIC RESILIENCE AND INCREASE MOTIVATION IN YOUR STUDENT**

*Poster Session Presenter: Dr. Tammy J. Burnham, Professor, Winthrop University, Rock Hill, SC*

This presentation focuses on developing the motivational skills and academic resilience for the student at risk. We begin by emphasizing the need for these skills and the research supporting this assertion. Participants are then given strategies on sharing productive feedback with their students while building academic resilience and increasing student motivation.

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**BIG DATA 4 BIG ISSUES: REDUCING THE ACHIEVEMENT GAP THROUGH TARGETED ANALYTICS**

*Poster Session Presenters: Dr. Patrick E. Carter III, Principal, and Dr. Victoria Lockhart, School Counselor, Newton County School System, GA*

This presentation will provide attendees with a different perspective on data analysis and how data are to be used to effectively and efficiently to transform low-performing educational environments. The presenters will share guiding principles and practices derived from high-powered data analytics that have led to organizational cultural shifts, academic success in the classroom, and program development.

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**BE A FRIEND FIRST/BULLYING PREVENTION**

*Poster Session Presenter: Cassandra Campbell, Program Manager, Girl Scouts of Historic Georgia, Pooler, GA*

BFF stands for “Be a Friend First,” a title selected by girls. BFF was created for middle school girls to help them develop healthy relationship skills, understand relational aggression, and learn about conflict resolution and bullying prevention.

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**INTEGRATION OF YOUTH AT RISK INTO ADULT CROSSFIT CLASSES: WHAT WILL HAPPEN**

*Poster Session Presenters: Dr. Christina M. Gipson, Assistant Professor, Dr. C. H. Wilson, Jr., Assistant Professor, and Dr. Trey Burdette, Associate Professor, Georgia Southern University, Statesboro, GA*

Youth identified as at risk were integrated into adult CrossFit classes in Fall 2016. Impacts of the different environments were compared and contrasted to identify whether the environment (class structure and participants) had a larger impact of introducing the youth to CrossFit and having positive outcomes.

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**VINETOTABLE @ WESTSIDE!**

*Poster Session Presenters: Cynthia Hammond, Principal, Cindy West, Assistant Principal, and Christie Bergh, Teacher, Westside Elementary School, Warner Robins, GA*

In an effort to stop child hunger and increase student achievement, Westside Elementary’s STEM Project, “Vine to Table,” consists of aeroponic towers and raised bed gardens to teach responsibility, pride, and community to students at risk. These hands-on learning experiences enhance students’ skills and increase achievement. Students grow, maintain, harvest, and distribute fresh fruits and vegetables to the community.

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### **CLOSING THE ACHIEVEMENT GAP: START WITH TEACHER RETENTION**

*Poster Session Presenter: Dr. Charles Ogundimu, Principal, New York City Department of Education, NY*

Retaining good teachers remains a daunting challenge in many school districts, particularly urban areas where they are needed most. Finding, hiring, training, and retaining good teachers can become a difficult policy issue for a school district. Without good teachers, closing achievement gaps can become an intractable phenomenon. This presentation will examine two main teacher recruitment approaches and their retention patterns.

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### **GENERATION 2 GENERATION: “BREAKING THE CYCLE OF VIOLENCE”**

*Poster Session Presenter: Charles Traylor, Consultant/Trainer/Program Developer, Ohio Violence Prevention Academy, Columbus, OH*

The Ohio Violence Prevention Academy is a violence prevention initiative that conducts trainings, workshops, and presentations that seek to address the core issue of violence in our schools and communities.

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### **RURAL SCHOOL COUNSELORS’ ATTITUDES TOWARD HIGH-POVERTY STUDENTS**

*Poster Session Presenters: Christi Jones, Doctoral Student, Dr. Jamie Carney, Distinguished Professor, Maegan Vick, Doctoral Student, and Sarah McCausland, Doctoral Student, Auburn University, AL*

This poster session reports on research among Alabama school counselors in rural communities, specifically their attitudes, practices, and recommendations for working with students living in poverty. The session objectives focus on the findings, consideration of implications, suggestions for training for counselors and educators, and educational and community services that can be developed to provide educational and counseling supports for students living in poverty.

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### **CREATING CONDITIONS THAT FACILITATE EFFECTIVE TEACHING AND LEARNING IN A DEMOCRATIC SCHOOL**

*Poster Session Presenters: Debra Wright, Principal, and Jennifer Williams, Program Specialist, Jerry Lee Faine Elementary School, Dothan, AL*

This presentation will enable participants to collaborate with colleagues in developing, implementing, and synthesizing ideas that facilitate a democratic school body. Students will be enlightened and inspired using social justice challenges with civic engagement responsibilities and service learning opportunities.

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**BEYOND CURRICULUM: DEVELOPING COMPREHENSIVE SLIFE/ESL PROGRAMS**

*Poster Session Presenters: Andrea Dinan, Teacher, Jessica Baxter, ESL Teacher and Assistant Principal, and Karen Gates, ESL Teacher, Princeton Public Schools, NJ*

Do you have Students with Limited or Interrupted Formal Education (SLIFE) or English as a Second Language (ESL) students in your high school? Attend this poster session to learn how Princeton Public School District has created an active year-round learning environment that engages students in curricular and co-curricular activities that aid in increasing English language proficiency and invites students to become active participants in the school community.

**SAVING OUR SONS**

*Poster Session Presenter: Dr. Maeetta Baker-Johnson, Educator, Savannah-Chatham County Public School System, GA*

The objective of this presentation is to uncover a reason for so many of our children turning to drugs and violence. What can we do in the classroom? I will uncover some research-based, proven strategies that will help our children step into success in the classroom and in their future endeavors. This presentation targets administrators, teachers, and those who work with children at risk.

**COUNSELING TECHNIQUES FOR WORKING WITH “AT-RISK” YOUTH IN RESIDENTIAL AND OUTPATIENT SETTINGS**

*Poster Session Presenters: Dr. David A. Scott, Associate Professor, Jardin Dogan, Student, Sarah Kindscher, Student, Amanda Larson, Student, Zack Butterfield, Student, Megan Kopschik, Student, and Taylor Roddie, Student, Clemson University, SC*

The effectiveness of therapeutic group homes has been questioned as an effective form of treatment for “at-risk” youth. This presentation will examine the recidivism rates of youth who participated in an established residential group home program and what the author found that works in this treatment modality.

**VIOLENCE PREVENTION FOR “AT-RISK” YOUTH THROUGH RISK MANAGEMENT**

*Poster Session Presenters: Dr. Drew Zwald, Professor, Dr. Charles Wilson, Assistant Professor, Dr. Trey Burdette, Associate Professor, and Dr. Christina M. Gipson, Assistant Professor, Georgia Southern University, Statesboro, GA*

This presentation addresses ways to assist youth program administrators, in any context including sports programs, in achieving violence prevention through risk management goals and structured processes that incorporate risk analysis, risk management pre-program administration, developing and utilizing policies and procedures, providing a standard of care, providing proper supervision, ensuring safe environmental conditions, and program assessment and revision.

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### **CLASSROOM AND BEHAVIORAL MANAGEMENT OF STUDENTS WHO ARE AT RISK**

*Poster Session Presenter: Dr. Edward Sabornie, Professor, North Carolina State University, Raleigh, NC*

The objective of this presentation is to examine and quantify, via a meta-analysis, the results of single-case design research (i.e., n = 23 studies) related to classroom and behavioral management of students with behavioral disorders (BD) published from 2000-2016. The target audience includes educators and professionals concerned with students who are educationally at risk and identified with BD.

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### **UNDERSTANDING OBESITY AND SELF-ESTEEM: WHAT YOUR WEIGHT IN MIDDLE SCHOOL SAYS ABOUT YOU NOW**

*Poster Session Presenters: Etinosa Oghogho, MPH Student, and Dr. Helen Bland, Professor, Georgia Southern University, Statesboro, GA*

This poster session will afford participants an opportunity to learn how their body weight and self-esteem in middle school impacts their lives today. Using the Theory of Planned Behavior, a triangulation mixed-methods study was implemented using college students to retrospectively report on weight perception of self and body self-esteem both at middle school age and currently. Implications of study findings will be explored.

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### **A NEW CHALLENGE FOR AN EVER-EXPANDING GROUP: TRAUMA AND PERSONS HAVING AUTISM SPECTRUM DISORDER**

*Poster Session Presenters: Dr. Eric J. Bieniek, Assistant Professor, Dr. Matthew Erickson, Professor, Dr. Ashlea Rineer-Hershey, Assistant Professor, and Dr. Robert Isherwood, Associate Professor; Slippery Rock University, PA*

We know there are many students with Autism Spectrum Disorder (ASD) in schools. These students struggle with communication and socializing and often present odd behavioral patterns. What is the culmination of these challenges? It is levels of trauma, that for some, are approaching significant risk. This presentation explores what trauma is for students with ASD, its triggers, and how educators can prevent and reduce trauma.

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### **CONNECTING WITH "AT-RISK" YOUTH THROUGH SPORT PARTICIPATION: STRATEGIES FROM RURAL COACHES IN GEORGIA**

*Poster Session Presenters: Dr. Trey Burdette, Associate Professor, Dr. Charles Wilson, Assistant Professor, Dr. Christina M. Gipson, Assistant Professor, and Dr. Drew Zwald, Professor, Georgia Southern University, Statesboro, GA*

Sport is often used as a mechanism to develop character, teach life lessons, and cultivate social and emotional skills. The researchers surveyed sport coaches in rural areas of Georgia and results highlighted the challenges and the strategies coaches used to connect with youth at risk.

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### **HOW CLASSROOM MANAGEMENT CAN BE USED TO POSITIVELY IMPACT STUDENT LEARNING**

*Poster Session Presenter: Dr. Gordon Eisenman, Professor, Augusta University, GA*

This session focuses on selecting, modifying, and implementing classroom management strategies that positively impact student learning. With a focus on student learning, effective classroom management moves beyond controlling students to teaching students the management content they are missing in areas such as social, emotional, communication, and decision making skills that will empower students to develop self-control for the long term.

### **BUILDING RELATIONSHIPS: STRATEGIES FOR GETTING TO KNOW “AT-RISK” FAMILIES AND STUDENTS**

*Poster Session Presenters: Dr. Erin Hamel, Assistant Professor, and Dr. Diana Durbin, Associate Professor, Winthrop University, Rock Hill, SC*

Building relationships with youth at risk and their families is essential for student success. In this poster, we share strategies designed to help teachers know and connect with all students and families. Participants will learn about ways to implement these strategies and benefits for using them in their classrooms. The target audience is early childhood through postsecondary teachers and instructors.

### **IDENTIFYING AND SUPPORTING BEGINNING READERS IDENTIFIED AT RISK IN KINDERGARTEN**

*Poster Session Presenter: Dr. Shawna Helf, Associate Professor, Winthrop University, Rock Hill, SC*

In this poster session, results of a study comparing progress of kindergartners who received small-group reading intervention across the full school-year with those beginning the same intervention midyear will be shared. Because of concerns about starting a structured intervention for students transitioning to kindergarten, suggestions for addressing readiness skills while providing early intervention will be provided.

