

Georgia Southern University

Digital Commons@Georgia Southern

---

National Youth-At-Risk Conference Savannah

2020 Draft Conference Program

---

Mar 8th, 1:00 PM

## Conference Program 2020

National Youth-At-Risk Conference Savannah

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/nyar\\_savannah](https://digitalcommons.georgiasouthern.edu/nyar_savannah)

---

### Recommended Citation

National Youth-At-Risk Conference Savannah, "Conference Program 2020" (2020). *National Youth-At-Risk Conference Savannah*. 1.

[https://digitalcommons.georgiasouthern.edu/nyar\\_savannah/2020/2020/1](https://digitalcommons.georgiasouthern.edu/nyar_savannah/2020/2020/1)

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in National Youth-At-Risk Conference Savannah by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).



31st Annual  
**NATIONAL YOUTH-AT-RISK CONFERENCE**  
Hyatt Regency | Savannah, GA | March 8 - 11, 2020



## Helping Adults Serve Youth

Hosted by the College of Education at Georgia Southern University



# WELCOME

## Dear Conference Attendees:

On behalf of the Planning Council, we welcome you to the 31st annual National Youth-At-Risk (NYAR) Conference sponsored by the College of Education in collaboration with the Division of Continuing Education at Georgia Southern University. The conference provides up-to-date comprehensive professional development for adults who serve youth based on the “5H” (Head, Heart, Hands, Health, and Home) strands and is aligned with ESSA, Title I, and Title IIA. Choose from over 120 training sessions providing evidence-based programs and best practices for creating safe, healthy, caring, and intellectually empowering environments that foster the well-being of all youth, especially children and adolescents in poverty. Be sure to attend the Monday afternoon Meet & Greet Poster Reception, featuring the Noteworthy Brass Quintet of Screven County Middle School. Furthermore, take time to see the exhibits, network with your colleagues, and enjoy historic Savannah.



*Alisa Leckie and Taylor Norman  
Co-Chairs of the NYAR Conference  
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 1,400 conference participants from across the United States. In these presentations, participants learn about current evidence-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, under-achievement, 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 working together to meet the diverse needs of all our young people.

---

## Look for the Strand Icons!

---



**HEAD:** Academic Achievement & Leadership



**HEALTH:** Mental & Physical Health



**HEART:** Social & Emotional Skills



**HOME:** Family & Community Engagement



**HANDS:** Safety & Violence Prevention



**FEATURED SPEAKERS**

This program has been approved by the following:

## Counselors

### LPCA



LPCA

Approved for up to 18 CORE contact hours of continuing education have been approved by the Licensed Professional Counselors Association of Georgia (LPCA CE Approval # 8597-19C)

## Marriage and Family Therapists

### GAMFT



Georgia Association of Marriage and Family Therapy

Approved for up to 18 CORE continuing education contact hours for Licensed Marriage and Family Therapists by the Georgia Association for Marriage and Family Therapy ID #032-2020

## Social Workers

### NASW



Approved for up to 18 Related hours of continuing education credit by the National Association of Social Workers- Georgia Chapter as authorized by Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists

## Prevention Credentialing

### PCCG



Approved for up to 18 contact hours through the Prevention Credentialing Consortium of Georgia (Approval -19CON12)

## Peace Officers

### POST



Approved for up to 18 hours of training credit for Georgia peace officers that are registered or certified by the Georgia Peace Officer Standards and Training Council Course Number- NGM16G

## Other Professions

### General Continuing Education Credit

Conference participants will be awarded up to 1.80 Continuing Education Units for up to 18 hours of participation through the Division of Continuing Education at Georgia Southern University

**The Pre-Conference Workshops are approved for 3 hours of credit, and the Conference is approved for 15 hours. Those who attend both may receive a total of 18 hours of credit.**



# SCHEDULE AT A GLANCE



## Download the Free AttendeeHub App

Create your personal conference agenda, complete evaluations, and interact with fellow attendees! Available in your app store. The conference password is nyar2020.



## Complete Session Evaluations

Let us know your thoughts on each session you attend by answering a few short questions! Evaluations can be found by selecting your session in the app.



## Cancellations

Last-minute cancellations or room changes will be addressed in the conference app.



## Follow us on Social Media! | #NYAR2020

Facebook: @NationalYouthAtRisk  
Twitter: @youthatrisk



## Show Your Name Badge for Discounts

See what discounts are available here:  
[visitsavannah.com/meetings/show-us-your-badge](http://visitsavannah.com/meetings/show-us-your-badge)



## Complimentary WiFi

Username: @Hyatt\_Meetings  
Passcode: GSU2020



## Silence Your Phones

During any presentation, please silence your phone. If necessary, please remove yourself from the room.



## Parking

Limited additional parking is available at Whitaker Street Garage and at the Savannah International Trade & Convention Center. Find out more in the app!



## Presenters

We ask that all presenters arrive at their location at least 20 minutes prior to their presentation.



## Questions

For questions or information assistance, please visit either registration desk (main lobby or Mezzanine).

## Sunday, March 8

1:00 p.m.

Registration Opens | Exhibitors Available

2:30 - 5:30 p.m.

Pre-Conference Workshops (p.7)

6:00 - 8:30 p.m.

Grand Keynote Banquet  
Marcia Tate, "The Power of Positive Thinking"  
High-Flying School Awards

## Monday, March 9

7:00 - 8:00 a.m.

Registration and Exhibits Open | Continental Breakfast

8:00 - 9:30 a.m.

Keynote Presentation (p.8)  
Ron Clark, "Leadership: You've Got Runners, Joggers, Walkers, and Sitters"

9:30 - 10:00 a.m.

Keynote Q&A Session

10:00 - 10:30 a.m.

Break | Visit Exhibitors


10:00 - 11:00 a.m.

Ron Clark Book Signing

10:30 - 11:45 a.m.

Session 1 Breakouts (p.8)

11:45 a.m. - 1:15 p.m.

Lunch on Your Own | Explore Savannah! 

1:15 - 2:30 p.m.

Session 2 Breakouts (p.11)

2:30 - 3:00 p.m.

Break | Visit Exhibitors

3:00 - 4:15 p.m.

Session 3 Breakouts (p.14)

4:45 - 6:00 p.m.

Meet & Greet Poster Reception (p.18)  
High-Flying School Presentations

## Tuesday, March 10

7:30 - 8:30 a.m.

Registration and Exhibits Open | Continental Breakfast

8:30 - 9:45 a.m.

Session 4 Breakouts (p.21)

9:45 - 10:15 a.m.

Break | Visit Exhibitors

10:00 a.m. - 12:15 p.m.

Poverty Simulation (p.24)

10:15 - 11:30 a.m.

Session 5 Breakouts (p.24)

11:30 a.m. - 1:00 p.m.

Lunch on Your Own | Explore Savannah! 

1:00 - 2:15 p.m.

Session 6 Breakouts (p.27)

2:15 - 2:45 p.m.

Break | Visit Exhibitors

2:45 - 4:00 p.m.

Session 7 Breakouts (p.30)

## Wednesday, March 11

7:00 - 8:00 a.m.

Registration and Exhibits Open | Continental Breakfast

8:00 - 9:15 a.m.

Keynote Presentation (p.33)  
Dr. Laura Riffel, "Triple T-Triple R: Behavior Planning Using a Guided Tool Understanding Antecedent, Behavior, Consequence"

9:15 - 9:45 a.m.

Break | Visit Exhibitors

9:45 - 11:00 a.m.

Session 8 Breakouts (p.33)

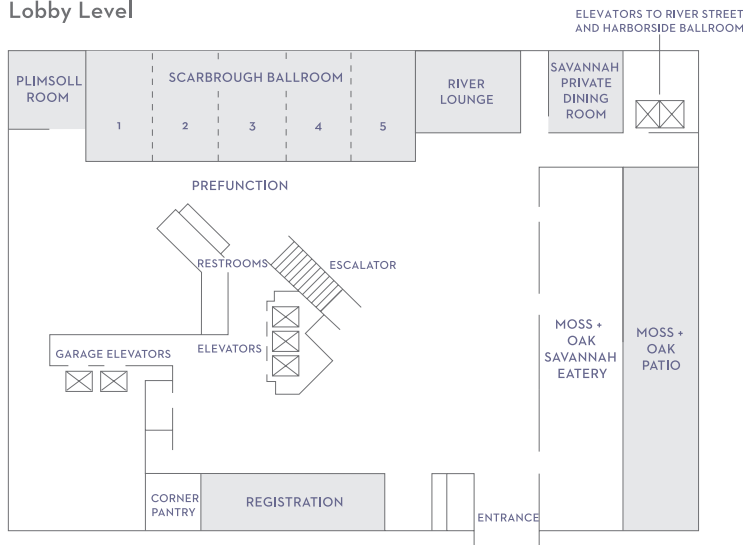
11:00 - 11:15 a.m.

Break | Visit Exhibitors

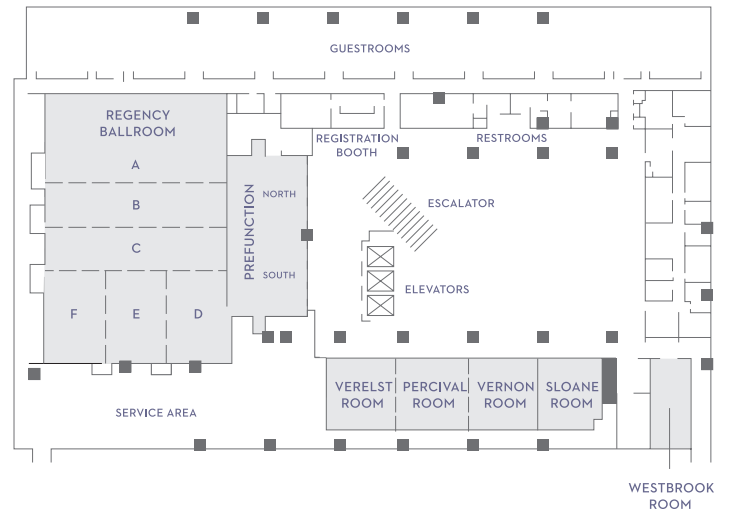
11:15 a.m. - 12:30 p.m.

Session 9 Breakouts (p.37)

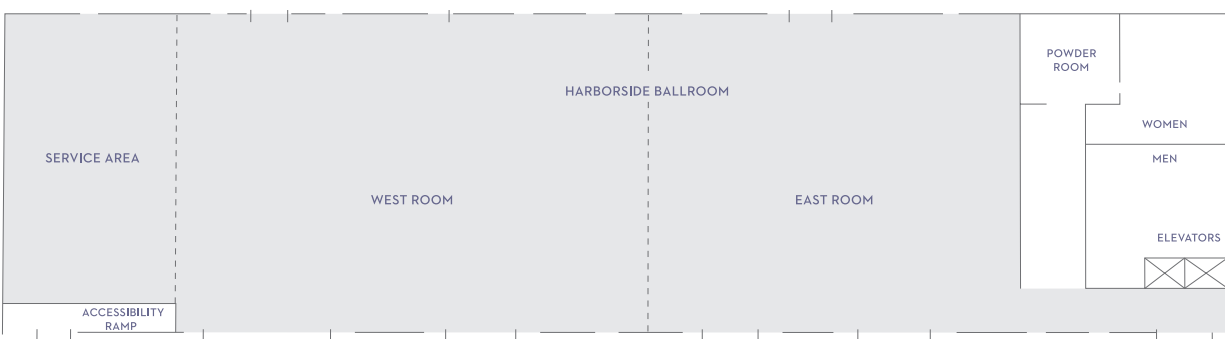
## Lobby Level



## Second Level



## River Street



## Visit our Exhibitors!

20/20 Enterprises  
 American Book Company  
 Brightways Learning  
 Centerstone  
 Certified Restraint Training  
 Clemson University  
 Coastal Harbor Health System  
 Defend Innocence  
 Full Circle Press  
 George E. Miller Art Studio

Hillside  
 Hope 4 The Wounded  
 Hustle University  
 Joe Johnson Group  
 kid-grit  
 Lakeside-Trauma Informed Training  
 LaVoullé Group, LLC.  
 L.O.V.E. Is The Answer  
 Pinnacle Behavioral Health  
 Rock in Prevention

Signs of Suicide Program  
 St. Simons by the Sea Hospital  
 The Cambio Group  
 The Empowerment House  
 The Rite Effect  
 The SPARK Initiative  
 The Walking Classroom Institute

## Thank you to our Sponsors!



## Congratulations to the High-Flying School Award winners!

The Military Magnet Academy from North Charleston, South Carolina

The Medical Academy for Science and Technology from Homestead, Florida

Liberty Middle School from Lemoore, California

Patterson Elementary School from Patterson, Georgia



**Download the free AttendeeHub app!**  
Available in the App Store and Google Play.

For your convenience, please use the conference app to create your personal schedule and evaluate speaker! You can also get real time updates and notifications about what's going on at the conference and interact with your fellow attendees!

**Conference Password:**  
**nyar2020**



## Thanks to the 2020 Planning Council!

**Dr. Alisa Leckie and Dr. Taylor Norman**

Co-Chairs of the NYAR Conference  
College of Education, Georgia Southern University

**Tammy Davis**

Bulloch County Public School System

**Dr. Roenia Deloach**

Savannah State University

**Irene Denmark**

First District RESA Safe and Drug Free Schools and Communities

**Dr. Mary Felton**

Evans County Public Schools

**Dionne Gamble**

Emmanuel County Public Schools

**Dr. Irma Gibson**

Florida Agricultural and Mechanical University

**Deidre Grim**

Healthy Savannah

**Dr. Marilyn Hutchinson**

Savannah Chatham County Public School System (SCCPSS)

**Dr. Anne Katz**

Georgia Southern University

**Paula Kreissler**

Healthy Savannah

**Dr. Linda Ann McCall**

Georgia Southern University

**Kiersten Morgan**

Georgia Southern University

**Dr. Sandra Nethels**

Effingham County Board of Education

**Jacquelyn Ogden**

University of Georgia Cooperative Extension

**Kendra Petit-Frere**

Savannah Chatham County Public School System (SCCPSS)

**Dr. Alexandra Reyes**

Georgia Southern University

**Mary Robbins**

Screven/Jenkins Co. Department of Juvenile Justice

**Dr. Jacqueline Smart**

Savannah Chatham County Public School System (SCCPSS)

**Carol Solomon-Jenkins**

Duval County Public Schools

**Dr. Deonn Stone**

Savannah Chatham County Public School System (SCCPSS)

**Michael Stubbs**

Alliance for a Healthier Generation

1:00 p.m.

**Registration Opens | Exhibitors Available**

2:30 – 5:30 p.m.

