

NYAR Savannah Program 2014

National Youth-at-Risk Conference, Savannah

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Empowering Youth for Success in School and Life:
Overcoming Poverty, Violence, and Failure

2014
MARCH 2 - 5

Hyatt Regency Hotel On The Historic Riverfront in Savannah, GA

www.nationalyouthatrisk.org

25TH ANNUAL

NATIONAL

YOUTH-AT-RISK

CONFERENCE

CONFERENCE PROGRAM

YOUTH
today

OWH
OFFICE ON WOMEN'S HEALTH

Gulfstream[®]
A GENERAL DYNAMICS COMPANY

HOSTED BY
College of Education and The
Division of Continuing Education
at Georgia Southern University,
Statesboro, GA



NATIONAL YOUTH-AT-RISK CENTER

YOUTH *today*

MARCH 2014

WWW.YOUTHTODAY.ORG

NATIONAL YOUTH-AT-RISK

You serve America's Youth Let us serve you

Stories and Columns on www.youthtoday.org

Excerpt: City's Homeless Shelters Work Together to Reach At-Risk and Young in Brutal Weather

Alissa Zhu

CHICAGO — With the polar vortex marking this winter season as one of Chicago's coldest in recent memory, the city's homeless youth are up against life-threatening conditions. Kids under the age of 18 are wards of the state, but as soon as youth become legal adults, they're expected to fend for themselves on the streets. Weather emergencies have brought homeless agencies and city officials together to prevent tragedy, but as public funds for homeless aid dwindle in the face of statewide financial hardship, resources are stretched thin when need is greatest.

Youth Today is the only national publication focused entirely on the **news, best practices, and latest information** surrounding youth and those who work with them, releasing new articles and information on a daily basis.

For more of the Latest News in Child Welfare and more, visit YouthToday.org

Excerpt: The Special Challenges of LGBTQ Youth in Rural America

Joan Whitley

LAS VEGAS, Nev. — Being in the minority is tough in any locale, but LGBTQ youth in rural America face challenges their urban counterparts do not.



They have fewer local role models of adults who are out and successful. They are less likely to have a nearby agency that specializes in their needs. It's harder to get transportation to get to organizations and events. And, some rural areas of the United States still do not have Internet access, which means that not all rural LGBTQ teens can get information or make friends online.

YOUTH *today*

JUNE/JULY 2013 WWW.YOUTHTODAY.ORG VOL. 22, NO. 4

Rural poverty
Part of a national report, this special issue features a collection of stories from rural areas across the country. The stories focus on the challenges of rural poverty, including limited access to services, lack of economic opportunities, and the impact of the recession on rural communities.

AmeriCorps turns 20
Volunteerism is a key component of AmeriCorps' mission. This special issue celebrates the organization's 20th anniversary by highlighting the impact of AmeriCorps volunteers in various communities across the country.

Mandatory volunteerism for America's young people?
This article explores the debate over whether mandatory volunteerism is a viable solution to address social issues in the United States.

YOUTH *today*

JANUARY/FEBRUARY 2014 WWW.YOUTHTODAY.ORG VOL. 23, NO. 1

MENTAL HEALTH

SELF-HARM
Identifying and supporting teens who intentionally hurt themselves. This article discusses the signs and symptoms of self-harm and provides strategies for supporting affected youth.

Getting at the Roots of Trauma
This article explores the connection between trauma and mental health issues, and offers insights into how trauma can be addressed.

Eating Disorders
This article provides information about eating disorders, including their causes, symptoms, and treatment options.

Yoga Stretches Kids' Bodies — and Minds
This article highlights the benefits of yoga for children, including improved physical health and emotional well-being.

YOUTH *today*

AUGUST/SEPTEMBER 2013 WWW.YOUTHTODAY.ORG VOL. 22, NO. 5

BACK TO SCHOOL

EXPANDED LEARNING
The New Key to Increase Student Achievement. This article discusses how expanded learning programs can help improve student outcomes and address learning gaps.

Child Abuse
This article provides information about child abuse, including its various forms and the importance of reporting and supporting victims.

After-School Programs
This article explores the benefits of after-school programs for children, including academic enrichment and social skill development.

Increasing Access to Higher Education
This article discusses strategies for increasing access to higher education for underserved populations.

Tackling Sports Safety Head On
This article addresses the issue of sports safety, including the importance of proper equipment and coaching.

YOUTH *today*

OCT. NOV. DEC. 2013 WWW.YOUTHTODAY.ORG VOL. 22, NO. 6

FOCUS: LGBTQ YOUTH

TRANSTEENS
This article explores the experiences of transgender and transsexual youth, including challenges they face and the importance of supportive environments.

DRUMBEAT
This section features news and information about the LGBTQ community, including events, organizations, and advocacy efforts.

Program Provides a Safe Space for Rhythmic Reflection
This article highlights a program that uses music and rhythm to help youth explore their emotions and experiences.

To receive a **FREE** copy of the latest issue in print or in PDF form, email Spencer Cullom at scullom@youthtoday.org or call 678.797.2975



Enter the **NATIONAL YOUTH AT RISK** code **NYAR314** to obtain a discounted subscription rate.

AT.A.GLANCE. NATIONAL YOUTH-AT-RISK

March 2. SUNDAY

1 p.m.	Check-In Opens, Ballroom A-B, On-site Registration Opens Ballroom A-B (second floor)
2:30 – 5:30 p.m.	Pre-Conference Workshops
6 – 8 p.m.	Grand Keynote Banquet Harborside East & West Keynote Presentation, Keith Brown

March 3. MONDAY

8 a.m.	Check In Opens, Ballroom A-B, On-site Registration Opens Exhibitors Expo, Ballroom A-B
7:30 – 8:30 a.m.	Continental Breakfast, Ballroom A-B
8:30 – 10:30 a.m.	High Flying Schools Award Ceremony Keynote Presentation, Ron Clark, Harborside East & West
10:30 – 11:30 a.m.	Book signing with Keynote Presenter, Ron Clark
10:30 – 11:45 a.m.	Concurrent Sessions
11:45 a.m. – 1:15 p.m.	Lunch on your own
1:15 – 2:30 p.m.	Concurrent Sessions
3 – 4:15 p.m.	Concurrent Sessions
4:15 p.m.	Turn in Evaluations
6 p.m.	National Youth-At-Risk Idol & Mixer

March 4. TUESDAY

8 a.m.	Check-In Opens, Ballroom A-B, On-site Registration Opens Exhibitors Expo, Ballroom A-B (second floor)
7:30 – 8:30 a.m.	Continental Breakfast, Ballroom A-B
8:30 – 9:45 a.m.	Concurrent Sessions
10:15 – 11:30 a.m.	Concurrent Sessions
11:30 a.m. – 1 p.m.	Lunch on your own
1 – 2:15 p.m.	Concurrent Sessions
2:45 – 4 p.m.	Concurrent Sessions
4 – 5:30 p.m.	Poster Reception
4 p.m.	Turn in Evaluations
4:30 – 5:30 p.m.	PLU Credit Mastery Test
5 – 7 p.m.	Film Showing: Boys of Baraka, Presented by Devon Brown

March 5. WEDNESDAY

7:30 a.m.	Check-In Opens, Ballroom A-B, On-site Registration Opens Exhibitors Expo, Ballroom A-B (second floor)
7:30 – 8:15 a.m.	Continental Breakfast, Ballroom A-B
8 – 9:15 a.m.	Keynote Presentation, Crystal Kuykendall
9:45 – 11 a.m.	Concurrent Sessions
11 a.m. – 12:45 p.m.	Poverty Simulation Session
11:15 a.m. – 12:30 p.m.	Concurrent Sessions
12:30 p.m.	Turn in Evaluations
12:45 – 1:45 p.m.	PLU Credit Mastery Test

SHOW YOUR REGISTRATION BADGE!
Please enjoy a 10% discount for meals at
the following Savannah restaurants!



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111 West Bay Street
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Corleone's Trattoria
44 Martin Luther King Jr Blvd
912.232.2720



Fiddler's Crab House
131 West River Street
912.644.7172



Spanky's
317 East River Street
912.236.3009



Tubby's Tank House
115 East River Street
912.233.0770

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Conference"**



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on advertising space in the 2015 Conference program!**

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Ad prices
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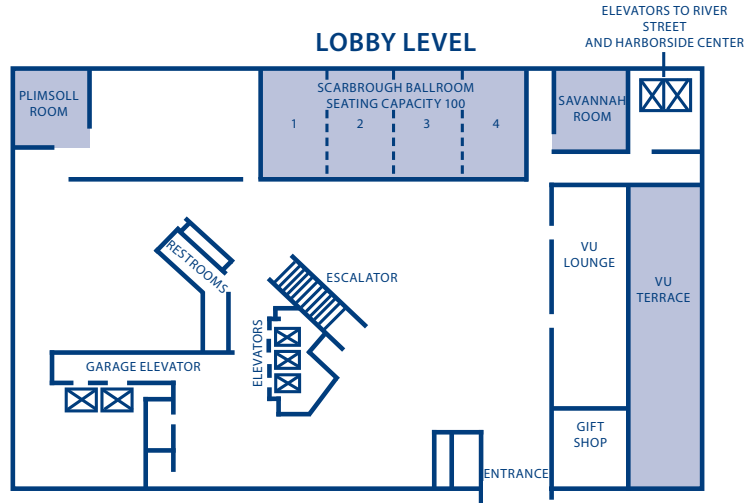
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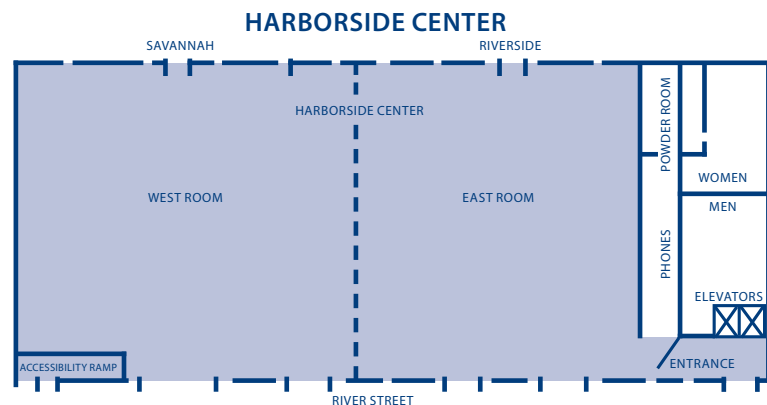
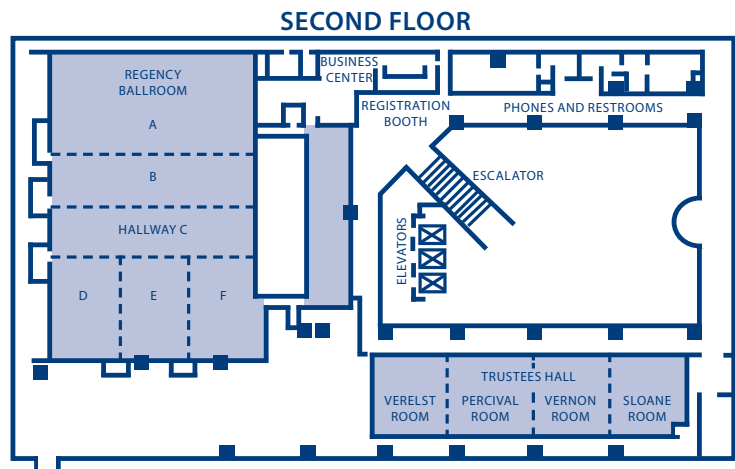
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- Active Parenting Publisher*
- Awareity, Inc.*
- Botvin LifeSkills Training*
- Centerstone Prevention Services*
- College of Education, Georgia Southern University*
- CROSSROADS, UNC Wilmington*
- Diarmuid, Inc./Great Leaps*
- Division of Continuing Education, Georgia Southern University*
- Friends First*
- George Miller - Artist*
- Hamilton Bookstore*
- Hope Children Center International*
- Hustle University*
- It's Good 2B Good*
- Johnson Tribe Publishing*
- Kagan Publishing & Professional Development*
- Mockingbird Education*
- Office of Women's Health*
- Oh, shift!*
- Quantum Learning*
- Renee Sullivan Photography*
- RM Connections, LLC*
- S.D. Gold, Author*
- Smart Horizons*
- Strengthening Families Program for Parents and Youth*
- The Cambio Group*
- The Josph Washington Group*
- Lighthouse Care Center of Augusta*
- Tools for Life*
- Watch D.O.G.S. ® (Dads of Great Students)*
- WYMAN Teen Outreach Program*
- Youth Transformation Services*
- Youth Villages - Inner Harbour Campus*
- YouthToday.Org*



**DOWNLOAD
YOUR
CONFERENCE
PROGRAM**



Ballroom A & B - second floor
Visit the NYAR Exhibitor EXPO!
BREAKFAST AND BREAKS FOR CONFERENCE
ATTENDEES ARE AVAILABLE IN THE EXPO AREA.



WELCOME. NATIONAL YOUTH-AT-RISK

DEAR CONFERENCE ATTENDEES,



On behalf of the Planning Council and our sponsors, we welcome you to the 25th anniversary of the National Youth-At-Risk (NYAR) Conference. This special commemorative conference showcases dynamic keynote presenters and entertainment. Join us in celebrating 25 years of dedication to successfully training educators who serve youth! Choose from over 120 training sessions featuring research-based programs and best practices for creating safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents. Participate in our Monday evening Idol & Mixer and visit our Tuesday afternoon Poster Reception. Also, take time to see the Exhibitor Expo, network with colleagues, and enjoy historic Savannah. At the back of the conference program, read the good news about how the recent founding of the NYAR Center and its online NYAR Journal can help provide year-round support for your service to youth.

Dan Rea and Eric Landers, Co-Directors of the NYAR Center, College of Education, Georgia Southern University

Conference Mission

The conference trains adults who serve youth 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.

This Year's Conference Provides an Array of Learning Opportunities

CONCURRENT SESSIONS: Presentations of successful practices, programs or issues with our featured and highlighted speakers are provided in a lecture style format.

PANELS: Panels feature a group of experts chosen to discuss an important topic and allow for an audience question and answer period. This year's panel topics are: Bullying, Meeting the Challenges of Rural Education and Educating Mean Girls.

TOWN HALL MEETING: Our Town Hall Meeting, How to Help Boys of Color Succeed, is the ninth in this annual series of discussions. It will be a double session with ample time for audience participation.

POSTER SESSIONS: This year's Poster Sessions will be held in Ballroom A. 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.

NAME BADGES MUST BE WORN: To be admitted to the banquet on Sunday, March 2 and the breakfast each day you must wear your name badge, which will indicate that you are registered for these events.

PLEASE RESPECT THE SESSION: Please turn off Cell Phones during each presentation. Do not enter any session late. Thank you!

CONFERENCE EVALUATION FORMS: Evaluation forms will be distributed by our **Room Monitors** at the first Concurrent Session at each day of the conference. Please turn in your completed evaluations at the end of each session to a **Room Monitor. For your convenience evaluation collection boxes will be in the hotel's public areas.** An evaluation of the conference's general sessions will be accessible via nationallyouathatrisk.org or via an email announcement following the conference.

PROFESSIONAL LEARNING UNIT (PLU) MASTERY TEST: Georgia educators who will be earning a PLU at the conference should report to SCARBROUGH 1 on Tuesday at 4:30 p.m. or Wednesday at 12:45 p.m. to take the short essay Mastery Test. Please allow 30 minutes to complete your test.

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

NATIONAL YOUTH-AT-RISK CENTER



NATIONAL YOUTH-AT-RISK CENTER

coe.georgiasouthern.edu/nyar/

NATIONAL YOUTH-AT-RISK JOURNAL

OVERVIEW

The National Youth-At-Risk Journal (NYAR Journal) is a new open-access, peer-reviewed 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, and Dr. Eric Landers, is a publication of the National Youth-At-Risk (NYAR) Center in the College of Education at Georgia Southern University.

YOUTH AT RISK TOPICS

It is important to note that youth at risk are not limited to minorities, intercity youth, or youth from poverty backgrounds. All youth—including children and adolescents from every strata of society—can be placed at risk at some time in their development and to varying degrees. Youth may be placed at risk by problematic conditions that threaten their safety, health, social/emotional needs, or intellectual achievement. Problematic conditions affecting youth include but are not limited to poverty, racism, substance abuse, school violence, gangs, bullying, negative peer pressure, negative school climate, lack of relevant curriculum, passive instructional strategies, disregard for individual learning differences, ineffective and unfair discipline systems, low teacher expectations, unqualified teachers, inadequate counseling, teen pregnancy, sexual assault and harassment, unhealthy eating practices, abusive and neglectful parents, lack of community resources, and community violence.

INTERDISCIPLINARY ARTICLES

Focused on the well-being of the whole child, the *NYAR Journal* includes 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. The journal aims to promote the well-being of the whole child by educating the “whole village” of stakeholders who serve youth at risk including schoolteachers, school leaders, school counselors and psychologists, school and community social workers, intervention and prevention community therapists, community health and human service providers, juvenile justice professionals, volunteer youth service providers, business and community mentors, and last, but not least, parents and youth caretakers.

CALL FOR SUBMISSIONS

The biannual journal—published in the Winter and Summer—seeks manuscripts beginning April 1, 2014 that are theoretically sound and data driven with practical applications. Original research studies of promising programs and practices; first-hand descriptions of promising programs and practices in the field; case studies of “successful youth at risk;” action research studies on “how to improve the well-being of youth at risk;” syntheses of literature bridging the gaps between theory, research, and practice; and relevant book and report reviews are welcome. Specific directions for the submission of manuscripts will be forthcoming.



College of Education, Georgia Southern University

OVERVIEW

In March, 2013, Georgia Southern University President Brooks Keel approved the National Youth-At-Risk (NYAR) Center founded and located in the College of Education. The NYAR Center, co-directed by Dr. Dan Rea and Dr. Eric Lander, is a year-round educational center devoted to “helping adults serve youth.”

MISSION

The NYAR Center develops and coordinates educational initiatives to foster the intellectual, social, emotional, and physical well-being of youth placed at risk by providing professional development, research support, and resource assistance for adults serving youth within Georgia and throughout the USA. adults serve youth.”

HOLISTIC VIEW

The Center promotes the well-being of the whole child by educating the “whole village” of stakeholders including school personnel, community service providers, and family members. The Center takes an interdisciplinary approach to youth development fostering the “5H” protective factors: “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.

