NYAR Savannah Program 2009

National Youth-at-Risk Conference, Savannah

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NATIONAL YOUTH-AT-RISK 2009 CONFERENCE

Hyatt Regency Hotel
On The Historic Riverfront
in Savannah, GA

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

A CONFERENCE DESIGNED for educators of all levels, health and human service counselors and personnel, criminal justice professionals, business and community leaders, volunteer service providers, social workers, preventionists, and anyone interested in the well-being of youth.
Exhibits are located on the **LOBBY** and **MEZZANINE LEVELS**. You are urged to visit these areas to gather information and to examine materials, which may be of benefit to your programs.

**VISIT THE EXHIBITORS**

* Active Parenting Publishers
* Apex Learning
* Diane’s Etc.
* Education 2020
* Epic Empowerment
* Eni-gikendaasoyang
* Family Intervention Specialists
* Integrated Research Services
* Journeyworks Publishing
* Hamilton Bookstore
* Healthy Lifestyle Choices
* HEC Reading Horizons
* Kagan
* Kids Law
* Mana Group, LLC.
* National Creative Society
* Nurturing Yourself Seminars
* OdysseyWare
* Princeton Health Press
* Rising Books
* Schola Integra
* Star Academy
* S.T.O.N.E. Foundation
* Tiger Woods Foundation
* T. K.’s Positive Shirts and Gifts
* The Virtues Project
* The Upside Down Organization
* Treutlen House at New Ebenezer
* University Behavioral Center
* UGA - Center for Family Research
* YouthLight, Inc.

**OUR SPONSORS**

* Magnolia Coastlands AHEC
* Solution Tree
* Southern Poverty Law Center
* Urban Leadership Institute
MARCH 1-4, 2009
WELCOME TO ALL CONFERENCE ATTENDEES

DEAR CONFERENCE ATTENDEES,

On behalf of the Planning Council and our sponsors, we welcome you to the 20th Anniversary of the National Youth-At-Risk Conference! Over the past 20 years, the conference has grown tremendously (from 400 to over 1,200 attendees) and so have the needs of the youth we serve. We remain dedicated to providing up-to-date comprehensive professional training to all the adults who serve youth. This year, over 125 experienced presenters—nationally and internationally recognized—share successful programs and strategies for creating safe, healthy, caring, and intellectually empowering environments for young people. We hope you find the conference presentations both useful and enjoyable and that you have several opportunities to network with like-minded professionals. Please join us at 5:00 pm for our Monday Reception and informally meet some of the presenters and hear the Savannah Children's Choir under the direction of Mr. Roger Moss singing happy anniversary to all the conference attendees. Thank you for helping make the conference a resounding success again this 20th year!

Best regards,
Dan Rea and Sharon Brooks
Georgia Southern University, College of Education
Co-Chairs of the Conference Planning Council

Thanks to our 2009 Planning Council

Ron Alt (ALTernatives)
Bernadette Ball-Oliver (Savannah-Chatham County Public Schools)
Joyce Baker (Savannah-Chatham County Public Schools)
Deanne Bergen (Georgia Department of Human Resources: Office of Prevention Services)
Kelly Burke (Bethesda Home for Boys)
Lou Caputo (Family Connection Partnership, Inc.)
Lucindia Chance (Georgia Southern University, College of Education)
Brielle Clarkson (Southeast Prevention Services)
Ernest Dailey (Savannah Youth Futures Authority)
Evelyn Baker Dandy (Armstrong Atlantic State University)
Irene Denmark (First District RESA Safe and Drug Free Schools and Communities)
Jane Ford-Brocato (White Bluff Elementary School)
John H. Finney (Economic Opportunity Authority)
Bettye Harper (Bulloch County Board of Education)
Jennifer Harrison, Graduate Assistant (College of Education, Georgia Southern University)
Michele S. Hartsell (Savannah-Chatham County Public Schools)
Carol Jenkins (Heard Elementary)
Verdell LaCount (Savannah-Chatham County Public Schools)
Louis J. Landy (Division of School & Leader Quality, Georgia DOE)
Charlotte Mallard (Bulloch County School System)
Karen Manahan (Bulloch County School System)
Khani Morgan (Savannah State University)
Michael O’Neal (Parent University)
Janice Reynolds (Telfair County Board of Education)
Dee Ann Roesel (Effingham County Board of Education)
Judith Shuman (Effingham County Board of Education)
Sherry Smith (Georgia Southern University)
Joyce Stubbs (Bulloch Alcohol & Drug Council)
Jana Underwood (Savannah-Chatham County Public Schools)
Marie Williams (Georgia Southern University, Center for Continuing Education)
Marian Zeigler (Safe Haven Domestic Violence Shelter)

SUNDAY KEYNOTE ADDRESS
Sowing the Seeds of Hope and Nurturing Student Growth
ROBERT D. BARR
Professor Emeritus
College of Education
Boise State University
Boise, ID

MONDAY KEYNOTE ADDRESS
From Rage to Hope: Bringing Out the Best in “At-Risk Youth”
CRYSTAL KUYKENDALL
President of Kreative & Innovative Resources for Kids (K.I.R.K.), Atlanta, GA

WEDNESDAY KEYNOTE ADDRESS
Children as Complete Human Beings: Going Beyond a Narrow Approach to Measuring Student Achievement
MICHAEL GEISEN
2008 National Teacher of the Year
Crook County Middle School
Prineville, OR

CONFERENCE CO-CHAIRS

DR. DAN REA
Professor
Curriculum, Foundations, & Reading
College of Education
Georgia Southern University

DR. SHARON BROOKS
Assistant Professor
Department of Educational Leadership
College of Education
Georgia Southern University

CONFERENCE COORDINATOR

JANICE E. REYNOLDS
Program Development Specialist
Continuing Education Center
Georgia Southern University
Participants of the 20th Annual National Youth-At-Risk Conference who hold a valid Georgia Teaching Certificate or Paraprofessional License or who are working towards a Paraprofessional License, will be eligible for one (1) PLU credit hour. One (1) Professional Development Unit (PLU) credit is available for participants who attend 10 hours of the conference. Recipients must successfully complete a short written examination of the material covered. Successful PLU candidates will receive their PLU credit forms within 4-8 weeks following the conclusion of the conference. These forms may be submitted to employing GA public school systems for 1 credit toward certification renewal. PLU credit is used by employees of Georgia public school systems who currently hold certificates in an approved field (certified teachers, school counselors, administrators, etc.) as credit toward RENEWING their existing certificates.

Please Note: All professional development forms are available at the Professional Development Table in the Registration Area. These forms must be completed and returned to the Professional Development Table by the specified time. You, the participant, are responsible for signing, completing, and returning all forms in order to receive these credits. You must turn in your Prior Approval Form no later that 10 AM on Monday, March 2. Those who have turned in a completed PLU Prior Approval Form will then be given a copy of the conference's objectives to review while attending the conference. The Mastery Test will be given on Tuesday, March 3 at 4:30 PM for those who have already attended 10 hours of the conference. Report to the conference registration desk for directions to the testing room. Please allow at least 30 minutes to take the test. The test will also be given on Wednesday, but only during times when presentations are not in session. Information about the Wednesday testing times and locations will be available at the conference registration area.

CONTINUING EDUCATION UNITS

ALL PARTICIPANTS
Conference participants will be awarded 1.50 Continuing Education Units (CEUs) for 15 hours of participation through the Division of Continuing Education and Public Service at Georgia Southern University. Certificates will be mailed after the conference upon request via the online conference evaluation form.

COUNSELORS
This program has been approved by the Licensed Professional Counselors Association of Georgia (LPCA). Please be sure to sign the LPCA sign in sheet at the Professional Development Table in the registration area.

MARRIAGE AND FAMILY THERAPISTS
This program has been approved by the Georgia Association of Marriage and Family Therapy (GAMFT) to offer continuing education units for Marriage and Family Therapists desiring state licensing renewal. Please be sure to sign the GAMFT sign in sheet at the Professional Development Table in the registration area.

PEACE OFFICERS
If you are required to be registered or certified by Council you may wish to apply for Georgia Peace Officers Standards and Training (POST) credits. Peace officers must attest that he/she has attained a minimum of (90%) percent of the training course. You may sign the Course Completion Report at the Professional Development Table in the registration area BEFORE you leave the conference.

SOCIAL WORKERS
This program has been approved by the Georgia Chapter of the National Association of Social Workers (NASW). Please be sure to sign the NASW sign in sheet at the Professional Development Table in the registration area.
This year’s conference provides an array of learning opportunities.

THE CONCURRENT SESSIONS WILL BE CONDUCTED IN THE FOLLOWING FORMATS.

LARGE GROUPS
Large Groups are presentations of successful practices, programs or issues with our featured and highlighted speakers.

PANELS
Panels feature a group of experts chosen to discuss an important topic and allow for an audience question and answer period. This year’s panel topics are: Building Peace in Our Schools and Communities, Meeting the Challenges of Rural Education, Educating “Mean Girls,” and “2 Million Minutes”: The Global Imperative Continues.

TOWN HALL MEETING
Our Town Hall Meeting, How to Young Reach African American Males, is the fifth in this annual series of discussions. It will be a double session with ample time for audience participation.

POSTER SESSIONS
Poster Sessions provide an opportunity for interaction and consultation with highly respected professionals with expertise in specific areas. These sessions feature visual aids and handouts.

ALL SESSIONS WILL BE FIRST-COME, FIRST-SERVED.

Name Badges Must Be Worn
To be admitted to the banquet on Sunday, March 1, the reception on Monday, March 2 and the breakfasts each day you must wear your name badge, which will indicate that you are registered for these events.

Cell Phones
Please turn off Cell Phones during each presentation. Thank you!

Conference Evaluation Forms
Evaluation forms will be distributed by our Room Monitors at the first Concurrent Session at each day of the conference. Please turn in your completed evaluations at the end of each day to a Room Monitor. For your convenience evaluation collection boxes will be in the hotel’s public areas. An evaluation of the conference’s general sessions will be accessible via nationalyouthatrisk.com or via an email announcement following the conference.

Professional Learning Unit (PLU) Mastery Test
Georgia educators who will be earning a PLU at the conference should report to the registration area on Tuesday at 4:30 to take the short essay Mastery Test. Please allow 30 minutes to complete your test.

Seating Capacities
The seating capacity for each presentation room is listed throughout the program. The smaller presentation rooms fill quickly. Please arrive early for presentations in those rooms and be prepared with a second choice.