**Pre-Conference Workshops**

Scarborough 1

**Transforming the Lives of Wounded Students***Joe Hendershott, EdD, Founder and CEO, Hope 4 The Wounded Inc., Gahanna, OH*

Based on this presenter's firsthand experiences and ongoing research, this presentation will walk participants through how emotional poverty can become a deterrent to academic success. Research shows almost half of the nation's children have experienced trauma, which has a profound impact on their behaviors, relationships, and learning. Educators need an understanding of the social-emotional needs of wounded children in order to reach them, teach them, and avoid using ineffective strategies and consequences that might cause further frustration. This session will provide strategies for keeping wounded children engaged in their educational settings and communities and personal and professional strategies to empower adults to direct children on a path to academic and life success.

Scarborough 2

**Black Girl Magic: Understanding Our Misunderstood Black Girls Through Therapeutic Relationship Building***Phylcia Anderson, MSW, LCSW, President, P. Anderson Consulting, Guyton, GA*

"Black Girl Magic" is a popular phrase that celebrates the beauty, power, and resiliency of black womanhood. Just like magic, black girls are often misunderstood and feared. Through implicit biases, stereotypes, and discrimination, many black girls are unable to tap into their full potential. As change agents, it is our responsibility to break barriers and build therapeutic relationships to tap into black girl magic!

Scarborough 3

**The Transformative Power of Student Voice***Leigh Colburn, EdS, Consultant, Coach, Retired Principal and Director, The Centergy Project, Ellijay, GA**Linda Beggs, Consultant, The Centergy Project, Marietta, GA*

This session invites participants on a journey to learn multiple processes for gathering the voices and experiences of their students in a manner that will transform the mindset, processes, practices, programming, and measurable outcomes of their schools. Most importantly, these whole child processes will help participants create a culture of hope for students and the staff who serve them.

6:00 – 8:30 p.m.

**Grand Keynote Banquet**

Ballroom

**Welcome**

**Featuring:** Singing Stars of Screven County Middle School from Sylvania, GA  
Under the direction of Oluwatito Osibodu

**Presentation of Ron Alt Award***Michael Stubbs, MEd, Alliance for a Healthier Generation, Savannah, GA***High-Flying School Award Presentation***Kurt Hetager, Chief Public Affairs and Administrative Services Officer, SCCPSS***Introduction of Keynote Speaker***Richard Smith, Executive Director, First District RESA***The Power of Positive Thinking***Marcia Tate, EdD, Developing Minds, Inc.*

Based on a combination of brain research and the book, *The Power of Positive Thinking*, by Dr. Norman Vincent Peale, this workshop will explore the detrimental effects of stress on life and how stress is the number one cause of aging and a major contributor to illness. Participants will learn how to lengthen their lives by determining their purpose, reducing damaging stress, and creating an optimistic daily outlook. Participants will also learn the importance of laughter. After all, consider how long most of the major comedians have lived (George Burns, Bob Hope, Redd Foxx) or are reaching (Phyllis Diller, Betty White)!



## Monday, March 9

7:00 - 8:00 a.m.

**Registration and Exhibits Open | Continental Breakfast**

8:00 - 9:30 a.m.

Harborside

### Keynote Presentation

#### Introduction of Keynote Speaker

*Craig Daughtry, Principal, Southwest Middle School, Savannah, GA*

#### Leadership: You've Got Runners, Joggers, Walkers, and Sitters

*Ron Clark, The Ron Clark Academy, Atlanta, GA*

Teamwork is crucial to the success of any business and, as acclaimed author and speaker Ron Clark illustrates, the members of any team are the key to unlocking success. Imagine a company as a bus filled with people who either help or hinder a team's ability to move it forward. It's the team leader's job to recognize how members fall into these categories, encourage them to keep the "bus" moving by working together, and know when it's time to kick the riders off. In the tradition of *Who Moved My Cheese?* and *Fish!, Move Your Bus* is an accessible and uplifting business parable that illustrates Clark's expert strategies to maximize the performance of each member of a team. These easy to implement techniques will inspire employees and team leaders alike to work harder and smarter and drive the organization to succeed.

9:30 - 10:00 a.m.

Harborside

### Keynote Q&A Session

10:00 - 10:30 a.m.

### Break | Visit Exhibitors

10:00 - 11:00 a.m.

Main Lobby

### Ron Clark Book Signing

*Limited books available for purchase.*

10:30 - 11:45 a.m.

### Session 1 Breakouts

Ballroom A



### Ubuntu Teaching: Closing the Equity and Opportunity/Achievement Gap

*LaMarr Darnell Shields, PhD, Chief Visionary Officer, The Cambio Group, Johns Hopkins University, Baltimore, MD*

Statistics show that students of color are still overwhelmingly underachieving in public schools. In this interactive workshop, we will unpack the importance of leading and teaching from the heart to ensure equity for all students. While funding and other resources may be limited, the presenter reminds all educators, who hold such precious futures in their hands, that they can be a transformative source of love, empathy, and attention if they are willing to give it. When delivered consistently and equitably, these intangibles may very well be the lifeguard that saves our students from the rip current of academic underachievement.

Ballroom B



### Bridging the Gap Through Juvenile Gang Prevention

*Sergeant Richard Nelson, Community Engagement Division Supervisor, Charlotte Mecklenburg Police Department, Charlotte, NC*

*Detective Michael Nguyen, Gang Prevention- Education Specialist, Charlotte Mecklenburg Police Department, Charlotte, NC*

*Officer Ryan Botzenmayer, Youth Program Coordinator, Charlotte Mecklenburg Police Department, Charlotte, NC*  
*Officer Bruce Edwards, Community Engagement Officer, Charlotte Mecklenburg Police Department, Charlotte, NC*

The Charlotte-Mecklenburg area has experienced activity from traditional, national, and increasingly non-traditional gangs. These non-traditional gangs are loosely organized, geographic in nature, and are recruiting the youth of Charlotte. These non-traditional gangs do not possess the codes and rules associated with traditional gangs, but their on-going activities are delinquent and/or criminal in nature. Schools and other gathering places for youth, such as malls or transportation centers, may enhance their gang identities and become geographic landmarks used as ideological rallying points.

Ballroom D

**The Impact of Play: A Safe Environment for Social-Emotional Learning***Catherine Moore, MFA, Instructional Course Designer, Clemson University ThinkShops, Clemson, SC*

Designed for educators and other youth development practitioners, participants will engage in playful activities that build social-emotional capacity, make connections on the benefits of playful learning, and share insights on how play can be incorporated to provide students a safe context for making choices that promote a positive outlook, motivated mind, and resilient spirit.

Ballroom E

**Willowcreek Middle School Alternative Program: Successfully Working Through Trauma***Debra Ekdahl, BS, Instructional Coach, Alternative School Teacher, Willowcreek Middle School, Portage, IN*

Our middle school alternative classroom is not the typical alternative classroom. We provide a safe, structured environment, reduced class time, academic strategies, mindfulness, yoga, community service, and social-emotional supports necessary to help students at risk reach their potential and transition successfully back to the traditional classroom.

Ballroom F

**Restorative Discipline Practices as a Relational Approach to Building School Climate and Addressing Student Behavior***Summer Pannell, PhD, Associate Professor, University of Houston-Victoria, Victoria, TX**Juliann McBrayer, EdD, Assistant Professor, Georgia Southern University, Statesboro, GA*

Restorative justice, defined as “a process to involve, to the extent possible, those who have a stake in a specific offense and to collectively identify and address harms, needs, and obligations in order to heal and put things as right as possible,” dates back more than 1,100 years as an effective technique to foster caring relationships within a community of people. There is a growing body of research to support a caring and restorative structure that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment as an effective way to turn around some of the toughest schools in our nation. This session will provide insight into the moral commitment schools have to their students, how restorative discipline practices can assist in building a campus climate and culture that supports this commitment, and how to facilitate the circle process to cultivate positive relationships amongst the school community.







Verelst





**Sexual Risk Behaviors in Adolescent Sexual Minority Males: A Systematic Review and Meta-Analysis***Jane Kelly, MD, HIV Medical Epidemiologist, Coalition for Applied Modeling for Prevention, Charleston, SC*

Although adolescent sexual minority males (ASMM) are at increased risk for human immunodeficiency virus (HIV) in the United States (US), studies that estimate sexual risk behaviors that contribute to HIV risk in ASMM are limited. This session will discuss the results of a systematic review and meta-analysis to estimate the prevalence of HIV risk behaviors in this population. Understanding HIV risk in ASMM can help in intervention development. This session will also demonstrate the teen-SPARC online interactive tool, designed to help explore the potential impact of behavior change on reducing sexually transmitted infections (STIs) among the sexually active, high-school-attending population.



**Don't forget to complete the session evaluations in the app!**

- Percival  **Examining the Writing Achievement and Self-Efficacy of Elementary Students At Risk**  
*Melissa Martin, PhD, Assistant Professor, University of South Carolina Aiken, Aiken, SC*  
*Sherry Bell, PhD, Professor and Department Head, University of Tennessee, Knoxville, TN*  
 Participants will gain familiarity with two major types of writing achievement and how they relate to writing skills and narrative, writing self-efficacy for upper elementary students (N = 61) who attended Title I schools, most of whom qualified for free or reduced lunch. Presenters and participants will discuss implications for researchers and educators.
- Vernon  **All Aboard the Social-Emotional Learning Train!**  
*Kim Blackwood, BA, Training Specialist, Clayton County Public Schools, Jonesboro, GA*  
*Ed Blackwood, MA, Principal, Clayton County Public Schools, Jonesboro, GA*  
 This interactive session, led by a husband and wife team of educators, will focus on domains of emotional intelligence, along with research-based strategies for using one's scope of influence to inspire buy-in in colleagues. The link between positivity and productivity or learning will be explored along with proven methods for increasing personal levels of positivity and productivity in any organization, as well as increasing student achievement in the school setting.
- Sloane  **Begin Your Success: An Intervention Weaving School Counseling and Fitness**  
*Christina Gipson, PhD, Assistant Professor, Georgia Southern University, Statesboro, GA*  
*Alissa Sasser, EdD, Director of School Improvement, Bulloch County Schools, Statesboro, GA*  
*Cynthia Dean, MEd, BS, Teacher Leader, Statesboro High School, Georgia Southern University, Statesboro, GA*  
 The presenters will share information on how a high school counseling program worked with a local CrossFit program to improve student behavioral choices, self-concept, attendance, grades, and their sense of belonging and community. The intended audience is school counselors, principals, and activity directors.
- Westbrook  **Arguing About Science: Empowering Students and Developing Issue-Based Pedagogies Through Debate**  
*Cynthia Deaton, PhD, Department Chair and Associate Professor, Clemson University, Clemson, SC*  
*Jacquelynn A. Malloy, PhD, Associate Professor, Clemson University, Clemson, SC*  
 This presentation will guide grade 4-12 educators to engage students in using content area knowledge to solve real-world problems. Using an adaptation of policy debate, participants will use facts and evidence gathered through their participation in science and engineering practices to create solutions to place-based issues that are occurring in their own communities.
- Plimsoll  **The Power of Story: Creating Soul in a School**  
*Meg Killingsworth, BSEd, Family Engagement Coordinator, Forsyth County Schools, Gainesville, GA*  
*Polly Tennes, PhD, Principal, Forsyth County Schools, Gainesville, GA*  
 Family engagement is a common goal for schools. Knowing their stories is key in making that happen. These stories build soul and that makes them powerful. This presentation, designed for school employees, will explain the importance of knowing these stories, training staff on how to learn these stories, and sharing the school's story which are three ways to increase family engagement.
- Scarborough 1  **Humanity in the Black: Applying Counter-Racist Logic with Comedy and Hip-Hop**  
*M. Christopher Pugh, EdD, Instructor and Educational Consultant, Manhood Mindset LLC, Statesboro, GA*  
 This presentation will investigate the various distractions, barriers, and pipelines to prison (risk-producing machines) that many young people are faced with today. Participants will examine how these negative practices affect the self-respect and self-love students need in order to maintain their focus during their academic journey. Once these risk-producing machines are identified, students will be able to understand the purpose of the distractions weaponized against them and effectively create a personal code of conduct that will counter the assault on their humanity. The code of conduct provided at this presentation will equip them with the tools to protect their passions while simultaneously building their futures. This presentation will also examine words used to categorize and label students for the purpose of the dehumanizing machine.

- Scarborough 2  **Grief and Loss: Shedding Light on Our Youth**  
*Kiana Battle, PhD, LMSW, Director, Georgia Department of Corrections, Griffin, GA*  
 This presentation will expose the hidden impact that grief and loss have on youth, such as at-risk behaviors, trauma, mental health issues, issues of low self-concept, and many more. The presentation will also provide participants with best-practice interventions for supporting youth who are impacted by grief and loss such as group counseling, youth development, and other sources.
- Scarborough 3  **Nurturing the Culture to Ensure Success for All**  
*Steve Edwards, PhD, President and CEO, Edwards Educational Services, Alexandria, VA*  
 With the constant pressure of high-stakes testing and new achievement standards, the culture of a school can be compromised. This session will focus on specific strategies and techniques that can be implemented to keep the child first while at the same time enhancing student academic achievement. Participants will walk away with ideas that they can immediately implement in their classrooms and schools. *Don't Worry if You Miss This Session, There's an Encore at 1:15 PM!*
- Scarborough 4  **The Resilience Code: Five Practical Tools for Building Resilience in Youth**  
*Frank Kros, MSW, JD, President, Kros Learning Group, Fallston, MD*  
 The trauma-informed care movement has been enormously successful in educating helping professionals on the frequency of traumatic experiences in youth and the often devastating impact of those experiences. Now what? How do we move from trauma-informed to trauma-responsive? Participants will learn the five "use tomorrow" tools for building robust resilience in the youth they serve and boosting their professional capacity to empower youth with traumatic histories.
- Scarborough 5  **Growing L.O.V.E. in Your Community**  
*A.J. Ali, Director, Producer, L.O.V.E. is the Answer, Santa Monica, CA*  
 This workshop will include a showing of the film, "WALKING WHILE BLACK: L.O.V.E. is the Answer," followed by a small group discussion and exercise on putting the L.O.V.E. is the Answer principles to work through the creation of a children's learning garden. Participants will learn who to engage, what kind of environment to create, how to make it happen, and what to expect. The workshop will also focus on getting police and other community members, ages 16 to 106, to work together to build and manage a garden to benefit elementary and middle school children. Participants will discover how the garden becomes a microcosm of successful living in the greater community.

11:45 a.m. - 1:15 p.m.

**Lunch | Explore Savannah!***Show your NYAR badge at participating locations to receive special discounts!*

1:15 - 2:30 p.m.