EDUCATIONAL INITIATIVES

- NYAR Conference in Savannah
- NYAR Conference in Las Vegas
- PBIS Conference presently in Savannah
- Closing the Gap for Educators Website
- Researcher and Practitioner Awards (Mini-grants)
- Center Affiliation Support
- Open-Access *NYAR Journal*
- Research support for Gulfstream’s Student Leadership Program

WELCOME. NATIONAL YOUTH-AT-RISK

FIVE CONFERENCE STRANDS

I. ACADEMIC ACHIEVEMENT & SCHOOL LEADERSHIP

Closing the achievement gaps and promoting learning for all students.

II. SOCIAL & EMOTIONAL SKILLS

Fostering social and emotional skills of all children and youth and enhancing the social climate.

III. SAFETY & VIOLENCE PREVENTION

Preventing violence and ensuring safety for all children and youth.

IV. MENTAL & PHYSICAL HEALTH

Promoting the mental and physical health of all children and youth.

V. FAMILY & COMMUNITY

Developing and enhancing family and community support for all children and youth.

Professional Learning Units

Participants of the 25th Annual National Youth-At-Risk Conference who hold a valid Georgia Teaching Certificate or Paraprofessional License or who are working towards a Paraprofessional License will be eligible for one (1) PLU credit hour. One (1) Professional Development Unit (PLU) credit is available for participants who attend 10 hours of the conference. Recipients must successfully complete a short written examination of the material covered. Successful PLU candidates will receive their PLU credit forms within 4-8 weeks following the conclusion of the conference. These forms may be submitted to employing GA public school systems for 1 credit toward certification renewal. PLU credit is used by employees of Georgia public school systems who currently hold certificates in an approved field (certified teachers, school counselors, administrators, etc.) as credit toward RENEWING their existing certificates.

Please Note: You must turn in your Prior Approval Form no later than 10 a.m. on Monday, March 3. Those who have turned in a completed PLU Prior Approval Form will be given a copy of the conference's objectives to review while attending the conference (you will need this form to receive access to the Mastery Test). The Mastery Test will be given on Tuesday at 4:30 p.m. and Wednesday at 12:45 p.m. for those who have already attended 10 hours of the conference. Report to SCARBROUGH 1 for testing. Please allow at least 30 minutes to take the test.

Continuing Education Units

ALL PARTICIPANTS

Conference participants will be awarded 1.50 Continuing Education Units (CEUs) for 15.0 hours of participation through the Division of Continuing Education and Public Service 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).

**Sign In Sheets for all associations listed above will be at the Conference Registration Desk.

Our Thanks To The 2014 Planning Council

Dan Rea, Conference co-chair

Professor, Curriculum, Foundations, and Reading, College of Education, Georgia Southern University

Eric Landers, Conference co-chair

Professor, Teaching and Learning, College of Education, Georgia Southern University

Marie Williams

Conference coordinator

Division of Continuing Education, Georgia Southern University

Silke Ledlow

Conference coordinator

Division of Continuing Education, Georgia Southern University

Ron Alt (ALternatives)

Roenia Deloach (Savannah State University)

Irene Denmark (First District RESA Safe and Drug Free Schools and Communities)

Sissy Dixon (Gulfstream)

John Finney (Economic Opportunity Authority)

Jeremy Foreman (HandsOn Southeast Georgia)

Dionne Gamble (Bulloch County Public School System)

Irma Gibson (Albany State University)

Aviva Goelman-Rice (Savannah Chatham County Public School System)

Sharon Hill (Savannah Chatham County Public Schools)

Marilyn Hutchinson (Savannah State University)

Carol Jenkins (Duval County Public Schools)

Thomas Koballa (Georgia Southern University)

Linda Ann McCall (Armstrong Atlantic State University)

Gary Moore (Chatham County Board of Education Police Department)

Kimberly Moore (Independent Youth Advisor/Consultant)

Tammy Perkins (Savannah Chatham County Public Schools)

Recha Reid (Savannah State University)

Judith Shuman (Effingham County Board of Education)

Jacqueline (Jackie) Smart (Savannah Chatham School System)

Sherry Smith (Georgia Southern University)

Mike Stubbs (Alliance for a Healthier Generation)

SUNDAY. MARCH 2, 2014

1 p.m. • Check In Opens

Lobby – On-Site Registration Opens – Second floor

PRE-CONFERENCE WORKSHOPS

2:30–5:30 p.m.



Sunday, 2:30 -5:30 p.m.

SCARBROUGH 1

**“MAN...WHY CAN'T I HAVE A BLACK TEACHER?":
EMPOWERING WHITE FEMALE TEACHERS TO
WORK WITH BLACK MALE STUDENTS**

Breyan Haizlip, LLC, Licensed Professional Counselor, and Adam Haizlip, Certified Cultural Responsivity Trainer for Educators, The Haizlip Group, LLC, Statesboro, GA

One of the most prevalent educational issues in American schools is the underachievement of African American males. Relevant to this issue, research reveals that African American males will have white female educators for over 78% of their P-12 experience. While scholars and educators have overly emphasized the impact of race, we have failed to investigate the impact of both gender and race simultaneously in our classrooms. Co-founders of The Haizlip Group, LLC, will discuss research and data-driven strategies that address the intersection of gender and race in schools and introduce participants to their Cultural Responsivity Training for Educators (CRTE) curriculum. In this interactive and candid presentation, participants are invited to engage in a courageous conversation forum for “cracking the codes” that create barriers between white female teachers and black male students.

**Space may still be available for
pre-conference workshops.**

**Visit on-site registration on the
second floor.**

Sunday, 2:30 -5:30 p.m.

SCARBROUGH 2

**HOW TO GET RID OF
A PAIN IN THE CLASS:
SIMPLE SOLUTIONS
TO DIFFICULT
SCHOOL PROBLEMS**

HOTEP, Urban Education Specialist, Author, Speaker, Trainer, Atlanta, GA

This presentation is a revised and extended professional development full workshop for educators of “at-risk” and otherwise challenged youth. It provides simple, practical and solution-based strategies for teachers and administrators to reduce, overcome or eliminate the most common problems in schools including: cultural diversity, discipline/excessive referrals, improving academic performance, reaching minority males and more! The innovative and proven approaches detailed in this workshop are not only effective; they also reduce teacher stress and improve the morale of educators and students both!

Sunday, 2:30 -5:30 p.m.

SCARBROUGH 3

**MAKING CONTENT
STICKY: WHAT TO DO
WHEN STUDENTS
DON'T GET IT OR
CAN'T REMEMBER IT**

Joanne Billingsley, Educational Consultant, San Antonio, TX

Participants will explore the biology of learning to enrich the practice of teaching. Discover three research-based techniques that make content more relevant, more comprehensible, and more memorable, particularly with underachieving students. Tap into the power of music, communication, and imagery to enhance student learning, especially vocabulary development and literacy skills! Find out how to create brain-friendly, language-rich, interactive learning environments, where classrooms are alive and students thrive.

SUNDAY. MARCH 2, 2014

GRAND KEYNOTE BANQUET

6 p.m.

HARBORSIDE EAST & WEST • Sunday, 6 p.m.

*Featuring: JOHNSON HIGH SCHOOL CHOIR
Under the direction of Alysa Smith, Music Teacher, Johnson High School, Savannah, GA*

Master of Ceremonies

Dan Rea, Co-Director, NYAR Center, Professor, College of Education, Georgia Southern University, Statesboro, GA

Welcome

Edna Jackson, Mayor, Savannah, GA

Introduction of Keynote Speaker

Charles Wilson, Superintendent, Bulloch County Schools

KEYNOTE PRESENTATION 6:45 p.m.

HARBORSIDE EAST & WEST • Sunday, 6:45 p.m.

THE NERVE OF YOU: HAVE THE NERVE TO SERVE



Keith Brown, "Mr. I'm Possible," 20/20 Enterprises, Fayetteville, GA

In this highly engaging, interactive presentation, Keith Brown, takes participants on a thought provoking journey that causes them to look inward and re-examine their levels of commitment versus convenience. He gives keen insight on why we should take it personal, related to youth

we serve and their outcome, and why taking it personal takes more than nurturing, it takes NERVE (Never Ending Resilience that Validates Everyone). This insightful presentation shifts the focus from "how" to "why" in our daily example as genuine change agents.

MONDAY. MARCH 3, 2014

7:30 – 8:40 a.m.

Continental Breakfast, Ballroom A & B - second floor

Visit the NYAR Exhibitor EXPO.

Breakfast and breaks for conference attendees will be served in the Expo area as well.

8:30 – 9 a.m.

Opening Session, Harborside Center East & West

Featuring: YOUNG MEN OF HONOR CHOIR

Under the direction of Diane Jackson, Music Teacher, Spencer Elementary School, Savannah, GA

Master of Ceremonies • Eric Landers, Conference Co-Director, NYAR Center, Professor, College of Education, Georgia Southern University, Statesboro, GA

Conferring of High Flying School Awards • Jà Hon Vance, JV Educational Consultants Firm

Introduction of Keynote Speaker • Thomas Lockamy, Superintendent, Savannah Chatham County Public Schools

HIGH FLYING SCHOOLS AWARD CEREMONY

2014 HIGH FLYING SCHOOLS

- Northington Elementary, Tuscaloosa, AL • **PRINCIPAL: INGRID EDWARDS**
- North Vista Elementary, Florence, SC • **PRINCIPAL: SHARON DIXON**
- Loris Elementary, Loris, SC • **PRINCIPAL: MARK PORTER**

2014 HIGH FLYING SCHOOLS: HONORABLE MENTION

- Cambridge Elementary, Cocoa, FL
- Fowler Drive Elementary, Athens, GA
- Oak Hill Middle, Milledgeville, GA
- C.G. Woodson Elementary, Jacksonville, FL

What is a High Flying School?

A High Flying School demonstrates outstanding success in the following areas:

1. The school ranks in its state at the 75th percentile or higher in at least three academic subjects in at least two grade levels, and/or meets high standards for achievement on other state academic accountability data, and/or is recognized in its state for closing achievement gaps among student racial groups and sub-groups.
2. The school's student population is comprised of at least 50% of students living at or below poverty level.
3. The school's student population is comprised of 50% or more minority students.
4. The school demonstrates high levels of collaboration with community and/or university in addressing youth-at-risk issues within the school and community.
5. The school provides extra-curricular opportunities for students to develop citizenship skills.
6. The school curriculum includes activities related to the growth of students as individuals who are successful members of a democratic society.

KEYNOTE PRESENTATION

9–10 a.m.



HARBORSIDE CENTER EAST & WEST • Monday, 9 - 10 a.m.

THE RON CLARK STORY

Ron Clark, Founder, The Ron Clark Academy, Atlanta, GA

Ron Clark shares his personal experiences teaching in North Carolina, Harlem, and at the Ron Clark Academy in Atlanta to illustrate his methods for insuring success for every child: Educators must use vibrant, innovative techniques to keep the attention of students and make the curriculum come alive for them. It is important to insist on civility in the classroom to create an environment that is conducive to learning. Ron will talk about—"The End of Molasses Classes" and "The Essential 55"—innovative ways proven to improve America's classroom as well as simple classroom rules and procedures that instill manners and respect. Educators must provide opportunities where students learn that the world is bigger than their own backyard and create a global awareness. Ron's presentation is animated, humorous, and leaves the audience inspired to make a difference.

10 – 10:30 a.m.

Question and Answer Session with Ron Clark

10:30 – 11:30 a.m.

Ron Clark Book Signing in the Lobby

10 – 10:30 a.m.

Break - Visit the NYAR Exhibitor EXPO, Ballroom A & B

Monday Concurrent Sessions • 10:30–11:45 a.m.

<p>BALLROOM D Monday 10:30 -11:45 a.m.</p>	<p>CHILD SEX TRAFFICKING IN GEORGIA: CAN THIS REALLY BE HAPPENING TO OUR KIDS? <i>Amber McKeen, Child Abuse Prevention Trainer, Stephanie V. Blank Center for Safe and Healthy Children, Atlanta, GA</i></p> <p>Participants will learn about the realities of the systematic sexual exploitation of children and teens in Georgia. We will define child sex trafficking or Commercial Sexual Exploitation of Children (CSEC) and discuss appropriate terminology; as well as identify and debunk common myths surrounding the exploitation of children. You will learn about risk factors for victims, pathways of entry into "the life" of sexual exploitation, and ways to recognize potential victims and perpetrators in schools. Finally, we will discuss proper channels of reporting and action steps to help "at-risk" and victimized children and teens.</p>
<p>BALLROOM E Monday 10:30 -11:45 a.m.</p>	<p>BUILDING A CULTURE OF HOPE FOR "AT-RISK" STUDENTS <i>Robert Barr, Professor & Senior Analyst, Boise State University, Boise, ID, and Emily Gibson, Instructional Coach, Konocti School District, Kelseyville, CA</i></p> <p>This session will document the essential social/emotional needs of "at-risk" students that must be addressed for them to have success in school and later life; it will also describe effective social/emotional school strategies that combat the "learned helplessness" associated with poverty. Participants will use tools for assessing school culture and students attitudes and learn effective strategies for developing the social/emotional need of students. This session is for K-12 teachers/administrators.</p>
<p>BALLROOM F Monday 10:30 -11:45 a.m.</p>	<p>"I DREW THE SHORT STRAW" <i>FEATURED SPEAKER: Jemelleh Coes, 2014 Georgia Teacher of the Year, Special Education Teacher, Langston Chapel Middle School, Statesboro, GA</i></p> <p>This interactive presentation serves as a self-reflection for educators so that they may continue to provide guidance and set high academic and behavioral expectations for all students, including those who may have met great challenges. Be prepared to move around and interact with other educators and supporters of education.</p>
<p>SCARBROUGH 1 Monday 10:30 -11:45 a.m.</p>	<p>SCHOOL LEADERSHIP IN A GLOBALIZED WORLD: WHAT DOES STUDENT ACHIEVEMENT LOOK LIKE? <i>FEATURED SPEAKER: Steven Edwards, President, EEO, Edwards Educational Services, Inc., Alexandria, VA</i></p> <p>This presentation will focus on the leadership qualities and practices that are essential to raise student achievement in a globalized world. Specific skills will be shared that contribute to a culture of learning in a knowledge economy. Educators will learn what college and career ready really means in the school and classroom and how leaders create learning communities to foster this.</p>

MONDAY. MARCH 3, 2014

Monday Concurrent Sessions • 10:30–11:45 a.m.	
SCARBROUGH 2 Monday 10:30 -11:45 a.m. This session will repeat @ 1:15 - 2:30 p.m.	STUCK BE(TWEEN) MANAGING THE MAGICAL, MANIC, MAJESTIC MIDDLE SCHOOL YEARS: STRATEGIES TO ENGAGE GIRLS OF COLOR <i>FEATURED SPEAKER: Meshelle, Comedienne, Actor and Author, Meshelle LLC, Baltimore MD</i> <p>In this workshop, we look at ways to insure that we reach all children, particularly “tween” girls of color, in intellectually, socially, and culturally appropriate ways.</p>
SCARBROUGH 3 Monday 10:30 -11:45 a.m.	RISK: “REAL INSIGHTFUL SOUL KIDS” FACE CHALLENGES WITH BYSTANDING <i>FEATURED SPEAKER: Joshua Sanders, Academic Advisor, Tucson School District 1, Marana, AZ</i> <p>The session is derived from the perceptions of the stakeholders facing the challenges of bullying bystanding. As adults, we often discuss the problem and solutions amongst ourselves, but we forget to include the important people in the discussions, which are the actual bystanders. What are they really saying when the cameras are off? This session will share the reasons students say bystanding continues.</p>
SCARBROUGH 4 Monday 10:30 -11:45 a.m.	“HIGH FLYING SCHOOL” SHOWCASE <i>HIGH FLYING SCHOOLS: Northington Elementary School, Tuscaloosa, AL, North Vista Elementary School, Florence, SC, and Loris Elementary School, Loris, SC</i> <p>Teachers and principals from three “High Flying Schools” showcase how they closed achievement gaps and raised achievement for all students in their schools. The audience is invited to hear their stories and ask questions. “High Flying Schools” meet six criteria: (1) high achievement, (2) high poverty, (3) high diversity, (4) community collaboration, (5) citizenship development, and (6) democratic education.</p>
SAVANNAH Monday 10:30 -11:45 a.m.	BEYOND SURVIVAL: HOW TO THRIVE IN AN AT-RISK ENVIRONMENT <i>Aviva Goelman Rice, Professional Learning Coach, and Jacqueline Smart, Teacher, Savannah Chatham County School System, Savannah, GA</i> <p>This session is for teachers who work in the learning environments of youth at risk. You will gain an understanding of resilience and how to increase it in yourself as you provide high quality educational programming for your students. You will learn to empower yourself to avoid burnout so that you continue to be there for those who need your very best you!</p>
PERCIVAL Monday 10:30 -11:45 a.m.	MOTIVATING THE UNMOTIVATED: CONNECTING DISCONNECTED STUDENTS <i>Christian Rauch, Senior Instructor, Quantum Learning, Houston, TX</i> <p>All of us make choices based on our experiences, our life lessons and our schemas of the world. We can create new experiences, life lessons and schemas with troubled youth by implementing breakthroughs in brain science and teaching strategies that motivate, build confidence and self-efficacy, accelerate the learning process and promote positive self-direction. We cannot change the past, but we can definitely change the future. Feel the excitement, experience the motivation, and walk away with powerful new ideas for creating shifts in how youth offenders view their world and their future. Learn proven tools and strategies for teaching them to make new choices and to realize who they really are and can be.</p>
VERNON Monday 10:30 -11:45 a.m.	“REAL GIRLS” <i>Kiana Battle, School Social Worker, and Jessica Traylor, School Psychologist, Lamar County Board of Education, Barnesville, GA</i> <p>Real Girls is an eight-session group counseling program, which is designed to assist middle and high school age girls to develop a realistic self-concept, media literacy skills, and communication skills, while also learning about healthy behaviors and positive relationships. As each participant goes through the program their identity begins to be shaped, as their perceptions about self-concept, media, and relationships are slowly shifted to more realistic, positive frameworks.</p>
VERELST Monday 10:30 -11:45 a.m.	“I’LL CARE WHEN YOU CARE” <i>Crystal Ruffin, Teacher, and Cartillia Young, Teacher, Richmond County School System, Richmond, GA</i> <p>We know that we care as educators but, when students and their parents know that we care, the changes experienced in student motivation and achievement are phenomenal. We will discuss strategies for maximizing instruction in your class by minimizing behavior issues. Also, strategies for administrators to celebrate the success of their students and teachers will be provided. When teachers, students and parents know that you care, they will go the extra mile, and collaboratively everyone experiences great success.</p>

Room Monitors will be collecting MONDAY evaluations at the end of each session.