“Youth don’t usually change because of programs — they change because of people.”
Allen Mendler and Moe Bickweat

I. ACADEMIC ACHIEVEMENT & SCHOOL LEADERSHIP
Closing the achievement gaps and promoting learning for all students.

II. SOCIAL & EMOTIONAL SKILLS
Fostering social and emotional skills of all children and youth and enhancing the social climate.

III. SAFETY & VIOLENCE PREVENTION
Preventing violence and ensuring safety for all children and youth.

IV. MENTAL & PHYSICAL HEALTH
Promoting the mental and physical health of all children and youth.

V. FAMILY & COMMUNITY
Developing and enhancing family and community support for all children and youth.
SUNDAY, MARCH 1, 2009

1:00 PM
CHECK IN OPENS – LOBBY
ON-SITE REGISTRATION OPENS – 2ND FLOOR
EXHIBITS OPEN – LOBBY & 2ND FLOOR
Exhibitors will be available at their tables during regular conference hours.

PRE-CONEFERENCE WORKSHOPS • 2:00 – 5:00 PM

2:00 – 5:00 PM
SCARBOROUGH 1
Seating Capacity 100
From Violence to Virtues: Creating a Culture of Caring in Our Schools and Communities
FEATURED SPEAKER: Valerie Hess, Master Facilitator, The Virtues Project, Rudolph, WI
The Virtues Project is an educational program used in over 90 countries for violence prevention and character education in schools, parent training, and community development. This interactive workshop gives participants hands-on experience applying five practical strategies of The Virtues Project. Come to be energized, uplifted, and gain new strategies to create a “culture of caring” in your classroom, school, home, or community!

2:00 – 5:00 PM
SCARBOROUGH 2
Seating Capacity 100
Helping GIRLS Discover Their Purpose, Power, and Passion
FEATURED SPEAKER: Barbie K. Reed, CEO, Nurturing Yourself Seminars and Internationally Recognized Communication Expert, Daytona Beach, FL
Young girls today face a new generation of pressures and challenges often resulting in frustration, anger, and low self-esteem. All of us who care about young women have a part in helping them find a way through these conflicting demands in order to build the confidence they need to be successful contributors in our society. In this highly interactive presentation, participants learn a unique and innovative approach to helping girls and walk away with a new level of inspiration.

2:00 – 5:00 PM
SCARBOROUGH 3
Seating Capacity 100
Dark Side of the Internet and Technology: Youth Trends, Issues, and Strategies
FEATURED SPEAKER: Wayne Sakamoto, Director of School Safety, Murrieta Valley Unified School District, Murrieta, CA
Adults need an introduction and awareness of the uncharted frontier of the Internet where there is often a lack of monitoring and rules. Today’s youth have been described as the “always connected” generation. This “live feed” session examines the risky practices of youth using the Internet and other technologies to access alcohol, tobacco, other drugs, gangs, violence, racism, gambling, sex, bullying, and more. The facilitator shares school and community-based strategies for dealing with the dark side of these new technologies.

2:00 – 5:00 PM
SCARBOROUGH 4
Seating Capacity 100
Helping Students Graduate: Tools and Strategies to Help “At-Risk” Learners
FEATURED SPEAKER: Franklin P. Schargel, Schargel Consulting Group, Albuquerque, NM
Today, almost one-third of our K-12 students never graduate, increasing the likelihood of their imprisonment, single parenthood, poverty and the use of alcohol and drugs. Using the 15 effective strategies developed by the National Dropout Prevention Center and tools developed as “best practices” by some of America’s outstanding schools and programs, workshop participants not only learn what to do, but how to help “at-risk” youth graduate.

2:00 – 5:00 PM
HARBORSIDE CENTER EAST
Seating Capacity 200
Building “SHIPS” to Carry Our Youth Over Troubled Waters: RelationSHIPS, PartnerSHIPS, ScholarSHIPS, LeaderSHIPS, and MentorSHIPS
FEATURED SPEAKER: Keith L. Brown, 20/20 Enterprises, Fayetteville, GA
In this high octane workshop, Keith L. Brown, “Motivator of the Millennium,” takes participants on a journey including: how to ride the waves of uncertainty and rebellion in this generation; how to be the lighthouse that guides all the ships [our youth] ashore; how to be life rafts for our colleagues, and how to make negative influences have a canoe-like impact while we have a Ship-like impact. Get your ticket for this empowering cruise!

GRAND KEYNOTE BANQUET & OPENING SESSION
5:30 – 8:00 PM

MASTER OF CEREMONIES
Ron Alt, President, ALTeratives & NYAR Planning Council Member, Savannah, GA

WELCOME
Linda Bleicken, VP of Academic Affairs & Provost, Georgia Southern University, Statesboro, GA

CONFERENCE TRIBUTE
Otis Johnson, Mayor, Savannah, GA

REGENCY BALLROOM
Sowing the Seeds of Hope and Nurturing Student Growth
ROBERT D. BARR, Nationally Recognized Speaker, Consultant, Author and Scholar
High-poverty/high-performance schools have shown that the essential first steps in teaching our neediest students are to help them improve their self-concepts and to “learn that they can learn.” Dr. Barr shares the “Seeds of Hope” that every student—especially poor and minority students—must have to succeed in school, and also describes how educators can “sow” these seeds and help them “take root and grow.”

Sponsored in part by Solution Tree

6:15 PM
CHECK IN & ON-SITE REGISTRATION CLOSES FOR THE DAY
MONDAY, MARCH 2, 2009

7:45 – 8:40 AM
BALLROOM PRE-FUNCTION
CONTINENTAL BREAKFAST

8:40 AM
REGENCY BALLROOM

Welcome
Dr. Michele Hartzell, Director, Health & Physical Education, Safe and Drug–Free Schools, Savannah-Chatham Public Schools, NYAR Planning Council Member

Conferring of High Flying School Awards
Dr. Cindi Chance, Dean, College of Education
Georgia Southern University

Congratulation to the 2009 High Flying Schools

Alfred E. Beach High School, Savannah, GA
Principal: Deonn Bostic Stone

C. J. Hicks Elementary School, Conyers, GA
Principal: Sherrod Willaford

Eagle Rock School and Professional Development Center
Estes Park, CO
Head of School: Robert Burkhardt

Elizabeth Vaughan Elementary, Woodbridge, VA
Principal: Lillie Jessie

Screven County Middle School, Sylvania, GA
Principal: Jim Thompson

What is a High Flying School?
A High Flying School demonstrates outstanding success in the following areas:

1. The school ranks in its state at the 67th percentile or higher in at least one academic subject in at least one grade level, and/or meets high standards for achievement on other state academic accountability data, and/or is recognized in its state for closing achievement gaps among student racial groups and sub-groups.

2. The school’s student population is comprised of at least 50% of students living at or below poverty level.

3. The school’s student population is comprised of 50% or more minority students.

4. The school demonstrates high levels of collaboration with community and/or university in addressing youth-at-risk issues within the school and community.

5. The school provides extra-curricular opportunities for students to develop citizenship skills.

6. The school curriculum includes activities related to the growth of students as individuals who are successful members of a democratic society.

Introduction of Speaker
Dr. Thomas B. Lockamy, Jr., Superintendent, Savannah-Chatham Public Schools

KEYNOTE PRESENTATION • 9:00 – 10:00 AM

9:00 – 10:00 AM
REGENCY BALLROOM

From Rage to Hope: Bringing Out the Best in “At-Risk” Youth
CRYSTAL KUYKENDALL, Doctor of Education, Attorney at Law, Speaker & Author, President & General Counsel of Kreative & Innovative Resources for Kids (K.I.R.K., Inc.)

Dr. Kuykendall shares personal insights on the causes of alienation, apathy, anger, anxiety, and rage in many under–performing “at-risk” youth. To reclaim these youth and bring out their best, she offers educational strategies to meet their motivational needs and remove the school-related obstacles that often preclude their academic success.

Sponsored in part by Magnolia Coastlands Area Health Education Center, Statesboro, GA