### **CULTURALLY RELEVANT PEDAGOGY (CRP): HOW DOES CRP LOOK IN A SECONDARY CLASSROOM?**

*Poster Session Presenters: Demetria Wilson, Teacher, Fulton County Schools, GA; Fanta Helton, Instructional Coach, Carroll County Schools, GA; and Kimberley Latchman, Teacher, Atlanta Public Schools, GA*

This session will address Culturally Relevant Pedagogy (CRP) and how secondary mathematics teachers use the CRP framework to teach students with diverse backgrounds. This session will elaborate on what CRP is and why it is necessary in mathematics classrooms. Specific examples and tools for introducing culturally relevant teaching into mathematics classrooms using the standards of mathematical practice will be discussed.

### **HOMELESSNESS IN THE 21ST CENTURY: RESEARCH, POLICY, AND PRACTICE IMPLICATIONS WITHIN THE SCHOOL SETTING**

*Poster Session Presenters: Dr. Irma J. Gibson, Professor, and Kierra S. Allen, Student, Albany State University, GA*

The impact of 21st century homelessness has taken an unprecedented toll on families; thus within the academic setting, educators, social workers, and counselors are faced with additional challenges that must be addressed in the effort to holistically meet the learning needs of all students. This poster session will address research, statistical data, policy implications, and best practices to effectively address public health issues.

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### **PREVENT, RESPOND, OR RECOVER FROM CLASSROOM MANAGEMENT CHALLENGES**

*Poster Session Presenter: Dr. Jacqueline Frierson, Educational Consultant, The Frierson Group, Baltimore, MD*

This poster session will provide information on eliminating student disciplinary problems and meeting the increasing demands on student performance. Presenter will discuss research-based, results-driven staff development training that will support improved student scores, reduce disciplinary challenges and bullying, eliminate nearly all referrals, and enhance teacher job satisfaction.

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### **INSURING THAT NO CHILD IS LEFT BEHIND: A STRATEGIC MENTOR PROGRAM FOR MIDDLE AND HIGH SCHOOL STUDENTS**

*Poster Session Presenter: Dr. Jerry D. Jones, Associate Professor, Fayetteville State University, NC*

The purpose of this presentation is to describe how principals, counselors, and teachers can jointly plan and conduct a Mentor-Mentee Program that is wonderful in its simplicity and effectiveness. We look for educational tools that encourage students to express themselves, gain confidence, and participate in and out of class. A simple thing has been missing from our school week—time built into the schedule for teachers and students to talk and work through activities that focus on developing our personal qualities. These ideas help all to face the everyday challenge of finding the right combination of strategies to reinforce our teaching methods and support our personal and professional development.

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### **NUTRITIONAL EMPOWERMENT: INTEGRATING THE MIND-BODY-SPIRIT TO ELEVATE STUDENT PERFORMANCE**

*Poster Session Presenter: Jeffrey L. Jordan, Educational Consultant and Founder, Nourished Life Design, Manalapan, NJ*

Nutritional Empowerment Enrichment is a holistic approach to creating a well-rounded student. By developing the mind (mindfulness/mindset), strengthening the body (nutrition/exercise), and fueling the spirit (connection/community) of each child, the student will increase their awareness, connection, and commitment to the mental, physical, emotional, and spiritual aspects of development and growth.

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### **STUDENT SUCCESS INCREASES WHEN SOCIAL AND EMOTIONAL BARRIERS ARE IDENTIFIED**

*Poster Session Presenters: John C. Marshall, Principal, and Greg Mueller, Assistant Principal, Chaminade Julianne Catholic High School, Dayton, OH*

City Connects at Chaminade Julianne Catholic High School is designed to maximize academic growth by tapping into existing resources to meet a child's social and emotional needs. This process begins with holistic individual student reviews. Based on a student's strengths, weaknesses, and needs, a tailored set of services is provided with opportunities for follow-up. The model demands input from students, parents, teachers, and counselors, and seeks out collaboration with community agencies and partners where possible.

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### **THINK D.I.F.: CULTIVATING DIVERSITY, INCLUSION, AND FAIRNESS IN LEARNING COMMUNITIES**

*Poster Session Presenter: John O. Nwosu, Jr., Student Engagement Coordinator; Georgia Southern University, Statesboro, GA*

Empathy is an essential tool for untangling the complex web of social and cultural forces that continue to reproduce compounded inequality. In this poster session, participants will be challenged to Think D.I.F.ferently by: (1) examining how implicit bias, stereotype threat, and cumulative inequality shape our outcomes, (2) exploring cognitive, affective, and behavioral barriers to cultivating diverse, inclusive, and fair (D.I.F.) spaces, and (3) discussing the role that shame and empathy play in cultivating D.I.F. spaces.

### **HOW PARENTS AND TEACHERS CAN HELP CHILDREN RECOGNIZE LETTERS REPRESENT SOUNDS**

*Poster Session Presenter: Dr. John Hobe, Department Head and Professor, Armstrong State University, Savannah, GA*

Learn how parents, teachers, and community members can easily teach children letters represent sounds. Participants will receive simple, research proven, directions used by others in all 50 states and several foreign countries for teaching children letters represent sounds and helping them crack the reading code. Materials can be made or inexpensively purchased at any location selling beginning reading books.

### **RAMBASSADORS: MAKING STUDENT LEADERSHIP THE CORNERSTONE OF PBIS SUCCESS**

*Poster Session Presenters: Dr. Beverly N. Johnson, Teacher and PBIS Coach, Steven Bullard, Teacher, and Lawanda Hill, Teacher and PBIS Team Leader, Newton High School, Covington, GA*

RAMbassadorS are students from various academic and behavior backgrounds who are given a leadership opportunity to extend model behavior into all aspects of student life including school, home, and community. The goal of this presentation is to share the impact of a successful Positive Behavior Interventions and Supports (PBIS) student advisory organization. The RAMbassadorS are trained to serve the school and welcome the community with pride and excellence. Presenters will provide an in-depth explanation of the development of the program.

### **GROWING THE WHOLE CHILD**

*Poster Session Presenters: Linda Kopec, Principal, Heather Findeisen, Assistant Principal, and Ann Stutler, Media Specialist, Onslow County Schools, NC*

Learn strategies to enhance student achievement by focusing on the development of the whole child. Resources will be provided to implement in the classroom to promote a growth mindset for both teachers and students. Skills for college and career readiness will be covered. This poster session is appropriate for teachers, school counselors, and administrators.

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### **CULTURALLY RELEVANT LEADERSHIP: DEVELOPING A CULTURE OF EQUITY**

*Poster Session Presenter: Dr. Lisa R. Peterson, Principal, Rock River Charter School, Janesville, WI*

How do school leaders close the achievement gap for students traditionally marginalized? Learn about the effective onsite practices of two school leaders who developed solid relationships with students, families, and staff to provide the foundation for developing literacy and numeracy interventions that narrowed the achievement gap.

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### **AWARENESS OF PRACTICING SCHOOL COUNSELORS: ATTITUDES AND BELIEFS TOWARD STUDENTS LIVING IN POVERTY**

*Poster Session Presenters: Dr. Lacey Ricks, Assistant Professor, University of West Georgia, Carrollton, GA; Dr. Jamie Carney, Distinguished Professor, Bethany Lanier, Doctoral Student, and Margie Taylor, Doctoral Student, Auburn University, AL*

This poster session presents the results of a national study examining practicing school counselors' attitudes, beliefs, and practices concerning students' living in poverty. The session will examine the findings with specific focus on attitudes and implications for practice including educational and counseling practice, critical issues for schools, and how to develop training and school counseling interventions related to working with students living in poverty.

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### **CREATING AN EQUITY TOOLKIT: STRATEGIES FOR INDIVIDUALIZING PATHS TO COLLEGE AND CAREER SUCCESS**

*Poster Session Presenter: Dr. Marina Gillmore, Educational Consultant, Full Circle Press and Educational Outreach Center, Redlands, CA*

This poster will look at how we avoid tracking students and help them identify and pursue postsecondary paths that reflect their unique aspirations, strengths, and needs. Participants will learn strategies for individualizing paths to college and career success and will leave this session with practical, research-based strategies for creating equity toolkits rooted in strength-based and equitable practices.

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### **FROM HOPE TO CERTAINTY**

*Poster Session Presenter: Tarsha N. Bailey-Mitchell, Principal, Hyde Park School, Jacksonville, FL*

This poster presentation is for the reflective leader who would like to continuously increase student achievement by empowering parents, teachers, students, and community members to transform teaching and learning by modeling best practices and providing engaging knowledgeable, data driven feedback.

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### **CULTIVATING THE CLASSIC BLACK MALE: "EXTINCT OR MISUNDERSTOOD"**

*Poster Session Presenter: Charles G. Barnes, School Counselor, DeKalb County School District, GA*

Using an ecological approach, the participants are able to understand how the many facets of a black youth's life intersect. The objective of this session is to assist the participants in identifying and cultivating the classic black males (at an early age) in their homes, schools, and communities. Through mentorship, community/home collaborations, cultural experiences, and experiential learning, your diamonds in the rough will emerge. Participants will leave with an understanding of the innate S.W.A.G (Style, Wisdom, Altruistic and Genteel) qualities that their students possess. The targeted audience includes but is not limited to school, community, residential, and religious-based employees.

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### **MY MIND IS FULL, HELP ME BECOME MORE MINDFUL: SCHOOL-BASED BEHAVIORAL INTERVENTIONS IN URBAN EDUCATION**

*Poster Session Presenter: Melissa K. Waller, Teacher, Atlanta Public Schools, GA*

The poster will address the practicality and relevance of school-based mindfulness interventions as it relates to addressing stress reactions, peer relations, and symptoms of depression amongst faculty and students. Empirically-based methodologies related to intrusive beliefs, rumination, emotional stimulation/reactions, grief, and student support teams will be reviewed in conjunction with recommended viewing of a video composed of the activities utilized within an urban school.

### **CULTURALLY RESPONSIVE INSTRUCTION**

*Poster Session Presenter: Nancy D. Charles, District Resource Teacher, Orange County Public Schools, FL*

This session considers communication, classroom management, and instructional strategies that are intellectually rigorous and engaging for easy classroom implementation to help all students learn. Participants will learn easy-to-apply approaches that engage students and help make learning connections to their real life experiences.

### **I AM NOT THE PRODUCT OF MY ENVIRONMENT**

*Poster Session Presenter: Tina Burse, Founder/CEO, It's Ok 2B Different Mentoring Program, Las Vegas, NV*

Our actions as parents and teachers do affect our children. How we conduct ourselves in front of our children makes a difference. Our children tend to repeat what they are subject to—from being incarcerated, fighting other women, allowing men to treat women as doormats, selling drugs, joining gangs, and dropping out of high school.

### **FROM RISK TO RESILIENCE AND BEYOND—REACHING “AT-RISK” ADOLESCENTS THROUGH YOUNG ADULT LITERATURE**

*Poster Session Presenters: Dr. Paula Greathouse, Assistant Professor, Tennessee Tech University, Cookeville, TN; and Dr. Joan Kaywell, Professor, University of South Florida, Tampa, FL*

Educators and policy makers who impact the current remedial reading curriculum designs in secondary schools can no longer assume that “at-risk” students who enter these classrooms do not have the potential for academic success and personal growth. Through a new theoretically framed approach to literacy, these students can be remediated and accelerated at the same time, with lasting impact!