**Session 2 Breakouts**

Ballroom A

**Closing the Achievement Gap for Males of Color***Jà Hon Vance, EdS, Executive Vice President, JV Educational Consultants Firm, Owings Mills, MD*

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

Ballroom B



**Pursue Your Purpose, Not Your Dreams: Jay Z Did It and “At-Risk” Students Can Too**  
*Joe Johnson, PhD, Peak Performance Coach, Joe Johnson Group, Pontiac, MI*

So many students have been conditioned to dream big and follow those dreams. What happens when students do everything they can to attain a dream but it never becomes a reality? What happens when they reach the so-called dream and it’s not what they expected? This session will inform educators on how to help students at risk understand the difference between purpose and dreams and give educators a process called R4 to use with students at risk who are struggling to become life, college, and career-ready! *Don’t Worry if You Miss This Session, There’s an Encore at 3:00 PM!*

Ballroom D



**Effective Instructional Practices for Students with Mild Disabilities: Cognitive and Metacognitive Strategies**

*Crystal Roberts, EdD, Director of Special Education and Gifted Education, Lamar County School System, Barnesville, GA*

*Andrea Scandrett, PhD, Curriculum Director, Lamar County Schools, Barnesville, GA*

*Jessika Washington, EdS, Director of Special Education, Morgan County Charter School System, Madison, GA*

This presentation will focus on one of the 22 high-leverage practices (HLP). Attendees will receive an overview of the 22 High-Leverage Practices Project completed by the Council for Exceptional Children and the CEEDAR Center. General education teachers, special education teachers, and school administrators will be able to gain information needed to support students suspected of, or identified as, experiencing learning disabilities. The presenters will discuss cognitive and metacognitive, high-leverage instructional practices that can be used to improve student engagement and academic achievement by strengthening executive functioning skills to enhance memory, attention, and self-regulation.

Ballroom E



**Creating a Culture of Caring**

*Dirk Ash, MEd, Principal, LaVergne High School, LaVergne, TN*

*Hayley Richardson, MEd, Assistant Principal, LaVergne High School, La Vergne, TN*

*Tarron Huddleston, MEd, Assistant Principal, LaVergne High School, La Vergne, TN*

Faced with the challenge of successfully serving students plagued with high poverty, LaVergne High School (LHS) sought out best practices from across the nation and molded them to create highly effective school-wide programs. Through trial and error, LHS has become an academic powerhouse that hopes to help others struggling with similar issues.

Ballroom F



**Cultivating Leaders to Reform School Culture**

*Carmalita Dillard, EdD, Principal, Matilda Hartley Elementary School, Bibb County Schools, Macon, GA*

*Dolores Gordon, PhD, Instructional Coach, Bethune-Cookman University, Macon, GA*

*Amber Hurley, EdS, Assistant Principal, Matilda Hartley Elementary School, Macon, GA*

*Tene’ Everett, EdS, Professional School Counselor, Matilda Hartley Elementary School, Macon, GA*

A school environment that chronically deals with disruptive students, high absenteeism, and low student morale may find traditional disciplinary consequences ineffective for changing the culture of the school. Using student leadership and empowerment opportunities, coupled with positive parental and behavioral contacts, the presenters will provide practical applications to transform and sustain a positive learning environment.

Verelst





**From Crime and Punishment to Harm and Healing**

*Louis Fletcher, PhD, Director of Culture and Services, School District 49, Peyton, CO*

*David Watson, Director, Falcon School District 49, Peyton, CO*

Expulsion hearings do not have to be contentious events. Using restorative practices in an accountable environment changes the expulsion hearing into an alternative placement discussion where parents, students, and school officials figure out the next step together.



- Percival  **Practical Strategies for Regulating Students' Brains**  
*Kathy Van Horn, LP, MEd, Executive Vice President, Lakeside-NeuroLogic, North Wales, PA*  
*Joshua MacNeill, MEd, Director, NeuroLogic Initiative, North Wales, PA*  
 Knowing that students are impacted by trauma is only step one. It is more important to know what to do. This session will cover interventions such as brain breaks, fidgets, student curriculum, and service dogs. The presenters will share how they transformed four schools to meet the needs of struggling students. Whether participants are an academic, clinical, or administrative staff, they will leave with tangible interventions they can implement immediately.
- Vernon  **Applications of Video-Based Instruction to Teach Social Skills**  
*Arwa A. Alamoudi, MEd, Special Education Teacher, University of Georgia, Athens, GA*  
*Sarah Babcock, MEd, Special Education Teacher, University of Georgia, Athens, GA*  
*Tom Clees, PhD, Associate Professor, University of Georgia, Athens, GA*  
 This presentation will discuss how to plan, design, and implement video modeling (VM) interventions to teach social skills to individuals with special needs. Presenters will discuss the “how to” with the audience and there will be time for questions. The presenters will also discuss how to plan for generalization of the targeted social skills. Research examples will be presented and discussed.
- Sloane  **What's in a Name? How the Language of Mental Health Diagnoses Affects the Ability to Heal**  
*Elizabeth Marston, LCSW, Clinical Director, Family Recovery of Southwest Georgia, Moultrie, GA*  
*Samuel Marion, LCSW, Managing Director, Family Recovery of Southwest Georgia, Moultrie, GA*  
 When a person receives a mental health diagnosis, they are often started down a path of receiving help but also of receiving stigma. This presentation will discuss how language around a diagnosis can affect a child's sense of self as well as either help or hurt a student's ability to manage and heal.
- Westbrook  **Compassion Fatigue Versus Compassion Satisfaction**  
*Angel Daniels, Associate Licensed Counselor, Pinnacle Behavioral Health, Huntsville, AL*  
*Bo Wolfe, BA, Director, Pinnacle Behavioral Health, Huntsville, AL*  
 As helping professionals, we strive to serve others in ways that empower them to improve quality of life through the creation of opportunities for change, bring order to chaos, and ease or heal suffering and pain. However, being successful in this profession does not come without emotional exhaustion, constant exposure to secondary trauma, and burnout or compassion fatigue. This presentation will increase the chances of compassion satisfaction by understanding how to recognize compassion fatigue and taking the necessary steps to balance personal life and professional stressors.
- Plimsoll  **A Girl Named Sue: A Child's Journey From Complex Trauma to Hope, Healing, and Recovery**  
*Jamie Like, BS, AWARE Grant Director, Henderson County Schools, Henderson, KY*  
 The presentation will follow one child's journey involving multiple instances of complex trauma. Despite a very high ACE score, she was positively connected to multiple adults, was able to develop resilience, find recovery, hope, and purpose. A high ACE score does not have to “doom” a child to lifelong issues because there are things we can do to mitigate the damage.
- Scarborough 1  **The Georgia Youth ChalleNGe Program: A Life Saving Impact**  
*David Bill, MPA, MS, Director of Recruiting and Outreach, Georgia Youth ChalleNGe Program, Milledgeville, GA*  
 The consequences of dropping out of high school can have serious, long-term repercussions not only for individuals, but for families, communities, and society at large. The Georgia Youth ChalleNGe Program was created as a means to provide a positive future to those who believe that there is a better life if they would only make a decision to Rise to the ChalleNGe! Since 1993, Georgia has graduated over 17,035 young people from this program and over 50% have earned an academic credential, either a GED or high school diploma, that provided them the ticket to a more productive future.

Scarborough 2



**Pornography: Adolescent Brain Development and Addiction**

*Kelly Canady, LMSW, School Social Worker, Dublin City Schools, Dublin, GA*

This presentation will explain the historical development of pornography. It will highlight three segments: (1) porn’s impact on brain development of reward pathways, ultimately increasing the appetite for more porn; (2) porn can be a false substitute for real intimacy, resulting in decreased sexual satisfaction with a real person and increased verbal and physical aggression; and (3) porn promotes sex trafficking, promotes multiple sex partners, and reduced STD prevention.

Scarborough 3



**Nurturing the Culture to Ensure Success for All**

*Steve Edwards, PhD, President and CEO, Edwards Educational Services, Alexandria, VA*

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

Scarborough 4



**Resilience for Child-Serving Professionals: The Helper’s Guide to Achieving Extraordinary Mental Health**

*Frank Kros, MSW, JD, President, Kros Learning Group, Fallston, MD*

Helping suffering youth is stressful—and likely to get even more so. A helper’s stress can lead to physical exhaustion, anxiety, depression, and burnout. But there is hope. Child-serving professionals can choose a path to wellness that optimizes health, boosts energy, enhances peak performance, and effectively manages stress. Participants in this session will learn the essential tools for achieving extraordinary mental health in challenging contexts so that they can expand the positive impact on the youth they serve.

Scarborough 5



**What is This Thing Called L.O.V.E.?**

*A.J. Ali, Director, Producer, L.O.V.E. is the Answer, Santa Monica, CA*

This presentation will serve as an introduction to the L.O.V.E. is the Answer principles with examples of how they have been used in different cities. There will also be a discussion about specific ways participants can put L.O.V.E. into action in their communities.

**2:30 - 3:00 p.m.**

**Break | Visit Exhibitors**

**3:00 - 4:15 p.m.**

**Session 3 Breakouts**

Ballroom A



**Restorative Just-Us: Empowering “At-Risk” Youth to Release, Relax, Reflect, and Restore**

*Keith Brown, BA, Principal Speaker and Lead Consultant, 20/20 Enterprises, Fayetteville, GA*

In this highly engaging and upbeat session, attendees will become active learners who are transformed into the youth they serve (both as perpetrators and victims), peer leaders, adult advocates, community members, parents, and more—all for the purpose of creating a virtual classroom/school/agency setting. Through the use of technology, role-playing, and team-building exercises, participants will receive tangible tools on how to create a climate of, “just-us,” where the youth served are able to positively release (verbally share their inner feelings), relax (learn tips for de-escalation and sharing), reflect (become critical thinkers), and restore (repair, rebuild, and strengthen damaged relationships). *Don’t Worry if You Miss This Session, There’s an Encore Tomorrow at 8:30 AM!*

Ballroom B



**Pursue Your Purpose, Not Your Dreams: Jay Z Did It and “At-Risk” Students Can Too**

*Joe Johnson, PhD, Peak Performance Coach, Joe Johnson Group, Pontiac, MI*

So many students have been conditioned to dream big and follow those dreams. What happens when students do everything they can to attain a dream but it never becomes a reality? What happens when they reach the so-called dream and it’s not what they expected? This session will inform educators on how to help students at risk understand the difference between purpose and dreams and give educators a process called R4 to use with students at risk who are struggling to become life, college, and career-ready!

Ballroom D

**The Domino Effect: Lessons from the Prison Walls***Trent Grundmeyer, PhD, Associate Professor of Educational Leadership, Drake University, Des Moines, IA**Jamie Ross, COT, Ophthalmic Technician, Motivational Speaker, Norwalk, IA*

This presentation will provide insight to those who serve populations at risk. Participants will explore the risk factors and statistics around youth at risk. Furthermore, participants will have the opportunity to hear firsthand from an incarcerated woman who can testify to successful and unsuccessful interventions with which adults attempted to help her. She is both a victim and a success story that is the face of how education can indeed make a difference for kids. The content of this presentation will be honest, real, and meaningful.

Ballroom E

**Culturally Responsive Strategies for Effective Teaching***Regina Lewis, PhD, Principal, Harrison County School District, Gulfport, MS**Elizabeth Arnold, MEd, Educator, Harrison County School District, Gulfport, MS*

In this presentation, teachers' beliefs will be discussed within the context of not only race and ethnicity but also culture and other factors. The presenters will offer a multitude of research that not only offers culturally responsive instructional strategies but also information regarding the relationship between teachers' beliefs about diversity and the decisions teachers make as they engage with diverse student groups, and the impact these decisions have on student learning outcomes.

Ballroom F

**But What Does Equity Look Like in My Classroom? Creating Equitable and Culturally Responsive Classroom Practices***Marina V. Gillmore, EdD, Chief Academic Officer, The Cambio Group, Redlands, CA*

Through a framework that focuses on the equity domains of classroom environment, teaching and learning, instructional planning, and assessment, this workshop will support educators in creating more equitable and inclusive classroom and school spaces to reduce opportunity gaps for student groups that have been disenfranchised or are traditionally marginalized. Participants will leave the session with tangible strategies for how to create more equitable and inclusive classrooms, how to audit curriculum and other classroom resources for inclusivity, and how to more fully engage all students in learning experiences.

Verelst






**Plugging the Pipeline: Prosecutors and Educators Collaborating to Eliminate the School to Prison Pipeline***Hunter Taylor, JD, Deputy District Attorney, Riverside County District's Attorney Office, Riverside, CA**Gerry Lopez, JD, Managing Deputy District Attorney, Riverside County District Attorney's Office, Riverside, CA**Evelyn Essenwanger, JD, Deputy District Attorney, Riverside District Attorney's Office, Riverside, CA*

Designed with law enforcement, educators, and citizens working with youth at risk in mind, this unique presentation will explain how prosecutors in one of the nation's largest counties have engaged local school districts, community-based organizations, and even ex-gang members to create an award winning Crime Prevention Unit designed to keep youth in the classroom and out of the criminal justice system.

Percival

**Implementing an Effective Middle School Alternative School Program for Student Success: Empowering Students, No Exceptions, and No Excuses!***Ahmand R. Tinker, EdS, Principal, Coweta County School System, Sharpsburg, GA*

In society, many middle school students are receiving alternative placement for a variety of reasons and, as such, an effective middle school alternative program is necessary to educate these students for future success. Positive relationships between alternative school students and stakeholders can assist these students in reaching their dreams and facilitate positive academic, social, and emotional outcomes. This presentation will illustrate the successful components of a middle school alternative school program. Discussions will include PBIS, social and emotional curriculum, goal setting, academic achievement, and transition requirements.