10:00 – 10:30 AM
BREAK

PLEASE EXIT THE REGENCY BALLROOM TO ALLOW THE HYATT AMPLE TIME FOR A RESET

10:30 – 11:45 AM
Q & A and Book Signing with CRYSTAL KUYKENDALL

FOLLOWING OUR KEYNOTE PRESENTATION

10:30 – 11:45 AM
“High Flying School” Showcase

SAVANNAH ROOM
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<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>10:30 – 11:45 AM</td>
<td><strong>Seating Capacity 60</strong></td>
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<tr>
<td>BALLROOM D, E, F</td>
<td><strong>The Virtues Project: Creating a Culture of Character in Our Schools and Communities</strong></td>
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<td><strong>FEATURED SPEAKER: Valerie Hess, Master Facilitator, The Virtues Project, Rudolph, WI</strong></td>
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<td>An introduction to the Five Strategies of The Virtues Project, this interactive workshop will inspire you to see the “gifts of character” in yourself and others. As you participate in activities utilizing the Five Strategies of The Virtues Project, you will gain first-hand experience of the power of these strategies to awaken your gifts within, honor your spirit, and renew what brings you joy. You will leave with powerful strategies to take back to your schools and communities.</td>
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<td>10:30 – 11:45 AM</td>
<td><strong>Seating Capacity 100</strong></td>
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<td>BALLROOM A</td>
<td><strong>Boys at Risk: The Impact of Childhood Sexual Abuse</strong></td>
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<td><strong>Terry Diamanduros, Assistant Professor, Georgia Southern University, Statesboro, GA</strong></td>
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<td>This presentation gives the audience an overview of the prevalence of sexual abuse among boys, the psychological effects, and its impact upon male development, academic achievement, and interpersonal relationships. The targeted audience includes school psychologists, school counselors, community clinicians, social workers, and educators.</td>
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<td><strong>Seating Capacity 100</strong></td>
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<td>BALLROOM B</td>
<td><strong>Question &amp; Answer Session and Book Signing with Crystal Kuykendall</strong></td>
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<td><strong>KEYNOTE SPEAKER: CRYSTAL KUYKENDALL, Doctor of Education, Attorney at Law, Speaker &amp; Author, President &amp; General Counsel of Kreative &amp; Innovative Resources for Kids (K.I.R.K., Inc.)</strong></td>
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<td>Harnessing the Power of Teams to Close the Achievement Gap</td>
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<td><strong>Dawn Odem, Trainer, Kagan Publishing and Professional Development, San Clemente, CA</strong></td>
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<td>Kagan Cooperative Learning is an instructional model that empowers student teams to reach high academic standards while developing social skills essential to success in a democratic society. Kagan’s simple, research-based instructional strategies called ‘structures’ make learning more active and interactive. All educators experience easy ways to use Kagan structures to close the achievement gap within a positive social environment.</td>
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<td>10:30 – 11:45 AM</td>
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<tr>
<td>SCARBOROUGH 1</td>
<td><strong>REALITY CHECK: How to Talk about Marijuana</strong></td>
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<td><strong>FEATURED SPEAKER: Ron Alt, ALTERNatives, Savannah, GA</strong></td>
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<td>Ron Alt, a certified Substance Abuse Preventionist and Master Addiction Counselor, teaches a reality check workshop on “How to Talk to Youth about Marijuana and Other Drugs.” This interactive “HOW TO” workshop utilizes facts from the U.S. Department of Health and Human Services, prevention strategies, protective factors, research based discussion tips and effective techniques to engage and educate participants.</td>
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<td>SCARBOROUGH 2</td>
<td><strong>Principals and Social Worker Partnerships: Meeting the Challenge of Unaccompanied High School Students</strong></td>
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<td><strong>FEATURED SPEAKERS: Sharon Brooks, Assistant Professor, Georgia Southern University and Dionne Gamble, Coordinator of Attendance, Parent Liaisons and School Social Worker, Bulloch County Schools, Statesboro, GA</strong></td>
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<td>Schools in rural areas and small towns face unique challenges as the number of homeless teenagers entering their high schools increase each year. The presenters discuss the challenges for homeless teenagers and administrators in rural schools, as well as give participants valuable information regarding federal and state mandates and strategies that help overcome these challenges.</td>
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<td>SCARBOROUGH 3</td>
<td><strong>Understanding People and the Art of Communicating with Them</strong></td>
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<td><strong>FEATURED SPEAKER: Barbie K. Reed, CEO, Nurturing Yourself Seminars and Internationally Recognized Communication Expert, Daytona Beach, FL</strong></td>
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<td>In a fun and hands-on approach, participants assess the strengths and weaknesses of their communication styles in order to improve their abilities to handle conflict with persons having different personality styles. The goals of this training are to enhance one’s ability to interact with all types of people, practice taking personal communication skills to a new higher level, and improve one’s interpersonal skills with parents, students, clients/customers and others whom one interacts with on a day to day basis. This technique works in all types of organizations.</td>
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<td>HARBORSIDE CENTER EAST</td>
<td><strong>Be a Movement Not a Monument</strong></td>
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<td><strong>FEATURED SPEAKER: Keith L. Brown, 20/20 Enterprise, Fayetteville, GA</strong></td>
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<td>Although monuments often have historic value, they are still lifeless figures built to be viewed. Monuments do not change; they remain in the same place and reflect the same tone regardless of life’s climate. They are built for those who have accomplished much and completed their tasks. A movement however, is ever evolving and changing. Instead of being viewed, it views situations and creates solutions. In this interactive workshop, participants learn how to collaborate and communicate with their colleagues and other organizational members in order to foster positive outcomes for today's youth. Participants are strongly encouraged to learn about the ever evolving curriculum of pop culture today, so they can stay on the pulse of the youth we serve. Just as Corporate America targets our youth through the use of media and advertising, so too must we target our youth by incorporating what motivates them into our classrooms, agencies, organizations and programs.</td>
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<td>PERCIVAL</td>
<td><strong>Restorative Discipline: Building Relationships and Repairing Harm</strong></td>
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<td><strong>Tonya Featherston, Behavior Specialist, Urban Education Services, Baltimore, MD</strong></td>
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<td>This seminar discusses how schools can change their culture by adopting discipline practices that are restorative rather than punitive. The restorative discipline approach has evolved from the restorative justice model used by the Department of Juvenile Justice and other offender programs. Research has shown that teaching children the skills of tolerance, non-violence and restorative not retributive justice can result in lowering violence and increasing their sense of responsibility and accountability. Restorative discipline requires that school leaders and teachers shift our practices of discipline away from the traditional methods of warnings, detentions, and suspensions and move towards a model where teachers, students and community have an opportunity to be engaged in problem-solving and repairing harm.</td>
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10:30 – 11:45 AM

**STRAND I**

**VERNON**

Seating Capacity 60

**Brain Compatible Dual Language Education for At-Risk English Language Learners**

Frank Lucido, Professor, Director of the Institute for Second Language Achievement; David Leo, Professor; Texas A&M University-Corpus Christi, and Piedad Ymbert-Early Childhood Development Center-Kindergarten Teacher, Corpus Christi, TX

The presentation will focus on how brain compatible teaching and second language acquisition are two processes that can greatly compliment each other. In dual language classrooms, brain compatible teaching strategies greatly enhance the ability of at risk English language learners to be involved in learning and experience an enriched learning environment. Dual language education presents an opportunity for at risk students to learn in an enriched environment and develop bilingualism and biculturalism.

---

10:30 – 11:45 AM

**STRAND II**

**VERELIST**

Seating Capacity 60

**Building Resiliency: A Non-Thematic Small Group Approach**

Karen Gannon Griffith, Elementary School Counselor, Berkeley Lake Elementary School, Lilburn, GA

Utilizing a non-thematic approach to small groups affords the flexibility to construct group membership without focusing on present concerns. It even facilitates parental permission, since there are no deficit-laden labels. This workshop explains traits of resilience as well as specific activities designed to enhance them. These lessons and group activities make this session meaningful and effective.

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10:30 – 11:45 AM

**SAVANNAH**

Seating Capacity 60

**“High Flying School” Showcase**

Alfred E. Beach High School, Savannah, GA; C. J. Hicks Elementary School, Conyers, GA; Eagle Rock School and Professional Development Center, Estes Park, CO; Elizabeth Vaughan Elementary, Woodbridge, VA; Screven County Middle School, Sylvania, GA

Teachers and principals from five “High Flying Schools” showcase how they closed achievement gaps and raised achievement for all students in their schools. The audience is invited to view their posters and ask questions. “High Flying Schools” meet six criteria: (1) high achievement, (2) high poverty, (3) high diversity, (4) community collaboration, (5) citizenship development, and (6) democratic education.

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10:30 – 11:45 AM

**STRAND I**

**SLOANE**

Seating Capacity 50

**Creating Gender Responsive Classrooms**

Lynn H. Bertram, Executive Director and Janet Ter Louw, Director of Program Services, PACE Center for Girls, Inc., Jacksonville, FL

Gender responsive classrooms are designed to meet the unique needs of girls, value the female perspective, celebrate and honor the female experience, respect and take into account female development and empower young women to reach their full potentials. This workshop reviews the six major life domains of female adolescent development: physical, emotional, intellectual, sexual, family and peers, and spiritual.

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**FIVE CONFERENCE STRANDS**

I. ACADEMIC ACHIEVEMENT & SCHOOL LEADERSHIP

Closing the achievement gaps and promoting learning for all students.

II. SOCIAL & EMOTIONAL SKILLS

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

III. SAFETY & VIOLENCE PREVENTION

Preventing violence and ensuring safety for all children and youth.

IV. MENTAL & PHYSICAL HEALTH

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

V. FAMILY & COMMUNITY

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

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**STRONG AFRICAN AMERICAN FAMILIES**

What is SAAF?

SAAF is a 7-week, evidence based program for families with youth ages 10–14. SAAF was developed based on 10 years of research with African American families.

What does research say about SAAF?

Research supports SAAF’s benefits for:

- Promoting parental mental health
- Helping youth
  - Avoid conduct problems
  - Resist pressure and temptation for drug and alcohol use
  - Delay sexual activity

For more information about SAAF & Facilitator Trainings:

VISIT: [www.cfr.uga.edu/order_SAAF](http://www.cfr.uga.edu/order_SAAF) OR CALL: 1-888-542-3068
MONDAY • POSTER SESSION PRESENTATIONS •
10:30 – 11:45 AM

HARBORSIDE CENTER WEST

10:30 – 11:45 AM

Creating and Developing High-Performing Alternative Educational Leaders
The presenter assists any participant with quality strategies, processes that ANY district with very limited budgets will support. Most alternative educational facilities are programs and do not stand alone. This workshop shares how this Georgia school leader turned around a low budget, negatively received, formerly punitive program into a model that in 2002 the Deputy Minister of Education exchanged dialog with Fairmount’s students, teachers, and a team of British educators about effective school strategies used in efforts to restructure their alternative education program (United Kingdom).

Sylvia Hooker, Assistant Superintendent of Curriculum and Professional Learning, Troup County Schools; Stephanie Phillips Hardy, Director of Student Support Services; and Lakshmi Sankar, Director of Exceptional Educational Programs, Lagrange, GA

How to Have the Loudest Classroom in the Hall and Be Proud of It
This presentation features demonstrations of classroom tested activities that get students up out of their desks and moving around the room. These activities motivate and energize students while promoting high expectations for student participation and student achievement in a math classroom. Participants leave the session with plans in hand that can be immediately implemented in classrooms on a teacher’s budget.

David A. Pelkey, Consultant, Michand Consulting, LLC, North Charleston, SC

Let’s Go to the Movies! Cinematherapy as a Therapeutic Intervention for “At-Risk” Youth
Cinematherapy, the use of guided film viewing in the therapeutic process can inspire at-risk youth to view their own life situations with more positive attitudes and to consider alternate solutions to life’s problems. This poster session examines the fundamentals of cinematherapy and its unique application in the treatment of “at-risk” youth.

Gustavo Salazar II, Academic Coordinator, TRIO Student Support Services, Texas A&M International University, Laredo, TX

Looking at Child-Care through a Critical Lens: A Community-Based Ethnography by Preservice Early Childhood Teachers
This session gives conference attendees the opportunity to talk to selected early childhood teacher candidates who completed an ethnographic study of child-care providers in a rural county 60 miles southwest of Atlanta, Georgia. These pre-service teacher candidates were encouraged to use a critical approach to determine if race and class influences child-care orientations and parenting approaches.

Don Livingston, Chair and Associate Professor of Education, LaGrange College and Vicki Pheil, Director of Field Placement, LaGrange College, LaGrange, GA

Project BRIDGE (Building Blocks for Reading: Inspiring Daily Growth and Excellence)
This presentation describes a project designed to meet the needs of Head Start teachers, Head Start families, and children. Its aim was to create a self-sustaining vehicle for family literacy. This project was facilitated in Maryland by a group of university faculty members. The target audience for this presentation is educators.