### **BUILDING THERAPEUTIC RELATIONSHIPS TO FOSTER SUCCESS FOR “AT-RISK” CHILDREN AND ADOLESCENTS**

*Poster Session Presenter: Phylicia Wilford, MSW, LCSW, District Behavior Specialist, Savannah-Chatham County Public School System, GA*

Whether you are a novice educator or a seasoned professional working with adolescents, building therapeutic relationships with those you provide services to can make lasting effects. Discovering and developing the strengths of children can create an environment of trust, accountability, and the possibility of improved performance. The presenter will share how implementing evidence-based therapeutic strategies and interventions to improve social and emotional skills can create a powerful relationship between adult and child.

### **THE IMPORTANCE OF RECOGNIZING INDIVIDUAL GIFTING AS A MEANS TO DEVELOP AND PROMOTE CAREER OR BUSINESS SUCCESS**

*Poster Session Presenter: Pamela Major, Licensed Educator, P Major Consulting, Asbury Park, NJ*

The program is designed to assist instructors, counselors, career/transition coaches in creating/fostering an environment of success for youth who have been marginalized, disenfranchised, and otherwise discounted in their ability to contribute to and be successful in society and the work force in specific.

### **ANXIETY IN ADOLESCENTS: HOW MEDITATION, DEEP BREATHING, AND NUTRITION CAN HELP**

*Poster Session Presenters: Shannon Cearley, BS (Nutrition & Food Science), Independent Researcher, Augusta, GA, and Dr. Padmini Shankar, Professor, Georgia Southern University, Statesboro, GA*

In the United States, more than 6% of adolescents aged 12-19 years reported having used psychotropic drugs to treat clinical psychiatric symptoms or mental disorders, which included antidepressants (3.2%), ADHD drugs (3.2%), anxiolytics/sedatives/hypnotics (0.5%), and antimanics (0.2%). Furthermore, 4.5% reported using only one medication, while 1.8% reported having used two or more medications. Nearly half of adolescents (53%) in the United States that used psychotropic drugs had been seen by a mental health professional within the previous year. While females were more likely than males to use antidepressants, males were more likely to use ADHD medications than females. Meditation and deep breathing have been shown to decrease stress levels, provide calmness, improve concentration, memory, and focus. Research provides evidence that meditation and deep breathing exercises: (1) synchronize the heart and brain, (2) reduce the harmful effects of stress, (3) shift the body from a sympathetic state to a parasympathetic state, (4) lowers blood pressure, (5) improves concentration, focus, and memory, and (6) reduces anxiety and depression. We suggest that in some cases meditation and deep breathing exercises could potentially attenuate the symptoms of anxiety, depression, and ADHD providing adolescents with a non-pharmaceutical treatment option. Meditation and deep breathing exercises can be practiced daily for twenty minutes by adolescents to achieve positive results, possibly reducing the need for medications at during such an early age. We urge parents, health care professionals, and schools to consider providing education about the benefits of these alternative treatment methods as first line treatments to anxiety, depression, and ADHD.

### **THE EFFECTS OF ALCOHOL ABUSE AMONG YOUTH**

*Poster Session Presenters: Ian Affeldt, BS, (Nutrition & Food Science Junior), Georgia Southern University, and Dr. Padmini Shankar, Professor, Georgia Southern University, Statesboro, GA*

Alcohol abuse among youth is a serious issue that is not going away. It is currently one of the leading causes of death among young adults. Excessive drinking by minors can cause serious health problems such as fatty liver and liver damage. In 2016, the National Institute on Alcohol Abuse and Alcoholism and the Teen Rehab Center reported that 8.7 million young people between the age group of 12-20 reported consumption of alcohol in the past month. Among 10th graders, 52% believe it is easy to obtain alcohol. This is an alarming statistic, proving we need more regulations in place to prevent minors from purchasing alcohol. Alcohol abuse needs to be addressed by our nation's schools on a regular basis to fortify campaigns like the Red Ribbon Week. Kids need to take an active part in learning the adverse health effects of alcohol abuse on their bodies. With age-appropriate community health programs and curricular education on alcohol abuse, it is hoped young adolescents will live longer and safer lives.

**STAYING CURRENT: TEACHERS RESPOND TO RECENT RESEARCH ON BULLYING**

*Poster Session Presenters: Dr. Robert C. Jones, Assistant Professor, Anna Morman, Student, Emily Arnold, Student, Sterling Ancrum, Student, and Kylie Reynolds, Student, LaGrange College, GA*

All stakeholders responsible for creating a positive and safe school environment must stay current on the most recent research on bullying. Our study sought to provide pre-service and in-service teachers with some of the most recent and compelling research on the topic and to add their voices to current discussions of bullying in academia. Attendees will join the presenters in contributing to this “bridge-building” dialogue.

**PLANNING TO SUCCEED: TEACHERS DISCUSS THEIR BELIEFS AND PLANNING METHODS REGARDING ENGLISH LANGUAGE LEARNERS**

*Poster Session Presenters: Dr. Robert C. Jones, Assistant Professor, Emily Arnold, Student, Anna Morman, Student, Sterling Ancrum, Student, and Kylie Reynolds, Student, LaGrange College, GA*

Our study examined pre- and in-service teachers’ attitudes towards English Language Learners in the mainstream classroom. We present the findings of surveys and focus groups with these professionals who serve students in an increasingly diverse community. The results of our study may be valuable to anyone seeking a starting point to help teachers better serve English Language Learners and incorporate them into their classroom communities.

**IMPLEMENTATION OF COMMON CORE STATE STANDARDS FOR MATHEMATICS WITH MINORITY STUDENTS**

*Poster Session Presenter: Dr. Ronny Green, Professor, Valdosta State University, GA*

What are the common practices used by teachers who find success implementing Common Core State Standards for Mathematics (CCSSM) with African American and Hispanic American students? What aspects of the classroom/school environment impact the common practices of teachers who find success implementing CCSSM with American and Hispanic American students? Analysis of the common practices used by math teachers and aspects of the classroom/school environment that impact diverse teacher’ active engagement in CCSSM may provide valuable data for increasing math performance of “at-risk” minority students and overall school achievement. The researchers will share these findings and in turn share important insights and techniques for closing the math achievement gap.

**REACHING THE HEART OF GENERATION X, Y, AND Z BY MEANS OF A HEALTHY AWARENESS OF EMOTIONAL INTELLIGENCE**

*Poster Session Presenter: Dr. Robert L. Overstreet, Assistant Dean, Dalton State College, GA*

Are you an emotionally intelligent educator who engages your students in the journey of learning? Teaching today must be done differently than it has been done in years past. We must reach our generation Z learners who come from different environments, backgrounds, and circumstances. The way you teach will affect student achievement, hence, our need as educators to develop emotional awareness and interpersonal skills that will enable us to manage our classrooms and stimulate student success.

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**INTRA-DISTRICT STUDENT MOBILITY, SCHOOL DISCIPLINE, AND GENDER:  
EVIDENCE FROM CLARK COUNTY, NEVADA**

*Poster Session Presenter: Richard Welsh, PhD, Assistant Professor, University of Georgia, Athens, GA*

This poster session presents an evaluation of the relationship between student mobility and school discipline by analyzing patterns of student mobility across gender and the timing of school changes within the Clark County School District.

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**DIFFERENTIATING INSTRUCTION: CHALLENGES OF THE SECONDARY CLASSROOM**

*Poster Session Presenters: Dr. Roben W. Taylor, Professor, and Dr. Jacquelyn Mesco, Professor, Dalton State College, GA*

Today, teachers are responsible not only for meeting the diverse needs of all students but also for ensuring improved educational outcomes. Accordingly, school personnel are seeking proven ways to strengthen traditional classroom practices. This presentation will include key elements of differentiated instruction teaching as they apply specifically to instruction in grades 6-12.

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**TEAMWORK DOES MAKE THE DREAM WORK!**

*Poster Session Presenters: Sandra L. Squire, Principal, John Taylor, Assistant Superintendent, Wendy Skibinski, Director of College and Career Readiness, and Steve Samuel, Principal, Metropolitan School District of Wayne Township, IN*

We will clearly outline the efforts to yield high results in a high-poverty school. The creation of a 9th grade center helped increase credit attainment. The push for high expectations and high support in Advanced Placement (AP) and dual credit classes helped us change the culture. We have improved student achievement, and we continue to go from good to great!

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**IS THE SCHOOL LIBRARY A LAST SAFE PLACE?**

*Poster Session Presenter: Dr. Susan P. Cordell, Associate Professor, University of West Alabama, Livingston, AL*

Students obviously need places that are safe. For whatever reasons, many of them choose the library to either self-isolate or to protect themselves from bullying peers. I will engage the audience with facts and anecdotes that will cause them to consider if their school libraries are unofficial safe places and, if not, how can they cultivate that safe space, or how can they enhance it if it already exists. The target audience is teachers and school librarians, particularly those who work in late elementary to high schools.

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**WHY DO SOME STUDENTS SOAR AND OTHERS STRUGGLE? PROMOTING  
RESILIENCE TO SUPPORT SUCCESS**

*Poster Session Presenters: Dr. Sheila Sapp, Principal, and Dr. Darlene Bruce, Assistant Youth Leader, Sapp and Bruce Educational Consultants, Woodbine, GA*

In the present world we live in, resiliency is a must for success! This session will show you why all stakeholders must embrace and utilize tools and strategies that build resilience in young people. Our topics will encourage school and community leaders to develop empowering environments by uniting with one another in the charge to help children discover the power within themselves to succeed.

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**CONTENT MATTERS—TEACHING “THE CASE FOR REPARATIONS”**

*Poster Session Presenters: Tamara Jaffe-Notier, Teacher, and Carol Friedman, Teacher, Niles West High School, Skokie, IL*

We offer specific materials and plans for teaching the structure and content of Ta-Nehisi Coates’ persuasive essay, “The Case for Reparations,” and building trustworthy relationships with and among students. In this poster session, you will learn about five specific high school appropriate lessons addressing requisite knowledge and skills for studying this essay, from real estate redlining to building academic vocabulary for rhetorical analysis.

**UNIVERSITY LIFE 101: FRESHMEN TWO YEARS LATER**

*Poster Session Presenters: Dr. Tracy Holcombe, Associate Dean, Dr. Shirley Bausmith, Dean, and Dr. Stephen Taylor, Professor, Francis Marion University, Florence, SC*

Often times, it is difficult at the university level to come up with initiatives to retain students, especially those who may be at risk. This research sought to identify students whose learning styles may not fit in a traditional realm. Workshops were provided to offer suggestions to those students in terms of accommodating for success. Two years later, data are being collected to determine where those students are and how they are doing academically.

**CRITICAL CONVERSATIONS THROUGH CURRICULAR INVITATIONS**

*Poster Session Presenter: Taryrn Brown, Doctoral Student, University of Georgia, Athens, GA*

In this session, participants will learn how to utilize the pedagogical tool of Curricular Invitations to explore critical topics of conversations. It will provide teachers, community educators, and parents a great resource that can create safe pedagogical spaces for critical conversation.