- Vernon  **Implementing the Third Wave of Educational Reform with the “5H” Holistic Framework of Best Practices**  
*Dan Rea, EdD, Professor Emeritus, Georgia Southern University, Statesboro, GA*  
*Leigh Colburn, EdS, Consultant, Coach, Retired Principal and Director, The Centergy Project, Ellijay, GA*  
*Linda Beggs, Consultant, The Centergy Project, Marietta, GA*  
 Consistent with the Every Student Succeeds Act (ESSA), the “third wave” of educational reform goes beyond narrowly focusing on student achievement (first wave) to also recognizing the need for social-emotional learning (second wave), and now including wraparound services for health, safety, and family/community engagement to equitably meet the holistic needs of all students, especially those in poverty. Contributing to the third wave, the “5H” Holistic Framework (5HHF) provides five protective/promotive factors to meet students’ needs and promote their holistic well-being: Head (academic achievement), Heart (social-emotional care), Hand (safety/security), Health (physical/mental health), and Home (family/community engagement). We will introduce educators (i.e., administrators, teachers, counselors, school psychologists, parent liaisons, and social workers) to current vocabulary, an updated readiness inventory, a field-tested assessment rubric, a school/parent/community collaboration guide, a whole school improvement template, and funding opportunities needed to turn the 5HHF into action.
- Sloane  **Finding the S.P.A.R.K. Beyond Trauma: Speaking to the Potential, Ability, and Resilience Inside Every Kid**  
*Brooke Wheeldon-Reece, MBA, President and CEO, The Spark Initiative, Valrico, FL*  
*Ashley Hunt, AAEd, Director of Program Development, The SPARK Initiative, Valrico, FL*  
 There is a SPARK within every human being, regardless of their circumstances, that cannot be damaged. This SPARK is the birthplace of resilience, well-being, commonsense, intelligence, solutions, creativity, and innovation. This presentation will explore how, through a simple understanding of the mind, innate resilience is uncovered and the stress resistance needed to overcome trauma is naturally formed.
- Westbrook  **Differentiated Instruction That Works for “At Risk” Students: Reaching and Meeting the Need**  
*Henry Tellis, MEd, Executive Director, Henry Tellis Foundation, Montgomery, AL*  
 Are you looking for differentiated instructional strategies that reach every student? This session will provide research-based strategies on how to effectively implement center-based instruction and practical strategies to use in an at-risk school classroom. Participants will also learn how to reach and meet the needs of learners.
- Plimsoll  **Empowering Today’s Foster Youth and Parents for Tomorrow’s Future**  
*Kerri Ashurst, PhD, Senior Extension Specialist for Family and Relationship Development, University of Kentucky, Lexington, KY*  
*Tyrone Atkinson, BA, Program Coordinator—Family and Consumer Sciences Extension, University of Kentucky, Lexington, KY*  
 This workshop will focus on life skills programming for foster youth to help them move toward self-sufficiency before they age out of the system. The presenters will discuss strategies for recruitment, camping programs, family engagement, key stakeholders and partners, best practices, and curriculum or resources to be used.
- Scarborough 1  **4-H Tech Changemakers Project: Empowering Teens and Serving Rural Communities**  
*Kasey Bozeman, MS, Extension 4-H Specialist, University of Georgia, Athens, GA*  
*Alexandria Griner, MPH, County Extension Agent, University of Georgia, Athens, GA*  
*Caleb Millican, County Extension Agent, University of Georgia, Athens, GA*  
*Kandi Edwards, County Extension Agent, University of Georgia, Athens, GA*  
 With over 23.4 million people lacking broadband internet access in the U.S., families and communities demonstrate struggles. Feeling secure and knowledgeable enough to adopt and use the technology is another challenge. Through the 4-H Tech Changemakers project, youth and adult teams taught digital literacy and safety skills to 80 communities across America. This session will share with participants how to connect with their local 4-H club and implement a similar program in their community.

Scarborough 2

**Improving Therapy Outcomes for Children in Foster Care: Using Interdisciplinary Collaboration to Engage Caregivers***Brooke Wymer, PhD, Clinical Assistant Professor, Clemson University, Greenville, SC**Therese Newton, PhD, NCC, Assistant Professor, Augusta University, Augusta, GA**Sierra Swisher, BS, Graduate Student, Clemson University, Greenville, SC*

This presentation will address trauma treatment of children in foster care and how caregiver engagement could enhance the child's ability to navigate the healing process. The prevalence and significance of this issue will be addressed, along with proposed solutions for engaging caregivers in the child's trauma treatment through increased collaboration within the child welfare system.

Scarborough 3

**Supporting the Wounded Educator***Joe Hendershott, EdD, Founder and CEO, Hope 4 The Wounded, LLC, Gahanna, OH*

When we provide training, time and again people will say, "I understand what you're saying about wounded children but what about the 'wounded educator'?" Youth service professionals face a vastly different reality in today's classrooms and communities. The tensions between their calling and the reality of their profession can create a growing sense of compassion fatigue, burnout, and job dissatisfaction—sometimes culminating in exiting their chosen professions altogether. Utilizing information from his latest book, the presenter will invite participants to explore a path forward in the personal and professional health and success of those working with wounded youth. Find HOPE for the wounded educator and professional!

Scarborough 4

**Black Girl Magic: Understanding Our Misunderstood Black Girls Through Therapeutic Relationship Building***Phylicia Anderson, MSW, LCSW, President, P. Anderson Consulting, Guyton, GA*

"Black Girl Magic" is a popular phrase that celebrates the beauty, power, and resiliency of black womanhood. Just like magic, black girls are often misunderstood and feared. Through implicit biases, stereotypes, and discrimination, many black girls are unable to tap into their full potential. As change agents, it is our responsibility to break barriers and build therapeutic relationships to tap into black girl magic!

Scarborough 5

**Count Yourself In: Effectively Serving Students by Encouraging Daily School Attendance***Takeysha Lewis, MSW, EdS, District Attendance and Transfer Coordinator, Bibb County School District, Macon, GA**Curlandra Smith, MSW, EdS, PBIS District Coordinator, Bibb County School District, Macon, GA*

Participants will focus on the importance of a holistic approach to addressing chronic absenteeism through education, motivation, communication, and collaboration. The presentation will explore ways to utilize a tiered system approach to addressing attendance as well as incorporating attendance practices in PBIS implementation. Participants will be given strategies for bringing awareness to regular, punctual school attendance. Knowledge will be provided on how to identify and address students with trends of school absenteeism and how to communicate with teachers, parents, students, and the "new age" family unit. The presenters will provide exciting, interactive experiences on initiatives and creative strategies so that attendees leave with take-home tools to implement directly in the learning environment and in their communities.



# MEET & GREET POSTER RECEPTION

4:45 - 6:00 p.m.  
Harborside

## Meet & Greet Poster Reception

### Master of Ceremonies

*Marilyn Hutchinson, PhD, Assistant Principal, SCCPSS, Savannah, GA*

**Featuring:** Noteworthy Brass Quintet of Screven County Middle School from Sylvania, GA  
Under the direction of Oluwatito Osibodu

## High-Flying School Winners

### Magnet Academy from North Charleston, SC

*Robert Perrineau, PhD, Principal*

*Carla Ferrette-Clark, Sgt. and CTE Instructor*

*Keria Gibson, Assistant Principal*

*Patricia Harrison, Lead Teacher*

### The Medical Academy for Science and Technology from Homestead, FL

*Lisa S. Noffo, Principal*

*Nichol Martinez, Magnet Lead Teacher*

### Liberty Middle School from Lemoore, CA

*Melanie Endo, School Counselor*

*Kelley Dow, Resource Teacher*

### Patterson Elementary School from Patterson, GA

*Teresa Dixon, Principal*

*Amanda Lankford, Assistant Principal*

*Ashlee Todd, School Counselor*

*April Ferrell, Second Grade Teacher*

*Keina Peacock, Second Grade Teacher*

### Post Secondary Option for Students with Disabilities

*Larry Beard, EdD, Professor, Jacksonville State University, Jacksonville, AL*

### Rising Up: Kids Who Own Their Learning and Behaviors, and the Supports Which Made It Happen

*Brian Keefer, EdS, Principal, Henry County Schools, Hampton, GA*

*Norma Santiago-Bell, BA, Parent and Family Engagement Professional, Henry County Schools, Hampton, GA*

### Digital Addiction: What is Happening With Our Children?

*Julia Chibbaro, PhD, LPC, ACS, Professor, University of West Georgia, Carrollton, GA*

*Christy Land, PhD, LPC, Assistant Professor, University of West Georgia, Carrollton, GA*

*Mary Huffstead, PhD, LPC, NCC, Assistant Professor, University of West Georgia, Carrollton, GA*

### Implementation of Culturally Responsive Practices in Alternative Educational Settings

*Phillip Haberman, MA, Interim Principal, Gilliam School, Denver Public Schools, Denver, CO*

### The Five Love Languages of Children

*Joan Day, MA, Assistant Principal, Egg Harbor Township School District, Egg Harbor Township, NJ*

### Giving Them What They Need: An Emergent Framework for K-12 Support Systems That Promote Equity in Student Success

*Randy Bumpers, BS, Director, University of South Alabama, Mobile, AL*

*Chelsia Douglas, BA, Graduate Student, University of South Alabama, Mobile, AL*

# MEET & GREET POSTER RECEPTION

**R.O.C.K.E.T.S: Reaching Our Community Through Kindness, Education, Togetherness, and STEM**  
*Crystal Perry, MPA, County Extension Agent, University of Georgia, Americus, GA*

**Using the MAYSI-2 to Understand and Respond to the Mental Health Needs of Girls in the Juvenile Justice System**  
*Ne'Shaun Borden, MS, LMHC, NCC, Doctoral Candidate, Old Dominion University, Norfolk, VA*

**Differentiated Homework...Go Figure!**  
*Charisse Windom, PhD, Director of Federal Programs, Fayette County Public Schools, Fayetteville, GA*

**The Impact of a Heroism-Themed Outreach With Title I Summer Program Students**  
*Nathan Adams, BA, Graduate Student, The Citadel, Charleston, SC*  
*Michael Akers, BS, Community Engagement Fellow, The Citadel, Charleston, SC*

**Evidenced-Based Counseling Options for Residential Programs Working With "At-Risk" Youth and Their Families**  
*David Scott, PhD, Associate Professor, Clemson University, Clemson, SC*  
*Brittany Barnette, BA, Graduate Student, Clemson University, Clemson, SC*  
*Madison Busch, BA, Student, Clemson University, Clemson, SC*

**The Impact of Social Climate on Self-Identity, Substance Use, and Mental Health Among LGBTQ+ College Students**  
*Liyah Morgan, Student, Georgia Southern University, Statesboro, GA*

**Giftedness and Gender Equity: Does Gender Impact Genius in Academic Achievement and in Leadership Prowess?**  
*Paulette Harris, EdD, Professor, Augusta University, Augusta, GA*

**Using Restorative Circles to Bring It All Together**  
*Robin McWilliams, MS, Director, SAY Village, Community Youth Partnerships, North Carolina State University, Raleigh, NC*

**Teachers' Experiences Incorporating English Language Learners' Funds of Knowledge Within Classrooms**  
*James Mead, MEd, Teacher, Georgia State University, Atlanta, GA*

**Supporting High School Students in Pursuing a Career in Nursing**  
*Nina Trocky, DNP, RN, NE-BC, CNE, Associate Professor, University of Maryland School of Nursing, Baltimore, MD*  
*Linda Murray, DNP, CRNP-Ped, Assistant Professor and Director of RN to BSN Program, University of Maryland, Baltimore, MD*

**HLYASS: A Youth Empowerment Project for Youth Living With and Impacted by HIV**  
*Nzingha Hall, MPH, Youth Engagement Coordinator, SisterLove, Inc., Atlanta, GA*

**Spark Mentoring: Be the Change**  
*Jessica Traylor, PhD, Professor, Gordon State College, Barnesville, GA*  
*Hailey Suarez, Student, Gordon State College, Barnesville, GA*

# MEET & GREET POSTER RECEPTION

## **Closing the Opportunity Gap for Youth in 4-H Camping Programs**

*Nila Cobb, MSW, Extension Specialist, West Virginia University, Charleston, WV*

*Megan Midcap, MPA, 4-H Youth Development Extension Agent, West Virginia University, Weston, WV*

## **Design Thinking for Dynamic Youth Work**

*Miriam Itzkowitz, MSW, LICSW, Director of Trauma-Informed Care, Institute to Transform Child*

*Protection, St. Paul, MN*

## **Empowering Parents by Arming Them With Personalized Student Data**

*Melanie Pearch, Principal, Dekalb County School District, Dunwoody, GA*

*Tyra Harris-Thompson, EdD, Assistant Principal, Dekalb County School District, Dunwoody, GA*

*Elizabeth Daly, EdD, Assistant Principal, Dekalb County School District, Dunwoody, GA*

## **Adverse Childhood Experiences: Building a Climate of Care**

*Katrisha Williams, MS, Youth Development Coordinator, Georgia Department of Public Health, Cordele, GA*

## **What Can We Do to Build Community and Culture in Our School? We Have a Menu for That!**

*April Bruce, EdD, PBIS and Student Conduct Coordinator, Winchester Public Schools, Winchester, VA*

## **Don't Suspend Me; I Just Need a Little "S P A C E!"**

*Terecia Gill, EdS, Principal, John J. Wright Educational and Cultural Center Alternative Education Program, Spotsylvania, VA*

*Karen Washington, EdD, English Teacher, John J. Wright Educational and Cultural Center Alternative Education, Spotsylvania, VA*

*Danelle Livingston, MS, Career College Specialist, Rappahannock Juvenile Detention Center, Spotsylvania, VA*

## **Summer Reading Intervention With Elementary Students**

*Sierra Heyward, BS, Graduate Student, The Citadel, Charleston, SC*

*Ashley Burton, BS, Graduate Student, The Citadel, Charleston, SC*

**Tuesday, March 10**

**7:30 - 8:30 a.m. Registration and Exhibits Open | Continental Breakfast**

**8:30 - 9:45 a.m. Session 4 Breakouts**

Ballroom A



**Therapeutic Behavior Management**

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

A systematic, trauma-informed approach to managing deliberate and emotional issues in schools. In recent years, many educators and support workers have received training on adverse childhood experiences (ACEs) and trauma-informed care. These concepts have sensitized us to the impact of abuse, neglect, or exposure to violence, drug abuse, or mental illness on the children in our schools. But does every single misbehavior in our classrooms or hallways call for a clinical intervention? Isn't straightforward discipline still appropriate for at least some behaviors? Using life-like stories and vibrant examples, the presenter will integrate both perspectives, providing a highly-practical therapeutic decision-making model to guide responses in crises.

Ballroom B



**Restorative Just-Us: Empowering “At-Risk” Youth to Release, Relax, Reflect, and Restore**

*Keith Brown, BA, Principal Speaker, Lead Consultant, 2020 Enterprises, Fayetteville, GA*

In this highly engaging and upbeat session, attendees will become active learners who are transformed into the youth they serve (both as perpetrators and victims), peer leaders, adult advocates, community members, parents, and more—all for the purpose of creating a virtual classroom, school, or agency setting. Through the use of technology, role-playing, and team-building exercises, participants will receive tangible tools on how to create a climate of, “just-us,” where the youth served are able to positively release (verbally share their inner feelings), relax (learn tips for de-escalation and sharing), reflect (become critical thinkers), and restore (repair, rebuild, and strengthen damaged relationships).

Ballroom D



**Assessing a Pre-College STEM Program’s Influence on Recruiting Minorities for STEM Degrees and Careers**

*Jackie Hodges, EdD, Assistant CDEP Director, Fort Valley State University, Fort Valley, GA*

*Isaac Crumbly, PhD, Associate Vice President, Fort Valley State University, Fort Valley, GA*

This session will highlight a pre-college program called the Mathematics, Science, and Engineering Academy (M-SEA) and its influence on encouraging academically talented, minority high school students to pursue STEM careers. The session will feature the results of a case study that involved eight subjects who graduated from the M-SEA program. The qualitative data collected reveals several common themes that provide a greater understanding of which aspects of the program had the greatest influence on the students’ decisions “to or not to” pursue a STEM-related degree and/or a STEM-related career.

Ballroom E



**Increasing Capacity for Families to Learn Together**

*Michael O’Neal, Director, Parent University, Savannah, GA*

In Savannah, Georgia, we have been learning how to enhance the ability of families to create an environment in which learning thrives for children and their parents. Adults and children gain ownership of the learning process by engaging parents and families in the creation of a space where they can participate in the building and sustaining the elements that lead to their success.