Patsy Washington, Assistant Professor and Ocic Watson-Thompson, Department of Early Childhood Education, Towson University, Towson, MD

SCRUBS: A Nursing Career Awareness Program for Middle and High School Students
SCRUBS is a nursing career awareness program designed to recruit aspiring young adults into nursing. The aim of SCRUBS is to increase minority representation in the workforce through early outreach and career socialization. Program activities include mentoring, tutoring, summer camp, camp tours, and SAT prep. The SCRUBS Program works with school counselors and teachers to identify interested students for the program.

Marian Tabi, Associate Professor and Director, SCRUBS Program and Bela Kundu, MC-AHEC, Georgia Southern University, Statesboro, GA

Serving the Community and Youth through Partnerships
The objective of this presentation is to discuss an after-school intervention program of fitness and nutrition for youth that was collaboration between the University and a local community agency. Similar initiatives can be developed and utilized by school and after-school professionals in creating effective programs for at-risk youth.

Willie Burden, Associate Professor, Daniel Czech, Associate Professor, Starla McCollum, Associate Professor, Georgia Southern University, Statesboro, GA

Surfin’ CYFERnet: Waves of Resources for Working with Children, Youth, Families and Communities
If you work with children, youth, and families, you know that finding high quality, research-based information on the web can be a major challenge. Hours can be spent surfing the web to find one resource that fits your needs. Come to this poster session to find out how CYFERnet (Children, Youth and Families Education and Research Network) can help.

Kerri L. Ashurst, Extension Specialist, University of Kentucky, Lexington, KY

Taking Responsibility for Preventing School Failure
Want to know what are the most important teaching strategies that promote academic achievement? Are you interested in finding out if there are specific teacher attitudes, behaviors, or perceptions that affect student achievement? This session discusses how educators can improve the academic outcomes of low-income students and provide them with the skills and strategies for promising futures.

Carole C. Corcoran, Associate Professor of Education, Department of Teacher Education, Stetson University, DeLand, FL

Teacher Perceptions Concerning Bullying and Victimization
School violence is on the rise. More students are carrying weapons to school due to fear of others. Teachers and staff members often miss warning signs. Victims of bullying often become “bully-victims” due to lack of trust that adults will help them. Schools could be made safer if more meaningful professional development is offered to staff members to increase their awareness and if students, especially bystanders, are taught to speak up and trust adults to help them.

Jan McGee, Assistant Professor, University of Central Florida, Oak Hill, FL
## MONDAY POSTER SESSION PRESENTATIONS • 10:30 – 11:45 AM • CONTINUED

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10:30 – 11:45 AM</td>
<td>The ATLAS Program: An Empowering Community for “At-Risk” Students within a Traditional High School</td>
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<tr>
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<td>Adele Hayes, ATLAS Program Co-Director and Melissa Fuoss, ATLAS Program Co-Director, Kirkwood R7 School District, Kirkwood High School, Kirkwood, Missouri</td>
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<td><strong>How can the ‘achievement gap’ be closed, disengaged students earn honor roll status, teen parents access bright futures, schools decrease their dropout rates, and a “disciplinary statistic” transform himself into a commencement speaker?</strong> The presenters illustrate how the development of a strong community via a unique delivery model within a traditional high school provides answers to these questions.</td>
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<td><strong>The Life and Times of a Teenager</strong></td>
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<td>Before attempting to influence youth behaviors and attitudes one must clearly understand the core components of an adolescent or what makes a teen tick. Adults may then influence teens from a social, health, and academic perspective. This presentation revisits the basic core components of a teenager’s need to be understood and accepted, not only by peers, but by adults as well. It uses a core life skills approach and provides the audience with the ability to develop effective solutions to the questions that often challenge teens today. In addition, the presentation offers specific activities and resources designed to target teen audiences from urban communities and low income families, as well as, from ethnic and racial minority groups.</td>
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<td><strong>Up for the Challenge: Lifetime Fitness, Healthy Decisions</strong></td>
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<td>This workshop provides an overview of the Up for the Challenge Curriculum developed by the University of Maryland and the United States Army Child &amp; Youth Services to help youth ages 5-18 develop habits and practices leading to lifetime fitness. It is beneficial for direct care providers, teachers, staff and counselors of youth serving organizations.</td>
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<td>Karol W. Dyson, Extension Educator, 4-H Youth Development, University of Maryland Cooperative Extension, LaPlata, MD and Rebecca Davis, Extension Educator, Family &amp; Consumer Science, University of Maryland Cooperative Extension, Derwood, MD</td>
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<td><strong>What About the Children?</strong></td>
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<td>This unique hands-on presentation examines strategies to enthuse, enlighten, equip and empower positive behavior in at-risk students. Participants take active roles in creating ideas for diminishing failure and setting students up for success. Get ready for some fun role play, and strut the stuff you’re made of.</td>
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<td>Diane Jackson, Para-Educator, Founder of Young Men of Honor, Inc., Spencer’s Engineering Academy, Savannah, GA</td>
</tr>
</tbody>
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**LUNCH ON YOUR OWN • 11:45 – 1:15 PM**

**THE HYATT WILL BE OFFERING SANDWICHES AND BEVERAGES FOR SALE ON THE LOBBY LEVEL.**

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**Decision-Making**

**Social Skills**

**Conflict Resolution**

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**so much more than substance abuse prevention**

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**It’s a fact...** The Botvin LifeSkills Training program significantly cuts tobacco, alcohol, marijuana and other drug use – but we don’t stop there.

**LifeSkills Training** prepares students for success in school and in life through classroom-based activities that develop personal self-management, drug resistance, and social skills.

Developed by Dr. Gilbert J. Botvin, a leading prevention expert, *LifeSkills Training* is backed by over 20 scientific studies. It has been selected for excellence by an array of government agencies including the U.S. Department of Education and the Center for Substance Abuse Prevention.