**STOPOUT STUDENTS: “AT-RISK” STUDENTS IN COMMUNITY COLLEGES**

*Poster Session Presenters: Dr. Samuel Mayhew, Assistant Dean, Dr. William F. Truby, Assistant Professor, Dr. Michael J. Bochenko, Assistant Professor, Dr. Gerald L. Siegrist, Professor, and Dr. Lantry L. Brockmeier, Professor, Bainbridge State College, GA*

College administrators are examining their policies and strategies for retaining “at-risk” stopout students in order to meet the changing funding models for higher education. New research on student retention will provide valuable data for colleges to develop intentional strategies that encourage students at risk of “stopping out” of college to return to college and increase college retention rates. The researchers will share these findings and in turn share important insights and techniques for improving students’ college experiences.

**OVERCOMING MATHEMATICS DIFFICULTIES USING CRA INTERVENTIONS**

*Poster Session Presenters: Dr. Bradley Steven Witzel, Professor, and Dr. Sharlene A. Kiuahara, Researcher, Winthrop University, Rock Hill, SC*

Students with disabilities and at-risk concerns frequently experience learning difficulties with mathematics standards, which demand conceptual reasoning along with procedural facility. One research-supported intervention strategy with a history of improving students’ learning outcomes is the Concrete to Representational to Abstract (CRA) sequence of instruction. In this poster, participants will learn how to design and implement CRA interventions with whole and rational numbers.

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## CAPITALIZING ON PARENT CONNECTIONS

*Poster Session Presenters: Eric Worcester, Principal, and Michelle Cribbs, Educator, The Nokesville School, Nokesville, VA*

Through this engaging and motivating session, participants will learn actionable steps in forging effective partnerships with parents in their school community to promote success, enhance awareness, and create a shared vision. The presentation will discuss specific programs implemented through parent collaboration and will share school survey data showing school satisfaction data. The session is led by a principal and parent who have successfully partnered to implement unique programs resulting in incredible achievements.

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## EYEONDATA

*Poster Session Presenter: Yakeen Dinmahamad, Special Education Teacher, Manhattan School for Career Development, Manhattan, NY*

EyeOnData is a real-time digital data collection and communication platform—essentially an instant data input and immediate data analysis system, which ultimately enables us to impact the academic, social, and emotional development of students. **USING CONSTRUCTIVIST CAREER COUNSELING WITH THE UNDERPRIVILEGED POPULATIONS OF LGBT, IMMIGRANTS, AND “AT RISK” YOUTH FROM FATHERLESS HOMES**

*Poster Session Presenters: Z’Ashely L. McAfee, MS, LAPC, Jack Underwood, MS, LPC, NCC, and Cherry Hymes, LAPC, MS, Director and CEO of New Foundations Christian, Mercer University, Macon, GA*

Learn how to use constructivist career counseling with underprivileged youth, especially LGBTQ, immigrants, and children from fatherless homes. This research focuses on these specific groups and uses constructivism techniques to provide career counseling for them.

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## COMING OF AGE IN THE STREETS THAT PREY: URBAN BLACK FEMALE YOUTH AT THE INTERSECTION OF STREET-LIFE INVOLVEMENT AND FATAL VIOLENCE PERPETRATION

*Poster Session Presenter: Dr. Tia Armour, Literacy Specialist and Educational Consultant, Statesboro, GA*

Many urban Black female youth fall prey to the street-life subcultures often identified as “the hustle,” “the game,” “the corner,” “the life,” and “the hood.” It should be noted, with regret, that the fractured stories of these female youth have been and still go untold. An in-depth analysis of the tragic stories of their lived experiences provides convincing evidence and insightful explanations of the intersection of street-life involvement and fatal violence in the experiences of these “at-risk” Black female youth.

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**CONFERENCE CONCLUDES FOR THE DAY - 5:30 p.m.**

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**CONTINENTAL BREAKFAST - Lobby & Mezzanine - 7:15-8:00 a.m.**

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**MASTER OF CEREMONIES**

*Dr. Cordelia Zinskie, EdD, Conference Co-Chair, Professor of Educational Research, College of Education, Georgia Southern University, Statesboro, GA*

**INTRODUCTION OF KEYNOTE SPEAKER**

*Moderator: Dr. Vallerie Cave, Executive Director for Elementary and K8 School Governance, Savannah-Chatham County Public School System, GA*

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**KEYNOTE PRESENTATION: UNLEASHING A MINDSET OF ACHIEVEMENT - Ballroom A - 8:00-9:15 a.m**

*Keynote Speaker: Joanne Billingsley, Award Winning Teacher and Author, Founder, Billingsley Education, San Antonio, TX*

Learn new teaching strategies and tools for developing academic mindsets that have a lasting positive impact on student academic performance! Identify how academic mindsets strongly influence student achievement. Outline an action plan for developing positive academic mindsets. Examine factors that influence and accelerate language acquisition. Discover tools that transform students' motivation to learn.



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**BREAK - Visit the NYAR Exhibitors - 9:15-9:45 a.m.**

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*On-site exhibitors are on the first and second floor.*

**FOCUSING ON SUMMER THROUGH A COMMUNITY-BASED INFORMAL STEM PROGRAM - Ballroom D**

*Speaker: Natalie S. King, Assistant Professor, Georgia State University, Atlanta, GA*

In this presentation, I share the design and implementation of a community-based informal STEM program, and how I successfully leveraged community and university resources to meet the needs of K-12 students in underserved communities. This interactive session will interest attendees who are curriculum developers, informal STEM educators, and practitioners or researchers engaged in broadening the participation of underrepresented populations in STEM.

**GROWTH MINDSET: THE ANSWER TO “WHY DO I NEED TO KNOW THIS?” - Ballroom E**

*Speaker: Carmen Long, Teacher Georgia Connections Academy, Duluth, GA*

Motivating students is a challenge to most educators at some point or another. Students deserve to know why they are being asked to learn concepts or produce evidence that learning has occurred. They are often given empty reasons like, “we must review the standards-based curriculum” or “it is on the test.” These answers are not motivating to students. The answer to the question “Why do I need to know this?” is powerful when the answer provides relevant truth about skills students need to have in order to succeed after high school is over. Growth mindset is a theory utilizing the scientific evidence that working through difficult tasks promotes brain growth and strengthens understanding.

**MAKING VISION A REALITY: CREATING A SCHOOL COMMUNITY THAT DEVELOPS RESILIENT STUDENTS - Ballroom F**

*Speaker: Ms. Pamela Knox, Resource Coordinator, Cincinnati Public Schools, OH*

How does a low-performing urban school (turned community learning center) with demographics that appear at risk (95% African-American, 100% free/reduced lunch, and 30% students with disabilities) experience a transformation to develop life-long learners. Learn how growth mindset and strength-based characteristics research have been applied to create a school community that yields a student-body focused on their own future success.

**QUESTION AND ANSWER SESSION WITH KEYNOTE SPEAKER JOANNE BILLINGSLEY - Ballroom A**

*Keynote Speaker: Joanne Billingsley, Award Winning Teacher and Author, Founder, Billingsley Education, San Antonio, TX*



**COUNT YOURSELF IN: ENCOURAGING STUDENTS TO ATTEND SCHOOL; ALL DAY, EVERY DAY, AND ON TIME! - Scarborough 1**

*Featured Speakers: Takeysha Ray, MSW, EdS, and Curlandra Lightfoot-Smith, MSW, EdS, Bibb County School District, GA*

Participants will focus on the importance of a holistic approach addressing chronic absenteeism through education, motivation, communication, and collaboration. Participants are provided with low-cost/no-cost strategies to bring awareness to regular, punctual school attendance. Knowledge/strategies will be provided to identify and address students with trends of school absenteeism and how to communicate with teachers, parents, students, and the “new age” family unit. We will provide exciting, interactive experiences on initiatives and creative strategies as attendees leave with take-home practices to implement directly in the learning environment and in their community.



**STRUCTURE + PROCESS + RESULTS - Harborside West 2**

*Speaker: Emily Reid Daniels, MEd, MBA, NCC, Student Assistance Counselor, ConVal High School, Brian Pickering, and Kimberly V. Chandler; ConVal School District, Peterborough, New Hampshire*

How often do high school educators complain about not having time to meet the behavioral needs of their most at-risk students? Imagine what educators could accomplish if they had time and a process to build relationships and customize intervention. Learn how ConVal High School found a way to meet the needs of its at-risk population through an innovative flex-block structure, TASC, and a host of evidence based interventions.

**“CONVERSATION HEART”: TRANSFORMING A SCHOOL TO BECOME THE HEART OF THE COMMUNITY - Scarbrough 2**

*Speakers: Dr. Kevin D. Huffman, Principal, Laura Carpenter, Community Engagement Coordinator, and Cassie Downs, Primary Teacher, Robberson Community School, Springfield, MO*

Invested relationships do not happen by chance but are cultivated intentionally with time, attention, and interest. Educators from Robberson Community School will share how they have successfully built strong lasting relationships—both inside and outside the school walls—from the use of looping classrooms, the continuous learning calendar, wraparound services, customized curriculum, and even the use of therapy dogs!

**WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF YOUTH TOMORROW - Harborside East**

*This session will repeat at 11:15 a.m. - 12:30 p.m.*

*Featured Speaker: Frank J. Kros, MSW, JD, President, The Upside Down Organization, Baltimore, MD*

Neuroscience discoveries have revolutionized our understanding of how the brains of our children learn and grow. In particular, brain research reveals how the specific language used by adults who teach, mentor, counsel, and parent youth has a much more profound effect on their development than previously realized. Learn the four powerful “languages of the brain” that will transform the lives of the children you serve. Walk away with a new way of talking to youth that builds resilience, promotes intrinsic motivation, enhances cognitive stimulation, and creates kaleidoscope thinkers. What you say matters, more than you ever knew!



**BEYOND STEREOTYPES: REDEFINING IMAGES OF YOUNG MEN OF COLOR - Harborside West**

*This session will repeat at 11:15 a.m. - 12:30 p.m.*

*Featured Speaker: Dr. LaMarr Darnell Shields, Co-Founder and Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD*

Young men of color often feel the burning glare of misperception early on in school, where teachers are more likely to perceive their actions as disrespectful or defiant. The creation of Beyond Stereotypes: Redefining Images of Young Men of Color is an innovative transmedia project that facilitates a dialogue between a critical mass of Black and Latino male students from diverse and contending backgrounds and creates a platform for the young men to represent and redefine Black and Latino male identity in America. This interactive workshop will highlight a range of complexities—insights, emotions, and aesthetics—that the public often fails to see or accept



because American culture often defines these males both negatively and far too narrowly. In simple terms, there is much more to young men of color beyond the stereotypical image, and this project will provide a framework to address these important issues.