Ballroom F









**Promoting Resilience to Support Youth Success: Fostering Home, School, and Community Connections**

*Sheila Sapp, EdD, Educational Consultant, Sapp and Bruce Educational Consulting, LLC, Woodbine, GA*

*Darlene Bruce, EdD in Curriculum and Leadership, Educational Consultant, Sapp and Bruce Educational Consulting, LLC, Woodbine, GA*

Presenters answer the question, “How does youth resilience impact and benefit social, emotional, and academic success?” and identify strategies that schools, homes, and communities can use to foster resilience in youth today.

- Verelst  **Bully, Bullies, and Bullying: Pejorative Terminology, Alternative Descriptors, and Ethics-Based Interventions**  
*Tom Clees, PhD, Associate Professor, University of Georgia, Athens, GA*  
 This presentation will provide a historical perspective on diagnostic and descriptive terminology that, at one point, was accepted in the scientific and educational communities, but over time, acquired a pejorative connotation that led to new terminology. This will be followed by a description of function-based assessment and how it provides a reliable description of behaviors and the variables that maintain the behavior, as well as research-based examples of pro-social interventions for school-based aggression.
- Percival  **Exploring Student Ownership Through Student-Led Conferences**  
*Charisse N. Windom, PhD, Director of Federal Programs, Fayette County Public Schools, Fayetteville, GA*  
 Robert Brooks said, “Ownership refers to the importance and need for students to actually participate by discussion, choice, responsibility, and decision-making.” This session will explore how student-led conferences can build ownership and responsibility of academic growth and achievement among students and how leaders can support the process.
- Vernon  **“Don’t Shoot the Unicorn!”: How to Find True Happiness and Resilience Along Your Self-Care Journey**  
*Marshall Garris, MAEd, LPCS, Faculty, University of North Carolina at Pembroke, Pembroke, NC*  
*Gary Mauk, PhD, NCSP, Professor, The University of North Carolina at Pembroke, Pembroke, NC*  
 Care-providers and leaders in the community understand the challenge of keeping their resilience high and maintaining an attitude of hope. This transformational, uplifting program will equip care-providers and leaders to develop the skill of happiness, empowering them to lead youth by demonstrating positive approaches in their own lives, and impacting youth with “infectious resilience” as they learn to adopt an “Anditude!”
- Sloane  **Hard Conversations, Healthy Conversations: How to Respond When Tragedy Strikes**  
*Elizabeth Marston, LCSW, Clinical Director, Family Recovery of Southwest Georgia, Moultrie, GA*  
*Samuel Marion, LCSW, Managing Director, Family Recovery of Southwest Georgia, Moultrie, GA*  
 How do we talk to children and students about tragedy? How do we support families faced with a health crisis or unexpected death? This presentation will discuss the challenges of dealing with tragic circumstances and how we can best support children, students, and their families in a way to promote emotional health.
- Westbrook  **Student-Initiated Programs Embracing Educational Equity Through Holistic Growth and Development**  
*Maggie Njuguna, BS, Student Director, University of California, Davis, Davis, CA*  
*Adriana Fernandez, MAEd, Community Advisor for Recruitment, University of California, Davis, Davis, CA*  
*Alysiah Silva, Middle School Outreach Coordinator, University of California, Davis, Davis, CA*  
*Sabrina N. Thao, Southeast Asian Furthering Education High School Outreach Coordinator, UC Davis Student Recruitment Retention Center, Davis, CA*  
 Looking at education and equity through a holistic lens, this presentation will explore a student-run, student-led center that serves as a demonstration of how to encourage growth and development for youth in underserved and under-represented communities. Advocacy and support for these students was done through various programming and resources which not only led to growth and development, but to an increased knowledge and sense of empowerment for youth at risk.
- Plimsoll  **Building an Ecosystem of Support: An Evaluation of North Dakota’s Community School Programs**  
*Mckenzie Haines, BA, Research Associate, REL Central at Marzano Research, Centennial, CO*  
*Nathan Anderson, PhD, Evaluator, Anderson Inquiry, Minot, ND*  
*Shelby Hubach, PhD, Sr Researcher, Marzano Research, Centennial, CO*  
*Jeanette Joyce, PhD, Researcher, Marzano Research, Centennial, CO*  
*Betty Simpson, MAT, Research and Evaluation Associate, Communities in Schools National Office, Arlington, VA*  
*Lyndsi Engstrom, MS, Program Director, Mid-Dakota Education Cooperative, Minot, ND*  
 Community school programs respond to students’ nonacademic needs so that they can focus on their learning. This session will highlight the collaboration of organizations across North Dakota as they implement two community school programs. A shared evaluation plan supports the implementation of these two programs and will provide data to improve services that are provided to students.



Scarborough 1

**The Right Prescription: A Dose of Relationships, Laughter, and Networking***Cary Holman, EdS, Principal, LaVergne Middle School, La Vergne, TN*

The right dose of relationships, laughter, and networking does the body good. This workshop will capture the value of ensuring learners receive the “right prescription” throughout the school year—daily, weekly, and monthly. Participants will be given different “prescriptions” to support relationships, laughter, and networking opportunities.

Scarborough 2

**Mental Health Awareness Panel****Moderator:** *Vira Salzburn, MSM, CAPM, MSC TT, Program Director, Prevent Suicide Today, Chatham County Safety Net Planning Council, Inc., Savannah, GA***Panelists:** *Paulette Chavers, MAC, NCC, CEO, Refocus Counseling, Statesboro, GA**Richard Cleveland, PhD, LPC, NCC, ACS, Associate Professor and Program Coordinator, College of Education, Georgia Southern University, Statesboro, GA**LaKea Mitchell*

This panel will examine childhood and adolescent mental health. With suicide rates increasing and anxiety/depression diagnoses escalating, these panelists will share tools necessary for supporting youth’s emotional, psychological, and social well-being.

Scarborough 3

**Do You Know What You’re Doing to Your Kids? 7 Things You Really Want to Say to Parents!***Bea Lewis, MS in Educational Leadership, CEO, BEAHIVE Education Consulting, Jacksonville, FL*

Children are mirrors reflecting images of what happens around them. The behavior and habits children are exposed to can become behaviors and habits displayed at school. This sometimes leads to the need for school officials, teachers, counselors, and others to have uncomfortable conversations with parents. This “real, raw, and relevant” yet humorous session will provide seven questions and accompanying strategies that are non-judgmental and designed with the purpose of giving parents insight and strategies for improving their parenting skills. These seven questions can also be taken back to their schools to be used as a template for developing future parenting workshops.

Scarborough 4

**Beyond Stereotypes: Redefining Images of Young Men of Color***LaMarr Darnell Shields, PhD, Chief Visionary Officer, The Cambio Group, Johns Hopkins University, Baltimore, MD*

Inaccurate stereotypes, including widespread portrayals in media and other outlets, are just one of the many ways that structural racism influences perceptions of young men of color. But young men of color possess a range of complexities—insights, emotions, and aesthetics—that the public neither sees nor accepts because American culture often defines these males negatively and far too narrowly. This presentation will be an exhibition that tackles educational standards, cultural identity, historical erasure, trauma, and the misrepresentation of males of color. This presentation will be an attempt to challenge these stereotypes, and highlight the positive aspects of African American and Latino young men. This interactive workshop and exhibit, presented through multimedia installations, film, interactive discussion, and photography, will seek to create a new and empowering visual language that challenges the biases, bigotry, and current system under which males of color are marginalized.

Scarborough 5

**Building Belonging and Cultivating Connection So That All Staff and Students Can Thrive***Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUiversity, Murrietta, CA**Janeen Antonelli, MA, MEd, Co-Founder, Chief Culture Coach, Thriving YOUiversity, Yorba Linda, CA*

Humans have a biological need to belong. A strong sense of belonging strengthens the immune system, lowers anxiety and depression, and even helps one live longer. It boosts employee engagement and performance. Connection and belonging in the classroom creates an academically safe environment where students can and want to engage in lessons. Belonging also strengthens hope and optimism, key factors in resilience, which is needed for academic success. In our increasingly isolated world, it is more important than ever for staff and students to experience a sense of belonging at school and work. In this highly engaging and interactive session, participants will learn strategies and structures to build belonging and cultivate connection in classrooms and staff rooms.

9:45 - 10:15 a.m.

**Break | Visit Exhibitors**

10:00 a.m. - 12:15 p.m.

Harborside West

**Poverty Simulation**

**Facilitated by:** *Deonn Stone, EdD, Teacher and Leadership Induction Program Manager, SCCPSS, Savannah, GA*

Join us for an intimate opportunity to understand what many of our youth living in poverty face on a daily basis. Approximately 32.9 million Americans—11.7 million of whom are children under the age of 18—live in poverty every day. Many more have incomes above the poverty line, but their incomes are still low enough to qualify for programs like Food Stamps and Medicaid. The recent economic downturn has seen unemployment rates rise and the use of emergency food pantries increase. It is difficult for those of us who have enough to fully 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!”

**Please note:** The Poverty Simulation Session starts at 10 a.m. and continues until 12:15 p.m. Please arrive for check-in from 9:15-9:45 a.m. Space is limited, so please sign up at the second-floor registration desk.

10:15 - 11:30 a.m.

**Session 5 Breakouts**

Ballroom A

**Fire-Fighting or Fire-Proofing? Proactive Prevention of Tomorrow’s School Shootings**

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

In the past 20 years, we have seen a frightening increase in school violence involving guns. The possibility of another school shooting such as those in Littleton, CO (1999), Newtown, CT (2012), and most recently, Parkland, FL (2018) terrifies and infuriates all of us. We must fight to protect our children and youth from active shooters, but this crisis deserves careful examination and a thoughtful response. In this provocative session, the presenter explores the facts behind school-shootings during the past two decades and offers specific strategies to “fire-proof” our schools, making future incidents far less likely.

Ballroom B

**For Principals and Admin. Only! Avoiding the Failing School Cycle**

*Hotep, BA, PMI, Educational Success Strategist, Hustle University, Stone Mountain, GA*







Educational leaders face the same challenges that plague all organizations: program implementation (with fidelity), staff and employee accountability, team building, buy-in, improving organizational climate and culture, and engaging and involving the community. This admin-only workshop will explain why and how these organizational dynamics occur and how to effectively maximize school staff and student outcomes with minimal headaches.

Ballroom D

**Read, Write, Rhyme: Increasing Reading Performance With Hip-Hop Texts**

*Crystal LaVoullé, PhD, Executive Director, LaVoullé Group, Atlanta, GA*

This presentation will address the issue of hip-hop culture’s encroachment upon the school environment and the ways that hip-hop can be used to improve reading comprehension and critical thinking. This presentation will also describe the Harlem Renaissance to Hip-Hop Movement, a literacy program that uses best practices in literacy instruction to improve reading comprehension, critical thinking, and writing. Moving beyond educational hip-hop songs and videos, this presentation offers insight into effective ways to increase Georgia Milestone Assessment scores in both English/language arts and social studies using a variety of hip-hop texts.

- Ballroom E  **Raise Them Up! Five Mindful Ways to Shift the Climate of Your Classroom**  
*Jeffrey Jordan, Mindful Co-Founder, kid-grit, Point Pleasant Beach, NJ*  
*Julia Gabor, Mindful Founder, kid-grit, Redondo Beach, CA*  
 Does your staff need social-emotional and mindfulness techniques? In this workshop, staff will be engaged in addressing self-regulation in areas of mindfulness, healthy behaviors, tolerance and empathy, and digital or social consciousness. This workshop will provide a brand new approach to helping staff develop motivation, positive behavior, and resilience. Participants will be provided team building and hands-on activities to implement in their organizations as soon as tomorrow!
- Ballroom F  **A.R.E: Establishing a New Normal**  
*William Humphrey, MSW, ACSW, School Social Worker, Charlotte Mecklenburg Schools, Charlotte, NC*  
*LaSonya Brown, LPC, NCC, School Counselor, Charlotte Mecklenburg Schools, Charlotte, NC*  
 This session will provide participants with tools students can use to develop self-awareness, self-regulation, and self-empowerment so that they can create a new normal in their learning environment. A.R.E strategies integrate evidenced-based practices into the learning environment to promote social emotional responsibility.
- Verelst  **Webs of Support: An Ecological Approach to Prevention**  
*Amy McDonald, MS, School Counselor, Southeast Island School District, Brightways Learning, Thorne Bay, AK*  
 Participants will gain new understanding of how brain science, relationships, and protective factors interact in mitigating adverse childhood experiences and in a student's social-emotional development. When adults see students through a strengths-based lens, growth happens and lives change. Discover a research-based framework and promising practices being used in U.S. and Canadian schools to empower students in re-imagining their stories.
- Percival  **Building School Culture Through Cultivating Genuine Relationships**  
*Travis Thomaston, EdS, Principal, Carrollton City Schools, Carrollton, GA*  
*Jason Sidel, MEd, School Counselor, Carrollton Junior High, Carrollton, GA*  
 By empowering youth to cultivate their leadership qualities through school and community service, you too can transform your school! Through social interactions with adults and peers, youth are changing the world one day at a time. This presentation will highlight several school-related initiatives that have helped to shape a positive school culture and build climate in a middle school setting. Presenters will also discuss how mentor programs, Project Kindness, and PBIS have transformed their school.
- Vernon  **Integrating Social, Emotional, and Academic Learning (SEAL) Into School Culture: It Starts With All of the Adults**  
*Joelle Hood, EdD, Co-Founder and Chief Empowerment Officer, Thriving YOUiversity, Murrietta, CA*  
*Janeen Antonelli, MA, MEd, Co-Founder and Chief Culture Coach, Thriving YOUiversity, Yorba Linda, CA*  
 In this engaging session, the presenters will demonstrate how SEL needs to be modeled from all adults and integrated into all areas of the school site and district. Educators will be provided with opportunities to strengthen their own social-emotional intelligence, well-being, and resilience, and deepen their understanding of why these skills are so important to students and staff. Participants will engage in discussions and activities that they can immediately replicate with their staff to initiate positive change in the lives of all stakeholders. This experiential learning is designed to help leaders have a deeper understanding of SEAL in order to provide support and guidance to their staff, as well as to infuse this mindset into site and district practices.
- Sloane  **Trauma-Informed Practices for the 21st-Century Classroom**  
*Emily Meeks, MEd, Co-Founder, Focused Minds Education Group, Covington, GA*  
*Taneesha Thomas, MEd, Co-Founder, Focused Minds Education Group, Covington, GA*  
 This experiential workshop teaches participants trauma-informed literacy practices for 21st-century learners. Participants will collaborate using role-playing, prompt driven scenarios, and discussions to foster an understanding of the key components of trauma-informed, instructional, research-based practices. This session will utilize evidence-based literacy strategies, which provide interventions using writing therapy and bibliotherapy to support the health, well-being, and academic success of students in the 21st-century classroom.

Westbrook

**The Devil is in Your Closet: 48 Square Feet Can Change Everything***Tracey Keim, MSM, Founder, Green Devils Closet—St. Petersburg High School, St. Petersburg, FL*

Using tactile, auditory, visual, and emotional materials, participants will see how 48 square feet can change a student (and family's) life. With low cost and easy growth and maintenance, participants can mirror the Green Devils Closet mission statement: To provide food, household and school supplies, uniforms and undergarments, and other needed items to any member of the Green Devil family without question or judgment to promote success in school, job placement, and in the community.