MONDAY. MARCH 3, 2014

Monday Concurrent Sessions • 10:30–11:45 a.m.

SLOANE

Monday

10:30 -11:45 a.m.

USING POPULAR CULTURE TEXTS TO REACH AND TEACH DISENGAGED STUDENTS

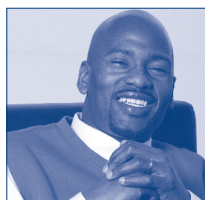
Crystal LaVoullé, Executive Director, Precious Cargo Educational Services, Atlanta, GA

This “literacy through the arts” presentation provides a detailed account of a literacy project that served as both an afterschool tutorial program and as a professional learning initiative for secondary educators. As an afterschool tutorial program, the project was designed to connect English/language Arts, Math, Science and Social Studies content with various forms of popular culture. As a professional learning initiative, teachers were able to develop interdisciplinary lessons centered on various themes such as love, hope, and fear. In this presentation, participants learn how core subject areas were grouped together to address curriculum standards and themes. The design, planning and implementation of the project are outlined. Viewing this presentation may assist teachers with implementing effective planning and collaboration for enhancing literacy and thematic learning.

11:45 a.m. – 1:15 p.m.

Lunch on your own - Visit the NYAR Exhibitor EXPO, Ballroom A & B

Monday Concurrent Sessions • 1:15–2:30 p.m.



HARBORSIDE CENTER EAST • Monday, 1:15 - 2:30 p.m.

This session will repeat @ 3 - 4:15 p.m.

“MAN...WHY CAN'T I HAVE A BLACK TEACHER?” EMPOWERING WHITE FEMALE TEACHERS TO WORK WITH BLACK MALE STUDENTS

Breyan Haizlip, LLC, Licensed Professional Counselor, and Adam Haizlip, Certified Cultural Responsivity Trainer for Educators, The Haizlip Group, LLC, Statesboro, GA



One of the most prevalent educational issues in American schools is the underachievement of African American males. Relevant to this issue, research reveals that African American males will have white female educators for over 78% of their P-12 experience. While scholars and educators have overly emphasized the impact of race, we have failed to investigate the impact of both gender and race simultaneously in our classrooms. Co-founders of The Haizlip Group, LLC, will discuss research and data-driven strategies that address the intersection of gender and race in schools and introduce participants to their Cultural Responsivity Training for Educators (CRTE) curriculum. In this interactive and candid presentation, participants are invited to engage in a courageous conversation forum for “cracking the codes” that create barriers between white female teachers and black male students.



HARBORSIDE CENTER WEST • Monday, 1:15 - 2:30 p.m.

MAKING CONTENT STICKY: WHAT TO DO WHEN STUDENTS DON'T GET IT OR CAN'T REMEMBER IT

FEATURED SPEAKER: Joanne Billingsley, Educational Consultant, San Antonio, TX

Participants will explore the biology of learning to enrich the practice of teaching. Discover three research-based techniques that make content more relevant, more comprehensible, and more memorable, particularly with underachieving students. Tap into the power of music, communication, and imagery to enhance student learning, especially vocabulary development and literacy skills! Find out how to create brain-friendly, language-rich, interactive learning environments, where classrooms are alive and students thrive.

Monday Concurrent Sessions • 1:15–2:30 p.m.

BALLROOM D

Monday

1:15 -2:30 p.m.

WRITING EFFECTIVE BEHAVIOR INTERVENTION PLANS FOR TODAY'S CLASSROOMS

Ashly Hunter, Behavior Program Manager, and Connie Howard, Teacher, Effingham County School District, Effingham, GA

In this presentation, participants learn how to write an effective “behavior intervention plan” based on information and data collected through a “functional behavior assessment.” Case studies are shared as well as hands on activities to enhance new learning. Target audience members include teachers, administrators, counselors, school psychologists, and interventionists.

Room Monitors will be collecting MONDAY evaluations at the end of each session.

Monday Concurrent Sessions • 1:15–2:30 p.m.

<p>BALLROOM E Monday 1:15 -2:30 p.m.</p>	<p>UTILIZING EQUITY AUDITS IN THE CLASSROOM TO IMPROVE INSTRUCTION AND RAISE STUDENT ACHIEVEMENT <i>Cheryl Quarles-Gaston, Principal, Kathleen Adkins, Assistant Principal, Jamey Burns, Educational Program Coordinator, Carter G. Woodson Elementary School, Jacksonville, FL</i></p> <p>Instead of looking outside of your school for the latest software or learning strategy, focus within your school on equity awareness and highly effective teaching to raise student achievement. Use equity audit activities to help teachers reflect on their belief systems and change their way of teaching and interacting with students. Carter G. Woodson Elementary School, a high-poverty Title I school, was once a failing school but is now an “A” school after addressing the inequities in their classrooms. This is a must-see for audiences of teachers, principals, and policymakers as this session reveals the realities of “leading with equity” for positive change.</p>
<p>BALLROOM F Monday 1:15 -2:30 p.m.</p>	<p>WE HEARD YOU! INTEGRATING STRATEGIES TO ADDRESS HIV/AIDS AND INTIMATE PARTNER VIOLENCE IN SCHOOLS AND COMMUNITIES <i>SPONSORED BY the U.S. Department of Health and Human Services’ Office on Womens’ Health (OWH)</i></p> <p><i>Quinn Gentry, President & CEO, Social and Behavioral Scientist, Messages of Empowerment Productions, LLC, Atlanta, GA; Beck Dunn, Development Manager, ENSYNC Diversified Management Services, Inc., Lake Mary, FL; Susan Spencer, Founder & President, Susan Spencer, Inc., Glenside, PA; and Amelia Cobb, Founder & President, The Wright Group, LLC, Washington, DC</i></p> <p>We invite you to come listen to the summative findings and implications for “Integrating Strategies to Address HIV/AIDS and Violence in School and Community Settings for Youth at Greater Risk.” During the 2013 National Youth-At-Risk Conference, the Department of Health and Human Services’ Office on Women’s Health (OWH) commissioned four HIV/AIDS and Intimate Partner Violence (IPV) Integrated Services teams to plan and implement listening sessions. These sessions aimed to engage diverse youth development stakeholders, as well as young people themselves, in structured discussions about the feasibility of integrating prevention education on HIV/AIDS and IPV against young women and girls in educational and other settings. This workshop will provide diverse feedback gathered from 180 participants in 12 listening sessions. Discussions will center on: (1) how HIV/AIDS and IPV currently are conceptualized among young people and youth development agents, (2) the current state of HIV/AIDS and IPV programming at schools, colleges and related organizations serving young people, (3) challenges in addressing HIV/AIDS and IPV within the school environment, (4) perspectives on whether or not HIV/AIDS and IPV should be addressed in an integrated manner or separately when engaging adolescents and college students on the topics, and (5) recommendations on strategies for appropriate approaches to linking discussion on HIV/AIDS and IPV for unique sub-populations of young people. The findings are being further analyzed to inform the next generation of practical and effective approaches to integrating prevention education on HIV/AIDS and violence against young women and girls in schools and community settings.</p>
<p>SCARBROUGH 1 Monday 1:15 -2:30 p.m.</p>	<p>“SEE, EXPERIENCE, TELL”: USING BRAIN SCIENCE TO CREATE LESSONS THAT BOOST STUDENT ACHIEVEMENT <i>FEATURED SPEAKER: Frank Kros, President, The Upside Down Organization, Baltimore, MD</i></p> <p>Want to know quick and straightforward ways to structure your lessons, presentations or group meetings for powerful results? “See, Experience, Tell” is a classroom-tested model for reaching all the unique brains in your audience. This model provides a planning rubric to engage and impact diverse learning styles, helping you to be aware of your own teaching style while responding to the learning preferences of every brain in your audience. You will participate in an actual lesson to see how the model works for you and your students. Practice the discipline of connecting your classroom lessons to the real world every time! Based on research-supported, brain-friendly strategies, this workshop provides a practical, useable framework for differentiating instruction for the variety of unique brains in every classroom, group session and audience. You can apply it to virtually any academic subject to powerfully boost both student engagement in your lessons and student retention of your learning targets. The model adapts easily to non-academic lessons facilitated by counselors, administrators and professional developers; you will learn how to help any audience remember more of what you want them to remember!</p>
<p>SCARBROUGH 2 Monday 1:15 -2:30 p.m.</p>	<p>STUCK BE(TWEEN) MANAGING THE MAGICAL, MANIC, MAJESTIC MIDDLE SCHOOL YEARS: STRATEGIES TO ENGAGE GIRLS OF COLOR <i>FEATURED SPEAKER: Meshelle, Comedienne, Actor, Author, Meshelle LLC, Baltimore MD</i></p> <p>In this workshop, we look at ways to insure that we reach all children, particularly “tween” girls of color, in intellectually, socially, and culturally appropriate ways.</p>

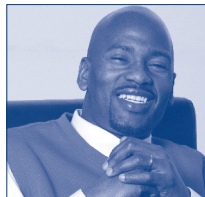
Monday Concurrent Sessions • 1:15–2:30 p.m.	
SCARBROUGH 3 Monday 1:15 -2:30 p.m.	"EMBRACING YOUR GIANTS" <i>FEATURED SPEAKER: Sharon Slater, Vice President of Research and Development Services, HOPE, Jackson, MS</i> <p>The primary purpose of a professional learning environment is to improve educator practice and student achievement while creating a safe, healthy, and intellectually empowering climate! Those of us who embrace this challenge should also embrace the "Triple H," and give our children hope, help, and our heart. This presentation will provide you with information and inspiration you need to change the lives of young people while allowing them to also change your life.</p>
SCARBROUGH 4 Monday 1:15 -2:30 p.m.	HOW TO GET RID OF A PAIN IN THE CLASS: SIMPLE SOLUTIONS TO DIFFICULT SCHOOL PROBLEMS <i>FEATURED SPEAKER: HOTEPE, Urban Education Specialist, Author and Speaker, Atlanta, GA</i> <p>This presentation is a revised professional development session for educators of "at-risk" and otherwise challenged youth. It provides simple, practical and solution-based strategies for teachers and administrators to reduce, overcome or eliminate the most common problems in schools including: cultural diversity, discipline/excessive referrals, improving academic performance, reaching minority males and more! The innovative and proven approaches detailed in this presentation are not only effective; also they reduce teacher stress and improve morale of educators and students both!</p>
SAVANNAH Monday 1:15 -2:30 p.m.	FROM CHAOS TO CONNECTION: CHANGING CLASSROOM CULTURE BY RETHINKING CLASSROOM DISCIPLINE <i>Cheryl Smith Turner, Lead Trainer and Assistant Project Director, Best Practices Training Initiative, Department of Early Childhood Education, Georgia State University, Atlanta, GA</i> <p>The educational climate of our time is more intense than ever, placing a high priority on increasing academic excellence nationwide. Educators are continuously faced with ever-changing standards for learning, revolving curriculums that promise to deliver and increased accountability for teachers as they balance skillful planning with high stakes assessment. Classroom teachers do not have a moment to lose. Yet the compromise and loss of valuable teaching and learning time is exactly what happens each and every day in classrooms where ongoing, pesky, disruptive student behavior undermines the learning climate. The struggle to recruit, train, and retain excellent teachers with classroom management skills creates yet another difficult dilemma as we strive to create excellent educational systems.</p>
PERCIVAL Monday 1:15 -2:30 p.m.	SHUT UP TEACHERS! THE KIDS ARE NOT LISTENING. WEB 2.0 TOOLS ARE SPEAKING <i>Courtney Teague, Educational Consultant, C7 Learning Solutions, Hiram, GA and Mary Mwangi, Physical Science Instructor & Trainer, TIDES Inc., Kennesaw, GA</i> <p>Are you teaching and it seems no one is listening? What if you could teach and engage your students with 140 characters? Did you know math, reading, language arts, writing, spelling and social studies could be taught from Twitter? Learn how to differentiate by integrating Twitter and other Web 2.0 tools into your classroom teaching.</p>
VERNON Monday 1:15 -2:30 p.m.	CLOSING THE ACHIEVEMENT GAP: PROVEN INSTRUCTIONAL STRATEGIES <i>Jeff Dane, International Certified Trainer, Kagan Publishing & Professional Development, San Clemente, CA</i> <p>Participants experience powerful instructional strategies for any grade level with any content. The strategies boost academic achievement for lower-achieving students. The strategies produce active engagement for all students, reducing the achievement gap. The easy-to-implement strategies are highly-structured peer interaction that result in increased social and emotional skills as well as reduced discipline problems.</p>
VERELST Monday 1:15 -2:30 p.m.	MOTIVATING "AT-RISK" STUDENTS: MISSION POSSIBLE <i>Abbigail Armstrong, Assistant Professor of Middle Level Education, Winthrop University, Rock Hill, SC</i> <p>Students who are considered at risk have unique challenges requiring tailored solutions. In this session, we will discuss and practice strategies that effectively motivate them and aid in helping them learn to think critically and achieve academically while creating an environment for their success. You will leave this session with strategies and ideas that appeal to students of multiple learning styles/preferences and intelligences.</p>
SLOANE Monday 1:15 -2:30 p.m.	PARTNERSHIP FOR STUDENT SUCCESS: LAW ENFORCEMENT (RPD) AND NC DEPARTMENT OF PUBLIC INSTRUCTION <i>Christina Minard, Mental Health Consultant, North Carolina Department of Public Instruction, Raleigh, NC; Karen Everett, Senior Officer, and James Carlton, Master Officer, Youth and Family Services Division, Raleigh Police Department, Raleigh, NC</i> <p>The North Carolina Department of Public Instruction, in partnership with the Raleigh Police Department, has designed a school and community based collaborative approach to more effectively intervene with our K-12 students and foster decision making that is resulting in a larger percentage of our students reaching their full potentials.</p>

MONDAY. MARCH 3, 2014

2 – 2:30 p.m.

Break - Visit the NYAR Exhibitor EXPO, Ballroom A & B

Monday Concurrent Sessions • 3–4:15 p.m.

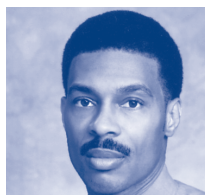


HARBORSIDE CENTER EAST • Monday, 3 - 4:15 p.m.

“MAN...WHY CAN'T I HAVE A BLACK TEACHER?": EMPOWERING WHITE FEMALE TEACHERS TO WORK WITH BLACK MALE STUDENTS

Breyan Haizlip, LLC, Licensed Professional Counselor, and Adam Haizlip, Certified Cultural Responsivity Trainer for Educators, The Haizlip Group, LLC, Statesboro, GA

One of the most prevalent educational issues in American schools is the underachievement of African American males. Relevant to this issue, research reveals that African American males will have white female educators for over 78% of their P-12 experience. While scholars and educators have overly emphasized the impact of race, we have failed to investigate the impact of both gender and race simultaneously in our classrooms. Co-founders of The Haizlip Group, LLC, will discuss research and data-driven strategies that address the intersection of gender and race in schools and introduce participants to their Cultural Responsivity Training for Educators (CRTE) curriculum. In this interactive and candid presentation, participants are invited to engage in a courageous conversation forum for “cracking the codes” that create barriers between white female teachers and black male students.



HARBORSIDE CENTER WEST • Monday, 3 - 4:15 p.m.

SUPPORTING STUDENTS OF COLOR: INCREASING CLASSROOM ENGAGEMENT, RETENTION & GRADUATION RATES WITH AN INNOVATIVE ADVISING/MENTORING PROGRAM CONCEPT

FEATURED SPEAKER: Jà Hon Vance, Vice President of Teaching and Learning, JV Educational Consultants Firm, Owings Mills, MD

It is urgent that the K-12 institutions understand how to best support students of color. Administrators, counselors and teachers who make an effort to help students of colors succeed in school and life will experience higher retention and graduation rates throughout their local school districts. This user-friendly workshop will demonstrate how to create an educational environment that is conducive to student success for students of color. The facilitator will showcase a successful program that is increasing engagement, academic achievement, retention, and graduation rates for students of color at the K-12 level. More so, participants will learn important concepts such as student classification levels, student accountability/ownership, success coaching techniques, internal/external engagement, and collaborative usage of their campus activities and resources. The facilitator will also share holistic strategies based on data with the goal of inspiring similar success at other educational institutions across the country. Thus, the facilitator will discuss ways to achieve growth in academic performance, increased connection with faculty and staff, and increased participation in the learning process, as well as, in school related activities.

Monday Concurrent Sessions • 3–4:15 p.m.

BALLROOM D

**Monday
3 -4:15 p.m.**

THE RELATIONSHIP X-FACTOR: RELATIONSHIPS AND SCHOOL SAFETY

Steve Parese, Founder, SBP Consulting, Inc., Danbury, NC

The X-Factor in 21st century school safety is not facial recognition technology or bulletproof glass, but courageous relationships. This practical and inspiring workshop for all educators explores the connection between relationships and school safety, offering insights and strategies for building connections with today's self-defeating and sometimes self-destructive youth.

BALLROOM E

**Monday
3 -4:15 p.m.**

CREATING SAFE AND WELCOMING SCHOOLS: INSIGHTS FROM RESEARCH AND PRACTICE

Katherine Raczynski, Director, Safe and Welcoming Schools Project, College of Education, University of Georgia; and Selena Blankenship, Principal, Hilsman Middle School, Athens, GA

For students to learn to the best of their potential, they must feel safe and welcome at school. Proactive efforts on the part of educational leaders are needed to foster a positive school climate and protect students from bullying and mistreatment. This session features effective, practical steps for creating safe and welcoming schools based on the latest research findings and insights from practice.

Room Monitors will be collecting MONDAY evaluations at the end of each session.