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**PERCEPTIONS OF EDUCATION PROFESSIONALS REGARDING BARRIERS TO IMPLEMENTATION OF EARLY INTERVENTION PROGRAMS FOR DROPOUT PREVENTION - Percival**

*Speakers: Libby Parker, EdD, Principal, Holy Family Catholic School, Huntsville, AL; Jodi Newton, EdD, Associate Dean; and F. Jane Cobia, EdD, Professor, Samford University, Birmingham, AL*

This session will highlight a practical plan of action to address youth at risk of dropping out of school. The findings and call to action are based on a study designed to discover the barriers to implementation of research-based, focused, and vertical intervention programs in elementary, middle, and high schools.

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**STUDENTS TAKING A RIGHT STAND: MALE YOUTH VIOLENCE PREVENTION THROUGH POSITIVE DEVELOPMENT AND ROLE MODELING - Vernon**

*Speakers: Katie Dight, MSW, MPH, Rolanda Patrick, MPH, and Corey Graham, Cabarrus Health Alliance, Kannapolis, NC*

Cabarrus STARS is a grant-funded program housed within North Carolina's Cabarrus County public health department. This program is designed to promote positive youth development for minority male youth through a combination of system-, group-, and individual-level services. Program staff will share the successes and challenges they have experienced in working with a variety of schools, students, and families.

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**RESTORATIVE RESPONSE TO MISBEHAVIOR - Verelst**

*Speaker: Nancy D. Charles, District Resource Teacher, Orange County Public Schools, FL*

The goal for implementing restorative practices in schools is to reduce suspension rates by building school cultures. This approach focuses on fostering and repairing relationships, giving voice to all, collaborating in problem solving to resolve conflicts, enhancing personal responsibility, and empowering change and growth.

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**HEALTH ROCKS! PROGRAM: THE ASSOCIATION OF YOUTH ENGAGEMENT WITH PROGRAM OUTCOMES - Portside**

*Speaker: Sarah Taylor, Doctoral Student, University of Nebraska at Lincoln, NE*

The Health Rocks! program aims to promote positive knowledge and attitudes towards substance-related risky behaviors among youth. This presentation will highlight findings from a quantitative study assessing the extent to which youths' program engagement was associated with program outcomes. Implications are valuable to extension personnel and other youth professionals for the design and implementation of future youth programs.

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**STUDENTS AS LITERACY ADVOCATES: IMPLEMENTATION OF THE “TEENS FOR LITERACY” PROGRAM IN URBAN AND RURAL SETTINGS - Sloane**

*Speakers: Anne Katz, PhD, Assistant Professor, Armstrong State University, GA; and Cindy Williams, Teacher, Claxton Middle School, Claxton, GA*

The presentation will discuss implementation of the “Teens for Literacy” program in two different settings: a Title I, urban school in downtown Savannah and a rural school with high-poverty rates outside of Savannah (composed of a student leadership team who are primarily English Language Learners). The model provides a forum for students to empower their peers and their community regarding the importance of literacy.

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**INTRODUCTION TO LOVE AND LOGIC: NEUTRALIZING ARGUING - Plimsoll**

*Speakers: Michelle Walden, Director of Schools, and Linda Cunningham, Director of Student Services, Options S. Charter Schools, IN*

Do you ever feel like you spend more time discussing discipline/reward policies than you do instruction and innovation? Are you interested in a way to help teachers and school leaders end power struggles and go home each day relatively stress free? Presenters will share Love and Logic techniques to use in defusing arguing, setting delayed, logical consequences, and helping students become problem solvers.

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**BREAK - Visit the NYAR Exhibitors - 11:00-11:15 a.m.**

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11:15 a.m.-  
12:30 p.m.

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**ENGAGING STUDENTS AT RISK THROUGH ROBOTICS - Ballroom B**

*Speakers: Karin Fisher, PhD, Assistant Professor, Georgia Southern University, Statesboro, GA; and Mark McCombs, Executive Director, Renaissance Jax, Inc., Jacksonville, FL*

This presentation will provide information about the importance of extracurricular STEM activities to help engage students with specific information about the benefits of after school robotics programs. Topics to be discussed include the importance of STEM programming to our nation, the current literature on extracurricular STEM activities, and the benefits of and how to start an after-school robotics program.

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**ENGAGING YOUTH AT RISK: SUCCESSFUL STRATEGIES THAT ARE MOTIVATING STUDENTS TO LEARN - Ballroom D**

*Speaker: Helen Avis, PhD, The University of North Carolina at Chapel Hill, NC*

This interactive presentation will focus on student engagement research and strategies for students at risk of failure. The target audience includes teachers, school personnel, community program facilitators, and university faculty from programs of education. The presentation will define student engagement, unpack its importance for all students, and provide teaching strategies specifically targeting students within alternative academic settings and the juvenile justice system.

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**HEALTH IS ELEMENTARY: FACILITATING ELEMENTARY HEALTH EDUCATION THROUGH SCHOOL DISTRICT POLICY AND PRACTICE - Ballroom F**

*Speakers: Dr. Sarah E. Toth, PhD, Assistant Professor, Alabama Agricultural and Mechanical University, Huntsville, AL; and Dr. Retta R. Evans, PhD, Associate Professor, University of Alabama at Birmingham, AL*

The elementary classroom offers a potentially favorable setting to impact student health. However, research indicates that elementary health education is frequently omitted or haphazardly delivered. This session investigates facilitative practices, beliefs, and other factors associated with the readiness for and delivery of health education in the elementary grades. The findings and implications will be discussed and may be used to develop customized school district interventions.

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**A MOTHER'S INFLUENCE ON ACADEMIC ACHIEVEMENT: MAMA SAID...IT'S THE SMALL VICTORIES THAT COUNT! (I MATTER, YOU MATTER, WE MATTER) - Scarbrough 1**

*Speaker: Bonnie J. Edwards, MA, Adjunct Instructor, McPherson College, KS*

For youth and adults seeing themselves through literacy, the Communication Companion creates the momentum to encourage more reading at home and in their school community. Strategies to build self-aware and confident students may include empowering students to read to adults, asking questions, acting out roles in a story, and connecting themes to goals and dreams. These are the keys that empower students, families, and school communities.

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**TOTAL SUCCESS FOR ALL STUDENTS: A SYSTEMATIC APPROACH TO THE ELIMINATION OF FAILURE - Scarbrough 2**

*Speakers: Dr. Vincent A. Romano, Principal, and Christopher Brescia, Assistant Principal, Malverne High School, Malverne, NY*

This presentation reviews the strategies and programs that were implemented during the last eight years to eventually qualify Malverne High School for national recognition. Educators will learn practical strategies on how to support student achievement and create a culture where students strive to succeed. Through their continuum of academic improvement, presenters will walk participants through a step-by-step plan that begins long before the start of each year and tracks low-performing students.

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**WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF YOUTH TOMORROW - Harborside Center East**

*Featured Speaker: Frank J. Kros, MSW, JD, President, The Upside Down Organization, Baltimore, MD*

Neuroscience discoveries have revolutionized our understanding of how the brains of our children learn and grow. In particular, brain research reveals how the specific language used by adults who teach, mentor, counsel, and parent youth has a much more profound effect on their development than previously realized. Learn the four powerful "languages of the brain" that will transform the lives of the children you serve. Walk away with a new way of talking to youth that builds resilience, promotes intrinsic motivation, enhances cognitive stimulation, and creates kaleidoscope thinkers. What you say matters, more than you ever knew!





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**CHANGES IN PERCEPTIONS OF TEACHER CANDIDATES ABOUT STUDENTS IN POVERTY THROUGH TEACHER EDUCATION EXPERIENCES - Harborside Center West 2**

*Speaker: Dr. Marleah Bouchard, Assistant Professor, Winthrop University, Rockhill, SC*

Children facing the challenges of poverty need the most prepared teachers. In order to understand how teacher education programs can better prepare teacher candidates to work with students in poverty, this research will outline how one university has combined a course involving lecture and field-based experiences and investigate the potential shifts in how teacher candidates perceive and empathize with students living in poverty.

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**TRAUMA, TOXIC STRESS, AND THE IMPACT ON LEARNING - Ballroom E**

*Speaker: Eliza M. Hirst, Deputy Child Advocate, Office of the Child Advocate, Wilmington, DE; Dr. Michele Marinucci, Deputy Child Advocate, Woodbridge School District; Woodbridge, NJ*

Youth who have experienced trauma often have very poor education outcomes. By understanding brain science, how trauma and toxic stress impact the developing brain, and tools to engage students at risk and support staff, participants will enhance education outcomes and have a better understanding of how to connect and engage youth with challenges.

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**BEYOND STEREOTYPES: REDEFINING IMAGES OF YOUNG MEN OF COLOR - Harborside Center West**

*Featured Speaker: Dr. LaMarr Darnell Shields, Co-Founder and Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD*

Young men of color often feel the burning glare of misperception early on in school, where teachers are more likely to perceive their actions as disrespectful or defiant. The creation of Beyond Stereotypes: Redefining Images of Young Men of Color is an innovative transmedia project that facilitates a dialogue between a critical mass of Black and Latino male students from diverse and contending backgrounds and creates a platform for the young men to represent and redefine Black and Latino male identity in America. This interactive workshop will highlight a range of complexities—insights, emotions, and aesthetics—that the public often fails to see or accept because American culture often defines these males both negatively and far too narrowly. In simple terms, there is much more to young men of color beyond the stereotypical image, and this project will provide a framework to address these important issues.



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**CREATIVITY, COMMUNICATION, AND CONNECTIONS: ENGAGING IN STEM WITH YOUNG CHILDREN - Percival**

*Speakers: Sandra Linder, Associate Professor, and Cynthia C. M. Deaton, Associate Professor, Clemson University, SC*

This presentation is geared towards early childhood and elementary educators (for children from birth to age ten) that wish to build a more inquiry-centric classroom environment where students can engage in collaborative tasks for building STEM processes and content. We will discuss how to use student interests in STEM, place-based learning, and teachable moments to make learning relevant and meaning for students while building on students strengths.

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**A GUIDE TO WRITING AND TRACKING MEANINGFUL INDIVIDUALIZED SERVICE PLANS - Vernon**

*Speaker: Michelle S. Walden, Coordinator of Student Academics, Options Charter Schools, Noblesville, IN*

This session will share the journey that Options Charter Schools have been on over the last 10 years to

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develop a more authentic method of writing and tracking Individualized Service Plans for high school students. Participants will walk away with applicable tools and ideas on how they can impact an improvement on the service plans at their school or organization.

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**CREATING AN EQUAL OPPORTUNITY HIGH SCHOOL—ONE STUDENT AT A TIME - Verlest**

*Speaker: Mr. John Kenny, Assistant Principal, and Ms. Jennifer Alaimo, Assistant Principal, Sewanahaka Central High School District, NY*

This presentation will highlight the successful simple data analysis and program development that focused on increasing academic rigor, decreasing suspension rates, building healthy positive relationships and training of peer mentors and mediators. We will discuss the adjustment of building policies with regards to enrollment in challenging academic courses as well as, the training of students and faculty in the areas of conflict resolution, and decision making skills and leadership qualities.