Plimsoll

**The Four Things That Really Matter and How They Tie Into Life Development***Derrick Hayes, Educational Consultant, Muscogee County School District, Columbus, GA*

Before participants get a job, it is important for them to have life skills and life development. People have to learn positive habits, learn how to network and build relationships, empower themselves, and overcome obstacles. A necktie is a resource and life development tool that can help participants understand the importance of life development.

Scarborough 1

**The Four R's of De-Escalation***Matt Eldridge, EdS, Director of Schools, Author, and Owner, Certified Restraint Training, Hilham, TN*

This presentation will discuss the importance of recognizing warning signs of stress and anger that can be seen in students. The more understanding there is about the mindset of students at risk, the better-equipped one can be to connect with, understand, respond to, and teach those students.

Scarborough 2

**Bullying Panel****Moderator:** *Jacqueline Smart, EdD, Teacher, SCCPSS, Savannah, GA***Panelists:** *Judge LeRoy Burke III, Chatham County Juvenile Court, Savannah, GA**Jan Urbanski, EdD, Director of Safe and Humane Schools, Institute on Family and Neighborhood Life, Clemson University, Clemson, SC**Anita Sanders, EdD, Assistant Professor, Gardner-Webb University, Boiling Springs, NC**James Rheume, BS, Motivational Speaker, Louisville, KY*

This panel will 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.

Scarborough 3

**The Opportunity Myth and Gap: What Educators Need to Know***Wes Montoya, PhD, Retired, Denver, CO*

Most educators believe that so long as students do everything we ask them to do in school, they will be successful (the Opportunity Myth). Students attend school, engage in projects, collaborate with peers, and show proficiency on the standards and yet many are still not successful. The Opportunity Gap is where many students—primarily students of color—do not have the supports needed to be successful. In this session, Dr. Montoya will discuss the challenges facing students of color and what educators can do to change the myth and close the gap in order for these students to be successful.

Scarborough 4

**Suicide Prevention in Schools: A QPR “Gatekeeper” Training***Kanessa Miller Doss, PhD, NCSP, NCC, Associate Professor, Troy University, Montgomery, AL**Sherrionda H. Crawford, PhD, LPC-S, NCC, Associate Professor, Troy University, Phenix City, AL*

Suicide is one of the leading causes of mortality in children and adolescents, thus becoming of increased interest to schools. This presentation will provide an introduction to suicidality as well as address the roles of school teachers, administrators, and school-based mental health professionals. The participants will learn the QPR suicide prevention approach to “gatekeeping” and receive certification.

Scarborough 5

-  **Utilizing Hip-Hop and African American History as Change Agents for Teenage Pregnancy Prevention**  
*Kelvin Walston, MA, Program Coordinator, Wholistic Stress Control Institute, Inc, Atlanta, GA*  
*Tarita Johnson, MSW, Program Manager, Wholistic Stress Control Institute, Inc, Atlanta, GA*

Hip-hop culture has been criticized for its depiction and glamorization of sex, drugs, alcohol, and violence. However, the roots of this culture encompass varied communication mediums, as well as conflict resolution, anti-gang, and pro-social skills, entrepreneurialism, and a knowledge of self through cultural pride; these are hip-hop's guiding principles. These principles served as the foundation for Wholistic Stress Control Institute, Inc.'s sexual risk avoidance and wellness program. This presentation will provide an overview of the program model, various hip-hop and African American activities, and how to utilize these art and cultural forms as change agent strategies for specific heart and health strand topics.

11:30 a.m. - 1:00 p.m.

**Lunch | Explore Savannah!**

Show your NYAR badge at participating locations to receive special discounts!

1:00 - 2:15 p.m.

**Session 6 Breakouts**

Ballroom A

-  **Healthy Technology: How to Help Kids Strike a Healthy Balance with Technology**  
*Katie Greer, BS, CEO, KL Greer Consulting, Andover, MA*


Kids ages 8-18 spend an average of 7.5 hours a day with technology. Think that's bad? Adults average 9+ hours a day. As if the statistics aren't enough, it's rare that one can walk into a restaurant or walk down the street without seeing faces buried in devices. That being said, technology is an integral part of everyday personal and professional life. Come learn how to help kids and families do a better job of balancing technology.

Ballroom B

-  **20 Tools in 60 minutes: Real (and Free) Tools to Raise Your Youth Engagement Game**  
*Fred Baker, BA, Senior Training Associate, Leading to Change, Huntersville, NC*

Get ready for a lightning round of free, proven tools, and strategies to raise the youth engagement game. This presentation will cover the best of technology, program design, media, funding, and even after-school and parent communication methods. Participants leave with their heads spinning, a handout of resources, and new ideas to take back to their programs. Be sure to arrive early—this is often standing room only!

Ballroom D

-  **Infusing Literacy and Math Into a Socio-Culturally Responsive Summer Science Camp**  
*Alma Stevenson, PhD, Associate Professor, Georgia Southern University, Statesboro, GA*  
*Shelli Casler-Failing, PhD, Assistant Professor, Georgia Southern University, Statesboro, GA*

This presentation will describe a summer literacy in science camp conducted with students in intermediate and middle level at a local Boys and Girls Club. The students participated in reading and writing activities incorporating culturally relevant books, research, journal writing, innovative presentations, and daily science labs focused on the investigation of the surface and tap water in the community.

Ballroom E

-  **Get Teens Talking: A Hands-On Approach to SEL Through the Arts**  
*Gina Moore, LMSW, Program Director, Crosswalk USA and ARTreach 180, McDonough, GA*






Explore the power of art to give tweens and teens a vehicle for healthy self-expression and life skills that can take them from risk to resilience. Interact and connect in this hands-on session that demonstrates engaging activities to create a sense of community within groups. Exercise your creativity and leave with unique artwork and a written guide to facilitate the activities in your programs.

Ballroom F

-  **Building Rockets: Blueprints for the Thriving Classroom**  
*Amy McDonald, MS, School Counselor, Southeast Island School District, Brightways Learning, Thorne Bay, AK*

Put brain-based research into practice—it's not rocket science! Through this session, educators can ensure meeting academic standards while valuing relationships to launch and grow thriving classroom ecosystems. In this session, new and re-imagined tools, strategies, and skills will emerge through active learning and conversation. Participants will get to create their own blueprint to equip them for meeting their individual and classroom goals.



- Verelst  **Youth Perspectives on Practices That Support On-Track for Graduation Indicators**  
*Wendy Cavendish, PhD, Associate Professor, University of Miami, Miami, FL*  
*Kele Stewart, JD, Professor, University of Miami School of Law, Miami, FL*  
*Brittney Davis, MEd, Doctoral Student, University of Miami, Miami, FL*  
*Grace Migliozi, HSD, Undergraduate Research Assistant, University of Miami, Miami, FL*
- In this session, the presenters will highlight the voices of high school youth in foster care as they relate to effective supports and practices that encourage their goals and high school trajectory. Participants will gain effective practices and supports as well as a look at the ongoing challenges as identified by on-track graduation indicators and youth themselves.
- Percival  **Increasing Student Academic Outcomes Through Intentional Layering of Academic Intervention and Navigation Supports**  
*Heather Krenzer, MEd, Program Administrator, EnCompass Resources for Learning, Rochester, NY*  
*Donna Meyer, MEd, Administrator of School-Based Programs, EnCompass Resources for Learning, Rochester, NY*
- This presentation will address the strategies used to support families as they increase their engagement with their child's school while working to combat the effects of trauma and poverty in the home. Additionally, participants will discuss how the layering of targeted, small group academic support during the school day, extended learning opportunities, and summer learning positively impact the academic success of youth involved in family navigation.
- Vernon  **Tell Me More: A Creative, Fresh Look at Helping Children and Youth Tell Their Story**  
*Jo Crosby, MEd, LPC, Clinical Director, Five Stones Counseling Center, Bloomingdale, GA*
- Beyond the basics of rapport, helping begins with the client's story. However, the story is often complex and difficult to describe. Details blur or misalign, perceptions skew, and words can fail. Further, up and down, fun and fights, and growth and rot can each abide in the same story. Children and youth experiencing multiple risks have greater story complexity; they also have a genuine need to share their story. In the helping process, it is the helper's role to invite sharing and to teach safe, healthy ways to tell the story. Helping with authentic story formation is foundational. This session will cover strategies for encouraging the sharing of these stories.
- Sloane  **Intervention and Prevention of Youth Suicide for Educators**  
*Joshua Rivedal, BA, CEO, Mental Nutritionist, The i'Mpossible Project, Los Angeles, CA*
- Suicide is the second leading cause of death for young people ages 15-18, and third for ages 10-14. This session will cover the "why" behind suicide ideation, signs and symptoms, and how to prevent and intervene (as a layperson) if necessary. The group will discuss how to refer a student to proper resources and support on and off campus, and faculty or staff self-care.
- Westbrook  **Re-Imagining Culturally-Responsive Educational Practices (CREP) and Effectively Implementing CREP to Meet the Needs of a Diverse Student Population**  
*Rena' Glass-Dixon, PhD, LCSW, Clinician and Therapist, Streams of Life Counseling and Educational Services, LLC, Atlanta, GA*  
*Shelbie Dixon-Brown, EdD, Gifted Secondary Educator and Researcher, Streams of Life Counseling and Educational Services, LLC, Conyers, GA*
- This interactive workshop for educators and administrators will promote cultural awareness and reflect on the impact that one's own cultural influences can have on the teaching and learning process. This interactive session will also allow professional educators and leaders to apply culturally-informed practices to foster positive school climate, learning and academic achievement relevant to a widely diverse student population. The workshop strives to encourage dialogue between educators, administrators, and interdisciplinary or inter-agency team members through the application of evidence-based practices for the development of a deeper understanding of ourselves and how the views of educators, schools and districts impact students' academic achievement, social and emotional skills, safety, mental and physical health, as well as support family and community engagement in schools.



- Plimsoll  **Parent Guardian Xperience: How to Create an Awesome Parent/Guardian Xperience to Boost Parent-ticipation**  
*Wess Walters, Director, PGX, Covington, GA*  
 This presentation will tackle the misconceptions and assumptions or myths of low parent and guardian engagement, highlights the benefits of engaged parents and guardians for both the school and the student, common mistakes parents make, and will leave parents with proactive practices for partnering that they can implement immediately with their child's school.
- Scarborough 1  **How to Build Schools and Communities of Hope Through Student Voice, Community Partnerships, and Wraparound Services**  
*Leigh Colburn, EdS, Consultant, Coach, Retired Principal and Director, The Centergy Project, Ellijay, GA*  
*Linda Beggs, Consultant, The Centergy Project, Marietta, GA*  
 What happens when early warning systems point to barriers outside of the school's control, such as transience, family changes, poverty, trauma, immigration, and addiction as well as mental, emotional, social, and physical health? It is often known that external factors get in the way of student learning but also often that we are not sure what to do about them. This session will teach participants how schools and districts are leveraging community partnerships, as well as state and federal resources, to holistically meet the family, social-emotional, and academic needs of their students.
- Scarborough 2  **Unmasking "Mean Girls" Panel**  
**Moderator:** *Mary Felton, EdD, Principal, Second Chance Academy, Evans County Schools, Claxton, GA*  
**Panelists:** *Antoinette Dunstan, Education Specialist, Mentor Coordinator, Memorial Middle School, Conyers, GA*  
*Cassandra Campbell, Program Manager, Girl Scouts of Historic Georgia, Savannah, GA*  
*Raedell Brown, Assistant Principal, Evans County Schools, Claxton, GA*  
*Jennifer Wade, Principal, Mill Creek Elementary, Statesboro, GA*  
*Phylcia Anderson, MSW, LCSW, President, P. Anderson Consulting, Guyton, GA*  
*Joyce Simmons, Parent Liaison, Bulloch County Schools, Statesboro, GA*  
*Tracy Diane Chavers-Budgett, Founder and President, Pink Huddle Inc., Statesboro, GA*  
 This featured panel will discuss the prevalence of female juvenile violence; reported incidences of this violence; factors associated with violent behavior; and implications for families, schools, and communities for ending violent schoolgirl behavior.
- Scarborough 3  **Listen to Us: Common Misconceptions about Bullying**  
*Sharon Walters, EdS, Director, Fayette County After School Programs, Fayetteville, GA*  
*Lindsey Moore, BSEd, Operations Specialist, Fayette County After School Programs, Fayetteville, GA*  
*Pam Leinberger, Operations Specialist, Fayette County After School Programs, Fayetteville, GA*  
 The presenters will share 14 common views and misconceptions regarding bullying among young children. The information was sourced from letting the children tell them the facts and share the implications of bullying. Come and hear what the children have to say!
- Scarborough 4  **A Kaleidoscope of Understanding and Action: Poverty and Homelessness in Pre-K Through 16**  
*Rajni Shankar-Brown, PhD, Jessie Ball duPont Endowed Chair of Social Justice Education, Stetson University, DeLand, FL*  
 The number of Pre-K through 16 students living in poverty and experiencing homelessness continues to rise, leaving millions of students vulnerable, marginalized, and underserved. Effectively supporting diverse, low-income student populations through equity-focused practices and working to eradicate widening disparities merits the immediate attention of all educational stakeholders. This session will explore the complex dynamics of socio-economic inequality in the United States through a kaleidoscope approach that includes student voices and illuminates the effects of poverty and homelessness on students and their families. Research-based and high-impact strategies for removing systemically oppressive barriers and reaching low-income students will be discussed. Participants will begin developing a contextually-based action plan to help move the needle in their school, organization, and/or community, and explore a variety of supportive resources.

Scarborough 5

**Academic Success and Stability in High School and Beyond for Youth Experiencing Homelessness**

*Leslie Hattemer, MEd, School Counselor, Project Connect—Cincinnati Public Schools, Cincinnati, OH*  
*Rebekah Beach, Manager and School Counselor, Project Connect—Cincinnati Public Schools, Cincinnati, OH*

This session will discuss best practices for working with high school students experiencing homelessness. Strategies will include programming to achieve both high school and postsecondary success.

2:15 - 2:45 p.m.

**Break | Visit Exhibitors**

2:45 - 4:00 p.m.

**Session 7 Breakouts**

Ballroom A

**Kids' Social Media and App Trends: What's New? What's Now? What's Next?**

*Katie Greer, BS, CEO, KL Greer Consulting, Andover, MA*

Keeping up with this generation can be a full-time job as technology, social media, and apps come and go constantly. This presentation will cover all the latest social media trends and apps and uncover some hidden features within popular apps such as Instagram and Snapchat. Come learn all about these apps and how to keep up with these digital-natives' rampant tech use.