Monday Concurrent Sessions • 3–4:15 p.m.	
BALLROOM F Monday 3 -4:15 p.m.	TRANSFORMING BEHAVIOR SYSTEMS TO EFFECTIVELY EDUCATE “AT-RISK” STUDENTS <i>Charisse Beach, Assistant Principal, Lynne Thigpen Elementary School, Joliet, IL</i> <p>Conference attendees will be provided with the tools to: expeditiously identify high-risk characteristics; incorporate policies that support and monitor student achievement; and implement research-based strategies designed to create a positive school culture that promotes teaching and learning. School leaders, teachers, counselors, juvenile probation officers and youth advocates working with “at-risk” students will benefit from this presentation.</p>
SCARBROUGH 1 Monday 3 -4:15 p.m.	PANEL: EDUCATING MEAN GIRLS <i>MODERATOR: Meshelle, Comedienne, Actor and Author, Meshelle LLC, Baltimore MD</i> <i>PANELISTS: Kiana Battle, School Social Worker and Jessica Traylor, School Psychologist, Lamar County Board of Education, Barnesville, GA; Evelyn Gamble-Hilton, Principal, Langston Chapel Middle School, Statesboro, GA</i> <p>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 desistance from violent behavior, and implications for families, schools, and communities for ending violent school-girl crime.</p>
SCARBROUGH 2 Monday 3 -4:15 p.m.	GREAT LEAPS IN THE PRECISION TEACHING OF BASIC SKILLS <i>FEATURED SPEAKER: Kenneth Campbell, Author, Gainesville, FL</i> <p>Dr. Ogden Lindsley began a revolution in American education in the early 1970’s. His method of teaching was called precision assessment and it became more commonly known as precision teaching. Mr. Campbell began his career in applied behavior analysis in 1972 as a research assistant with the Drug Project. He then took his behavioral skills into classroom academics to develop students’ literacy and math fluency. With years of experience in working with “at risk” students, Mr. Campbell has developed a wide variety of precision assessment/teaching oriented materials for every student of need.</p>
SCARBROUGH 3 Monday 3 -4:15 p.m.	PARENTS AND TEENS TOGETHER AT LAST: PARENT EDUCATION, LIFE SKILLS DEVELOPMENT, OR BOTH! <i>Michael Popkin, Founder and Director, Active Parenting Publisher, Marietta, GA</i> <p>Parent education makes a difference. Life skills education for teens makes a difference. Using a combination of brief video vignettes, experiential activities, and group discussion, participants will learn how to combine these two powerful strategies so that parents and teens learn separately and together for a synergistic affect.</p>
SCARBROUGH 4 Monday 3 -4:15 p.m.	PEN, PAPER, AND PARTNERSHIPS! <i>LaTanya Lester, Community Event Coordinator, Bibb County Juvenile Court, Macon, GA</i> <p>Grab your pen and paper: It’s letter-writing time for “absolutely incredible kid day!” Learn how this unique service-learning project creates community partnerships with businesses, universities, schools, volunteers, and youth! Discover ways to implement a successful letter-writing campaign within your community to support, motivate, and encourage students to develop their literacy and social studies skills. Let’s tell our children how absolutely incredible they are! For “absolutely incredible” teachers, student life and Title I offices, family connection coordinators, and volunteer, civic, and parent organizations.</p>
SAVANNAH Monday 3 -4:15 p.m.	RESISTING THE MARGINALIZATION OF TEST-PRACTICE PEDAGOGY WITH ELEMENTARY STUDENT VOICE <i>Martin Wasserberg, Assistant Professor, Department of Early Childhood, Elementary, Middle, Literacy and Special Education, University of North Carolina – Wilmington, Wilmington, NC</i> <p>In efforts to increase scores on end-of-year standardized tests, elementary schools in marginalized communities often enact test-preparation pedagogies. The omnipresence of test-practice makes societal stereotypes salient, which negatively affects students’ academic performance. At the same time, opportunities for more engaging pedagogies and meaningful student-teacher relationship development are inherently minimized. This presentation presents both quantitative and qualitative data underscoring this problem, and makes a recommendation for classroom-level intervention for the enhancement of meaningful learning.</p>
PERCIVAL Monday 3 -4:15 p.m.	OH, SHIFT! WALK THE TALK: OUR YOUTH ARE WATCHING <i>Jennifer Powers, President, Oh Shift!, Portland, OR</i> <p>Based on the teachings and processes found in her best-selling book, <i>Oh, shift!</i>, Jennifer Powers offers a fresh perspective on the shifts youth workers can make to model behavior they hope to see in young people. By learning these principles, you will not only change your own life but will also be better equipped to guide, teach and embody positivity and personal power to the youth you serve.</p>

MONDAY. MARCH 3, 2014

Monday Concurrent Sessions • 3–4:15 p.m.

<p>VERNON Monday 3 -4:15 p.m.</p>	<p>ENCOURAGEMENT, EMPOWERMENT AND EXCELLENCE! <i>Pamela Bouie, Consultant, Accelerating Excellence, Fayetteville, GA</i></p> <p>Effective behavior management has been rated as the most important variable to building and sustaining high-achieving schools. Participants will learn practical, proven, and powerful research based strategies, which they can begin to implement immediately. Administrators, school leaders and teachers will learn how to utilize encouragement and empowerment to build excellence in their schools!</p>
<p>VERELST Monday 3 -4:15 p.m.</p>	<p>GPS SIGNAL LOST: STRATEGIES TO FIND YOUR WAY THROUGH <i>James Lovett, Title I, Part D Highly Effective School Division and Title I, Part A Education Program Specialist, Arizona Department of Education, Phoenix, AZ</i></p> <p>Sometimes students with the best intentions seem to lose their strong guidance signal and end up possibly heading in the wrong direction. Mr. Lovett will engage participants in an examination of best practices and strategies for “at-risk” students to be more successful in and out of the school setting. He will guide participants through a process to develop a strong plan and program to measure and improve achievement and behavioral outcomes for their most “at-risk” student populations. This presentation will focus on students that have been involved in the juvenile justice system and how participants can use federal law requirements to improve their own educational programs.</p>
<p>SLOANE Monday 3 -4:15 p.m.</p>	<p>TEEN SUICIDE: EARLY INTERVENTION CHANGING TRAJECTORIES <i>Kristin Mize, Psychotherapist, The Alyse Counseling, LLC, Dunwoody, GA</i></p> <p>This presentation is for anyone who comes in contact with teens and young adults in their lives. It promises to inform you of the following: (1) risk factors for suicide; (2) protective factors for suicide; (3) The alarming statistics of our young people either trying or completing a suicide; (4) how to intervene early with someone who may be suicidal; (5) how to handle suicidal crisis across settings: schools, outpatient offices, and in your home; and (6) the help that is available for someone who is either at risk or thinking of suicide.</p>

Room Monitors will be collecting MONDAY evaluations at the end of each session.

NYAR IDOL AND CONFERENCE MIXER

6–8 p.m.

6 – 8 p.m.

Harborside Center East

NYAR Idol and Conference Mixer with light refreshments

Hosted by LaMarr Shields

Line Dancing, Spoken Word Poetry & Singing.

Come and Showcase your gifts and talents.

Book: TRANSFORMING BEHAVIOR SYSTEMS TO EFFECTIVELY EDUCATE AT-RISK STUDENTS



Charisse Beach
Author/Educator



Attendees will be able to:

- Identify and address students exhibiting high-risk behaviors.
- Implement research- based strategies designed to create a positive school culture.
- Organize their educational structure around a comprehensive behavior system.
- Incorporate policies that support and monitor student transformation.

TUESDAY. MARCH 4, 2014

7:30 – 8:30 a.m.

Continental Breakfast, Ballroom A & B

Visit the NYAR Exhibitors EXPO, Ballroom A & B

Breakfast and breaks for conference attendees will be served in the Expo area as well.

Tuesday Concurrent Sessions • 8:30–9:45 a.m.



HARBORSIDE CENTER EAST • Tuesday, 8:30 - 9:45 a.m.

ENGAGE ME OR ENRAGE ME: SAVING OUR SONS FROM ACADEMIC AND SOCIAL HOMICIDE

FEATURED SPEAKER: LaMarr Darnell Shields, President & Co-Founder, Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD

The numbers tell an unmistakable story: African-American and Latino boys are in trouble. Black and Brown boys are three times as likely as White ones to grow up in poverty, and 10 times as likely to attend a high-poverty secondary school. Their test scores lag, they are disproportionately likely to repeat a grade, and they are punished more harshly than other children for school infractions. If current trends hold, one-third of the Black and Brown boys born in 2001 will spend time in prison. During this interactive workshop, we look at ways to insure that we teach all children, particularly Black and Brown boys, in intellectually, socially, and culturally appropriate ways. In addition, we will focus on helping educators who work with African American boys to understand their cultural and developmental identities, learning styles, expressions, and behaviors to reduce conflicts between boys, and increase the educational stamina of teachers.



HARBORSIDE CENTER WEST • Tuesday, 8:30 - 9:45 a.m.

THE TOP 10 THINGS EVERY TEACHER MUST KNOW

FEATURED SPEAKER: HOTEP, Urban Education Specialist, Author, Trainer, Atlanta, GA

A rock'em-sock'em presentation for teachers and administrators both new and seasoned! Combining ancient wisdom and best practices from great educators and success coaches around the nation, this workshop sheds light on 10 little ideas that make a big difference in education. We will dispel common myths regarding: cultural diversity, engaging "at-risk" youth, modifying behavior, reducing referrals, effective class management, using incentives, and the single biggest, transformative secret about education.

Tuesday Concurrent Sessions • 8:30–9:45 a.m.

BALLROOM D

**Tuesday
8:30 -9:45 a.m.**

GANG GRAFFITI (THE NEWSPAPER OR THE STREETS)

Charlie Alston, Zone Sergeant, and Earl Eubanks Sr., Police Officer, Public Safety/Gang Task Force, Richmond County Board of Education, Augusta, GA

This presentation will demonstrate the significance of graffiti through the eyes of a gang member. Graffiti is used to show gang membership, gang superiority, territory, rivals, and revenge. Older gang members recruit students to commit criminal acts. The topics will include all aspects of basic gang graffiti. My objective is to educate instructors and the community in recognizing gang graffiti, and its influence in our schools and the community. My professional experience includes recognition as "officer of the quarter" based on leadership skills and over 150 educational workshops for group's faculty, students, and parents.

BALLROOM E

**Tuesday
8:30 -9:45 a.m.**

"YOUTH CAN MAKE A DIFFERENCE", CHANGING ATTITUDES, CHANGES BEHAVIORS

Sharon D. Sims, Executive Assistant/Senior Trainer, FTC Prevention Services, LLC, Pearl, MS

This session was developed for the sole purpose of arming youth and adults who serve this population with information considered instrumental in providing young people the opportunity to develop skills and identify tools to apply a behavioral approach to preventing and/reducing incidences of violence and choices that produce negative outcomes. Incidents are more likely when a person is hijacked by anger, the series of components contained in our curriculum entitled "Changing Attitudes, Changes Behaviors" (CACB) attempt to "arrest" anger and share creative ways to resolve conflict. Built on the foundational premise that "YOU" (persons who work with the youth population) have the influential power to effectuate change in the lives of young people simply by the way they are addressed, treated, included, approached, and respected along with realistic expectations being outlined and/or explained to them allows the adults to examine self in the process of expecting behavior modifications from youth exhibiting less than desirable traits. The "Youth" part of the session focuses on building character, identifying strengths and weaknesses, building resiliency, exercising talents, and exploring other options in the areas of creative thinking, positive thinking, and attitude adjustments.

Room Monitors will be collecting TUESDAY evaluations at the end of each session.

Tuesday Concurrent Sessions • 8:30–9:45 a.m.

<p>BALLROOM F Tuesday 8:30 -9:45 a.m.</p>	<p>MENTORING OTHER PEOPLES' CHILDREN: DON'T LEAVE BEFORE THE MIRACLE HAPPENS <i>Quinn Gentry, Social and Behavioral Scientist, Founder and President, Message of Empowerment Productions, LLC, Atlanta, GA</i></p> <p>This workshop is designed to “motivate mentors” via a formal discussion of 10 fundamental principles for “mentoring other people’s children.” It is imperative that mentors explore ways to enhance the overall mentoring experience, thereby increasing opportunities to achieve miracles we know can happen through effective mentoring. Dr. Gentry’s approach to practice-based principles for bridging the gap between “methods and miracles” of mentoring is based on her work as a community-based program developer, and most importantly, her own journey from growing up at risk in the inner-city of Atlanta, Georgia. These principles include: (1) examining one’s “reasons” for mentoring; (2) building “rapport” and “relationships” over time; (3) “relating” to youths’ everyday “reality”; (4) “recalibrating” when needed; (5) “resolving” conflicts in partnership with other important stakeholders; (6) “respecting” boundaries; (7) establishing “responsibilities” for the mentee; (8) understanding the significance of “role modeling”; (9) distinguishing between “rewards” and “results”; and (10) having the courage to “reconnect.” The workshop will include real life case studies to help workshop participants adapt effective approaches to mentoring called “situational mentoring.” Collectively, these principles have implications for transforming mentoring programs into life-long relationships where youth are supported over longer periods of time and through major life changes and challenges.</p>
<p>SCARBROUGH 1 Tuesday 8:30 -9:45 a.m.</p>	<p>RECIPE FOR SUCCESS: THE ARKANSAS ACADEMIC PARTNERSHIP IN PUBLIC CHILD WELFARE <i>Debra Gage Hurd, Professor, University of Arkansas, School of Social Work, Fayetteville, AR</i></p> <p>The Academic Partnership in Public Child Welfare—a university and public agency collaboration—provides education and training to child welfare workers. The presentation will address the historical contribution of social work education to the field of child welfare and the opportunities and challenges of creating and maintaining partnerships. The target audience will be individuals wishing to build statewide collaborations.</p>
<p>SCARBROUGH 2 & 3 Tuesday 8:30 -9:45 a.m. This double session town hall meeting continues until 11:30 a.m.</p>	<p>A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED <i>MODERATOR: Joseph Washington, President and CEO, The Joseph Washington Group Inc., Atlanta, GA</i></p> <p><i>PANELISTS: Timothy Allen, Urban Lecturer, Gilead Group Consulting, Dorchester, MA; Daryl Macaluso, Corporal, Gang Resistance Education and Training, Durham Police Department, Durham, NC; Michelle Allen, Doctoral Candidate and Andrea Glover, Graduate Assistant, Georgia Southern University; Adam Haizlip, Certified Cultural Responsivity Trainer, The Haizlip Group LLC, Statesboro, GA; Frank Lucido, Professor & Associate Dean and Carmen Tejada-Delcoado, Assistant Professor, Texas A&M University, Corpus Christi, TX</i></p> <p>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 video followed by 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 meeting.</p>
<p>SCARBROUGH 4 Tuesday 8:30 -9:45 a.m.</p>	<p>IT'S GOOD 2B GOOD: A UNIQUE APPROACH TO INSPIRING KIDS TO BE GOOD PEOPLE <i>Sandra Zerner, Author, Educator, and Motivational Speaker, IT'S GOOD 2B GOOD Kids Character Education, Scottsdale, AZ</i></p> <p>Participants will learn a unique approach to inspiring kids to be good people. Participants will understand why students often resist doing well; be able to explain the key factors motivating students to do well, and will be provided with several hands-on classroom activities that demonstrate in a concrete way the powerful effects of doing good. For 5th and 6th grade classroom teachers or anyone wants to explore this exciting new approach to character education.</p>
<p>SAVANNAH Tuesday 8:30 -9:45 a.m.</p>	<p>BULLYTICS III: EXAMINING WORKPLACE BULLYING <i>Anita Sanders, Assistant Professor, Gardner-Webb University, Boiling Springs, North Carolina and Joshua Sanders, Academic Advisor, Tucson School District 1, Marana, AZ</i></p> <p>There is a presumption that schoolhouse bullying is limited to the children, but this presentation explores what happens when the bully does not meet the expected stereotype. As an educator, one receives strategies on how to address bullying while nurturing the bully. Bullying is very complex whereas the educators often serving as the agents to diffuse it find themselves as victims to it.</p>

TUESDAY. MARCH 4, 2014

Tuesday Concurrent Sessions • 8:30–9:45 a.m.

<p>PERCIVAL Tuesday 8:30 -9:45 a.m.</p>	<p>TRUTH CIRCLES: TEACHING YOUTH TO SPEAK THEIR TRUTH <i>Mark Tucker, President, Powers and Tucker, Portland, OR</i></p> <p>Mark Tucker will present his proprietary Truth Circle™ facilitation system that helps open up advanced channels of communication among youth, builds confidence and improves self-acceptance. Educators and youth workers will learn and experience this powerful tool, which they can then implement within their own organization.</p>
<p>VERNON Tuesday 8:30 -9:45 a.m.</p>	<p>PUTTING THE ACTIVE INTO ACTIVITIES: INCREASING STUDENTS' UNDERSTANDING BY INCREASING THEIR INVOLVEMENT IN LEARNING <i>Caryn Ross, Teacher, and Dawn Gafa-Davis, Teacher, Hazel Park High School, Hazel Park, MI</i></p> <p>Help motivate your students to increase their understanding of what they are learning by getting them involved in the process. The attendee will leave with at least a dozen different learning activities that can be adapted in any academic subject area and immediately implemented into the classroom.</p>
<p>VERELST Tuesday 8:30 -9:45 a.m.</p>	<p>EMPOWERING ALL STUDENTS TO SUCCEED IN AN EVER-CHANGING WORLD <i>Aimee Zachrison, Assistant Principal; Shannon Knopf, Teacher; Jami Grangaard, Teacher; and Susan Kobat, Teacher, Watertown High School, Watertown, SD</i></p> <p>Is your school experiencing a larger than desired dropout rate? Do you want to reduce the achievement gap you see in your school? We will discuss the logistics in bringing a successful alternative learning program right into our rural South Dakota high school, as well as implementation of philosophies and programming designed to reach the "at-risk" learner.</p>
<p>SLOANE Tuesday 8:30 -9:45 a.m.</p>	<p>HOW TRAUMA IMPACTS LEARNING <i>Mavis Averill, Vice Principal, Boyle Street Education Centre, Edmonton, Alberta, Canada</i></p> <p>Inner city youth, many of First Nations, Metis and Inuit (FNMI) descent, who are at high risk for any number of complications in their lives, have traditionally had struggles within school systems. Many have had a great deal of personal trauma in their lives. The trauma they have experienced appears to have affected the brain in a way that compromises learning and causes students to be continually distracted from their classroom lessons. The presentation will examine information from one alternative school's perspective on how to best work with these youth using trauma-informed teaching practices to support the emotional, behavioral, mental and spiritual growth of "high-risk" students.</p>

9:45 – 10:15 a.m.

Break - Visit the NYAR Exhibitor EXPO, Ballroom A & B

Tuesday Concurrent Sessions • 10:15–11:30 a.m.



HARBORSIDE CENTER EAST • Tuesday, 10:15 - 11:30 a.m.

RENEWING THE HEART OF TEACHING

FEATURED SPEAKER: *LaMarr Darnell Shields, President & Co-Founder, Senior Director of Education and Innovation, The Cambio Group, Baltimore, MD*

I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illumined by the lightning-life of the mind—then teaching is the finest work I know. This interactive workshop is for educators who have good days and bad—and whose bad days bring the suffering that comes only from something one loves. It is for educators who refuse to harden their hearts, because they love learners, learning, and the teaching profession.



HARBORSIDE CENTER WEST • Tuesday, 10:15 - 11:30 a.m.

BEYOND RACE: TEACHING SOCIAL JUSTICE IN 2014!