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**COUNSELING AND EDUCATIONAL STRATEGIES FOR SCHOOL COUNSELORS WORKING WITH STUDENTS' LIVING IN POVERTY - Portside**

*Speaker: Jamie Carney, PhD, Professor, Brandee Appling, PhD, Assistant Professor, Malti Tuttle, PhD, Assistant Professor, and Simone May, Doctoral Student, Auburn University, AL*

This session focuses on educational and counseling strategies for school counselors working in high-poverty communities. This includes an emphasis on counseling strategies to promote educational outcomes, advocacy, and addressing the needs of students living in poverty. The session will outline the critical educational, mental health, and personal issues for students living in poverty. This includes the economic and educational challenges in high-poverty schools. The session will provide counseling strategies across elementary, middle, and high school levels with specific consideration of advocacy, educational support, and engagement of the community and families.

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**MAKING PARENTS, STUDENTS, AND THE SURROUNDING COMMUNITY ACCOUNTABLE FOR DAILY STUDENT ATTENDANCE - Sloane**

*Speaker: Melanie Mitchell, Principal, and Benita Grant, Assistant Principal, Humphries Elementary, Atlanta, GA*

This presentation will provide the audience with practical strategies that can be implemented and monitored immediately for increasing daily attendance rates. These strategies include setting school-wide attendance goals and sharing methods of student self-charting their own daily attendance to make them knowledgeable of their attendance progress.

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**APPRENTICE READING: EQUIPPING PARENTS TO PREVENT THE “SUMMER SETBACK” - Plimsoll**

*Speaker: Nancy Flanagan Knapp, PhD, Associate Professor, University of Georgia, Athens, GA*

Struggling readers typically lose reading skill over the summer, accounting for up to 80% of the “achievement gap,” especially for poorer children. Learn how parents or volunteers, with only limited training and support, can use Apprentice Reading, a natural, enjoyable, research-proven method, to effectively prevent “summer setback,” and help many students actually gain reading skill and motivation over the summer, and throughout the school year.

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**CONFERENCE CONCLUDES - 12:30 p.m.**

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*Pre-Conference and Featured Speaker: Keith L. Brown, Lead Consultant/Chief Messenger, 2020 Enterprises LLC, Fayetteville, GA*

Keith L. Brown has been a Professional Speaker, Educational Consultant, and Consultant, for over 15 years and Chief Messenger of 2020 Enterprises for well over a decade. He has been a Featured Presenter at Conferences Nationally and Internationally for well over a decade, most notably: The National Youth-At-Risk Conference, Savannah, GA, Youth At Risk Conference, Barbados, Conference on Educational Care, Dutch Caribbean Islands, Youth At Risk Conference, Sheffield-Hallam University, Sheffield, England and Pedagogy of Diversity Conference-Sheffield, England, in addition to presenting in hundreds of School Districts and for Family Advocacy Agencies and Government Agencies Nationally and Internationally since 2000. He has authored and co-authored books which have been nationally and internationally recognized, the latest being a curriculum, presently being used in School Districts nationally and internationally: not impossible-I'M POSSIBLE: A Relevant Guide on Leadership and Life Skills for Students and Families, which contains a Book, Student Portfolio, and Facilitator's Guide. He has been a featured guest on I-Heart Radio, Sirius XM, and other Radio and Television programs as an expert on Topics, Issues and Solutions in Education and Youth and Family Advocacy- and has served as a Client Referral Consultant for the hit television series, "Beyond Scared Straight," on A&E. As a former Educator in a Rural School District in Georgia and Adjunct Instructor at a Technical College, this former Teacher of the Year, continues to be a staunch Advocate for "At-Risk" Youth, their Families and the Change Agents who empower "At-Risk" Youth daily. More information can be found via [www.keithlbrown.com](http://www.keithlbrown.com)

*Pre-Conference and Featured Speaker: Abbigail J. Armstrong, EdD, Assistant Professor, Winthrop University, Rock Hill, SC*

Dr. Armstrong has been an educator for 21 years, 10 of which she spent teaching young adolescents from diverse ethnic and socio-economic backgrounds. An Assistant Professor at Winthrop University, She has consulted in various school systems across the United States in areas such as Chicago, Massachusetts, Pennsylvania, Ohio, Texas, Arizona, and Georgia where she has shared her expertise on fostering motivation and challenging students in "at risk" populations as well as her own story of growing up in in poverty and being at risk. Dr. Armstrong is known for her interactive, hands-on, practical presentations.



*Pre-Conference and Featured Speaker: Robert D. Barr, PhD, Emeritus Dean, Boise State University, Boise, ID*

Bob Barr is the former Dean of Education at Oregon State University and former Dean at Boise State University where he helped start the university's first doctoral program and a new Center for School Improvement. He has authored/coauthored 12 books in the field of education. He has worked and researched in schools in over 40 states and continues to serve as a consultant to high poverty schools and university research centers.

*Pre-Conference and Featured Speaker: Emily Gibson, EdD, Culture Coach, Vancouver Public Schools, WA*

Emily Gibson is currently a Teaching & Learning Coach in a high-poverty, rural school district in Washington State, implementing a Culture of Hope in Title I schools. She has taught elementary and middle school for over



20 years, provided professional development for K-12 teachers in writing, SRSD, and differentiated instruction, and founded a charter school site for "at-risk" youth. She earned her doctorate in school improvement from Boise State University.



*Featured Speaker: Jà Hon Vance, Educational Consultant and Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD*

Jà Hon Vance, EdS is an active professor of African American Literature and Humanities in Baltimore City Community College. Across the country and abroad, he is known as the "Living Legend in Education." Professor Vance launched his teaching career over thirty years ago. With an educational background that includes academic training at Cornell University, Harvard University, Jackson State University, and Oxford University in the United Kingdom, Professor Vance is highly regarded by his colleagues as a "World Class Facilitator of Training in the field of higher education." Today—Professor Vance is recognized both nationally and internationally for his savvy work with recruiting, educating, and graduating African American male students in higher education, as well as, redesigning developmental education writing programs via the use of the Vance-Brooks Writing Model. Currently, he is using a zero budget to fully operate a structural learning community designed specifically for African American males to earn an Associates of Arts Degree in one year, while producing more than 2.5 million dollars in FTEs at Baltimore City Community College. In addition, his writing concept—which implements the use of the Vance-Brooks Writing Model, has provided successful outcomes over a three-year period to help students matriculate from developmental education writing courses to credit-level writing courses with the requisite skills to advance in higher education. As a result, Professor Vance travels extensively conducting training seminars and workshops at community colleges and universities using his QUEST Model for recruiting and graduating African American male students in higher education.

*Featured Speaker: Ryan Lucas, Principal, Elk Creek Elementary School, Pine, CO*

Ryan is currently the principal of a top performing Kindergarten through fifth grade school. Previous to this assignment, Ryan served as the executive director of two public charter schools, one of which he founded. Ryan has previously served on several non-profit boards including the Outdoor Lab Foundation, the Elk Creek Field Foundation, and the Cesar Chavez Academy Denver Facilities. Ryan presents on the importance of relationships in the school setting to a variety of audiences including licensed teachers, principals, school-based mental health providers, and non-licensed educators (e.g. paraprofessionals) several times each year.



*Featured Speaker: Jeff Dane, International Certified Trainer, Kagan Professional Development, San Clemente, CA*

Jeff Dane has been in both private and public education for over 25 years. His career has led him to work with and teach people of all ages from birth through adults. In public school, he taught at varied socioeconomic settings, as well as working in Title One schools. As an International Certified Trainer for Kagan Professional Development, Jeff has had the opportunity to lead workshops with thousands of teachers throughout the United States, as well as other parts of the world.



*Featured Speaker: Anthony Outler, EdS, Epic Empowerment Enterprises, Atlanta, GA*

An impact-oriented, high-energy, dedicated educator, school leader, researcher, and presenter. Extensive command of social science/educational research literature on eliminating educational disparities through social/emotional education, culturally relevant pedagogy, culturally relevant curriculum development, urban student identity development, psychological theories such as achievement motivation.

Over 13 years in education; administrator at Ivy Preparatory Young Men's Leadership Academy; research fellow for the Urban Educational Think Tank at the Alonzo A. Crim Center for Urban Educational Excellence at GA State University; Researcher; Founder of Epic Empowerment Enterprises.

*Featured Speaker: Dr. Aviva Goelman-Rice, Professional Learning Coach, Savannah-Chatham County Public School System, GA*

Classroom Teacher in Title 1 schools for 17 years. Site-Based and District-Level Professional Learning Coach for 11 years. Developed multiple courses on the topic of Classroom Management for in-service educators, including face-to-face, blended, and online courses. Provide direct service coaching to teachers who have set goals for improving their classroom management. Guest Speaker at Armstrong State University in Classroom Management courses.



*Featured Speaker: William H. Schubert, PhD, Professor Emeritus, University of Illinois at Chicago, IL*



William H. Schubert is Professor Emeritus and Former University Scholar at the University of Illinois at Chicago (UIC) where he was a faculty member since 1975. Before his university work he was an elementary school teacher for eight years. He earned a Ph.D. in Curriculum Studies from the University of Illinois at Urbana-Champaign in 1975. During his 36 years at UIC, he held positions of Chair of the Department of Curriculum & Instruction, Director of Graduate Studies, Coordinator of the Ph.D. Program

in Curriculum Studies, and received university-wide awards for teaching, mentoring, and scholarship. He has published 17 books, and over 200 articles and chapters. He is former president of the Society of Professors of Education, The Society for the Study of Curriculum History, and the John Dewey Society. In 1997 he was elected to the International Academy of Education, and in 2004 he was presented with The Lifetime Achievement Award in Curriculum Studies by the American Educational Research Association.

*Featured Speaker: Chang'aa Mweti, PhD, Associate Professor and Director, African and African American Studies, University of Minnesota, Duluth, MN*

Known for his dynamic and humorous presentations, Kenyan native Chang'aa Mweti has a B.S in English and drama, and M.S in the teaching of English in Secondary Schools, all from the University of Wisconsin, Whitewater. He earned his Ph.D. from the University of Wisconsin, Madison. His area of concentration was "The Power of Narratives in Education." He taught elementary schools in Kenya for over 13 years. He is currently an associate Professor and "Director, African and African-American Studies Program" at the University of Minnesota, Duluth campus.



*Featured Speaker: Chief Joseph Lumpkin, and Captain Lenny Gunther, Savannah-Chatham Metropolitan Police Department, Savannah, GA*

Chief Lumpkin, Sr. became the Chief of Police of the Savannah-Chatham Metropolitan Police Department in 2014. He brings 47 years of law enforcement experience to the position, including 17 years as Chief of Athens-Clarke County, where he has a reputation as one of the top law enforcement professionals in the Southeast. He holds a Master's Degree in Public Administration from Columbus State University and is a graduate of the prestigious Southern Police Institute at the University of Louisville and the FBI National Academy.

*Featured Speakers: Takeysha Ray, MSW, EdS, and Curlandra Lightfoot-Smith, MSW, EdS, Bibb County School District, GA*



Takeysha Ray and Curlandra Lightfoot-Smith are School Social Workers with the Bibb County Public School District, which is also the District of which they are both proud products! Ms. Ray and Mrs. Smith also graduated from Fort Valley State University with Bachelors Degrees in Social Work and from Valdosta State University where they received Masters Degrees in Social Work. Ms. Ray holds an Education Specialist degree in Educational Leadership and Ms. Smith holds an Educational Specialist degree in Teacher Leadership; both from Valdosta State. This duo has an array of experience from working in public education in the classroom and in the field to working directly with families and children within the Child Protection and Foster Care system in Georgia. Other theory-based work experience has been within the hospice sector, community activism, youth counseling, sex offender/family violence counseling, independent living training, and teaching students with an array of disabilities from the Autistic spectrum to SEBD. It is their passion to engage and inspire EVERY child on the importance of obtaining an education in order to be successful that drives the work that they perform on a daily basis both in the schools and within the community.