Ballroom B

**Beyond Icebreakers: Powerfully Interactive Tools to Engage!**

*Fred Baker, BA, Senior Training Associate, Leading to Change, Huntersville, NC*

Get ready to move! In this highly interactive session, participants will experience how to take various risk-level activities (often mistakenly referred to as "ice breakers") and turn them into powerful vehicles for youth participation and engagement. This session will be hands-on and will showcase tools that youth providers can put into immediate use! Participants will walk away laughing and full of new ideas—don't miss this one! Follow the music and the laughter!

Ballroom D

**Integrating Literacy into a Culturally Responsive STEM After School Program**

*Shelli Casler-Failing, PhD, Assistant Professor, Georgia Southern University, Statesboro, GA*  
*Alma Stevenson, PhD, Associate Professor, Georgia Southern University, Statesboro, GA*

This presentation will describe a STEM after school program conducted with middle-level students at a local Boys and Girls Club where students learned various science topics (e.g., water cycle, Newton's Laws). Students participated in culturally responsive reading and writing activities incorporating culturally relevant books, journal writing, hands-on projects, and a culminating science fair presentation on a topic of their choice.

Ballroom E

**Supporting Youth Who Are Experiencing Grief Through Mindfulness-Based Group Interventions**

*Therese Newton, PhD, NCC, Assistant Professor, Augusta University, Augusta, GA*  
*Brooke Wymer, PhD, Clinical Assistant Professor, Clemson University, Greenville, SC*

Approximately 5% of youth under the age of 18 have experienced parental loss. This percentage increases exponentially (60-65%) when loss of siblings, grandparents, and peers are considered. That said, few therapeutic interventions exist that are specifically tailored to the unique emotional, social, and developmental needs of children and adolescents who are experiencing grief. This presentation will offer practical methods to support youth by using developmentally appropriate adaptations of mindfulness-based group interventions.

Ballroom F

**Using Music as a Teaching Tool to Teach Social-Emotional Learning (SEL)**

*Patrick McManus, Certified International Alcohol and Drug Counselor, President and CEO, Rock In Prevention, Des Moines, IA*  
*Christina Jensen, BA, Special Projects Coordinator, Rock In Prevention, Des Moines, IA*

Social-emotional learning (SEL) is the foundation for academic achievement. Using music to teach makes it easier for students to gain knowledge on topics such as empathy, self-management, self-awareness, social awareness, relationship skills, and responsible decision making. This session will cover strategies to do just that!

Verelst

**Fostering Emotionally Intelligent Bullying Prevention Through Youth Engagement***Jan Urbanski, EdD, Director, Clemson University, Clemson, SC**June Jenkins, MEd, Training Coordinator, Clemson University, Clemson, SC*

School staff play an important role in preventing bullying, but they can't do it alone. Schools must meet the social-emotional needs of students for bullying to decrease; these efforts are more successful when youth are involved. This session will explore engaging youth by promoting their voice, changing social norms, and using class meetings to teach social-emotional learning skills.

Percival

**A BOLD Approach to Creating a Strong Leading and Learning Culture***Derrick Butler, EdS, Principal, SCCPSS, Savannah, GA*

When school and school community leaders Believe Our Leader-shift makes the Difference (BOLD), essential teams can improve their school climate and culture. The following three critical leader-shifts can markedly improve school and student success outcomes: a BOLD people shift, a BOLD practice shift, and a BOLD protocol shift.

Vernon

**A Second Chance W.O.R.K.S: Restorative Practices Through Social-Emotional Learning (Intervention in Lieu of Suspension)***Charles Flowers, PhD, Lead Consultant, A Second Chance W.O.R.K.S., West Point, GA**BreYanna Carter, BA, Curriculum Director, W.O.R.K.S. Program, A Second Chance W.O.R.K.S., West Point, GA*

The W.O.R.K.S. program uses the social-emotional learning framework with an emphasis on the restorative approach, to educate the whole child by teaching them how to be accountable for their academic success and behavior. This session, geared toward grades K-12, Teachers and Parents, will emphasize the importance of core values such as character, understanding, and accountability.

Sloane

**Behavioral, Cognitive, and Health Benefits of Walking While Listening to Educational Podcasts***Debra Ives, MBA, Executive Director, The Walking Classroom Institute, Chapel Hill, NC*

There is a clear link between exercise and cognitive function, and walking while listening to podcasts capitalizes on this link. While this approach to learning is good for all students, it is especially beneficial for students who have low reading abilities, who are typically not engaged in the classroom, or who are having behavior issues. This session will highlight the behavioral, health, and cognitive benefits of walking while listening to educational podcasts. Improvement in learning, mood, and healthy habits result. Attendees will get to experience these benefits firsthand when they go for a walk while listening to a Walking Classroom podcast.

Westbrook

**Cobb Horizon High School: The New Face of Alternative Education***John Kelly Principal, Cobb Horizon High School, Marietta, GA**Chris Jackson, Assistant Principal, Cobb Horizon High School, Marietta, GA*

In education today, “alternative programs” are often looked at as the ugly stepchild and simply an after-thought as a “second chance” for students and educators when the traditional high school experience is not successful. In this session, we will present how the Cobb County School District took the leap of faith to create an academic alternative school, Cobb Horizon High School. This session will highlight the process of developing a brand new academic alternative school, the strategies involved in building our program, as well as our first-year struggles and successes. We will share actionable strategies that can be borrowed, adapted, and put into practice to create a positive, safe, alternative academic environment where students can earn their high school diploma in a blended, non-traditional setting while focusing on providing our students the support they need to maximize instructional time and ensure student success.

- Plimsoll  **The Importance of Social Network Supports for Foster Youth in High School**  
*Deborah Perez, MEd, Doctoral Student, University of Miami, Miami, FL*  
*Wendy Cavendish, PhD, Associate Professor, University of Miami, Miami, FL*  
*Kele Stewart, JD, Professor, University of Miami School of Law, Miami, FL*
- This session will detail a study that explores how foster care experiences can impact social networks for youth. The presenters conducted support network mapping with high school youth in foster care who participated in a college readiness transition program. Findings offered critical information for social service and education practitioners for understanding barriers and assets of foster care in developing and sustaining strong social support networks.
- Scarborough 1  **Intentional: How One Word Transformed a Struggling School**  
*Cynthia Gunner, EdS, Principal, Atlanta Public Schools, Atlanta, GA*  
*Sondra Gay, MEd, IB Specialist, Atlanta Public Schools, Atlanta, GA*  
*Kassia Walker, EdS, School Business Manager, Atlanta Public Schools, Atlanta, GA*  
*Ericka Fluellen, BS, Master Teacher Leader, Atlanta Public Schools, Atlanta, GA*
- At Peyton Forest Elementary, we focus on intentional, innovative and inclusive solutions for every child, every day. In this session, the presenters will explore innovative (proven and research-based) strategies that empower both students and teachers to engage in intentional practices that positively impact school-wide culture, social-emotional learning, and academic excellence. The strategies shared in this presentation will increase student engagement and teacher effectiveness while fostering a supportive learning environment where all parties meet high expectations and experience success.
- Scarborough 2  **Family Stressors Panel**  
**Moderator:** *Quentina M. Miller-Fields, Director of Student Affairs, SCCPSS, Savannah, GA*  
**Panelists:** *Kathy Megli, LMSW, School Social Worker, Effingham County Schools, Effingham, GA*  
*Angelle Forrester, LMSW, School Social Worker, Bryan County Schools, Black Creek, GA*  
*Ashunti Lyons, LMSW, School Social Worker, SCCPSS, Savannah, GA*  
*M. Ann Levett, EdD, Superintendent, SCCPSS, Savannah, GA*
- Change is inevitable. When families experience a change to their coping pattern, children and adolescents can be affected by the imbalance. This panel will expand our typical definitions of “family stressors” and provide participants with effective strategies for meeting the demands of such stressors.
- Scarborough 3  **There’s Nothing Wrong With Me...I Just Don’t Learn the Way You Teach**  
*Patrick Phillips, MSW, Lead Change Agent, Educational Empowerment Group, Atlanta, GA*
- Have you ever heard the statement “I got mines, you better get yours”? Building a relationship with students goes beyond being “color blind,” it requires that educators address their conscious and subconscious biases and gain an understanding of how we got to the point where we are now. The question becomes: is something wrong with the students we serve or is there something wrong with the way we interact with them? In this session, participants will learn strategies to create a culture and climate conducive to high-level learning as well as strategies to incorporate culturally relevant, instructional practices, and use of restorative justice practices to build relationships with students in an effort to improve student achievement. This session is useful for school administrators, teachers, school social workers, and community practitioners.  
*Don’t Worry if You Miss This Session, There’s an Encore Tomorrow at 9:45 AM!*
- Scarborough 4  **Your Social Brain: Creating Safe Classrooms Where English Language Learners Thrive**  
*Emily Claypool Offord, MEd, Training Specialist, Clemson University, Clemson, SC*  
*Catherine Moore, MFA, Instructional Course Designer, Clemson University ThinkShops, Clemson, SC*
- Participants will gain an understanding of the impact of human relationships on brain development. They will also engage in community building activities and design safe lesson structures for all students.

Scarborough 5



**Effective Use of a Graduation Coach and Student Support Teams to Reduce Dropouts and Increase Graduation Rates**

*Eric Rainey, MEd, Graduation Coach, Guilford County Schools, High Point, NC*

This presentation will look at the specific role of the graduation coach as it directly relates to increasing the graduation rate, decreasing the dropout rate, and meet the social, emotional, and academic needs of students; particularly those considered at risk. The presentation will also explore the effectiveness of utilizing teams to also increase the graduation rate, decrease the dropout rate, and meet the social, emotional, and academic needs of students—particularly those considered at risk.

**Wednesday, March 11**

**7:00 - 8:00 a.m.**

**Registration and Exhibits Open | Continental Breakfast**

**8:00 - 9:15 a.m.**

Harborside

**Keynote Presentation**

**Featuring:** Coastal Middle School Chorus  
Under the direction of Colin Harrison

**Introduction of Keynote Speaker**

*Deonn Hoskins, Fishery Biologist, NOAA Fisheries Service and Director, NOAA Programs at Savannah State University, Savannah, GA*

**Triple T-Triple R: Behavior Planning Using a Guided Tool Understanding Antecedent, Behavior, Consequence**

*Laura Riffel, PhD, Behavior Doctor, Overland Park, KS*

Been there, done that, bought the T-shirt. How often do behavior plans fail? In this presentation, Dr. Laura Riffel will share why behavior plans fail and give participants a sure-fire plan that will help them plan the appropriate intervention for each targeted student. There are three steps that must be in place and Riffel will give real-world examples so that educators can leave with a plan for their own students.

**9:15 - 9:45 a.m.**

**Break | Visit Exhibitors**

**9:45 - 11:00 a.m.**

**Session 8 Breakouts**

Ballroom A



**Mama, That's Not Helping**

*Timothy Allen, BS, CEO, Gilead Group Dorchester, MA*

Parental involvement is one of the leading indicators of a student's academic achievement. The lack of parental support or counter-productive parental participation often contributes to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to transform a problematic parent into a participating partner and help them understand the importance of their role in their children's academic success. *Don't Worry if You Miss This Session, There's an Encore at 11:15 a.m.!*

Ballroom B



**Dyslexia: Discovering My Superpower**

*Joanne Billingsley, MEd, President, Billingsley Education, San Antonio, TX*

At 17, Joanne had a major epiphany: she realized she might be dyslexic. The more she learned about dyslexia, the better she understood her fear of reading out loud and her struggle with spelling and sounding out "big words." It explained why she loved teachers that used gestures, drew pictures and diagrams, and encouraged her students to talk. Over the course of her lifetime, dyslexia slowly proved to be a secret superpower. Years of adapting, teaching, researching, and reflecting have given her a unique insight into understanding and supporting students with dyslexia. This presentation will share these insights and creative strategies with educators.

Ballroom D

**Empowering Teacher Teams to Expand Student Ownership***Paul Martuccio, MEd, Principal, New York City Department of Education, New York City, NY**Paul Bloomberg, EdD, Chief Learning Officer, The Core Collaborative Learning Network, Brooklyn, NY*

The notion of empowerment is at the core of the Public School 13 learning culture. Empowerment is about creating conditions for strengthening efficacy school-wide for students, for teachers, for teams—for the collective! Participants will learn how the Public School 13 cultivates teacher leadership through collaborative inquiry with a laser-like focus on expanding student ownership and agency.

Ballroom E

**Georgia Department of Juvenile Justice: Education and Re-Entry Collaborative Programming***Zane Shelfer, EdS, LPC, NCC, NCSC, Assistant Superintendent, Georgia Department of Juvenile Justice, Decatur, GA**Cathy Smith-Curry, BS, Assistant Director of Reentry Services, Georgia Department of Juvenile Justice, Decatur, GA*

Many youth experience barriers reentering their local school system once released from confinement. The Georgia Department of Juvenile Justice's Office of Reentry Services and School System work collaboratively to remove these barriers by building partnerships with school systems state-wide. This presentation will provide participants a programmatic overview and framework used to reduce barriers.

Ballroom F

**Location Matters: Step Outside of Your Office***Jenny Wilhoite, LPC, Director of Agency Development, ProFamily, LLC., Dalton, GA*

This session is designed to give an overview of how to create and implement a mental health program that focuses on providing services to youth on all tiers, how to effectively utilize integrated care coordination within the home, school, community, and among providers to address the whole child collectively.

This session will discuss the benefits afforded to youth when location and transportation cease to be barriers and provide guidance on how to ensure they will not be. The clinician will share her journey and experience, highlighting success in methodology and significant client improvements.

Verelst

**Social Networking, Internet Safety, and Cyberbullying: An Update for Educators***Melissa Straub, MA, NJLPI, NJLSC, NYSSC, Director, High Impact Youth Training, Leonia, NJ*

In today's technological age, school faculty faces a daunting task of teaching and mentoring children free of constant negative influence. Access to undesirable people and information is prevalent and extremely difficult to monitor. This is exacerbated by the fact that most kids are more proficient and comfortable with technology than adults. In this workshop, attendees will be provided with essential information on the digital world and be exposed to solutions, both technological and psychological to assist with the challenges school officials and parents encounter with youth. Furthermore, attendees will be educated on how to protect and communicate with the students regarding the dark side of the internet.

Percival

**(Re)Positioning Urban Indigenous High School Students Within a Youth Leadership Pathway***Brian Lewis, PhD, Executive Director, Growing Young Movers Youth Development Inc., Regina, Saskatchewan, Canada*

The Youth Leadership Pathway is an integrated approach to supporting Indigenous high school students, offering employment and additional school credit. This presentation will offer a synopsis of a research study that informed the development of this pathway. Participants will also gain an understanding of the fundamental components of the pathway, current implementation practices, and future research and programming opportunities.



Vernon

**Life or Death: The Use of Rite of Passage Interventions***ShaRon Dukes, EdD, Education Consultant, The Rite Effect, North Augusta, SC*

This innovative presentation takes educators out of the classroom and into the instructional possibilities of sparking academic motivation and decreasing participation in delinquent behavior through extracurricular activities. Educators will learn how implementing a rite of passage intervention through extracurricular activities can have a positive impact on a student's sense of belonging to the school community. By strengthening a student's sense of belonging, educators can impact their academic motivation and student development which can lead to a prosperous educational experience. Through this presentation, educators will get a front-row seat to how this intervention impacted a rural high school with a high poverty rate and low academic performance.