Eric Rowles, CEO & President, Leading to Change, Charlotte, NC

In this very powerful workshop, practitioners will be exposed to the various layers of identity that youth in at risk settings often claim in their diverse worlds, and how youth providers can understand and support some of the most pertinent needs facing today's student. Fast, quick, and hands-on, this relevant presentation is specifically designed for individuals that are currently or plan to work directly with youth and ready to go "deeper" with exploring race, culture, privilege, and class within themselves and their peers!

TUESDAY. MARCH 4, 2014

Tuesday Concurrent Sessions • 10:15–11:30 a.m.	
BALLROOM D Tuesday 10:15 -11:30 a.m.	BE CLASSY: A RESEARCH BASED ANTI-BULLYING AND SELF-ESTEEM BUILDING PROGRAM FOR SCHOOLS AND COMMUNITIES <i>Kem Cazier, Principal, Star Valley Middle School, Afton, WY</i> <p>Be CLASSY involves six strong pillars of social successes including gratitude, optimism, generosity, service, motivation, and self-esteem. This approach has drastically decreased bullying behaviors in the institutions and schools where it has been implemented. School office referrals have declined by 94%. Be CLASSY received a Promising Practice Award in Character Education for 2013.</p>
BALLROOM E Tuesday 10:15 -11:30 a.m.	THE IMPACT OF MODIFIED SCHEDULING MODELS ON THE ACADEMIC ACHIEVEMENT OF “AT-RISK” STUDENTS <i>Dora Harvey, Special Education Teacher, Newnan High School, Newnan, GA</i> <p>This presentation will demonstrate the impact of scheduling interventions on standardized achievement test scores of students identified as being “at-risk” in the content areas of English and mathematics. Students in this scheduling intervention were enrolled in a yearlong, alternating content-day block scheduling model. The target audience is administrators and educators who are hoping to achieve increased standard testing results.</p>
BALLROOM F Tuesday 10:15 -11:30 a.m.	THE AXIX MIDDLE SCHOOL PROGRAM: MAKING THE TURNAROUND <i>Melissa Cooper-Barone, School Counselor and Nicole Hawkins, Teacher, Osceola County School District, Kissimmee, FL</i> <p>AXIS Middle School Program is an 8th grade program designed for students who were overage and in middle school. This alternative program allows for smaller classroom size, STEM component for electives, incentives that encourage hard work, and high school, college, and career preparation. This setting provides more support, better communication with parents, and encourages confidence and academic growth in each student.</p>
SCARBROUGH 1 Tuesday 10:15 -11:30 a.m.	HOW TO TEACH STUDENTS TO “GO HARD” TO “GET OVER IT!” AND BECOME ACADEMICALLY SUCCESSFUL <i>Adair White-Johnson, Associate Professor, Georgia Southern University, Statesboro, GA</i> <p>The objective of this session is to describe the “GO HARD” curriculum used to teach middle and high school students how to “Get Over It!” in order to be academically successful. Participants will learn the key components of the GO HARD program that is aligned with the National Common Core Standards, American School Counselor National Model and addresses the parental involvement provisions in Title I.</p>
SCARBROUGH 2&3 Tuesday 10:15 -11:30 a.m. This double session town hall meeting continues.	A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED MODERATOR: <i>Joseph Washington, President and CEO, The Joseph Washington Group Inc., Atlanta, GA</i> PANELISTS: <i>Timothy Allen, Urban Lecturer, Gilead Group Consulting, Dorchester, MA; Daryl Macaluso, Corporal, Gang Resistance Education and Training, Durham Police Department, Durham, NC; Michelle Allen, Doctoral Candidate and Andrea Glover, Graduate Assistant, Georgia Southern University; Adam Haizlip, Certified Cultural Responsivity Trainer, The Haizlip Group LLC, Statesboro, GA; Frank Lucido, Professor & Associate Dean and Carmen Tejada-Delgado, Assistant Professor, Texas A&M University, Corpus Christi, TX</i> <p>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 video followed by 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 meeting.</p>
SCARBROUGH 4 Tuesday 10:15 -11:30 a.m.	EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR “AT-RISK” LEARNERS <i>Aviva Goelman Rice, Professional Learning Coach, Savannah Chatham County Public Schools System, Savannah, GA</i> <p>This session will provide three big ideas with specific strategies that teachers can implement that will make a difference in their effectiveness with “at-risk” learners. Teachers will learn why these three big ideas are essential to the success of students and how to incorporate these ideas into their everyday instruction. Opportunities will be given for discussion and group interaction and teachers will leave with a toolkit of ideas to enhance their classroom management program.</p>

TUESDAY. MARCH 4, 2014

Tuesday Concurrent Sessions • 10:15–11:30 a.m.

SAVANNAH Tuesday 10:15 -11:30 a.m.	DEVELOPING AN INTERNAL LOCUS ON CONTROL: STRATEGIES FOR “AT-RISK” YOUTH <i>Al Stramiello, Professor, Tift College of Education, Mercer University, Macon, GA</i> Why do “at-risk” youth avoid success and how can we help them develop an internal locus of control to take responsibility for successful learning? This research-based presentation highlights findings related to the external locus of control of “at-risk” youth who blame and complain. Emphasis is given to proven strategies for helping these youth develop internal loci of control as well as skills for self-monitoring their behaviors. This presenter has 40 years of highly successful experience in the field of Special Education with an emphasis on Learning and Behavioral Disorders.
PERCIVAL Tuesday 10:15 -11:30 a.m.	PROVIDING SHELTER AT SCHOOL: SUPPORTING STUDENTS EXPERIENCING HOMELESSNESS <i>Rajni Shankar-Brown, Associate Professor, Department of Education, Stetson University, DeLand, FL</i> This interactive presentation will provide participants with an understanding of 21st century poverty and several ideas on how schools can better serve students experiencing homelessness. Research-based strategies to increase academic achievement of homeless children and youth will be shared. Participants will receive a handout with practical, multi-level strategies and a list of additional resources for supporting the diverse needs of homeless students.
VERNON Tuesday 10:15 -11:30 a.m.	STRATEGIES FOR EXECUTIVE FUNCTION DIFFICULTIES <i>Mike Perkins, Principal, Cobb County School District, Acworth, GA</i> This presentation will focus on the importance of creating a climate in the classroom that positively influences the delivery of self-control strategies for individual students, and the class as a whole. A framework of research-based interventions will be provided that are aimed at self-awareness, personal responsibility, emotional control, task completion, and socialization. The strategies are adaptable to all ages, and are effective in guiding and motivating children and young adults toward academic, behavioral, and social success.
VERELST Tuesday 10:15 -11:30 a.m.	FROM AT-RISK TO MULTICULTURALLY RESILIENT: RESOURCE TOOLS FOR FAMILIES, SCHOOLS, AND COMMUNITIES <i>Donna Gardner, Licensed Psychologist, Get Ahead Psych, LLC, Atlanta, GA</i> The objective of this workshop is to provide participants with tools to help youth successfully navigate our multicultural world. This workshop is focused on topics such as multicultural resiliency, school achievement and closing the achievement gap, racial identity, and ethnic identity. This workshop is designed for parents, school personnel, and services providers within the community.
SLOANE Tuesday 10:15 -11:30 a.m.	REACHING VS. TEACHING: HOW TO CONNECT WITH YOUTH IN A WAY THAT CHANGES BEHAVIOR <i>Jackie Brewton, Health Educator, Founder, MotivationN3D, LLC, Smyrna, GA</i> Learn the secrets to Jackie’s “See & Feel” approach to connecting with youth for long-term behavior change. Including how to teach students towards something, not away from something; help students think, not tell them how to think; inspire them, not just inform them; know their world and use culturally relevant examples and how to use effective teaching tools.

11:30 a.m. – 1:p.m.

Lunch on your own - Visit the NYAR Exhibitor EXPO, Ballroom A & B

1:30 – 2:30 p.m.

2:30 – 3:30 p.m.

4 – 5:30 p.m.

HARBORSIDE CENTER EAST & WEST

Poster presenters set-up

Poster presentations judging

Visit the poster presentation reception

Harborside Center East & West



Tuesday Concurrent Sessions • 1–2:15 p.m.	
BALLROOM D Tuesday 1 - 2:15 p.m.	<p>PANEL: BULLYING</p> <p><i>MODERATOR: Ivan Watts, Associate Professor, Auburn University, AL</i></p> <p><i>PANELISTS: Kem Cazier, Principal, Star Valley Middle School, Afton, WY; Anita Sanders, Assistant Professor, Gardner-Webb University, Boiling Springs, North Carolina; Joshua Sanders, Academic Advisor, Tucson School District 1, Marana, AZ and Rick Shaw, President, Awareness Inc., Lincoln, NE</i></p> <p>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. This panel invites conference attendees to participate in a discussion with four very different and unique professionals.</p>
BALLROOM E Tuesday 1 - 2:15 p.m.	<p>THE POWER OF THE DREAM: SERVICE LEARNING FOR PEACE BUILDING IN SCHOOLS AND COMMUNITIES</p> <p><i>Rosemarie Stallworth-Clark, Professor, Emerita, Georgia Southern University and Heath Cobb, Community Engagement Director, American Red Cross Southeast Region, Statesboro, GA</i></p> <p>In this presentation, participants will have opportunities to examine and adapt current service-learning projects and resources available for youth designed to heal and to transform the critical socio-emotional issues of apathy, alienation, and disengagement facing America's students and school communities. The objective of the presentation will be to assist participants to adapt and to create personally relevant, peaceable, safe, nonviolent service-learning projects whereby youth learn to serve the human needs around them. By integrating community service learning projects with classroom learning activities and peace building strategies for creating safe, nonviolent learning environments in our schools and communities, participants will engage in and design activities that have potential to provide significant impact on the psychosocial and emotional health of America's youth in schools and communities throughout the nation.</p>
BALLROOM F Tuesday 1 - 2:15 p.m.	<p>HOW MALADADTIVE COPING STRATEGIES TO RACISM AFFECT THE EDUCATIONAL ATTAINMENT OF AFRICAN AMERICAN MALES AT PREDOMINATELY WHITE INSTITUTIONS</p> <p><i>Toya Roberts, Doctoral Student, University of Houston College, Education Department and Educational Psychology, Houston, TX</i></p> <p>As the number of African Americans enrolling into postsecondary institutions of higher education continues to increase, it is important to note that the majority of these students will attend institutions that are considered predominately White (PWI). Research has found that on these campuses African Americans are experiencing significantly negative side effects associated with social isolation and alienation. Furthermore, research has paid little attention to the aspects of these students' schooling experiences as they relate to prejudice and racism; therefore, this proposal aims to uncover how African American males cope with the stresses at PWI's.</p>
SCARBROUGH 1 Tuesday 1 - 2:15 p.m. This session will repeat @ 2:45 - 4 p.m.	<p>INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT IN SCHOOL</p> <p><i>FEATURED SPEAKER: Timothy Allen, Urban Lecturer, Gilead Group Consulting, Dorchester, MA</i></p> <p>Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support often 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.</p>
SCARBROUGH 2 Tuesday 1 - 2:15 p.m. This session will repeat @ 2:45 - 4 p.m.	<p>SIGNS AND SOLUTIONS: ADDRESSING GANG ACTIVITY IN OUR SCHOOLS</p> <p><i>FEATURED SPEAKER: Daryl Macaluso, Corporal, Gang Resistance Education and Training, Durham Police Department, Durham, NC</i></p> <p>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 understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to creating 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. Participants will analyze school board gang policy, discuss school safety concerns, bullying, and learn the importance of a threat assessment. Participants will be able to identify clothing, signs, and symbols associated with gang activity. Proven national practices and suggestions for intervention and prevention programs will be provided. This presentation contains graphic images of gang violence and strong language.</p>

Room Monitors will be collecting TUESDAY evaluations at the end of each session.

Tuesday Concurrent Sessions • 1–2:15 p.m.	
SCARBROUGH 3 Tuesday 1 - 2:15 p.m. This session will repeat @ 2:45 - 4 p.m.	IT'S TIME TO WORK TOGETHER: HOME AND SCHOOL CONNECTIONS FOSTERING EXCELLENCE IN STUDENT ACHIEVEMENT <i>FEATURED SPEAKER: Joseph Washington, President and CEO, The Joseph Washington Group Inc., Atlanta, GA</i> It's been said it takes a village to raise a child, but what do you do when the village has been asleep. This presentation will look at the importance of school, home and the student all working together to shape and create a more powerful unified front for all parties involved. This conversation will be both relevant and engaging. This workshop will offer everyone the necessary tools to create a positive and stimulating environment both for learning and transformation of "at-risk" youth.
SCARBROUGH 4 Tuesday 1 - 2:15 p.m.	21ST CENTURY PROVISION OF SERVICES: PERCEPTIONS OF SPECIAL EDUCATION TEACHERS' TRANSITION COMPETENCIES <i>Tonisha Johnson, Special Education Teacher, Atlanta Public School System, Atlanta, GA</i> Learn how "transition planning"—a vital component of education for students with disabilities—bridges the gap between leaving high school and pursuing postsecondary education and employment opportunities into adulthood. See how secondary special education teachers employ competencies to ensure that students with disabilities receive quality transition planning and are prepared for opportunities leading to a better quality of life.
SAVANNAH Tuesday 1 - 2:15 p.m.	THE EXODUS: FROM THE TRAP TO AN AUTHENTIC EDUCATION <i>Michelle Allen, Doctoral Candidate, and Andrea Glover, Master of Education Candidate, Georgia Southern University; Adam Haizlip, Certified Cultural Responsivity Trainer, The Haizlip Group LLC, Statesboro, GA</i> We plan to explore the social conditions of American education that act as barriers or entrapments for African American students impeding their success and leading to the gradual denigration of the spiritual, mental, racial, physical and psychosocial wellness of these underrepresented students.
PERCIVAL Tuesday 1 - 2:15 p.m.	IMPROVING HIGH SCHOOL STUDENTS' ACHIEVEMENT THROUGH MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) <i>Nancy Waldron, Professor, Janise Coleman, Professor and Lee Purvis, College of Education, University of Florida, Gainesville, FL</i> This presentation addresses how Multi-Tiered Systems of Support (MTSS) can be aligned with implementation of Common Core State Standards (CCSS) to improve academic outcomes for "at-risk" high school students. A variety of high school data examples will be used to demonstrate the connection between high quality core instructions, CCSS based assessment practices, systems of intervention, and improved student achievement.
VERNON Tuesday 1 - 2:15 p.m.	CREATING CAREER COMPETENT KIDS: A REAL-WORLD CURRICULUM IN AN ELA CLASSROOM <i>Amanda Otto, Teacher, and Amanda Koronides, Teacher, Centennial High School, Roswell, GA</i> Teachers become CEOs as they transform classrooms into engaging learning environments through the All Out Knowledge (AOK) curriculum using real-world applications to motivate "at-risk" students. This session discusses the classroom structure of the AOK classes, rigorous assignments, and data of student successes focusing on college and career readiness. Handouts, examples, and student testimonies will be provided.
VERELST Tuesday 1 - 2:15 p.m.	EMBRACING DISABILITIES: INCLUDE, INTEGRATE & ELEVATE <i>Toby Karten, Inclusion Coach and Adjunct Professor, Monmouth University, Marlboro, NJ</i> Embrace students' strengths and potentials with disABILITY awareness and inclusive mindsets. Learn how educators and professionals promote positive attitudes toward inclusion. Explore how to create opportunities for social and academic acceptance and higher performance outcomes. Elevate staff and student levels with appropriate preparation, scaffolding, content-rich differentiated lessons, peer interactions, data documentation, reflections, and collaborative home and school support systems.
SLOANE Tuesday 1 - 2:15 p.m.	UNIVERSAL SCREENING: STOP THE CLIMB UP THE RTI LADDER <i>Allison Asquith, School Counselor, North Cook Youth Academy, Des Plaines, IL</i> How would you like to be able to prevent the next big fight, a gang incident, drug incident, or student failing a class for an unknown reason to their teacher? All of these incidents can create a poor opinion of your school by the community, possible lawsuits, and most importantly can affect your students, their futures, and the overall school climate that we all work so hard to create. This presentation will show administrators, counselors, social workers, and school psychologists the importance of using a "clinical interview" as a Tier I-RTI-Universal Screening Tool to assess all students. Administering this clinical interview will provide staff important information that is necessary to fully support the students before incidents occur.

TUESDAY. MARCH 4, 2014

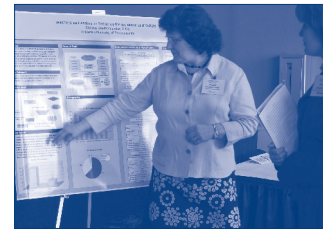
2:15 – 2:45 p.m.

Break - Visit the NYAR Exhibitor EXPO, Ballroom A & B

4 – 5:30 p.m.

HARBORSIDE CENTER EAST & WEST

Visit the poster presentation reception



Tuesday Concurrent Sessions • 2:45–4 p.m.

<p>BALLROOM D Tuesday 2:45 - 4 p.m.</p>	<p>PANEL: MEETING THE CHALLENGES OF RURAL EDUCATION <i>MODERATOR: Robert Lake, Associate Professor, Georgia Southern University, Statesboro, GA</i></p> <p><i>PANELISTS: Steve Smith, Superintendent, Wilcox County Schools, Abbeville, GA and Aimee Zachrisson, Assistant Principal, Watertown High School, Watertown, SD</i></p> <p>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. Panel members share successful programs, strategies, and tools for meeting the challenges of rural education.</p>
<p>BALLROOM E Tuesday 2:45 - 4 p.m.</p>	<p>PARENTS AS GATEKEEPERS: FIGHTING THE WAR AGAINST THE COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN <i>Consuela Vinson, Youth Division Coordinator and Doctoral Candidate, Capella University, Rex, GA</i></p> <p>The discussion seeks to equip parents with information so they are knowledgeable of what the commercial sexual exploitation of children really is and how it is perpetuated. Special emphasis will be placed on strategies for implementing safeguards. The workshop is designed for parents, family members, and members of the professional community who have a vested interest in the safety of children.</p>
<p>BALLROOM F Tuesday 2:45 - 4 p.m.</p>	<p>STEPPING UP AND REPRESENTING A RESPONSIBLE TEEN THRU B.A.R.T <i>Luella Rhodes, Program Director, Brittany James, Program Manager, Sheila Leonard, BART Peer Educator, Victoria Reels, BART Peer Educator, and Michael Ellison, Program Coordinator, Columbus Wellness Center Outreach & Prevention Project, Inc., Columbus, GA</i></p> <p>The Swagga and Lace Initiative utilizes an evidence-based curriculum called BART (Becoming A Responsible Teen), which gives teens skills to delay sexual involvement, reduce their exposure to HIV/AIDS and reduce teen pregnancy promoting a healthy teen experience during their special years. Trained Peer Educators actively serve as facilitators delivering the BART curriculum with fidelity to their peers. The targeted audience for this workshop includes leaders representing community-based programs, afterschool programs, and other youth serving agencies. This workshop will share recruitment strategies, training implementation, report unintended pregnancies among BART graduates, community, partners and parental involvement and tips from peer educators on skills to educate and encourage their peers to delay sexual involvement encouraging healthy teen years. Participants will first-hand experience activities in the BART curriculum.</p>
<p>SCARBROUGH 1 Tuesday 2:45 - 4 p.m.</p>	<p>INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT IN SCHOOL <i>FEATURED SPEAKER: Timothy Allen, Urban Lecturer, Gilead Group Consulting, Dorchester, MA</i></p> <p>Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support often 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.</p>

Room Monitors will be collecting TUESDAY evaluations at the end of each session.