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For more information and a free Overview CD-ROM, please call 800.293.4969 or visit www.lifeskillstraining.com
### MONDAY CONCURRENT SESSIONS • 1:15 – 2:30 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Speaker(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:15 – 2:30 PM</td>
<td>The Virtues Project: Creating a Culture of Character in Our Schools and Communities</td>
<td>BALLROOM A 200</td>
<td>Valerie Hess, Master Facilitator, The Virtues Project, Rudolph, WI</td>
<td>An introduction to the Five Strategies of The Virtues Project, this interactive workshop will inspire you to see the “gifts of character” in yourself and others. As you participate in activities utilizing the Five Strategies of The Virtues Project, you will gain first-hand experience of the power of these strategies to awaken your gifts within, honor your spirit, and renew what brings you joy. You will leave with powerful strategies to take back to your schools and communities.</td>
</tr>
<tr>
<td>1:15 – 2:30 PM</td>
<td>“We Are All in This Together”: Characteristics of Successful Middle College Partnerships</td>
<td>BALLROOM B 120</td>
<td>Marsha Jackson, Associate Vice President for Student Services, Erie Community College, Orchard Park, NY</td>
<td>This presentation is designed to engage participants in conversations regarding successful partnerships. Using Erie Community College's (ECC) Middle College High School (MCHS) as a model, we review the evolution of this partnership, discuss ways to develop these initiatives, and define characteristics of successful partnerships. Throughout the presentation, the presenter engages participants by brainstorming ways to build better understandings and working relationships between public schools and higher education, demonstrating ways that ECC has utilized the community college’s staff, public schools staff, and resources from both institutions.</td>
</tr>
<tr>
<td>1:15 – 2:30 PM</td>
<td>The School of Belonging</td>
<td>BALLROOM D 70</td>
<td>David A. Levine, Teacher, Trainer, Facilitator, Author, and Musician; Founder and Director, In Care of Students, Accord, NY</td>
<td>This session presents a social culture system that integrates the work of systems change specialist Peter Senge, educator and psychologist William Glasser, and personal growth author Stephen Covey. Mr. Levine has been working in rural, suburban, and urban school systems for 22 years and has come to the belief that what works to create healthy learning organizations is “common sense, but not necessarily common practice.” In this workshop, he facilitates human relationship practices that when applied to the school environment help to create a joyful, productive, and resilient school.</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td>Breaking the Spirit of Average: Seven Steps to Turn Your Average into Awesome</td>
<td>BALLROOM E 70</td>
<td>Joseph Washington, President &amp; CEO and Cathy Washington, Vice President, The Joseph Washington Group, Inc., Atlanta, GA</td>
<td>Are you tired of living an average or ordinary life? Acclaimed speaker and motivator Joseph Washington reveals his revolutionary approach to overcoming mediocrity in his message, Breaking the Spirit of Average. The objectives are to teach youths how to: adopt a positive attitude, value their time, enlist the help of mentors, read daily, anticipate opposition, guard their goals, and empower their belief systems.</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td>How Shared Leadership Impacts Student Achievement</td>
<td>BALLROOM F 70</td>
<td>Robin Totten, Regional Director, Accelerated Schools plus, Tukwila, WA; Mary Royal, Principal Hawkinsville High School; and Rosemary Wright, Assistant Principal for Instruction, Hawkinsville High School, Hawkinsville, GA</td>
<td>This session showcases the journey of improvement at Hawkinsville High School. Come learn some practical ways to engage all members of your school in improving learning for students. Be prepared for interactive learning as a participant and walk away with good ideas about how to develop shared leadership and tools to evaluate academic growth.</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td>Engaging Youth in Collaborative Treatment and Community Programs</td>
<td>SCARBOROUGH 1 100</td>
<td>Jean Bacon, Assistant Clinical Professor, State University of New York at Stony Brook, School of Social Welfare, Stony Brook, NY and Laura Bacon, Teacher, Kennedy Middle School, Aiken, SC</td>
<td>This workshop increases the knowledge base of teachers, program directors, community members, mental health counselors and university staff and faculty who work with children and adolescents. The objectives of this workshop are to present effective strategies and models for building and maintaining collaborative relationships that empower youth.</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td>Understanding Youth At Risk</td>
<td>SCARBOROUGH 2 100</td>
<td>Wayne Sakamoto, Director of School Safety, Murrieta Valley Unified School District, Murrieta, CA</td>
<td>This session examines current research on risk factors that contribute to violence, gangs, drug use and future incarceration. To impact current juvenile crime, educators, law enforcement, probation officers, mental health staff and youth service workers must have a clear understanding of factors that contribute to anti-social behaviors. The session not only provides a clinical examination of risk factors, but the presenter brings the research to life through examples and real life experiences. This “gut level” understanding of risk factors enables line staff to better understand youth at risk, and ultimately, earn better approaches for assisting youth, families and communities. Program implications are addressed through examination of current efforts such as risk reduction, asset-based approaches, youth development and developmental trajectory intervention.</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td>What Do Successful Leaders of “At-Risk” Learners Do to Raise Academic Performance and Improve School Cultures?</td>
<td>SCARBOROUGH 3 100</td>
<td>Franklin P. Schargel, Schargel Consulting Group, Albuquerque, NM</td>
<td>Educators are aware that some schools support a culture that is not only hostile to learning but is toxic to students, parents and staff. The presenters contacted 300 high-performing, high minority, high-poverty schools and asked the school leaders how they were transforming hostile cultures into supportive learning environments. Participants will be able to: (1) define school culture; (2) describe toxic school cultures; (3) identify the components of toxic school culture; (4) recognize the supporters and resisters to transformation, and (5) explain the techniques used to transform schools into successful environments.</td>
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<td>Time</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>The Kids Left Behind: Catching Up the Underachieving Children of Poverty</strong>&lt;br&gt;FEATURED SPEAKER: Robert D. Barr, Nationally Recognized Speaker, Consultant, Author and Scholar and William H. Parrett, Director, Center for School Improvement and Policy Studies, Boise State University, ID&lt;br&gt;Teaching underachieving children of poverty presents a daunting challenge for educators, schools and districts. A recent synthesis of 18 state and national studies on high-poverty/high-performing schools clearly documents that with appropriate schooling and classroom intervention, dramatic gains in achievement occurs for these students. This session provides participants with compelling research, program and policy recommendations, and effective classroom strategies. K-12 high-achieving schools with significant populations of low SES students are featured.</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>PANEL: Educating “Mean Girls”</strong>&lt;br&gt;Moderator: Sharon Tracy, Professor, Georgia Southern University, Statesboro, GA&lt;br&gt;Panelists: Barbie K. Reed, Nurturing Yourself Seminars, Daytona Beach, FL; Shanae Watkins, Author, Baltimore, MD; Lynn H. Bertram, Executive Director, PACE Center for Girls, Inc, Jacksonville, FL; and Giovanna Taormina, Executive Director, Girls Circle Association, San Francisco, CA&lt;br&gt;This featured panel discusses the prevalence of female juvenile violence, reported incidences of this violence, the life pathways that lead girls to violence, the factors associated with disistance from violent behavior, and implications for families, schools, and communities for ending violent school-girl crime.</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>Reaching ALL Students: An Alternative School/University Partnership</strong>&lt;br&gt;Donna J. Cole, Professor and Field &amp; Partnership Director, Wright State University, Dayton, OH and Donna S. Field, WSU Supervisor, OIC Educator, Springfield, OH&lt;br&gt;This presentation explores one university/school partnership that serves &quot;at risk&quot; students. National educators are challenged to prepare effective classroom teachers via field practicum experiences. An ethnographic case study illustrates how the select partnership heightens the teacher candidates' preparation to address student at risk while assisting the classroom teacher in reaching and successfully teaching these students. All students in the select school's educator/supervisor classroom passed the state proficiency test. Lessons learned from the case study are shared along with suggestions for improving future practice that may be generalized to other educators with a similar vision.</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>STD3M: Empowering Students Through Student Data-Driven Decision Making</strong>&lt;br&gt;Sharon Wilbur, Director of Leadership and LeAnn Tyson, counselor specialist, K20 Center, University of Oklahoma, Norman, OK&lt;br&gt;Why do some students make such bad decisions? Maybe because no one ever taught them to make better ones! This session provides the research and the practical application of the essential social skill of decision making. Participants gain a step-by-step process for empowering students by giving them a voice in decisions that affect not only their lives but the lives of others.</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>Building Community, Building Better Schools</strong>&lt;br&gt;Elizabeth D. Heins, Professor &amp; Director of Hollis Institute for Educational Reform, Kathy Piechura-Couture, and Mercedes Tichenor, Stetson University, DeLand, FL&lt;br&gt;One focus of school reform is learning how to improve classroom management. The presenters discuss a program implemented that created respectful and academically focused classrooms in an elementary school in which 88% of the student population lives at or below the poverty level. The information given aids districts and higher education partnerships in creating interventions for academics and social behavior. The target audience includes teachers, principals, and district and university personnel.</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>Meeting the Challenge: Managing the Classroom Environment to Maximize Success for Diverse Learners</strong>&lt;br&gt;Mary S. Williams, National Board Certified Teacher, Southeast Bulloch Middle School, Brooklet, GA and James Richard Williams, National Board Certified Teacher, Bryan County Middle School, Pembroke, GA&lt;br&gt;Managing the middle grades classroom environment has become increasingly more difficult. The already tremendous challenge of classroom management magnified by differentiating instruction and interventions for increasingly diverse learners exacerbates the problem. Ready for a change? Come and learn how to develop a plan of action that creates a positive learning environment where student achievement is the top priority!</td>
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<td>1:15 – 2:30 PM</td>
<td><strong>Florida Youth Leadership Academy: A Partnership of Training and Mentoring with Child Welfare Leaders</strong>&lt;br&gt;Amy Karimipour, President, AK Consulting Group, Tallahassee, FL; Traci Leavine, Circuit 2 Operations Manager, Department of Children and Families, Tallahassee, FL; and Diane M. Zambito, Executive Director, Cby25 Initiative, Tampa, FL&lt;br&gt;The Florida Youth Leadership Academy was developed by a group of adult leaders in child welfare to provide an opportunity for youth in foster care to participate in a leadership program designed to teach skills, build character and to provide mentors for youth transitioning out of foster care. All youth in this program receive adult sponsors who support them throughout the program and participate in activities that enhance their learning. In August 2008, the inaugural class graduated from the program. The goal of this workshop is to share this best practice with other child welfare practitioners and to provide information on how to replicate this program in other states.</td>
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### MONDAY • POSTER SESSION PRESENTATIONS • 1:15 – 2:30 PM

<table>
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<tr>
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<tbody>
<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>An Innovation in Researcher-Practitioner Collaboration: The Summer Institute on Youth Mentoring</strong>&lt;br&gt;Kevin R. Jones, Doctoral Student and Graduate Research Assistant, Portland State University Graduate School of Social Work, Portland, OR</td>
</tr>
<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>Are You an Approachable Teacher When It Comes to Human Sexuality Education</strong>&lt;br&gt;Darrel Lang, Health and Physical Education/HIV/AIDS/STDs and Human Sexuality Education Consultant, Kansas State Department of Education, Topeka, KS</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>Engaging Youth in Service-Learning</strong>&lt;br&gt;Jeremy W. Foreman, Founder &amp; CEO of Community Centered Foundation &amp; the Hands On Ogeechee Initiative, Statesboro, GA</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>Cognitive Development and Learning: Critical and Creative Thinking for Learning Readiness</strong>&lt;br&gt;Sylvia F. Gale, CEO/Consultant, Michand Consulting, LLC, North Charleston, SC</td>
</tr>
<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>HIV Update: What You Need to Know</strong>&lt;br&gt;Sharon Deutschlander, Assistant Professor, Indiana University of Pennsylvania and Linda Klingaman, Professor, Indiana University of Pennsylvania, Indiana, PA</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>Media Matinee: Using Media for “At-Risk” Audiences</strong>&lt;br&gt;Jenny Jordan, Extension 4-H Faculty/Volunteer &amp; Teen Program Development, and Casey Mull, Extension 4-H Military Coordinator, University of Georgia, Athens, GA</td>
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<tr>
<td>1:15 – 2:30 PM</td>
<td><strong>Sex Education with African American and Hispanic Youth: Preliminary Findings of a Five-Year Evaluation</strong>&lt;br&gt;Michael E. Sherr, Assistant Professor, School of Social Work at Baylor University, Waco, TX</td>
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**Presentations Moved to Monday at 1:15 PM**

**SCARBOROUGH 1**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2:30 – 3:00 PM</td>
<td><strong>HIV Update: What You Need to Know</strong>&lt;br&gt;Sharon Deutschlander, Assistant Professor, Indiana University of Pennsylvania and Linda Klingaman, Professor, Indiana University of Pennsylvania, Indiana, PA</td>
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</table>

**Break**

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**Your Feedback is important to us!**

Please continue to fill out your MONDAY EVALUATION form.

Room Monitors will be collecting these forms at 4:15 PM TODAY!