*Featured Speaker: Daryl Macaluso, Gang Identification Specialist, National Gang Crime Research Center, Chicago, IL, and Police Academy Instructor, Patrol Unit Supervisor, Durham Police Department, Durham, NC*

Daryl Macaluso is a native of Baychester Housing Projects in the Bronx, New York. He is 15 year veteran of Durham Police Department. Currently, he supervises a Patrol Unit and is Police Academy Instructor. Daryl has spent 4 years as a School Resource Officer in middle and high school, and 6 years supervising the Gang Resistance Education and Training Unit and the Violent Incident Response Team. He also was an instructor for the North Carolina Military Academy (Fort Bragg NC). Daryl is certified as a "Gang Identification Specialist" with the National Gang Crime Research Center (Chicago IL.). He presents gang awareness/intervention training sessions for Law enforcement agencies, School districts, and Youth groups nationwide. He was featured in the North Carolina Justice Academy's state mandated law enforcement training on gangs and presents regularly for national organizations and associations. He has served as the Southeastern Representative for the International Latino Gang Investigators Association and is an associated with of the following associations; National Gang Investigators Association; member of the East Coast Gang Investigators Association; member of the National School Resource Officer Association; D.A.R.E. International; and a member of the North Carolina Gang Investigators Association.



*Featured Speaker: Frank J. Kros, MSW, JD, President, The Upside Down Organization, Baltimore, MD*

Frank is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator, consultant, college professor, attorney, writer and speaker. Frank currently serves as president of The Upside Down Organization (UDO), Director

of the National At-Risk Education Network (NAREN) and executive vice president of The Children's Guild, a multi-service children's organization headquartered in Maryland.

Frank is a worldwide speaker and presents seminars to parents, educators, child-serving professionals and their leaders on various topics including brain-based learning, attention-deficit hyperactivity disorder (ADHD), neuroscience of the teenage brain and brain-compatible organizational leadership. He also speaks on the effects of stress, child abuse and poverty in relation to brain function and development. He has presented his workshops at national education, social work and human services conferences, and Frank was awarded a Maryland Governor's Citation for his speaking efforts.

In addition to lecturing nationwide, he co-authored the books *Creating the Upside Down Organization: Transforming Staff to Save Troubled Children* (2005) and *The Upside Down Organization: Reinventing Group Care* (2008).

Frank received his law degree magna cum laude in 1993 from Notre Dame Law School, where he served on the Notre Dame Law Review. He also holds a master's degree in social work from the University of Nebraska at Omaha and a bachelor's degree in psychology from Creighton University.

*Featured Speaker: Rev. Timothy Allen, CEO, Gilead Consulting Group, Boston, MA*



Reverend Timothy Allen is a nationally recognized lecturer on urban issues. Born and raised in the city of Boston, he began his career in the corporate world, experiencing success in engineering, sales and executive recruiting. His heart for the plight of troubled youth drove him to begin working directly with this population as his vocation. For more than 20 years, he has worked with "high-risk" youth and their families. He has pioneered strategies to assist youth in re-integrating into their home communities and has designed and delivered trainings for families to help them support their children. His innovations have caught the attention of law enforcement agencies, schools, community-based organizations, and faith-based organizations, for which he is a regular speaker, trainer and consultant. Rev. Allen is also the senior pastor of the Greater Friendship Missionary Baptist Church, an urban ministry that focuses on restoring broken families.



*Featured Speaker: Rajni Shankar-Brown, PhD, Associate Professor, Stetson University, DeLand, FL*

Dr. Rajni Shankar-Brown is an Associate Professor, Director of Graduate Education Programs, and the Jessie Ball du Pont Endowed Chair of Social Justice Education at Stetson University. She is a passionate teacher-scholar and internationally known expert on poverty and homelessness. She has facilitated workshops

for thousands of educators and presented around the globe. She has published in leading journals and received numerous awards for her innovative leadership and ongoing community engagement initiatives. Dr. Shankar-Brown is dedicated to positively impacting education for students from socially marginalized groups and advancing social justice. As a distinguished teacher-scholar and educational leader, her work is focused on transformative pedagogy, diversity and inclusion, arts integration, multimodal literacies, ecojustice, and human rights. She is also a devoted mother, accomplished multi-media artist, and a committed social activist.

*Featured Speaker: John Vandenburg, CEO, VANDEN Corporation, Murrieta, CA*



John Vandenburg has spent his career working in the fields of violence prevention, youth development, safe schools and internet safety. He has served as a high school teacher, school site administrator and a district safe schools coordinator. He is now a nationally recognized program developer, trainer and speaker on the latest youth trends and critical issues that are impacting the next generation of young people. John's experience includes pioneering the first internet safety social reporting tool for youth to utilize to address online harassment. He is the author of the PLUS Program, a youth based curriculum that is being utilized by schools nationwide to address bullying, cyberbullying and building safer environments for all students to be included in. His most recent work includes developing the Direction Survey and Resource Database for schools and communities to utilize to trend youth behavior. John's work has been shared on media outlets that include, but are not limited to: USA Today, New York Times, NBC News, and FOX News.



*Featured Speaker: Joe Johnson, PhD, National Speaker and Trainer, Joe Johnson Group, LLC, Gainesville, FL*

Dr. Joe Johnson is a former standout college athlete who understands the importance of education and mentoring our youth in as many ways as possible.

As a Licensed School Counselor, he has worked in a variety of K-12 school settings but has also done extensive work in higher education serving as a Recruitment & Program Coordinator in the College of Education and an Assistant Director in the Office of Academic Support at the University of Florida.

In 2012 he started his company, "Joe Johnson Group" and has quickly become one of the fastest growing speakers and educational consultants in the country. Known around the country as "Joe Johnson Speaks" and the "Student Engagement Technician", Johnson continues his work with youth in the Midwest and Florida through an organization called Future 4 Teens (F4T), established by him and F4T partners.

As the author of the books *Pursue Your Purpose Not Your Dreams* which focuses on purpose and identity, and *The College Kids* which is one of the first bilingual books in the country about college for elementary and middle school aged students, Joe Johnson is excited to spread his message of self-esteem, versatility, and college and career readiness to the world.

Completing his PhD in Counselor Education & Supervision from the University of Florida in May 2016, these experiences and opportunities give Johnson the platform to consistently help others develop personally, academically, and professionally while continuing to keep up the fight for social justice.

*Featured Speakers: Kenyon C. Knapp, Associate Professor, and Jacqueline Robinson, Doctoral Student, Mercer University, Atlanta, GA*



Jacqueline Robinson obtained a Master of Arts degree in Marriage and Family Therapy from Richmond Graduate University (Formerly the Psychological Studies Institute) and a BA in psychology from Spelman College. She is an Associate Professional Counselor and is currently pursuing credentials as a Nationally Certified Counselor and licensure in Marriage and Family Therapy. Jacqueline has worked extensively in the field of counseling and mental health and is in practice at Trillium

Springs Counseling under the direction and supervision of Vilda S. Brannen, M.S., LPC in Atlanta. Theoretical orientations used by Jacqueline in practice are integrative and may include cognitive behavioral therapy, Structural and Behavioral Family Therapy, and Solution Focused therapy. Jacqueline specializes in Marriage and Family Therapy and the treatment of Bipolar Disorder.

Kenyon C. Knapp, Ph.D., LPC, NBCC, CPCS is the Coordinator for the Doctoral Counseling Program and tenured Associate Professor of Counseling at Penfield College of Mercer University, Atlanta campus, where he teaches Masters and Ph.D. level counseling courses. He has had a part-time private practice for over 18 years, and has worked in numerous counseling settings. He currently serves as a board member for CACREP, the national accreditation body for the counseling field. He has specialties in the areas of crisis counseling, sexual addiction counseling, and Christian counseling. However, his greatest joy and accomplishments come in the form of his wife and four children, who keep him practical, multitasking, and very grateful.



*Featured Speaker: Dr. Cordelia Zinskie, PhD, Conference Co-Chair, Professor of Educational Research, College of Education, Georgia Southern University, Statesboro, GA*

Cordelia Zinskie serves as a Professor of Educational Research at Georgia Southern University. She served as chair of the Department of Curriculum, Foundations, and Reading from 2006 until 2013. She teaches graduate courses in research methods

(quantitative and qualitative), statistics, and proposal writing, and her most recent research efforts have focused on online teaching and learning (e-learning). She has significant experience mentoring graduate student research at the EdS and EdD levels and has served as an evaluator on a number of funded grants. She has served as the editor of the National Youth-At-Risk Journal since 2014.

*Featured Speaker: Dr. Dan Rea, EdD, Co-Chair, National Youth-At-Risk Conference, Professor of Educational Psychology, College of Education, Georgia Southern University, Statesboro, GA*



Dr. Dan Rea earned his MAT in teaching secondary mathematics from Howard University and EdD in educational psychology from the University of Massachusetts, Amherst. He has worked as a secondary mathematics teacher in public and alternative schools and as a professor of educational psychology at Doane College, University of Wisconsin at Whitewater, and Georgia Southern University. Dr. Rea has served as a co-chair of the National Youth-At-Risk Conference since 1994 and published numerous articles and edited books on fostering the well-being of youth placed at risk, motivating student underachievers, and building learning communities in schools. Presently, he is the Professor of Educational Psychology in the College of Education at Georgia Southern University.



*Featured Speaker: Katie L. Greer, CEO, KL Greer Consulting, Boston, MA*

In February of 2005, Katie L. Greer began developing an Internet safety program to deliver to Massachusetts students. The Corruption, Fraud and Computer Crime Division of the Attorney General's Office was inundated with requests for Internet safety presentations, and Katie rose to the challenge of expanding the existing program she created.

After leaving the Attorney General's Office, Katie worked full time as an Intelligence Analyst for the Massachusetts State Police, where she was assigned to the Missing Children Clearinghouse.

Concurrently, and in large part due to the increasing demands for technology/Internet safety education, Katie expanded her

programs and created KL Greer Consulting. Katie's programs are designed to educate students spanning grades K-12 and college, and are thoughtfully tailored to accommodate the developmental and emotional differences in each age group. Additionally, Katie instructs parents, teachers, administrators, and law enforcement officials on Internet Safety and a variety of other issues pertaining to technology safety and responsibility.

Katie obtained her Masters degree in Criminal Justice from Salem State College, graduating Summa Cum Laude. As an undergraduate student, Katie graduated early from the Salem State College Honors Program Summa Cum Laude in May of 2004 (in 2.5 years), with a focus on Early Childhood Education, a B.S. in Sociology, and a Minor in Psychology. She is a member of the National Criminal Justice Honors Society, the National Sociological Honors Society, and graduated from the Salem State College Leadership Institute.