An evaluation of the conference's general sessions will be accessible via nationallyouthatrisk.org or via an email announcement following the conference.

Tuesday Concurrent Sessions • 2:45–4 p.m.

<p>SCARBROUGH 2</p> <p>Tuesday 2:45 - 4 p.m.</p>	<p>SIGNS AND SOLUTIONS: ADDRESSING GANG ACTIVITY IN OUR SCHOOLS</p> <p><i>FEATURED SPEAKER: Daryl Macaluso, Corporal, Gang Resistance Education and Training, Durham Police Department, Durham, NC</i></p> <p>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 understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to creating 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. Participants will analyze school board gang policy, discuss school safety concerns, bullying, and learn the importance of a threat assessment. Participants will be able to identify clothing, signs, and symbols associated with gang activity. Proven national practices and suggestions for intervention and prevention programs will be provided. This presentation contains graphic images of gang violence and strong language.</p>
<p>SCARBROUGH 3</p> <p>Tuesday 2:45 - 4 p.m.</p>	<p>IT’S TIME TO WORK TOGETHER: HOME AND SCHOOL CONNECTIONS FOSTERING EXCELLENCE IN STUDENT ACHIEVEMENT</p> <p><i>FEATURED SPEAKER: Joseph Washington, President and CEO, The Joseph Washington Group Inc., Atlanta, GA</i></p> <p>It’s been said it takes a village to raise a child, but what do you do when the village has been asleep. This presentation will look at the importance of school, home and the student all working together to shape and create a more powerful unified front for all parties involved. This conversation will be both relevant and engaging. This workshop will offer everyone the necessary tools to create a positive and stimulating environment both for learning and transformation of “at-risk” youth.</p>
<p>SCARBROUGH 4</p> <p>Tuesday 2:45 - 4 p.m.</p>	<p>COMMUNITY BUILDING WITHIN HIGH SCHOOLS: TEACHERS AS NATURAL MENTORS</p> <p><i>Janise Coleman, Professor, Lee Purvis, Professor, and Nancy Waldron, College of Education, University of Florida, Gainesville, FL</i></p> <p>Student-teacher relationships are invaluable. The purpose of this presentation is for educators to identify how schools can establish structured teacher-student mentoring relationships in multi-tiered systems of support within high school settings. Current practices in a Florida high school will be presented to further illustrate how schools can foster student achievement by systematically connecting “at-risk” students with teacher-mentors.</p>
<p>SAVANNAH</p> <p>Tuesday 2:45 - 4 p.m.</p>	<p>MULTI-LEVEL SUPPORT: BUILDING INCLUSIVE LEARNING COMMUNITIES FOR “AT-RISK” YOUTH</p> <p><i>Rajni Shankar-Brown, Associate Professor and Chris Colwell, Associate Professor, Department of Education, Stetson University, DeLand, FL</i></p> <p>This interactive presentation will explore different strategies for building inclusive 21st century communities within schools. Based on research and personal experiences, several effective community building strategies for school administrators, staff, teachers, and students will be shared. Participants will receive a practical handout with community building strategies designed to help address the diverse needs of “at-risk” students, K-12.</p>
<p>PERCIVAL</p> <p>Tuesday 2:45 - 4 p.m.</p>	<p>TANTALIZING TECHNOLOGY IN A “FLIPPED” CLASSROOM: MEETING THE NEEDS OF A DIVERSE POPULATION</p> <p><i>Linda Ann McCall, Associate Professor and Beth Childress, Assistant Professor, College of Education, Armstrong Atlantic State University, Savannah, GA</i></p> <p>This presentation showcases innovative research-based technology for at-risk youth. This interactive session will offer technology formats and introduce the concept of a “flipped classroom.” Handouts will be offered and we invite questions and conversation from participants regarding our work and experiences.</p>
<p>VERNON</p> <p>Tuesday 2:45 - 4 p.m.</p>	<p>ALTERNATIVE EDUCATION: NEWS FROM THE NORTH: OFF-CAMPUS PROGRAMS AND ABORIGINAL EDUCATION</p> <p><i>Tracey Smith, Support Teacher and Janice Millar, Teacher, Winnipeg School Division, Winnipeg, Manitoba, Canada</i></p> <p>This presentation is connected to academic achievement and school leadership as it is a specific academic program that focuses on talent development, creative problem solving and aboriginal education in an alternative setting. It is also connected to family and community as we are working to break the generational cycles in our students’ lives. It is important when working with youth that we include their families to move the learning forward. When this is done the whole community is part and is included in the process of change through education.</p>

Tuesday Concurrent Sessions • 2:45–4 p.m.

VERELST Tuesday 2:45 - 4 p.m.	HIV/AIDS TRANSITIONING CARE: ADOLESCENTS AND YOUNG ADULTS <i>Gregory Felzien, Diplomat in Internal Medicine and Infectious Diseases, Office of Infectious Diseases and HIV Medicine, Southeast Health District, Statesboro, GA</i> The HIV epidemic continues to be a critical issue in communities throughout the USA. Stigma, discrimination, and local myths are still a part of society resulting in risky behavior, denial, and delay in seeking care. The objective of this presentation is to discuss: (1) the scope of HIV/AIDS among adolescents and young adults, (2) clinical and psychological differences between youths and adults, (3) challenges and care for adolescents and young adults, and (4) strategies to receive, engage, and retain youth in the healthcare system.
SLOANE Tuesday 2:45 - 4 p.m.	THE PROJECT RECONNECT PROGRAM: ENGAGING TRUANT ADOLESCENTS THROUGH PRE-COURT DIVERSION <i>Travis Killen, School Social Worker, Houston County Board of Education, Warner Robins, GA</i> This session will examine truant middle and high school students' perceptions of the Project Reconnect Truancy Diversion Program. An overview of the findings and best practices that were associated with the participants' improved school attendance and increased grades will be highlighted.

4 – 5:30 p.m.

Visit the poster presentation reception, Harborside Center East & West



CALL FOR PROPOSALS

CALL FOR PROPOSALS

26th Annual National Youth-at-Risk Conference
March 1 – 4, 2015 at the Hyatt Regency, Savannah, GA

Submission Form opens April 1, 2014.

Deadline: August 1, 2014

details at @nationalyouthatrisk.org



Tuesday Poster Session Reception • 4–5:30 p.m.

**HARBORSIDE
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**Tuesday
4 - 5:30 p.m.**

**Poster Session
Reception**

CULTURAL DIVERSITY AND CONFLICT RESOLUTION

Mary Jane Kirby, Contributing Faculty, Walden University, Fayetteville, NC

There is increasing interest in creating and improving conflict resolution approaches in public schools in the United States. Conflict resolution refers to the process of communication between two or more groups that are resolving a dispute with the help of a mediator. The mediator seeks to terminate the conflict and restore social relations between the groups to some level of legitimacy. Attempts are made to help people refrain from assigning blame and instead to focus on understanding the origins of the dispute and to find common ground for consensus.

IMPROVING SCHOOL PERFORMANCE WITH LIMITED RESOURCES IN LOW-PERFORMING SCHOOLS

Tabathia Baldy, Exceptional Children's Director, Durham Public Schools, Durham, NC; Megan Lyons, Career Technology Intervention Coordinator, Langston Hughes High School, Atlanta, GA; Ronny Green, Associate Professor; Rudo Tsemunhu, Assistant Professor; Simmie Raiford, Assistant Professor, Valdosta State University, Valdosta, GA

This poster presentation will highlight the practices low-performing school can apply to significantly improve student achievement when limited resources are available for school improvement. Participants may be surprised to find practices that provide the greatest impact have little to do with financial resources, and more to do with how schools use and organize the resources they have.

ASSISTIVE TECHNOLOGY: PROMOTING LEARNING FOR ALL STUDENTS IN A DEMOCRATIC SOCIETY

Larry Beard, Professor, Jacksonville State University and Joseph Akpan, Professor, Jacksonville, AL; Linda Johnston, Director, School of Education, University of Tennessee at Chattanooga, Chattanooga, TN; Laura Carpenter, Professor and Department Chair, Auburn University at Montgomery, Montgomery, AL; Valerie Rutledge, Dean, College of Health, Education and Professional Studies, University of Tennessee at Chattanooga, Chattanooga, TN

This poster presentation will help give teachers and students some concrete ideas on how to incorporate assistive technologies in their classrooms to better help students interact with the curriculum. Inexpensive AT devices will be available with which teachers can interact.

TEACHING METHODS TO INCREASE MATHEMATICS FLUENCY FOR STUDENTS AT RISK

Toni Franklin, Assistant Professor, Armstrong Atlantic State University, Savannah, GA and Vanessa Hinton, Lecturer, Auburn University, Auburn, AL

This poster presentation will provide an overview of CRA (Concrete-to-Representational-to-Abstract) Instruction with explicit directions and demonstrations of how to implement it. The overview will briefly discuss the research behind CRA and explicit instruction. The demonstration will show how CRA can be used to help students at risk build fluency and achieve grade level standards in addition, subtraction, and multiplication.

DROPOUTS AND PUSHOUTS: UNDERSTANDING THE TIPPING POINT

Karen Joest, Associate Professor, Department of Human Ecology, Child and Family Studies, State University of New York, College at Oneonta, Oneonta, NY

This poster presentation illustrates how two key issues increase high school dropouts. The "Tipping Point" and "Pushouts" are key issues that increase dropout rates for "at risk" youth. We have developed a number of workshops and training sessions for faculty and staff to enhance a sense of community in classrooms, while developing programs for youth to decrease risk factors.

GENERATION Z: CONNECTING WITH THE YOUNGEST GENERATION OF YOUTH AT RISK

Daniel Czech, Professor, Drew Zwald, Professor, Willie Burden, Professor and Trey Burdette, Professor, College of Health and Human Sciences, Georgia Southern University, Statesboro, GA

The purpose of this poster presentation is to describe Generation Z and discuss ways we can better teach, coach and connect with the youngest generation of youth at risk. Based on theoretical frameworks of past research, the presenters will discuss strategies that teachers, coaches, and parents can utilize to enhance learning and achievement.

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REACHING AND TEACHING LITERACY SKILLS TO “AT-RISK” UNDERACHIEVING STUDENTS THROUGH MUSIC

Paulette Harris, Professor and Director, Literacy Center, Georgia Regents University, and Audie Holmes, Assistant Professor, Paine College, Augusta, GA

This poster presentation will show how a university literacy center service-learning project combines musical experiences with literacy learning for at-risk youth. As youth listen to music, sing, dance, and play instruments, they expand literacy skills. This practice provides a proactive solution to empowering youth to build literacy expertise. The target audience will include: college professors and schoolteachers at all levels.

FACTORS INFLUENCING GRADUATION RATES AMONG BLACK MALES

Rhonda Jeffries, Associate Professor, Department of Instruction & Teacher Education, University of South Carolina, and Sherry Eppelsheimer, Wando High School, Mt. Pleasant, SC

This qualitative comparative case study examined perceptions of Black male students in a large South Carolina high school regarding intrinsic and extrinsic factors that impact their successful high school on-time graduation rates with respect to No Child Left Behind requirements. The presentation is of interest to high school classroom instructors, guidance personnel and administrators.

UNDERAGE DRINKING: IDENTIFYING ADOLESCENTS AT GREAT RISK, PROBLEMS ACCOMPANYING ALCOHOL USE, AND EFFECTIVE INTERVENTION APPROACHES

Daniel Czech, Professor, Drew Zwald, Professor, Willie Burden, Professor and Trey Burdette, Professor, College of Health and Human Sciences, Georgia Southern University, Statesboro, GA

The objective of this presentation will be to discuss strategies that school, after school, and community-based youth professionals could utilize to prevent or reduce youth experimentation with alcohol. Also, the problems that stem from alcohol use and underage youth drinking will be discussed. Innovative and comprehensive approaches to prevention will be discussion topics and will include establishing task forces that encourage parental involvement, establishing clear policies against drinking, enforcing those policies, monitoring youth behavior, and raising youth and adults awareness of violations penalties and sanctions.

THE INFLUENCE OF SINGLE-PARENTING ON HEAD START CHILDREN’S SOCIAL-EMOTIONAL COMPETENCE

Tsu-Ming Chiang, Professor, Department of Psychological Science, Anastasia Kerr, Student and Sarah Flowers, Student, Georgia College & State University, Milledgeville, GA

The study examines parental belief system in relation to “at-risk” children’s social-emotional development. It explores the influence of single parenting on the development of their child’s social-emotional competence. Specifically, it contrasts two parents’ versus single parent’s families in parental disciplinary strategies and its relation to children’s social-emotional characteristics rated by schoolteachers. It is designed to inform professionals and communities with knowledge to work with families with “at-risk” children.

OBESITY AMONG ADOLESCENTS IN AMERICA: IS SUGAR THE CULPRIT?

Padmini Shankar, Professor, Georgia Southern University, Statesboro, GA; Shannon Cearley and Alexandra Tracchio, Students, Georgia Southern University, Statesboro, GA; Saman Ahuja, Assistant Professor, Lincoln University, Jefferson City, MO

Today’s youth consume the majority of their sugar-sweetened products within the home—regardless of gender or ethnicity. The CDC found that 54.4% of sugar-sweetened beverages and 65.8% of sugar-sweetened foods were consumed at home. Educating youth and their families on choosing how to eat healthy and nutrient dense foods is vital if we are to win the war on obesity.

AT @ UTC

Linda Johnston, Director, School of Education, Valerie Rutledge, Dean, College of Health, Education and Professional Studies, University of Tennessee at Chattanooga, Chattanooga, TN; Larry Beard, Professor and Joseph Akpan, Professor, Jacksonville State University, Jacksonville, AL

Today’s diverse classrooms include students with a wide range of abilities. This session describes steps one university teacher education program takes to ensure their graduates are equipped with the skills needed to make instruction effective for all students.

Room Monitors will be collecting TUESDAY evaluations at the end of each session.

Tuesday Poster Session Reception • 4–5:30 p.m.

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FOCUS, FOCUS, FOCUS: DIRECTING THEIR ATTENTION TO THE LEARNING TASK

Edward Strauser, Professor, College of Education, Armstrong Atlantic State University, Savannah, GA

No matter how good a teacher you might be, there will be some students who come into the classroom without an attitude conducive to paying attention. It is not that they want to ruin your day. This poster is about an approach that the presenters found successful in calming and focusing students before the lesson starts.

WEIGHT-LOSS DIETING PRACTICES AMONG TODAY'S YOUTH

Padmini Shankar, Professor, Georgia Southern University, Statesboro, GA; Alexandra Tracchio, Student and Shannon Cearley, Student, Georgia Southern University, Statesboro, GA

America's obsession and focus on being thin, adolescents and youth are primarily at risk due to their unhealthy weight-loss dieting practices, which can contribute to negative physical and psychological consequences. We must educate our youth on the negative effects of unhealthy dieting, in addition to, encouraging a healthy and well-balanced lifestyle.

EFFECTIVE INSTRUCTION FOR YOUTH AT RISK IN ALTERNATIVE SCHOOLS

Brandis Ansley, Student, Georgia Southern University, Statesboro, GA

This poster presentation will feature the findings from empirical studies of academic interventions for youth at risk in alternative schools. Participants of this session will have the opportunity to learn about the instructional methods found effective for improving various academic skills.

COLLEGE STUDENTS' AWARENESS OF HEART DISEASE

Padmini Shankar, Professor, Georgia Southern University, Statesboro, GA; Shannon Cearley, Student and Willie Burden, Professor, Georgia Southern University, Statesboro, GA

This presentation will focus on the incidence of heart disease in the United States. It will identify factors that increase the risk for heart disease. Topics such as heart-healthy foods and recommendations for intake of saturated fat and cholesterol will be discussed. Specific strategies for youth to decrease their risk for heart disease will be emphasized.

STRATEGIC PREVENTION FRAMEWORK: THE ESSENTIAL COMPONENT TO GET "REAL"

Charles Brown, Senior Program Evaluator, and Camille Lashlee, Program Manager, Centerstone Research Institute, Nashville, TN

This presentation, appropriate for school and community-based professionals, will demonstrate how a comprehensive plan for program implementation can result in positive outcomes for youth and their communities. Learning objectives achieved by program participants include understanding of implementation science research, essential elements of a comprehensive plan, necessary resources for successful implementation, and measuring outcomes.

TEACHING BEGINNING READING WITH FEDERALLY APPROVED SUCCESSFUL STRATEGIES FOR "AT-RISK" STUDENTS

John Hobe, Professor, Childhood and Exceptional Student Education, Armstrong Atlantic State University, Savannah, GA

Are you interested in learning how to make certain non-readers at all ages learn to read? Come and learn about teaching beginning reading, writing, and comprehension to "at-risk" students in high-poverty, high-minority schools.

STUDENT SUCCESS: PRODUCING, PERFORMING AND COMMUNICATING

Roben Taylor, Assistant Professor, Dalton State College, Dalton, GA

The objectives of this presentation are to increase awareness and help participants gain a deeper understanding of children's difficulties in producing and communicating thoughts, orally and in writing, and in performing physical activities. This presentation will provide participants with sound practical strategies suitable for teacher and parents.

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FINDING SUCCESS IN NUMBERS

Anissa Johnson, Principal, Fowler Drive Elementary School, Athens, GA; Beth Tolley, Clinical Assistant Professor, Department of Educational Theory & Practice, Athens, GA

Vital to the success of a professional development school are the clear initiatives set forth by all stakeholders in the partnership. A top priority for university-based participants is the idea of facilitating sustained clinical experiences for teacher candidates. The traditional notion of field experience becomes completely redefined and opportunities for creative ways of thinking and doing are limitless. What results is a win-win-win situation for children, classroom teachers, and teacher candidates.