For your convenience evaluation collection boxes will be in the hotel’s public areas.
<table>
<thead>
<tr>
<th>Time</th>
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<th>Speaker(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 – 4:15 PM</td>
<td>Parent University: Still Going Strong 10 Years Later</td>
<td>Featured Speaker: Michael O’Neal, Executive Director, Parent University, Savannah-Chatham County Public School System, Savannah, GA</td>
<td>This presentation explains the history and the continued success of the Parent University program in Savannah, GA. For the past decade, this program has been successful in getting hundreds of parents to come out on several Saturdays throughout the year to various schools and other places in the community in order to learn and get training on scores of subjects. This approach proves that parents can and want to be very engaged in learning how to find better ways to reach goals.</td>
</tr>
<tr>
<td>3:00 – 4:15 PM</td>
<td>PRESENTER UNABLE TO ATTEND • NO SUBSTITUTE AVAILABLE</td>
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<tr>
<td>3:00 – 4:15 PM</td>
<td>The School of Belonging</td>
<td>Featured Speaker: David A. Levine, Teacher, Trainer, Facilitator, Author, and Musician; Founder and Director, In Care of Students, Accord, NY</td>
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<tr>
<td>3:00 – 4:15 PM</td>
<td>Making a Distinction between a Man and a Male to Help Males Transform into Men</td>
<td>Derrick Bailey, Motivational Speaker, Co-founder of the S.T.O.N.E Foundation, Powder Springs, GA</td>
<td>My proposal is delivered in diverse ways, including spoken word and passionate messages. It provides action steps geared towards not only helping the youth identify stumbling blocks in their social development but also presents ways for them to overcome those obstacles. The intended audience is educators, counselors, and anyone dedicated in servicing the community and our youth.</td>
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<td>3:00 – 4:15 PM</td>
<td>Blending Behaviorist and Humanistic Approaches in Rehabilitating Troubled Youth</td>
<td>Featured Speaker: Bryce Barnhart, Director of Professional Development, Associated Marine Institutes (AMI), Tampa, FL</td>
<td>By the time youth travel through the legal system and end up at the doorstep of a juvenile justice program, they have a large repertoire of anti-social behaviors that they practice daily. It is critical that these behaviors are stopped immediately and replaced with behaviors that allow them to grow and develop in a pro-social manner. The primary objectives of this workshop are: (A) to explain how Associated Marine Institutes implement both a behaviorist and humanistic approach when working with troubled youth, (B) to provide the participants with resources they can utilize to implement a similar program at their location, and (C) to illustrate how the behaviorist and humanistic approaches are used with a typical youth entering our programs.</td>
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<td>3:00 – 4:15 PM</td>
<td>Understanding Youth At Risk</td>
<td>Wayne Sakamoto, Director of School Safety, Murrieta Valley Unified School District, Murrieta, CA</td>
<td>This session examines current research on risk factors that contribute to violence, gangs, drug use and future incarceration. To impact current juvenile crime, educators, law enforcement, probation officers, mental health staff and youth service workers must have a clear understanding of factors that contribute to anti-social behaviors. The session not only provides a clinical examination of risk factors, but the presenter brings the research to life through examples and real life experiences. This “gut level” understanding of risk factors enables line staff to better understand youth at risk, and ultimately, earn better approaches for assisting youth, families and communities. Program implications are addressed through examination of current efforts such as risk reduction, asset-based approaches, youth development and developmental trajectory intervention.</td>
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<td>3:00 – 4:15 PM</td>
<td>What Do Successful Leaders of “At-Risk” Learners Do to Raise Academic Performance and Improve School Cultures?</td>
<td>Franklin P. Schargel, Schargel Consulting Group, Albuquerque, NM</td>
<td>Educators are aware that some schools support a culture that is not only hostile to learning but is toxic to students, parents and staff. The presenters contacted 300 high-performing, high minority high-poverty schools and asked the school leaders how they were transforming hostile cultures into supportive learning environments. Participants will be able to: (1) define school culture; (2) describe toxic school cultures; (3) identify the components of toxic school culture; (4) recognize the supporters and resisters to transformation, and (5) explain the techniques used to transform schools into successful environments.</td>
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| 3:00 – 4:15 PM | SCARBOROUGH 4     | **The Kids Left Behind: Catching Up the Underachieving Children of Poverty**  | **FEATURED SPEAKER:** Robert D. Barr, Nationally Recognized Speaker, Consultant, Author and Scholar and William H. Parrett, Director, Center for School Improvement and Policy Studies, Boise State University, ID  
Teaching underachieving children of poverty presents a daunting challenge for educators, schools and districts. A recent synthesis of 18 state and national studies on high-poverty/high-performing schools clearly documents that with appropriate schooling and classroom intervention, dramatic gains in achievement occurs for these students. This session provides participants with compelling research, program and policy recommendations, and effective classroom strategies. K-12 high-achieving schools with significant populations of low SES students are featured. |
| 3:00 – 4:15 PM | HARBORSIDE CENTER EAST | **PANEL: Educating “Mean Girls” (Continued )**                              | **Moderator:** Sharon Tracy, Professor, Georgia Southern University, Statesboro, GA  
**Panelists:** Barbie K. Reed, Nurturing Yourself Seminars, Daytona Beach, FL; Shanae Watkins, Author, Baltimore, MD; Lynn H. Bertram, Executive Director, PACE Center for Girls, Inc, Jacksonville, FL; and Giovanna Taormina, Executive Director, Girls Circle Association, San Francisco, CA  
This featured panel discusses the prevalence of female juvenile violence, reported incidences of this violence, the life pathways that lead girls to violence, the factors associated with desistance from violent behavior, and implications for families, schools, and communities for ending violent school-girl crime. |
| 3:00 – 4:15 PM | PERCIVAL          | **Middle School Students: If You Teach Them, They Will Learn**               | **Edward N. Davis, Assistant Professor, Armstrong Atlantic State University, Savannah, GA**  
Teaching middle school students need not be a task which strikes fear in the hearts of dedicated teachers. Using the basic tenets of the National Middle School Association’s “This We Believe” document as a foundation and the simple, practical teaching strategies learned over a career in middle level education, Mr. Davis provides conference attendees with an effective plan for effectively teaching the contemporary middle school student. |
| 3:00 – 4:15 PM | VERENON           | **The Georgia Center for Child Advocacy Presents Darkness to Light: Sexual Abuse Prevention Training** | **Angela Bancroft, Authorized Facilitator, Georgia Center for Child Advocacy Child Sexual Abuse Prevention Program, Hinesville, GA**  
The Georgia Center for Child Advocacy presents the Darkness to Light Program, a revolutionary sexual abuse prevention training that educates adults to prevent, recognize, and react responsibly to child sexual abuse. This curriculum integrates the principles of choice, consciousness, and personal power into seven practical steps to sexual abuse prevention. The program is designed for parents/guardians and adults in organizations that serve children and youth. |
| 3:00 – 4:15 PM | SLOANE            | **Pointing African Americans Toward Health (PAATH): HIV and SAP Prevention for “High-Risk” African American Youth** | **Kelvin Walston, P.A.A.T.H. STD/HIV Prevention Case Manager and L’dia Men-Na’a, P.A.A.T.H. STD/HIV Prevention Senior Case Manager, Wholistic Stress Control Institute, Atlanta, GA**  
Pointing African Americans Toward Health (PAATH) is a HIV and Substance Abuse Prevention (SAP) program designed to serve “high-risk” African American youth. PAATH’S Goal is to significantly reduce high-risk behaviors for HIV infection and substance abuse through culturally competent multi-faceted and integrated SAP and HIV program. The program provides case management, anger and stress management and nutrition education classes. |
**MONDAY • POSTER SESSION PRESENTATIONS •**

**3:00 – 4:15 PM**

**HARBORSIDE CENTER WEST**

**Celebrating “At-Risk” Students’ Successes with Books**

Undergraduate special education majors participated in a service project where they read selected stories and conducted follow-up activities in elementary schools with the intent of creating stronger community in the classroom among general education and special education students. The first objective of this service learning project, entitled “Celebrating Student Success through Books,” was to educate students in general education settings about students with special needs through books. The second objective was for the university students to gain experience in large group instruction with general education students. Examples of books selected included Special Ed, My Brother Matthew (Downs' Syndrome), Zipper (Attention Deficit Hyperactivity Disorder), Don’t Call Me Special and others. The target audience is teachers, counselors, and other adults interested in the inclusion of children with special needs in general education.

*Paulette P. Harris, Professor, Augusta State University, Augusta, GA; Audie Holmes, Assistant Professor, Paine College, Augusta, GA, and Alice Pollingue, Augusta State University, Augusta, GA*

**PRESENTATION MOVED TO MONDAY AT 3 PM • BALLROOM E**

**Notice the Spark of Purpose: Fan it to Flame**

This experiential workshop examines how short-term thinking and strategies, divorced from the larger contexts, questions, and discernment of “life-purpose,” lead youth to cynicism. Recent research from the Search Institute, biographical examples, and other research are combined with the presenter’s own experience in helping over 2000 youth ponder their purpose. A five-step, “take-home” model for youth mentors is offered.

*Charles E. Reichel, Excel Assist Learning Services, Rome, GA*

**So Many Words, So Little Time to Learn Them!**

The objective of this session is to provide a tool that participants can walk away with and use in their classrooms tomorrow. The Vocabulary LINCing Routine uses auditory and visual memory devices to help students learn and remember the meaning of complex terms. The LINCing steps guide the teacher through the routine. This is appropriate for third grade and beyond.

*Kara Krohn, Education Program Consultant, Iowa Department of Education, Des Moines, IA*

**Students Learning Well with Exemplary School Practices**

Come and see, hear and discuss exemplary school practices and literacy programs including beginning reading, comprehension, writing, and literature for all levels, and enriching the literacy environment for pre-school children.

*John J. Hobe, Professor and Department Head, Early Childhood Education, Armstrong Atlantic State University, Savannah, GA*

**Supporting Adolescents During Parental Bereavement**

Middle school aged adolescents experiencing the loss of a parent are in desperate need of support, especially since often times their grief is overlooked. It is important to educate counselors, as well as parents and guardians, teachers and other adults in the grief process so that they may provide support and act preventively to help adolescents through this difficult time.

*Bianca Otterbein, Graduate Student at Winthrop University and Stephanie Ellington, Graduate Student at Winthrop University, Rock Hill, SC*

**The Perceptions of High School Principals in a Southeast Urban School District on Leadership Practice**

This presentation highlights principals’ practices that might impact parental involvement. It asks specific questions about leadership practices that lend themselves to stronger parental involvement. The objective of this presentation is to inform high school principals of practices that improve, foster and promote stronger parental involvement and to suggest practices that are practical and necessary if parental involvement lags. The targeted audience for this study is high school principals.

*Elizabeth Chattmon-White, Assistant Principal, Savannah-Chatham Board of Education, Savannah, GA*

**Why am I Here? Exploring the Relationship between Career Development and Student Engagement**

Students are disengaging from school during their early childhood years. Potential dropouts can be identified as early as first grade. Career education can positively impact student attitudes towards school and therefore increase student engagement. Counselors and graduation specialists learn how to use career development theory and activities to help students make the connection between school and life.

*Gayle A. DuPre, Professional School Counselor, Kell High School, Marietta, GA*

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**20TH ANNIVERSARY RECEPTION**

**5:00 – 7:00 PM**

**HARBORSIDE CENTER**

Please join us for our 20th year anniversary celebration.

Come hear The Savannah Children's Choir under the direction of Mr. Roger Moss and eat some anniversary cake.