*Featured Speaker: Steven W. Edwards, PhD, President and CEO, Edwards Educational Services, Inc., Alexandria, VA*



Dr. Steven Edwards is an educator, author, entrepreneur, and speaker who has worked diligently for nearly 40 years to transform the educational system. A leader nationally recognized by *USA Today* for his innovative approach to education and business, Dr. Edwards successfully implemented numerous groundbreaking programs to improve student performance and create overall high-achieving environments. He is an expert in helping organizations, teams, and individuals set and achieve their goals, take accountability, and reach personal and professional excellence.



*Featured Speaker: Caryn Ross, Teacher, Hazel Park High School, Hazel Park, MI*

Caryn Ross has been a French and Language Arts teacher for 23 years at both the high school and middle school levels. She has a Master's and Specialist's degree in Educational Leadership, and it was through these degrees that she started connecting data and research into her classroom and why she designed school-wide interventions to improve student learning.

Through research and assessment comparisons, she believes strongly in the necessity of Active Learning for students to connect with and engage in their learning.

*Featured Speaker: Dawn Gafa-Davis, Teacher, Hazel Park High School, Hazel Park, MI*



Dawn Gafa-Davis has been a Mathematics and Science teacher at the high school level for 15 years, teaching 7 different subjects during that time. She has a Master's degree in Education and worked in the automotive industry prior to becoming a teacher. She has served on the district curriculum council and school improvement committees, continually striving to help all students learn.

*Featured Speaker: Jelani Jabari, PhD, President, Pedagogical Solutions, LLC, Detroit, MI*



Jelani Jabari, PhD, a highly acclaimed presenter of professional learning and motivational speaker, has partnered with several organizations to transform pedagogy with content-rich, highly-engaging, results-oriented learning opportunities.

Audiences rave about his keen ability to deliver highly enjoyable sessions, model principles being taught, and provide a plethora of specific strategies, techniques, and tools which are readily applied to practice.

Jelani's most recent publication (*How Rich Is Your Classroom Discourse?*- AMLE, November 2014) provides practical insight into how to create a discourse rich classroom culture.

He is also the author of *Expecting Excellence in Urban Schools: 7 Steps to an Engaging Classroom Practice* which highlights a 7-step process for developing an engaging educational practice.



*Featured Speaker: Dr. Dawn White, Director, Erudite Academy, Lawrenceville, GA*

For 30 years, Dr. Dawn White has taught elementary, middle, and college students specializing in developing learner-centered classroom using differentiated instructional strategies to meet individual academic needs. Due to her innovative integration of technology during instruction, she became STEM and Technology Coach with Gwinnett County Public

Schools in Lawrenceville, GA. Dr. White has written curriculum using project-based inquiry learning and constructivism following the 7Es (Elicit, Engage, Explore, Explain, Elaborate, Evaluate, Extend) model. She has been awarded grants to fund special projects that enhance the learning experiences of students and has presented at national and state conferences.

*Featured Speaker: Jacqueline Y. Smart, EdD, Middle School Teacher, Savannah-Chatham County Public School System, GA*

Jacqueline Y. Smart has been employed with the Savannah Chatham County School System since 2000. She is a graduate of California State University and earned her Doctor of Education in Educational Leadership from Cambridge College School of Education. Ms. Smart has taught at the elementary, middle, high school and adult levels in inner city as well as suburban schools. She is also a certified reading endorsement teacher through North Georgia College.



Prior to entering the education field she worked in Corporate America. Ms. Smart has used her background from the business world to teach high school and adults students' practical and fundamental skills necessary for them to work successfully in any type of work environment. In this capacity she also worked as a job developer to ensure internship positions with various businesses, where students were able to apply the skills learned in the classroom. Her contributions have served as the catalyst for a shift into a new paradigm of immersion-based instruction, progressive oral assessment strategies, service learning, and the fusion of technology into the middle school curricula.

She is passionate about the issue of bullying behavior in schools and has presented several Anti-Bullying Workshops for elementary and middle school students.

*Featured Speaker: Jeremiah Hopes, MS, Community Counselor, The Center of Hopes, Warner Robins, GA*

Jeremiah Hopes is a licensed professional counselor, licensed clinical addictions specialist and certified advanced alcohol and drug abuse counselor with 15 years of counseling experience. Jeremiah has worked in outpatient substance abuse treatment in the public mental health system and in private practice.



*Hotep, Educational Success Strategist, Consultant, Atlanta, GA*

Education Success Strategist and Congressional award-winning author, Hotep is widely known for his proactive, "tough love" approach to education. He is a 15-year master teacher that has developed a reputation for requesting the most troubled students and transforming them into willing participants in their own education. Hotep is the founder of Hustle University and creator of the MAKE A WAY program, a series of high relevancy curricula which are used in over 1000 schools throughout the U.S. His profound work has earned him nominations for the Presidential Citizen's Award and as a CNN Hero. Hotep is also creator of the revolutionary Outcome Progression Model, which he uses to transform the climate and culture of poverty, excuse making and helplessness into one of empowerment, resiliency and success!



*Featured Speaker: Sadiq A. Ali, Professor, Coppin State University, Baltimore, MD*

Sadiq Ali, MBA is a two time author, speaker, professor, education consultant, social entrepreneur, and host. Based in Baltimore, MD and having founded and led several businesses, including his current venture, Millionaire Manners Academy, Sadiq is passionate about developing young people, families and communities. He has appeared in numerous media outlets for his work, views on education and dealing with troubled youth. He is also the creator of the Young Gentlemen's Institute Conference Series for Young Men, where hundreds of young men have attended and been positively impacted. He's also spoken to and worked with thousands of other young people in schools, foster care and youth detention centers on leadership and becoming the best version of themselves. His recent travel to Ghana, West Africa has spawned a number of new projects which are currently in development. He can be reached via email at [Sadiq@Millionaire-Manners.com](mailto:Sadiq@Millionaire-Manners.com) or on all social media @MillionaireManners or @TheSadiqAliShow.



*Featured Speaker: Dr. LaMarr Darnell Shields, Co-Founder and Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD*

Dr. LaMarr Darnell Shields is a social entrepreneur, inspirational speaker, and educator who loves to create and build with purpose. As the Co-Founder and Senior Director of Education and Innovation at the Cambio Group, and former professor at the

Johns Hopkins School of Education, Dr. LaMarr Darnell Shields has dedicated his life to inspiring adults and youth alike to pursue a higher purpose, achieve sustainable value for long-term success, and cope with adversity in order to create opportunities in their personal, professional and spiritual lives.

As the Special Advisor to the Blue Ribbon Commission on Educational Equity and a recipient of the 2015 Social Innovator Award, Dr. Shields has been studying, writing about, and implementing change in schools and non-profit organizations for years.

This bilingual author, master teacher, public speaker, social entrepreneur and thought leader is a dynamic presence who has appeared on NPR, ABC, NBC, CNN, and BET. Dr. Shields has decades of experience providing workshops, presentations, assessment, training-of-trainers, and other forms of consulting and staff development for k-12 schools, colleges and universities, community organizations, government organizations, and others.



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For more information, please contact the program coordinators: Dr. Sabrina Ross [ssross@georgiasouthern.edu](mailto:ssross@georgiasouthern.edu) or Dr. Ming Fang He [mfhe@georgiasouthern.edu](mailto:mfhe@georgiasouthern.edu)

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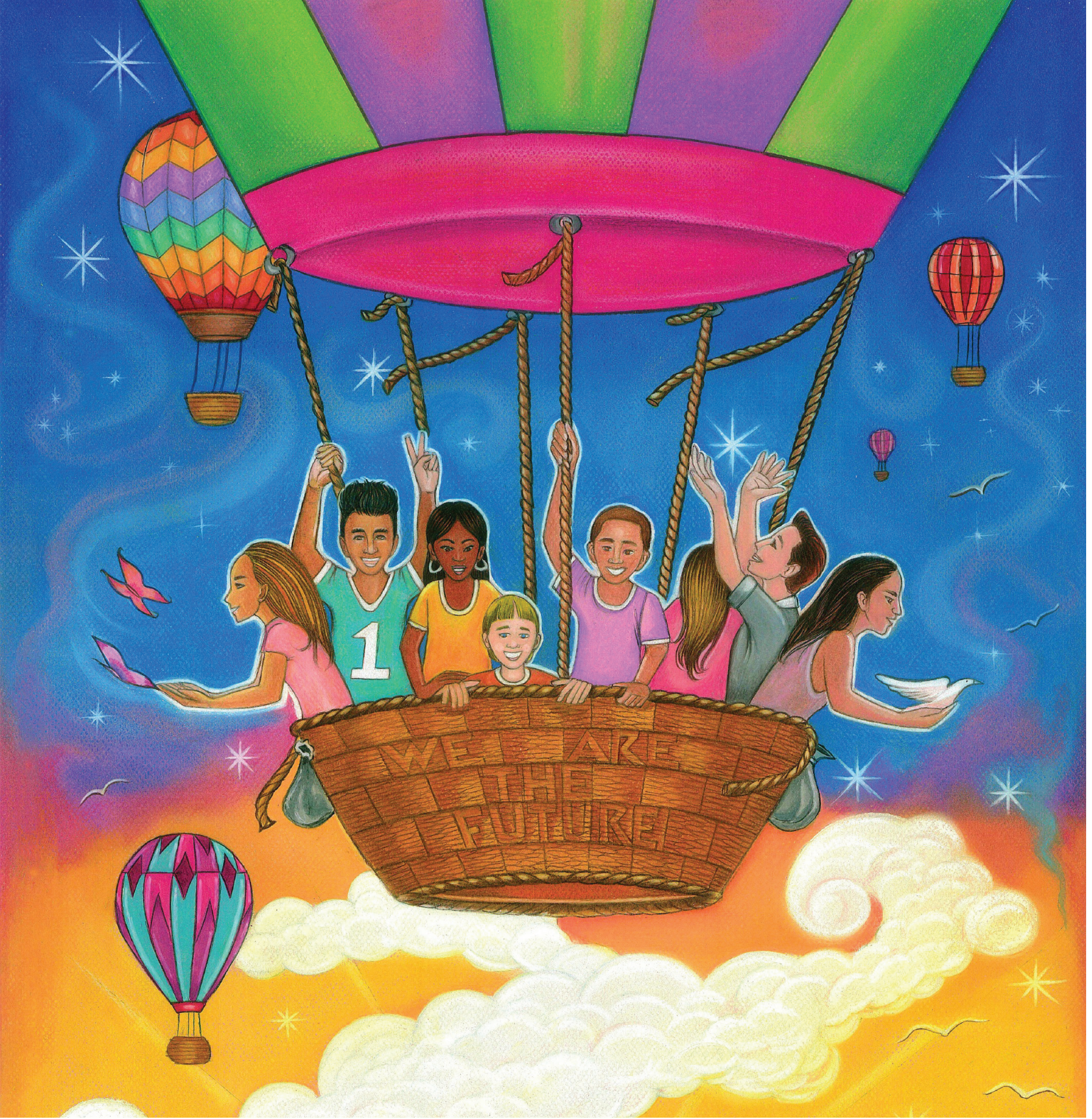
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