FACILITATING SMALL GROUPS TO PROMOTE ACADEMIC SUCCESS IN PREGNANT TEENS/TEEN MOTHERS

Natalie Spencer, Assistant Professor, Department of Psychology and Counseling, Valdosta State University, Valdosta, GA

Teen pregnancy has continued to increase over the past few years. As more teens become mothers, it is important for teachers, counselors and other stakeholders to know how to effectively work with this population. Discover how to lead a small group to promote personal success and resilience in young girls.

HOW TO MAKE YOUR PARENTING EDUCATION PROGRAM BUILD ACADEMIC SKILLS, CHARACTER, AND COOPERATIVE BEHAVIOR

Michael Popkin, Founder and Director, Active Parenting Publisher, Marietta, GA

Does your school's parenting education program teach parents concrete skills for building character, positive behavior, and also academic achievement in their children? Learn how to integrate these three vital areas into what you are currently doing, or how to find or create a program from the beginning. This session will combine brief video vignettes, discussion, and experiential activity to demonstrate how current best practices in parent education can make a difference in multiple areas at once.

COORDINATE AND INTEGRATE "AT-RISK" YOUTH PROGRAMS SERVING MULTIPLE SCHOOLS AND COMMUNITIES

Louis Warren, Professor, College of Education, East Carolina University, Greenville, NC

The presentation will share how a designated public school was able to coordinate with its feeder schools in an effective and efficient manner. This public school system was able to develop a system to provide beneficial resources to families and their "at-risk" youth in a more equitable manner and to reach a greater number of "at-risk" youth without the waste of overlapping resources to the same population.

PUT THE EVIDENCE INTO BEST PRACTICE—STOP WASTING TIME AND MONEY

Pamela Werb, LifeSkills Trainer, Botvin LifeSkills Training, White Plains, NY

Are you part of the problem or part of the solution? What are you doing and what benchmarks exist for evidence-based best practice prevention programs? Return on investment is a valuable perspective in program identification, analysis, decision-making and adoption. Build your toolkit with the facts.

RETHINK STRENGTH: AN EXAMINATION OF THE CULTURE OF TEENAGE PARENTHOOD

April Miller, Certified School Psychologist, East Georgia Counseling Services, and Betsy Zimmerman, Counselor, Pineland CSB, Statesboro, GA

The population of adolescent parents, commonly referred to as "teen moms," is a cultural group of significant size that crosses boundaries of ethnicity and socio-economic class. Young women who find themselves pregnant face challenges, judgment, and stresses—physically, financially, socially, and personally. The researchers interviewed adolescent parents from various cultural backgrounds and situations with the purpose of ascertaining how counselors can most effectively serve and advocate for this particular cultural group.

FOOD SAFETY IS A MAJOR PUBLIC HEALTH CONCERN AMONG YOUTH IN AMERICA

Supriya Immaneni, Student, Northwestern University, Evanston, IL and Padmini Shankar, Professor, Georgia Southern University, Statesboro, GA

Are you part of the problem or part of the solution? What are you doing and what benchmarks exist for evidence-based best practice prevention programs? Return on investment is a valuable perspective in program identification, analysis, decision-making and adoption. Build your toolkit with the facts.

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ALTERNATIVE SCHOOL PRINCIPALS' AND TEACHERS' PERCEPTIONS OF THEIR SCHOOL SETTING

Vincent Jackson, Principal, Washington County Alternative School, Sandersville, GA, and Gregory Chamblee, Professor, Georgia Southern University, Statesboro, GA

This session will present principal and teacher survey responses from a Georgia service area to show the level of existence of 40 effective alternative school characteristics and the importance of these same characteristics in their respective alternative schools. Principal and teacher interview data will be presented. Implications of the data will be discussed.

HOW A FOUR-DAY SCHOOL WEEK PROVIDES INCREASED INSTRUCTION TO "AT-RISK" STUDENTS

Steve Smith, Superintendent and Julie Childers, Assistant Superintendent, Wilcox County Schools, Abbeville, GA

Facing state budget cuts, leaders in a rural Georgia school district devised a plan to insure "at-risk" students would not be short-changed, focusing on a unique use of a federal grant to drive the school calendar, increase student achievement, and provide enrichment activities that most of these students had never experienced. Target audience includes school personnel, grant writers, and 21st Century Learning Community grant recipients.

STUDENTS WITH A MISSION AND PURPOSE

Christine White, Program Manager and Lauren Gibbs, Project Manager, College of Education, University of Florida, Jacksonville, FL

Looking for a way to bring out the best in your student leaders? Andrew Jackson's Swamp Academy does just that! Join us to find out practical ways to start an effective high school leadership academy that will empower your students to positively transform your school and community.

BULLYCID: IDENTIFYING "AT-RISK" YOUTH AND EFFECTIVE STRATEGIES FOR PROACTIVE INTERVENTION

Rick Shaw, President, Awareness Inc., Lincoln, NE

Bullying, truancy, drug/alcohol abuse, and suicide are associated with students everywhere who are begging for help. This poster presentation will share lessons learned from both rural and large school districts and cost-effective strategies for identifying "at-risk" youth before it is too late. Real steps for prevention and intervention and ensuring all key players (students, parents, teachers, staff, community members, etc.) understand the roles they play in creating a safe environment.

WHAT IMPACT DOES PRINCIPAL TURNOVER HAVE ON STUDENT ACHIEVEMENT AT SIX MIDDLE SCHOOLS IN AN URBAN SCHOOL DISTRICT

Sidney Brown, Associate Professor and Sharron Chambless, Student, Auburn University at Montgomery, Montgomery, AL

The six middle schools with the lowest non-proficiency test scores and highest poverty levels were selected for the study. In addition, changes in principals' assignments between the years August 2007–August 2012 were examined. As a result of this study, we found that each of six schools selected for the study had two or more principals in a three-year span.

NETWORKING: MAKING THE CONNECTION

Toye Johnson-Vincent, Employment Trainer and Corporate Recruiter, Riverview, FL

We will define "networking" and specifically discuss the details of how and why students and adults can benefit from this tool usually associated with career objectives. We will discuss steps in the process of how to get started networking, personal and professional networking goals and personal responsibility to follow through on networking tasks.

TANANA 4-H: BREAK THE SILENCE, NO MORE VIOLENCE, A YOUTH INITIATIVE FOR SUICIDE PREVENTION

Mara Bacsujlaky, Community Development Agent, Cooperative Extension Services, University of Alaska at Fairbanks, Fairbanks, AK

This poster highlights a youth mentoring program in Alaska that successfully addressed a lack of local resources, created a safe place for youth to build self-esteem, and empowered them to publicly speak about their personal experiences with abuse and suicide. Developed in a remote tribal village, the Tanana 4-H model may be applicable to other communities that are socially isolated.

Tuesday Poster Session Reception • 4–5:30 p.m.

**HARBORSIDE
CENTER
EAST & WEST**

**Tuesday
4 - 5:30 p.m.**

**Poster Session
Reception**

HOW PHYSICAL ACTIVITY AFFECTS STRESS LEVELS IN ELEMENTARY STUDENTS

Courtney Allen, Student, Helen Bland and Bridget Melton, Professors, Jiann-Ping Hsu College of Public Health, Georgia Southern University, Statesboro, GA

The objective of this presentation is to disseminate practical information on lowering stress levels of elementary students. A study was conducted to ascertain if playing sports would affect the stress level of elementary school students.

"KIDS THESE DAYS!" PREPARING "AT-RISK" YOUTH FOR THE WORKPLACE

Steve Parese, Founder, SBP Consulting, Inc., Danbury, NC

Troubled youth often have difficulty with peers and authority figures - difficulties sure to cause problems when they transition to the adult world of work. This highly interactive workshop explains why "at-risk" youth have trouble adjusting to the culture of the workplace, explains employers' unspoken expectations, and offers two specific cognitive behavioral strategies for teaching youth how to work through workplace problems.

EFFECTS OF PARENTAL FEEDING STYLES ON CHILDHOOD OBESITY

Jessica Holmes, Student; Mechelle Lockhart, Student and Helen Bland, Professor and Bridget Melton, Professor, Jiann-Ping Hsu College of Public Health, Georgia Southern University, Statesboro, GA

The objective of this presentation is to disseminate practical information for adults on ways to appropriately influence feeding patterns in children. A study was conducted to ascertain if parental feeding styles influenced their child's likelihood of being obese.

WIN-WIN DISCIPLINE: PUTTING "DISRUPTIVE" STUDENTS BACK ON TRACK

Jeff Dane, International Certified Trainer, Kagan Publishing & Professional Development, San Clemente, CA

Win-Win Discipline is not something we do to students. It is something we help students acquire! Win-Win Discipline is a set of simple, step-by-step strategies to prevent disruptions, to deal with disruptions in the moment and to follow up. It is Win-Win: "Disruptive" students learn to meet their needs responsibly and the teacher is free to teach.

COLLEGE READINESS FOR ALL: LOOKS LIKE A JOB FOR AVID!

Mary Childress, Program Manager and Mervin Jenkins, Assistant Director, AVID Center, Atlanta, GA

AVID's (Advancement Via Individual Determination) mission is to close the achievement gap by preparing all students for success in higher education. Participants will explore evidence-based strategies and methodologies that enable students to develop the habits of mind necessary for success in rigorous courses, postsecondary academics, and in the future workplace. Research on AVID graduates will be shared, focusing on student success and retention.

BUILDING RESILIENCE AMONG "AT-RISK" YOUTH

Emily Burnsed, Student and Helen Bland, Professor and Bridget Melton, Professor, Jiann-Ping Hsu College of Public Health, Georgia Southern University, Statesboro, GA

This poster session will highlight the lessons learned from implementing a coping skill program with a rural Boys and Girls Club. This intervention was found to be a promising intervention to build a children's resilience to negative peer interaction by strengthening coping skills.

GREAT PROMISE PARTNERSHIP: COMMUNITY COLLABORATIONS FOR COLLEGE AND CAREER READINESS

Laurie Murrah-Hanson, 4-H & Youth program Coordinator, UGA, Athens, GA

Designed to overcome barriers that prevent at-risk youth from participating in positive youth development activities and to increase high school graduation rates, Great Promise Partnership (GPP) strives to prepare students for college and career. Collaborating with public and private partners, GPP programs reach a diverse population of youth who learn valuable leadership and citizenship skills through weekend conferences, service projects, bi-weekly educational programs and entry-level employment with community partners.

THE REPUBLIC OF CREATIVE THOUGHT: HOW TO INCORPORATE CREATIVITY IN YOUR WORK AND EVERYDAY LIFE

Brian Phillips, Assistant Professor, Fayetteville State University, Fayetteville, NC

Creativity is often misunderstood. We are all, it seems, destined to be creative. It might take the right culture, the right environment, the right sunset, or the right person to ask the right question to enhance our creativity. It can be said that the capability to be creative has given humans and adaptive mechanism for a constantly changing world. The poster session attempt to provide techniques and strategies to look at the day in a different way and how that change effects those around them.

TUESDAY. MARCH 4, 2014

4:30 – 5 p.m.

SCARBROUGH 1

PLU Mastery Test

MOVIE: BOYS OF BARAKA

6–8 p.m.



BALLROOM D, E, & F • Tuesday, 6 -8 p.m.

MOVIE SHOWING: BOYS OF BARAKA

MODERATOR: LaMarr Shields • PRESENTER: Devon Brown

The *Boys of Baraka* is a 2005 documentary film produced and directed by filmmakers Heidi Ewing and Rachel Grady. Twenty “at-risk boys” from Baltimore attend the seventh and eighth grades at a boarding school in Kenya. The documentary follows them in Kenya and in Baltimore, before and after attending the Baraka School in Kenya.

The *Boys of Baraka* reveals the human faces of a tragic statistic: 61 percent of Baltimore’s African-American boys fail to graduate from high school and 50 percent of them go straight on to jail. Behind these figures lies the grimmer realities of streets ruled by drug dealers, families fractured by addiction and prison and a public school system seemingly surrendered to uncontrollable chaos. As simply portrayed in Heidi Ewing and Rachel Grady’s award-winning documentary, which has its national broadcast premiere on public television’s POV, a generation of inner-city children faces dilemmas that would undo most adults. In this case, they are told early on that they face three stark “dress” options by their 18th birthdays: prison orange, a suit in a box, or a high school cap and gown.

The four young boys featured in *The Boys of Baraka*, despite individual talents and considerable personal charms, cannot escape the common fate expressed by those dress options. But fate, as documented in this film, comes to them with a remarkable and fickle twist, an experimental boarding school in rural Kenya.

WHERE
Am I
HEADED?

WHAT'S
STOPPING
ME?

Am I
NORMAL?

Teens deal with lots of pressures and challenges. These pressures bring up lots of questions. WhoYouWant2Be.org is an online resource created to help teens, parents and educators face tough issues. By providing interactive tools, videos and medically accurate information, we can help you help overcome these challenges. Together, we can help teens answer the question “Who do you want to be?”

**WhoYou
Want2Be.org**
A SERVICE OF CENTERSTONE




CENTERSTONE

Centerstone’s Prevention Services are provided by local, state or federal funding and at no cost to the recipient.

WEDNESDAY. MARCH 5, 2014

7:30 – 8:30 a.m.

Continental Breakfast, Ballroom A & B

Visit the NYAR Exhibitor EXPO

Breakfast and breaks for conference attendees will be served in the Expo area as well.

KEYNOTE PRESENTATION

8:15–9:15 a.m.



Master of Ceremonies

Ron Alt, President, ALTERNATIVES & NYAR Planning Council Member, Savannah, GA

Introduction of Keynote Speaker

Randy Shearouse, Superintendent, Effingham County Schools

HARBORSIDE CENTER EAST & WEST • Wednesday, 8:15 - 9:15 a.m.

STRATEGIES TO BRING OUT THE BEST IN “YOUTH AT RISK”

Crystal Kuykendall, Founder and President of K.I.R.K., Potomac, MD

Crystal Kuykendall will provide insight on the causes of alienation, apathy, poor performance, poor behavior, anger and rage in many underperforming “at-risk” youth. Importantly, Crystal will share information and provide strategies to improve student motivation, student discipline, the home-school bond, overall teacher effectiveness and classroom management. Conferees will be enlightened and inspired.

9:15 – 9:45 a.m.

Break - Visit the NYAR Exhibitor EXPO, Ballroom A & B

Wednesday Concurrent Sessions • 9:45–11 a.m.

<p>BALLROOM D Wednesday 9:45 - 11 a.m.</p>	<p>PROMOTING GRIT, PERSISTENCE AND TENACITY IN “AT-RISK” TEENS AND YOUTH</p> <p><i>Jennifer Jones, Special Education Coordinator and David Musielak, Counselor, Oracle Charter School, Buffalo, NY</i></p> <p>The development of grit, perseverance, and tenacity has been found to be as important as intellect for success in the 21st century. In this session, participants will explore educational best practices that promote grit, increase student’s capacity to strive for success, and persist through challenges. Methods and materials for teaching grit, perseverance, and tenacity in diverse learning environments will be provided.</p>
<p>BALLROOM E Wednesday 9:45 - 11 a.m.</p>	<p>WHAT YOU DIDN’T KNOW—COMPONENTS OF ADHD AND STRATEGIES FOR SUCCESS WITH ADHD STUDENTS</p> <p><i>Dixie Tucker, Teacher, Diamonds Lakes Elementary School, Augusta, GA</i></p> <p>This session’s objective is to teach the facts and dispel common myths related to ADHD. It also serves to empower K-12 teachers to help students with ADHD succeed in school. In this session, the facts about this medical condition are spelled out and explained, treatment options (including medication) are discussed, and strategies to help students in class are offered.</p>
<p>BALLROOM F Wednesday 9:45 - 11 a.m.</p>	<p>STRESS REDUCTION AND BURNOUT PREVENTION FOR TEACHERS OF YOUTH AT RISK</p> <p><i>Brandis Ansley, Student, Georgia State University, Atlanta, GA</i></p> <p>Though rewarding in many ways, working with youth at risk carries a plethora of stressors, which can overwhelm even the most resilient of educators. This presentation addresses the mental and physical responses to stress and informs of practical, research-based strategies for reducing stress and preventing burnout. Techniques are adapted specifically to the audience: teachers of youth at risk.</p>
<p>SCARBROUGH 1 Wednesday 9:45 - 11 a.m.</p>	<p>UNDERSTANDING AND WORKING WITH FAMILIES WITH SPECIAL NEEDS</p> <p><i>April Miller, Certified School Psychologist, East Georgia Counseling Services, Betsy Zimmerman, Counselor, Pineland CSB, Breanna Carter, Student, Georgia Southern University and Jamie Darling, Student, Georgia Southern University, Statesboro, GA</i></p> <p>We have researched strategies and counseling tools that will impact a family with disabilities’ likelihood to utilize and continue available community services. During our presentation, participants will have the opportunity to work through four different case studies and evaluate the cultural background, socioeconomic status, strengths, and weaknesses of each family. Our goal is to raise awareness and assist in advocating for these families.</p>

Room Monitors will be collecting WEDNESDAY evaluations at the end of each session.