This is an opportunity to informally meet and greet conference presenters and attendees, and to celebrate our 20 years of successful conferences.
<table>
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<th>Time</th>
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<th>Session</th>
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<tr>
<td>8:30 – 9:45 AM</td>
<td>BALLROOM A</td>
<td><strong>Peanuts, Popcorn, and Parent Involvement</strong></td>
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|              | Seating Capacity 200 | **FEATURED SPEAKER:** Vickie Burt, Author and Former Assistant Superintendent of Valdosta City Schools, Valdosta, GA  
|              |              | **Sponsored in part by Solution Tree**       |
|              |              | You don't have to be nuts to welcome parents into your school. Research continues to provide consistent, positive, and convincing evidence that parents have a major influence on their children's achievement. Numerous studies have shown that when schools engage families in ways linked to improving learning, students make greater gains. Each participant leaves this session with a priority plan for parents, based on the award-winning PASSport to Success that puts these research findings into action. Pop in to this workshop to find out how programs and special efforts to engage families make a difference in student achievement. |
| 8:30 – 9:45 AM | BALLROOM B   | **Why Try? Innovative Interventions that Provide Hope and Motivate Youth to Overcome Poverty, Violence, and Failure**  |
|              | Seating Capacity 120 | **FEATURED SPEAKER:** Christian Moore, M. S. W., Founder, WhyTry Organization, Orem, UT  
|              |              | The workshop provides the audience with several methods to teach emotional intelligence and life skills. It emphasizes a strength-based approach to helping youth overcome their challenges using “multiple intelligences” methods emphasizing personal learning styles and teaching in ways that youth understand and remember. |
| 8:30 – 9:45 AM | BALLROOM D   | **PANEL: Building Peace in Our Schools and Communities**  |
|              | Seating Capacity 70 | **Moderator:** Robert Lake, Assistant Professor, Georgia Southern University, Statesboro, GA  
|              |              | **Panel Members:** Candice C. Carter, Associate Professor, University of North Florida, Jacksonville, FL; Samantha Elliott Briggs, Director, Mix it Up, Southern Poverty Law Center, Montgomery, AL; Susan Armoni, Executive Director, paxUnited: The National Mediation Center, Richardson, TX; Rosemarie Stallworth-Clark, Professor Emerita, Georgia Southern University, Statesboro, GA; and David Levine, Founder and Director, In Care of Students, Accord, NY  
|              |              | This panel presentation discusses how to go beyond merely “keeping peace” in our schools and communities. In an era preoccupied with zero tolerance policies and tight surveillance for strict security, we have neglected the fundamental human needs for positive peace and well-being. Panel members share successful programs, strategies, and techniques for fostering cultures of peace and well-being in our classrooms, schools, and communities. |
| 8:30 – 9:45 AM | BALLROOM E   | **Tiger's Action Plan from the Tiger Woods Foundation**  |
|              | Seating Capacity 70 | **FEATURED SPEAKER:** Julia Gabor, Program Manager, Tiger’s Action Plan, Tiger Woods Foundation, Irvine, CA  
|              |              | **Sponsored by the Tiger Woods Foundation**       |
|              |              | Tiger’s Action Plan encourages youth to identify specific personal desires or goals and begin taking steps toward achieving those dreams. In the process, they learn about their unique talents and skills, their abilities to become leaders, give back to their communities, and attain behaviors that contribute to success in life. Attending this session, participants learn how to implement Tiger’s Action Plan, receive a copy of the free curriculum, and understand how Tiger’s Action Plan works with their youth. |
| 8:30 – 9:45 AM | BALLROOM F   | **A Dropout Prevention and College Preparation Program: Perspectives of “At-Risk” Students**  |
|              | Seating Capacity 70 | **Barbara Washington, Assistant Professor, Murray State University, Murray, KY**  
|              |              | This session shares the views of students attending a high poverty urban high school enrolled in a dropout prevention and college preparation program. They were interviewed regarding the program and their school. Their responses provided insight into their perceptions about education in a high poverty school and possible improvements. This information offers insight into how educators and stakeholders might better plan high school interventions to help “at-risk” youth to complete high school and transition into college. |
| 8:30 – 9:45 AM | SCARBOROUGH 1 | **The Principal/Teacher Role in Dropout Prevention**  |
|              | Seating Capacity 100 | **FEATURED SPEAKER:** Steven W. Edwards, Ph.D., Edwards Educational Services, Inc., Alexandria, VA  
|              |              | **Sponsored in part by Solution Tree**       |
|              |              | This session highlights seven key principles necessary for keeping kids in school. The seven principles are grounded in best practice and examples are shared as to how each of the principles can be implemented at minimal or no cost. This session is appropriate for K-12 educators, administrators, counselors, social workers and other service providers. Participants leave the session with the beginnings of an action plan that they can implement in their settings. |
| 8:30 – 9:45 AM | SCARBOROUGH 2 | **One School’s Journey: Creating “Success For ALL”**  |
|              | Seating Capacity 100 | **FEATURED SPEAKER:** Molly Howard, 2008 Principal of the Year, National Association of Secondary School Principals and Metlife, Jefferson County High School, Louisville, GA  
|              |              | Dr. Howard and her dedicated staff changed the culture of learning in their school by setting high expectations and eliminating all lower level courses. When the school opened, less than 20% of the district’s students were high achieving; 10% joined the military or attended technical schools, and 70+ percent “dropped out” or did not complete any education after high school; these stayed home repeating a cycle of poverty and under-education. With commitment to collaborative leadership, Dr. Howard and her staff have turned Jefferson County High School into a true professional learning community, increasing the school graduation rate to exceed the state and national averages. “One of the most important things any principal can do is instilling a sense of hope in the school and the community in which he or she serves.” |
TUESDAY CONCURRENT SESSIONS • 8:30 – 9:45 AM
CONTINUED

8:30 – 9:45 AM
SCARBOROUGH 3
Seating Capacity 100

It Could Be Bipolar Disorder, Except That…
FEATURED SPEAKER: Richard Marshall, Associate Professor, Psychological and Social Foundations, University of South Florida Polytechnic, Lakeland, FL

Even though increasing numbers of children are being labeled as bipolar, Child Onset Bipolar Disorder (COBPD) remains a controversial diagnosis. There is little doubt that some children experience severe mood dysregulation, but many professionals wonder if all of these children really have bipolar disorder. This presentation provides audience members a chance to consider the controversies that currently surround the use of this diagnosis in children. Topics to discuss include whether bipolar disorder exists in children; whether these children have some other disorder or disorders? What are the things parents and teachers should know and do when they manage a child with these behaviors?

8:30 – 9:45 AM
SCARBOROUGH 4
Seating Capacity 100

Putting the Heart into Safe and Successful School: Teaching to a “T”
FEATURED SPEAKER: Stephen R. Sroka, President, Health Education Consultants, Lakewood, OH

Students don’t care what you teach if you don’t teach that you care. And students can’t learn if they do not feel safe. Today brain-based strategies to prevent school violence and help children learn offer hope to reluctant learners. Come to a session where research translates into reality with “tips from the trenches” to let you put the heart into education and create safer schools where students learn more. A free alternative education strategy used for the most reluctant learners that has been well received nationally is showcased.

8:30 – 9:45 AM
HARBORSIDE CENTER EAST
Seating Capacity 200

The Rap on Hip Hop: The Intersection between Lifestyles and Values
FEATURED SPEAKER: David Miller, Chief Visionary Officer & Co-Founder and LaMarr Darnell Shields, President & Co-Founder, Urban Leadership Institute, Baltimore, MD

This workshop explores the power of music in shaping the lives of youth. Hip Hop represents the single greatest phenomenon in the lives of many youth. Hairstyles, clothing, attitudes, language (slang) and values are shaped by the lyrics and the personalities within the rap world. Although much negative attention has been focused on the music, many fail to see the beauty of hip hop as an art form as well as a tool to engage youth around their reality. This workshop addresses both the positive and negative aspects of the music. It also exposes professionals to the new edition of Rhyme & Reason, a Hip Hop Curriculum for Youth Development Professionals.

8:30 – 9:45 AM
PERCIVAL
Seating Capacity 60

Taking Responsibility for Preventing School Failure
Carol A. Corcoran, Associate Professor of Education, Stetson University, DeLand, FL

Want to know what are the most important teaching strategies that promote academic achievement? Are you interested in finding out if there are specific teacher attitudes, behaviors, or perceptions that affect student achievement? This session will discuss how educators can improve the academic outcomes of low-income students and provide them with the skills and strategies for a promising future.

8:30 – 9:45 AM
VERNON
Seating Capacity 60

Girls Circle: Promoting Resiliency in Adolescent Girls
Giovanna Taormina, Executive Director, Girls Circle Association, San Francisco, CA

This workshop features the research-based Girls Circle Model, rated a “promising approach” by the Office of Juvenile Justice & Delinquency Prevention for promoting resiliency in adolescent girls. This program is a female responsive, structured support group for girls ages 9–18 that provides participants with the foundational guidelines for implementing this successful approach in school, juvenile justice, mental health and community based settings.

8:30 – 9:45 AM
VERELIST
Seating Capacity 60

Cyber Bullying: Bullying in the Digital Age
Patricia Agatston, Prevention Specialist and Licensed Professional Counselor, Prevention/Intervention Center, Powder Springs, GA

This presentation provides an overview of the various methods and forms of cyber bullying, its effects, and strategies for prevention and intervention. Research on the psychological effects of cyber bullying is presented as well as an analysis of similarities and differences between cyber bullying and traditional bullying. The importance of the bystander’s role in traditional and cyber bullying is discussed, as well as specific strategies for empowering bystanders and adults to intervene in cyber bullying situations.

8:30 – 9:45 AM
SAVANNAH
Seating Capacity 60

Optimizing Success at School and Home for Youth with a Fetal Alcohol Spectrum Disorder
Dan Dubovsky, FASD Specialist, SAMHSA FASD Center for Excellence, Rockville, MD

This session provides an overview of Fetal Alcohol Spectrum Disorder (FASD) and the cognitive deficits that can affect how an individual responds to interventions at home, in school, or in treatment. The instructor examines the importance of correctly identifying these deficits prior to responding to any behavior, as well as specific interventions to improve outcomes.

8:30 – 9:45 AM
SLOANE
Seating Capacity 50

Going Beyond the Walls: Building a Sense of Community in Your School
Clare McKinneylutgen, Assistant Principal and Trish Brutus, Jefferson High School, Lafayette, IN

This presentation discusses the power of community partnerships in meeting the needs of students in a high-needs school corporation. The presenters discuss how to establish a community model that helps to support children and their families while empowering our greatest resource, our children. Several evidence-based initiatives are discussed that provide opportunities for schools to become intentional in their efforts to build significant relationships with students resulting in improved academic performance and graduation rates.
### Developing and enhancing family and community support for all children and youth.