Sloane

**We Need Sex Ed, Too! Addressing the Sexual Risk Behaviors of System-Involved Youth***Nadine Finigan-Carr, PhD, Assistant Director, Ruth Young Center, University of Maryland, Baltimore, MD*

System-involved youth, such as those in child welfare or juvenile services, are a vulnerable population with increased risk for unintended pregnancy, HIV, and STIs. This workshop will (1) identify their sexual reproductive health risk behaviors; (2) describe the related determinants; and (3) improve awareness of how educators can promote the development of positive behaviors among this population.

Westbrook

**Story Squad: Connecting Books, Standards, and Literature Circles***Leslie Cowell, PhD, Dean, College of Education, Faulkner University, Montgomery, AL*

Story Squad was developed after experiencing the use of Literature Circles in a fourth grade classroom. Students enjoyed the idea, but the jobs themselves and process were not engaging. Story Squad presents roles for connecting to literature after giving students "a mission" to solve. Roles expand past the traditional Literature Circle roles and directly connect to state standards.

Plimsoll

**Therapeutic Drumming for Community: Using Inclusive African Drumming to Teach Self-Regulation and Social Skill (Limited Seating Available)***Tom Harris, MS, Therapeutic Drumming Manager, Youth Villages' Inner Harbour Campus, Douglasville, GA**Tatiana Rolles, Lead Therapeutic Drumming Instructor, Youth Villages' Inner Harbour Campus, Douglasville, GA*

This dynamic workshop will expose participants to the theory and practice of Youth Villages' Therapeutic Drumming program. About 25% of the workshop will be didactic as participants discuss the traditional uses of drumming and community in West Africa. This portion of the workshop will also discuss how structured rhythmic activities can specifically work on healing the brain of youth who have grown up with multiple traumas. The other 75% will be experiential as learn some powerful warm-up activities and a traditional West African rhythm. By the end of the workshop, everyone will be drumming joyfully in community. *Don't Worry if You Miss This Session, There's an Encore at 11:15 AM!*

Scarborough 1

**ACT to Save a Life: Evidence-Based Youth Suicide Prevention***Meghan Diamon, LCSW, Suicide Prevention Specialist, MindWise Innovations, Dedham, MA*

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

Scarborough 2

★ **Biases: What Good and Fair People Need to Know**  
*Wes Montoya, PhD, Retired, Denver, CO*

Educators view themselves as “good” and “fair” people and they are skeptical about being biased. Regardless of our declared beliefs, biases influence how we behave in regard to students of color. We are conditioned by experiences and the patterns we observe, both consciously and subconsciously. Those experiences and patterns have an influence on the way we behave. In this presentation, we will discuss the different types of biases, why we have them, and what we can do to be aware of our biases to help eliminate their effects.

Scarborough 3

★ **There’s Nothing Wrong With Me...I Just Don’t Learn the Way You Teach**  
*Patrick Phillips, MSW, Lead Change Agent, Educational Empowerment Group, Atlanta, GA*

Have you ever heard the statement “I got mines, you better get yours”? Building a relationship with students goes beyond being “color blind,” it requires that educators address their conscious and subconscious biases and gain an understanding of how we got to the point where we are now. The question becomes: is something wrong with the students we serve or is there something wrong with the way we interact with them? In this session, participants will learn strategies to create a culture and climate conducive to high-level learning as well as strategies to incorporate culturally relevant, instructional practices, and use of restorative justice practices to build relationships with students in an effort to improve student achievement. This session is useful for school administrators, teachers, school social workers, and community practitioners.

Scarborough 4

★ **Addressing the Poverty Mindset**  
*Hotep, BA, PMI, Educational Success Strategist, Hustle University, Stone Mountain, GA*

Schools that serve low-income, marginalized communities tend to face similar and pervasive issues that are actually a result of the “poverty mindset,” a system of beliefs, attitudes, and perspectives. This workshop clarifies misconceptions about poverty, defines what the poverty mindset is, why it exists, how it secretly impacts our schools, and what we can do to change it permanently!

Scarborough 5

★ **Mindfulness: Aligning Head, Heart, and Hands**  
*Richard Cleveland, PhD, LPC, NCC, ACS, Associate Professor, Georgia Southern University, Statesboro, GA*

The popularity and efficacy of mindfulness continues to receive attention, but generally only in conversations regarding physical and mental health. Mindfulness as both intervention and construct can be instrumental in addressing matters of “Head”, “Heart,” and “Hands” just as effectively. This presentation will provide an outline of mindfulness, mindfulness-based interventions (MBIs), and connections with the conference strands of Head, Heart, and Hands.

Harborside

★ **Having Fun with PBIS**  
*Laura Riffel, PhD, Behavior Doctor, Overland Park, KS*

Starting in 2004, Dr. Riffel began researching what motivates students. She has been writing down their answers for 15 years. She has now categorized them and broken them down by grade levels. She will share real examples of ways schools have implemented and had fun with reinforcers for students. Participants will see examples from all over the world.

11:00 - 11:15 a.m. Break | Visit Exhibitors

11:15 a.m. - 12:30 p.m. Session 9 Breakouts

Ballroom A

**Mama, That's Not Helping***Timothy Allen, BS, CEO, Gilead Group Dorchester, MA*

Parental involvement is one of the leading indicators of a student's academic achievement. The lack of parental support or counter-productive parental participation often contributes to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies that can be used to transform a problematic parent into a participating partner and help them understand the importance of their role in their children's academic success.

Ballroom B

**Building Literacy Skills: One Word at a Time***Joanne Billingsley, MEd, President, Billingsley Education, San Antonio, TX*

Research confirms a direct link between word knowledge and academic success. However, stark gaps in vocabulary knowledge persist. Discover learning strategies and innovative tools that dramatically increase students' understanding and retention of key academic terms. These creative strategies build a classroom environment that provides frequent and safe opportunities to learn and use academic language. Imagine strategies that provide students with immediate feedback, steps for self-correction, and continued opportunities to play word games in extension activities. Learn to draw on the power of social interactions, while building the literary skills needed to comprehend and analyze complex text.

Ballroom D

**What Works: Colleges Building Pipelines for Students in Foster Care***Sarah Jones, PhD, Assistant Professor, University of West Georgia, Carrollton, GA*

This presentation will explore the structures and programs one university system is creating for college students emerging from foster care (SEFC). The presentation includes assets common to SEFC, an overview of systemic barriers, and the programs and structures colleges (two and four year) use to support the matriculation, retention, progression, and graduation of college SEFC. This presentation will be targeted for anyone interested in the educational achievement for students in or emerging from foster care including K-12 teachers, counselors, and administrators, individuals working with students in foster care, community agencies, mental health providers, and/or college administrators.

Ballroom E







**Eliminating Colorism Through SEL: Black Boys Want to Learn Too***Onel Bascom, MEd, Teacher, Liberty University, Jonesboro, GA**TeShaunda Hannon-Walker, PhD, LPC, NCC, CPCS, Assistant Professor and Licensed Professional Counselor, Liberty University and WHW, LLC, Albany, GA*






Labels are for clothing, not people! This presentation will encourage positive interactions with black males in a school setting. Colorism is defined as discrimination within one group or race, and can negatively impact academics, behavior, and a child's development, particularly among black males. Schools incorporating social-emotional learning as a best practice can help bridge the gap with our Black male population.

Ballroom F

**The World of Oneness***Anita Sanders, EdD, Assistant Professor, Gardner-Webb University, Gastonia, NC*

Using data derived from a real-time focus group experience, this session will address strategies for improving retention and recruitment of minority faculty members and students at institutions of higher education. This focus group was comprised of alumni minority students from a rural university. The questions for this group were composed by faculty members trying to ascertain the perceptions of minority students. The data collected provided answers to the proposed questions but revealed information validating the experiences of other minority stakeholder groups and the impact to programs. Information from unfair expectations to feeling unchallenged were revealed. The world of oneness impacts the overall personal, professional, and academic experience. In addition, this session will cover how the Jackie Robinson syndrome transcends from the sports world to the classroom at all levels and can be challenged using the TIPS model.

- Verelst  **Family Learning Partnerships: Learning Academies**  
*Janet Johnson, EdS, Assistant Professor, Dalton State College, Dalton, GA*  
 In this presentation, participants will learn about family learning partnerships that we call “learning academies.” These learning academies provide a wonderful opportunity for school system leaders, teacher preparation program faculty members, teacher candidates, as well as area children and their entire families to work together to increase student achievement and family efficacy. Through an eight-week program, these target groups of Pre-K students and their families learn effective ways to bond, communicate, and learn together. This program is funded by a state grant and provides free books and learning materials as well as an opportunity for two fun and educational field trips for families.
- Percival  **Challenges and Opportunities: Leveraging the Power of the Brain for Students in and of Poverty**  
*Tammy Pawloski, PhD, Professor and Director, Francis Marion University, Florence, SC*  
 While life with limited resources often provides a shaky foundation for reading and school success, the latest research from neuroscience indicates that intentional teacher moves matter. Participants in this session will learn new ways to motivate reluctant readers and to support executive functioning skills. They will leave this fast-paced session with specific and purposeful, brain-based strategies and renewed hope for under-resourced students.
- Vernon  **The FACES Framework for Leveraging Student Well-Being and Achievement**  
*Anane Olatunji, PhD, Education Consultant, Align Education, LLC, New Orleans, LA*  
 Anytime test scores trump student well-being as measures of school effectiveness, we are in trouble! Addressing this national concern, the FACES framework offers school leaders a powerful tool for building healthy school climates. Just as practical as it is symbolic, FACES transforms the process of teaching and learning into one that nurtures students emotionally as well as academically!
- Sloane  **Creating Authentic Relationships Everyday (C.A.R.E.)**  
*Natasha Brown, EdD, Principal, Cumberland County Schools, Fayetteville, NC*  
*Tremaine Canteen, EdD, Principal, The Capitol Encore Academy, Fayetteville, NC*  
 Frustrated with trying to connect with your middle school students? Participants of this session will hear about tools and strategies to help teachers strengthen positive relationships with middle school students. They will also learn specific strategies that have helped teachers experience successful and positive relationships with students in Title I middle schools.
- Westbrook  **The Reverse Domino Effect: How to Nurture Self-Belief, Self-Determination, and Post-Traumatic Growth in Students Who Have Experienced Trauma**  
*Pamela Larde, PhD, Associate Professor, Mercer University, Atlanta, GA*  
 This session highlights the success strategies of first-generation youth who have experienced trauma prior to entering college. It uncovers an apparent pattern to success referred to as the reverse domino effect. This pattern can dramatically change the trajectory of a person who has experienced trauma and hardship. Implications include implementing coaching techniques that go beyond goal attainment, academic success, and overcoming difficult situations, but that also address the core elements of belief, self-determination, and post-traumatic growth.
- Plimsoll  **Therapeutic Drumming for Community: Using Inclusive African Drumming to Teach Self-Regulation and Social Skill (Limited Seating Available)**  
*Tom Harris, MS, Therapeutic Drumming Manager, Youth Villages' Inner Harbour Campus, Douglasville, GA*  
*Tatiana Rolles, Lead Therapeutic Drumming Instructor, Youth Villages' Inner Harbour Campus, Douglasville, GA*  
 This dynamic workshop will expose participants to the theory and practice of Youth Villages' Therapeutic Drumming program. About 25% of the workshop will be didactic as participants discuss the traditional uses of drumming and community in West Africa. This portion of the workshop will also discuss how structured rhythmic activities can specifically work on healing the brain of youth who have grown up with multiple traumas. The other 75% will be experiential as to learn some powerful warm-up activities and a traditional West African rhythm. By the end of the workshop, everyone will be drumming joyfully in community.

- Scarborough 2  **Engaging Youth Advocates Through the Healthy Young People Empowerment (HYPE) Project**  
*Trimease Carter, MSW, Youth Engagement Manager, Eat Smart Move More South Carolina, Columbia, SC*  
 This presentation will make the case for engaging youth, especially youth of color, as agents for change. The presentation will also demonstrate how the HYPE Project model has been effective at engaging youth advocates around obesity prevention projects.
- Scarborough 3  **National Youth-At-Risk Journal: Overview and Opportunities**  
*Alisa Leckie, PhD, Interim Assistant Dean and Associate Professor, Georgia Southern University, Statesboro, GA*  
*Taylor Norman, PhD, Assistant Professor, Georgia Southern University, Statesboro, GA*  
 The *National Youth-At-Risk Journal*, sponsored by the College of Education at Georgia Southern University, is a publishing outlet where both researchers and practitioners can learn about and share information regarding youth placed at risk. Editors will provide an overview of the journal, highlight past issues, and share tips on how to get published. As part of this interactive session, attendees are encouraged to ask questions and/or describe ideas regarding possible journal submissions.
- Scarborough 4  **Igniting Hope in Youth From High-Risk Settings**  
*Thomas Peterson, EdD, Professor, University of West Georgia, Carrollton, GA*  
*Jessica Traylor, EdD, Assistant Professor, Gordon State College, Barnesville, GA*  
*Allyson Tarpley, Graduate Research Assistant, University of West Georgia, Carrollton, GA*  
*Taylor Roberston, Undergraduate Student, University of West Georgia, Carrollton, GA*  
*Stephanie Love, MS, Juvenile Parole and Probation Specialist, University of West Georgia, DJJ, Carrollton, GA*  
 “Challenging” youth—who are much more than the labels given to them—and educators often find themselves in a struggle for survival, unable to resolve their differences. This presentation will explore an alternative to traditional behavioral models in working with youth. It will provide evidence-based insights for creating a community of acceptance and hope. This unique program embraces identity and integrity as a way of inspiring hope in youth from high-risk settings. This workshop is for any individual who works with youth in any capacity.
- Scarborough 5  **The Journey of Life Before, During, and After Foster Care and the Path to Resilience**  
*Sara Bennett Wood, EdD, Reading Specialist, Bibb County School System, Macon, GA*  
 Children who are impacted by abuse and situations that result in foster care have the ability to overcome trauma with the support of stable and nurturing adults. This presentation will take participants on a journey through the life of a foster child from the early years to adulthood from the point of view of a foster child, social worker, and teacher.
- Harborside  **Having Fun with PBIS**  
*Laura Riffel, PhD, Behavior Doctor, Overland Park, KS*  
 Starting in 2004, Dr. Riffel began researching what motivates students. She has been writing down their answers for 15 years. She has now categorized them and broken them down by grade levels. She will share real examples of ways schools have implemented and had fun with reinforcers for students. Participants will see examples from all over the world.





**2021**

**See You Next Year!**  
**March 7 - 10, 2021**  
[nationalyouthatrisk.org](http://nationalyouthatrisk.org)