Wednesday Concurrent Sessions • 9:45–11 a.m.	
SCARBROUGH 2 Wednesday 9:45 - 11 a.m.	<p>A UNIVERSITY/COMMUNITY COLLABORATIVE PARENT EDUCATION PROGRAM FOR ECONOMICALLY-DISADVANTAGED FAMILIES: CLOSING THE PARENTING GAP</p> <p><i>Judith Levin, Assistant Professor, College of Education and Human Performance, University of Central Florida, Orlando, FL</i></p> <p>This presentation will provide background information on the impact of the parent gap for children in economically-disadvantaged homes and the development and implementation of a parent-training program to address this gap. Participants will gain an understanding of the step-by-step process in developing this program and the collaboration between the community and university. Target audience includes university faculty and community leaders.</p>
SCARBROUGH 3 Wednesday 9:45 - 11 a.m. This session will repeat @ 11:15 - 12:30 p.m.	<p>ADD, ODD, OR JUST BAD: BEHAVIOR MANAGEMENT AND TREATMENT FOR YOUTH WITH BEHAVIOR DISORDERS</p> <p><i>FEATURED SPEAKER: Jeremiah Hopes, Licensed Professional Counselor, Licensed Clinical Addictions Specialist and Certified Advanced Alcohol and Drug Abuse Counselor, Charlotte, NC</i></p> <p>Youth with ADHD and other behavior disorders can disrupt virtually any environment and if left untreated the impact of these disorders can have long-term and devastating consequences. This presentation will discuss practical ways to manage the behavior of youth with behavior disorders. We will also review research around the Hunter Gatherer Theory and discuss how parents, teachers, helping professionals, school administrators and physicians can use this information to assist youth impacted by these disorders.</p>
SCARBROUGH 4 Wednesday 9:45 - 11 a.m.	<p>I'M NOT AFRAID OF BETTER!</p> <p><i>FEATURED SPEAKER: Shannon Sims, Director of Consulting and Development, Mockingbird Education, Frisco, TX</i></p> <p>Are you ready to increase engagement and academic success for reluctant learners? Mockingbird Education's resilience methodology utilizes learner strengths to increase academic achievement, motivation, and positive independent behaviors. Learn how six simple active learning strategies can lower the threshold of learner resistance and engage even the most reluctant learner. Experience an "urgent success" classroom where the learner is placed at the center of instruction. Discover low-risk "purpose not power" strategies that help learners overcome academic barriers and independently take responsibility for positive behavior.</p>
SAVANNAH Wednesday 9:45 - 11 a.m.	<p>ENSURING THE LITERACY SUCCESS OF CHILDREN FROM LOW-SOCIOECONOMIC BACKGROUNDS</p> <p><i>Kavin Ming, Associate Professor and Tenisha Powell, Associate Professor, Department of Curriculum and Pedagogy, Winthrop University, Rock Hill, SC</i></p> <p>This session will describe purposeful and age-appropriate instructional strategies that can be used by parents, teachers, and health care providers to ensure that preschool children from low socioeconomic backgrounds receive adequate literacy experiences.</p>
PERCIVAL Wednesday 9:45 - 11 a.m.	<p>PARENT UNIVERSITY PROVIDES PARENT SKILL TRAINING IMPACTING THE ACADEMIC AND BEHAVIORAL PROFILES OF ELEMENTARY SCHOOL STUDENTS</p> <p><i>Michael O'Neal, Founder and Executive Director, Parent University and Paul Fisher, Executive Director, Savannah Early Childhood Foundation, Savannah, GA</i></p> <p>Parent University is a highly successful community collaborative in its 15th year that supports families by encouraging parent involvement and participation in the education of children in Savannah, Georgia. It seeks to assist families by connecting parents and their children with the resources in our community. For example, Parent University, in collaboration with Savannah Early Childhood Foundation (SECF) has created a special module of parent skill training for parents of children birth to five years in the impoverished areas of Savannah. The new module, Early Learning College, based on research shows that the behavioral/ educational profiles of 3rd graders are directly linked to the quality of the developmental environment of a child between birth and three years. Educators and parents will learn how to implement this parent-training program.</p>
VERNON Wednesday 9:45 - 11 a.m.	<p>SERVING THE EDUCATIONAL NEEDS OF "HIGH-RISK" YOUTH VIA AN ON-LINE HIGH SCHOOL ACADEMY</p> <p><i>Kenneth D. Crowell, Executive Director, GOAL Academy, Pueblo, CO</i></p> <p>Online and Blended Learning Models are the "next" best scalable practice in education. Learn how a simple creative "out of the box" thought turned into an immersive social, emotional, and academic online academy serving 3200 high school students across a 103,000 square mile geographic area. GOAL Academy is a free public online charter school accredited by the Colorado Department of Education. Learn how this innovative online academy meets both the academic and socio-emotional needs of the most "high-risk" students.</p>

WEDNESDAY. MARCH 5, 2014

Wednesday Concurrent Sessions • 9:45–11 a.m.

VERELST Wednesday 9:45 - 11 a.m.	THE CONTRIBUTIONS OF SPATIAL, VERBAL, AND ANALYTICAL SKILLS TO MATHEMATICS PROBLEM-SOLVING PERFORMANCE <i>Ardyth Foster, Assistant Professor, College of Education, Armstrong Atlantic State University, Savannah, GA</i> Geared towards teacher educators and elementary and middle-school mathematics teachers, the findings of a study that explored relationships between students' cognitive skills and their mathematics problem-solving performance will be presented. The existing complexities within this area, along with the potential implications for collaboration among students and their teachers/peers, and for appropriate and effective pedagogical decision making, will be discussed.
SLOANE Wednesday 9:45 - 11 a.m.	SAFETY IN THE DIGITAL AGE: TRENDS, DANGERS AND SOLUTIONS <i>Katelyn Greer, CEO, KL Greer Consulting, South Burlington, VT</i> From Instagram to Facebook, ask.fm and Omegle, apps and sexting, cyber bullying and privacy issues, technology is ever changing and is directly affecting our schools. Explore what students are doing and what you and your school staff need to know to ensure school safety in this digital world.

11 – 11:15 a.m.

Break- Visit the NYAR Exhibitor EXPO, Ballroom A & B

Wednesday Concurrent Sessions • 11:15 a.m.–12:30 p.m.

HARBORSIDE CENTER EAST • Wednesday, 11:15 a.m. - 12:30 p.m.



MANAGING EMOTIONAL AND BEHAVIOR DISORDERS IN SCHOOL SETTINGS: TIME FOR DIFFERENTIAL INTERVENTIONS

FEATURED SPEAKER: *Richard Marshall, Associate Professor, Licensed School Psychologist, University of South Florida, Lakeland, FL*

Emerging evidence from neuroscience suggests that similar brain anomalies underlie both emotional and behavioral disorders and that an effort to differentiate them creates a false dichotomy. After presenting evidence from brain studies supporting this claim, the presentation offers specific recommendations for assessment and intervention that account for changes in DSM V and in new mandates from the most recent reauthorization of IDEA.



*** PLEASE NOTE: The Poverty Simulation Session starts at 11 a.m. and continues until 12:45 p.m.**

Space is limited to 80 participants; please register ahead.

HARBORSIDE CENTER WEST • Wednesday, *11 a.m. - 12:45 p.m.

POVERTY SIMULATION: COULD YOU SERVICE A MONTH IN POVERTY?

Facilitated by the Savannah-Chatham County School District, Savannah, GA

As you wrap up your time at this year's conference, please join us for a rare opportunity to better understand what many of our youth living in poverty face on a daily basis (Space is limited to 80 participants; please register ahead). 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 a mile 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!"

WEDNESDAY. MARCH 5, 2014

Wednesday Concurrent Sessions • 11:15 a.m. – 12:30 p.m.	
BALLROOM D Wednesday 11:15 a.m. - 12:30 p.m.	CREATING A CULTURALLY RESPONSIVE SCHOOL COMMUNITY <i>Lee Mun Wah, Director, Stirfry Seminars & Consulting, Berkeley, CA</i> <p>Often teachers, staff and administrators want to have “culturally responsive” schools, but do not feel they have enough training or cultural knowledge. Through diversity exercises and personal stories, this seminar explores what is needed to access the cultural richness inherent in the gifts and contributions of our diverse students and staff. Participants develop relationships by sharing/honoring spiritual, emotional and traditional differences.</p>
BALLROOM E Wednesday 11:15 a.m. - 12:30 p.m.	WHAT YOU DON'T KNOW CAN HURT YOU: CREATING CONSCIOUS CONSUMERS TO MAKE CONNECTIONS <i>Claudia Chambers, Teacher, Beach High School, Savannah, GA</i> <p>If you don't know better, you can't do better. Come see how brain-based knowledge combined with simple food and lifestyle changes can transform youth plagued with disease, cancer, obesity, poverty, media influences, and lack of resources that promote healthy living into conscious citizens that take ownership over their well-being.</p>
BALLROOM F Wednesday 11:15 a.m. - 12:30 p.m.	10 ESSENTIAL SKILLS FOR PROACTIVE LEADERS SHRINKING THE NATION'S DROPOUT RATE <i>Pamela Bruening, CEO, Progressive Brides, Inc., Naples, FL</i> <p>What kind of proactive leadership does it take to shrink the nation's dropout rate and increase student achievement? Investigate research-based proactive leadership strategies to decrease your dropout rate, grow leaders, and develop leadership with youth. Attendees will be engaged in creating a leadership plan and strategies they can implement immediately, as well as ideas in extending their learning to students.</p>
SCARBROUGH 1 Wednesday 11:15 a.m. - 12:30 p.m.	WATCH D.O.G.S. (DADS OF GREAT STUDENTS) <i>Keith Schumacher, National Coordinator, WATCH D.O.G.S., Springdale, AR</i> <p>WATCH D.O.G.S.® is an innovative program focusing on education and safety in schools by using the positive influence of fathers and father-figures to provide an unobtrusive fathering presence and a positive and active role model for students. Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day volunteering.</p>
SCARBROUGH 2 Wednesday 11:15 a.m. - 12:30 p.m.	DEVELOPING A PROFESSIONAL LEARNING COMMUNITY (PLC) USING SOCIAL NETWORKING <i>Jason LaFrance, Assistant Professor, Georgia Southern University, Statesboro, GA</i> <p>By now most educators are familiar with the acronym PLC, but have not considered how they can use widely available free digital tools to expand their social network beyond their geographic boundaries. In this presentation, I share models of success and resources for joining these communities. Through this process, educators in any role can differentiate their own learning and access ideas connected to their professional interests. For example, school leaders and teachers in Title I schools can connect to other educators to share successful strategies for improving students' behavioral and academic outcomes in their setting. Research suggests that digital opportunities to connect with new content and communities can accelerate learning for every student, but only after teachers become efficient digital learners too.</p>
SCARBROUGH 3 Wednesday 11:15 a.m. - 12:30 p.m.	ADD, ODD, OR JUST BAD: BEHAVIOR MANAGEMENT AND TREATMENT FOR YOUTH WITH BEHAVIOR DISORDERS <i>FEATURED SPEAKER: Jeremiah Hopes, Licensed Professional Counselor, Licensed Clinical Addictions Specialist and Certified Advanced Alcohol and Drug Abuse Counselor, Charlotte, NC</i> <p>Youth with ADHD and other behavior disorders can disrupt virtually any environment and if left untreated the impact of these disorders can have long-term and devastating consequences. This presentation will discuss practical ways to manage the behavior of youth with behavior disorders. We will also review research around the Hunter Gatherer Theory and discuss how parents, teachers, helping professionals, school administrators and physicians can use this information to assist youth impacted by these disorders.</p>

Room Monitors will be collecting WEDNESDAY evaluations at the end of each session.



An evaluation of the keynote speakers and the conference sessions will be accessible via nationallyouthatrisk.org or via an email announcement following the conference.

WEDNESDAY. MARCH 5, 2014

Wednesday Concurrent Sessions • 11:15 a.m. – 12:30 p.m.	
SCARBROUGH 4 Wednesday 11:15 a.m. - 12:30 p.m.	FACILITATING CRITICAL THINKING SKILLS OF YOUNG ADULT READERS UTILIZING BLOG BOOK REVIEWS AND LITERACY WEBSITES <i>Anne Katz, Assistant Professor, College of Education and Amy Phillips-Williams, Student, Armstrong Atlantic State University, Savannah, GA</i> <p>This literacy initiative focused on motivating young adult readers through the creation of blog book reviews and student-generated literacy websites at East Broad Street School in the Savannah-Chatham County School District. Working with individual 6th, 7th and 8th grade students, we guided students to select independent reading books on their reading levels, engaged in critical discussion around the text using Bloom's Taxonomy as a framework, facilitated journal writing on insights gleaned while reading, researched new vocabulary terms, and helped students synthesize their ideas in writing. Students created original profiles of themselves as readers and personal book reviews on a Wix template. This interactive blog site served as a platform for encouraging peers to participate in summer reading endeavors.</p>
SAVANNAH Wednesday 11:15 a.m. - 12:30 p.m.	TRANSITIONING AND RELATIONSHIP BUILDING AMONG HIGH SCHOOL STUDENTS AND MENTORS: AN EXAMINATION ON THE BICS PROGRAM <i>Frankie Bell, Math Teacher, Chambers County Board of Education, Lafayette, AL</i> <p>The program in this study was created to enable potential dropouts to successfully complete high school. The specific aim of the program was to provide services to enhance student engagement and successful high school completion while focusing on the strengths and interests of the students involved. By the completion of the BICS program, approximately 200 students will be involved. BICS will offer opportunities to learn and apply lessons in leadership development, service learning, action research, global awareness, and mentoring. BICS is designed to enable program participants to develop the appropriate skills and dispositions for success in high school and beyond. This study examined the degree to which there were differences in the academic performance and the number of tardies, discipline referrals, and absences between students who engaged in the BICS program and those that did not.</p>
PERCIVAL Wednesday 11:15 a.m. - 12:30 p.m.	INTERESTING MATERIALS FOR IMPROVING K-12 STRUGGLING READERS' FLUENCY <i>Lucia Lu, Associate Professor, Early Childhood and Special Education, Valdosta State University, Valdosta, GA</i> <p>In a graduate level reading course, the K-12 in-service teachers used Common Core Georgia Performance Standards (CCGPS) to examine their struggling students' reading fluency and designed interesting strategies to improve the struggling readers' fluency toward comprehension. Come learn about these interesting instructional strategies for improving K-12 struggling readers' fluency.</p>
VERNON Wednesday 11:15 a.m. - 12:30 p.m.	COMPUTER-AIDED INSTRUCTION: USING VYGOTSKY'S TECHNICAL TOOLS TO CLOSE A GAP IN MATHEMATICS <i>Jackie Hee-Young Kim, Assistant Professor, College of Education, Armstrong Atlantic State University, Savannah, GA</i> <p>This presentation will discuss computer-aided instruction (CAI), which has been scientifically proven to close achievement gaps for "at-risk" students. This mode of instruction used an online instructional tool and a graphics tablet. This presentation will detail how these technology tools can perform Vygotsky's constructs of scaffolding by analyzing the relative effectiveness of different hinting styles, learning styles, and cognitive development levels.</p>
VERELST Wednesday 11:15 a.m. - 12:30 p.m.	NEWCOMER CENTERS: HOPE FOR NEW ARRIVAL ENGLISH LEARNERS <i>Frank Lucido, Professor & Associate Dean and Carmen Tejada-Delcoado, Assistant Professor, Texas A&M University, Corpus Christi, TX</i> <p>This presentation will focus on the Newcomer Program for newly arrived English Language Learners. Emphasis will focus on the best practices that were observed by visiting nine Newcomer Programs. Practical suggestions for implementation of this model will be presented.</p>
SLOANE Wednesday 11:15 a.m. - 12:30 p.m.	MEDIA TODAY....GONE TOMORROW! <i>Ashleigh Hall, Team Leader, and Camille Lashlee, Manager, Prevention Services, Centerstone of Tennessee, Tennessee Ridge, TN</i> <p>During this workshop we will discuss ever-changing media sources that influence youth, including an emphasis on areas of misinformation (i.e., media, music, social networking, etc.). Participants will gain knowledge on how we as educators and counselors can combat this message with positive media messaging and influences. Participants will gain resources and activities to help them educate students.</p>

12:45 – 1:15 p.m.

SCARBROUGH 1

PLU Mastery Test

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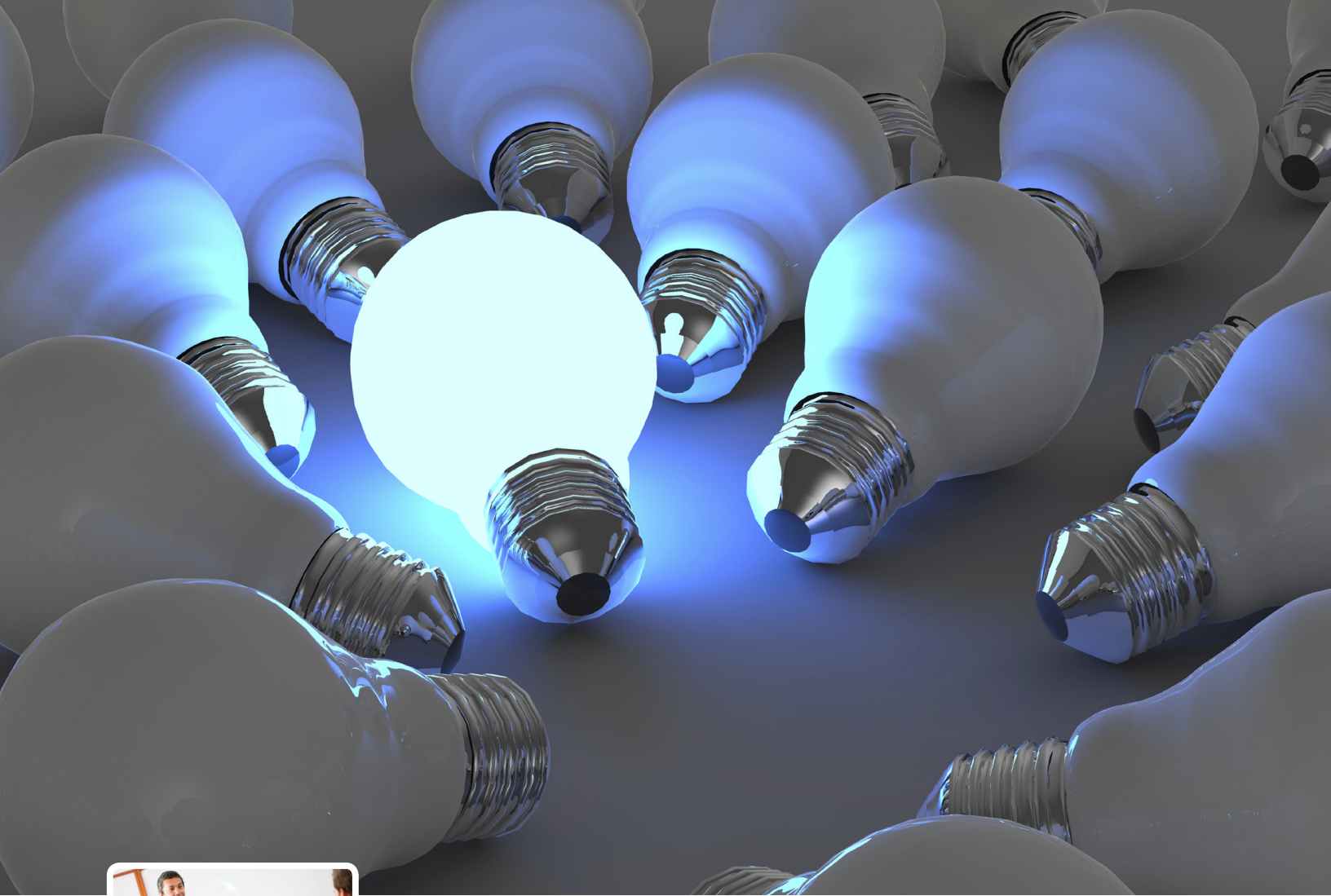
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