#### V. FAMILY & COMMUNITY

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

#### IV. MENTAL & PHYSICAL HEALTH

Preventing violence and ensuring safety for all children and youth.

#### III. SAFETY & VIOLENCE PREVENTION

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

#### II. SOCIAL & EMOTIONAL SKILLS

Closing the achievement gaps and promoting learning for all students.

#### I. ACADEMIC ACHIEVEMENT & SCHOOL LEADERSHIP

**FIVE CONFERENCE STRANDS**

- **HARBORSIDE CENTER WEST**
  - **8:30 – 9:45 AM**
    - **A New Look at Teen Pregnancy Prevention**
      Teen pregnancy is one of the most misunderstood behaviors in "at-risk" youth. Often treated as just another piece of misbehavior, the most obvious of risk factors is often ignored. Early pubertal development in girls (precocious puberty) typically precedes emotional development.
      By Bridget Melton, Assistant Professor, Department of Health and Kinesiology, Georgia Southern University, Statesboro, GA
    - **Children in Preservice Teacher Cases**
      This presentation targets both teacher educators and practicing teachers. The objective is to depict how children are perceived by preservice teachers in teacher education field experiences and also to describe unique problems that elementary school children have.
      By Yasar Bodur, Assistant Professor, Department of Teaching and Learning, Georgia Southern University, Statesboro, GA
    - **Gender-Responsive Programming for Girls in the Juvenile Justice System**
      An overview of the specific needs of girls in the juvenile justice system and how they can be addressed in a gender-responsive way are presented.
      By Jennifer Baker-Jones, Youth and Mental Health Services Director, Amicus, Inc., Minneapolis, MN
    - **Interventions for Success: A Response to Intervention Program**
      This session focuses on developing effective Response to Intervention Programs in middle schools and high schools. Using collaboration through Professional Learning Communities, this session demonstrates the success of multiple types of intervention and prevention strategies that address students at any level of the Response to Intervention Pyramid.
      By Greg Bishop, Principal, Warren Consolidated Schools and Paula Didato, Media Specialist and Intervention Coordinator, Cousino High School, Warren, MI
    - **The Advantages of Parental Involvement in Closing the Achievement Gap**
      To improve academic achievement at the high school level, what efforts were used to make the parents one of the stakeholders in the plan to increase academic achievement? At this point, it was helpful to examine several key questions: Why had there been an attenuation of parental involvement in their children's academic achievement occurring at the high school level? What were some of the causes attributed to diminished parental involvement, and did this influence African-American children's academic achievement in high schools? Would that identify those aspects positively and affect academic achievement and parental involvement in high schools?
      By Maryjane Kirby, Faculty, Walden University, Fayetteville, NC
    - **Service-Learning and Resilience Using the Nobis Project**
      This presentation discusses the impact of service-learning on youth resilience, including such outcomes as pro-social behaviors (e.g., those that demonstrate caring, empathy, and ethical) and strengthening of protective factors (e.g., problem-solving skills, social competence, and optimism for the future). Ways to design classroom or community service-learning projects that enhance student resilience are presented with sample experiential activities.
      By Christen Higgins Clougherty, Director/Founder, Nobis Project, Savannah, GA
    - **The Art of Self-Reflection: Why Me?**
      Self-reflection is a powerful tool, for those who engage in the process to possess a deeper self-understanding for maximum growth and development. This workshop is designed for all stakeholders who want a "hands on" experience. It provides a deeper understanding of the self-reflection process, dispels the myths surrounding self-reflection and allows participants to learn and practice the art of self-reflection.
      By Andrea Battaglia, Special Education Teacher-High School, Cobb County Schools-South Cobb High School, Austell, GA

- **9:45 – 10:15 AM**
  - **BREAK**

### Your Feedback

**is important to us!**

Please continue to fill out your TUESDAY EVALUATION form.

Room Monitors will be collecting these forms at **4:00 PM TODAY!**

For your convenience evaluation collection boxes will be in the hotel's public areas.
Peanuts, Popcorn, and Parent Involvement

FEATURED SPEAKER: Vickie Burt, Author and Former Assistant Superintendent of Valdosta City Schools, Valdosta, GA

Sponsored in part by Solution Tree

You don't have to be nuts to welcome parents into your school. Research continues to provide consistent, positive, and convincing evidence that parents have a major influence on their children's achievement. Studies have shown that when schools engage families in ways linked to improving learning, students make greater gains. Each participant leaves this session with a priority plan for parents, based on the award-winning PASSport to Success that puts these research findings into action. Pop in to this workshop to find out how programs and special efforts to engage families make a difference in student achievement.

Why Try? Innovative Interventions that Provide Hope and Motivate Youth to Overcome Poverty, Violence, and Failure

FEATURED SPEAKER: Christian Moore, M. S. W., Founder, WhyTry Organization, Orem, UT

The workshop provides the audience with several methods to teach emotional intelligence and life skills. It emphasizes a strength-based approach to helping youth overcome their challenges using “multiple intelligences” methods emphasizing personal learning styles and teaching in ways that youth understand and remember.

Cultivating a Positive School Climate by Implementing the 3C’s: Climate, Collegiality, and Connections

Melissa Jones Clarke, Principal, Zack Phillips, Assistant Principal, LeeAnne Barts, Grade 3 – 5 Teacher, Patti Carey, Grade K – 2 Teacher and Donyell Harris, Department of Exceptional Services, Blaine Street Elementary School, Walton County Public Schools, Monroe, GA

We take you on a journey in the pursuit of cultivating a culture of achievement in one of Walton County’s top-performing Title I School’s of Distinction. By implementing a respectful climate for students, creating collegiality amongst the instructional staff, and involving the connections of parents/community, academic excellence for a diverse population is a guarantee. Target audience includes administrators and teachers.

Peace Education: Learning Conflict Transformation through the Arts

FEATURED SPEAKER: Candice C. Carter, Associate Professor, College of Education and Human Services, University of North Florida, Jacksonville, FL

This session features methods of arts that youth have been using in schools to communicate about and work through multiple types of conflicts. Attendees are invited to experience participation theatre and compassionate communication for conflict transformation and peacemaking. Also shared are other resources for peace education.

The Principal/Teacher Role in Dropout Prevention

FEATURED SPEAKER: Steven W. Edwards, Edwards Educational Services, Inc., Alexandria, VA

Sponsored in part by Solution Tree

This session highlights seven key principles necessary for keeping kids in school. The seven principles are grounded in best practice and examples are shared as to how each of the principles can be implemented at minimal or no cost. This session is appropriate for K-12 educators, administrators, counselors, social workers and other service providers. Participants leave the session with the beginnings of an action plan that they can implement in their settings.

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### TUESDAY CONCURRENT SESSIONS • 10:15 – 11:30 AM

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<td>SCARBOROUGH 4</td>
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<tr>
<td>10:15 – 11:30 AM</td>
<td><strong>The Rap on Hip Hop: The Intersection between Lifestyles and Values</strong>&lt;br&gt;FEATURED SPEAKER: David Miller, Chief Visionary Officer &amp; Co-Founder and LaMarr Darnell Shields, President &amp; Co-Founder, Urban Leadership Institute, Baltimore, MD&lt;br&gt;This workshop explores the power of music in shaping the lives of youth. Hip Hop represents the single greatest phenomenon in the lives of many youth. Hairstyles, clothing, attitudes, language (slang) and values are shaped by the lyrics and the personalities within the rap world. Although much negative attention has been focused on the music, many fail to see the beauty of hip hop as an art form as well as a tool to engage youth around their reality. This workshop addresses both the positive and negative aspects of the music. It also exposes professionals to the new edition of Rhyme &amp; Reason, a Hip Hop Curriculum for Youth Development Professionals.</td>
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<tr>
<td>HARBORSIDE CENTER EAST</td>
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<td>10:15 – 11:30 AM</td>
<td><strong>A Partnership between Teacher Education and Alternative High School Students: Promoting Academic and Social-Emotional Learning</strong>&lt;br&gt;Steve Grineski, Professor, Minnesota State University-Moorhead, Moorhead, MN&lt;br&gt;A ten-year service learning project between teacher education and alternative high school students is described. Project goals, student goals, and the project’s academic and social-recreation activities are explained and illustrated. Students’ responses and work samples are shared. This session is of interest to those folks looking for ways to build and sustain partnerships.</td>
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<tr>
<td>PERCIVAL</td>
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<td>10:15 – 11:30 AM</td>
<td><strong>Early Intervention and Emotional Intelligence (EI): Building Social Skills in the Early Years</strong>&lt;br&gt;Terri Martin-Yates, School Counselor and Certified Trainer, GA Department of Early Childhood and Learning, Gainesville, GA&lt;br&gt;Participants will learn strategies for working with youth who have delays in social and communication skills, as well as strategies for nurturing social skills and emotional intelligence in typically developing children. The importance and role of character education in improving social skills is also presented.</td>
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<td>VERNON</td>
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<tr>
<td>10:15 – 11:30 AM</td>
<td><strong>Sexual Violence Prevention Education that Works for the Whole Community!</strong>&lt;br&gt;Molly Schultz, Master Trainer Prevention Education Specialist, Childhelp, Cartersville, GA&lt;br&gt;Join us, to learn about successful, research-based sexual violence prevention education for the whole community. Hear one North Carolina community’s successful experience, involving grantors, a child abuse prevention agency, and the local schools. Get your own Tool Kit for Success! Intended for school administrators, elementary and middle school teachers, counselors, community leaders and child-focused program staff.</td>
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<tr>
<td>VERELIST</td>
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<tr>
<td>10:15 – 11:30 AM</td>
<td><strong>“At-Risk Teachers”: Impacting Students through Preventive Care for Novice or Transitioning Educators</strong>&lt;br&gt;Marilyn Hutchinson, Assistant Professor of Middle and Secondary Education, Armstrong Atlantic State University, Savannah, GA&lt;br&gt;Both teachers and students “drop out” of education on regular bases. This session uses research from the NEA, NCES and other education professionals to establish a basis for a mentor-protégé action plan. Participants receive a 36-week guide and the opportunity to design an action plan for immediate use to meet the needs of “at-risk” students.</td>
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<tr>
<td>SAVANNAH</td>
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<td>10:15 – 11:30 AM</td>
<td><strong>Military ‘BRATS’: Becoming Resilient and Teaching in Society</strong>&lt;br&gt;Casey D. Mull, State Military Coordinator, UGA Cooperative Extension: 4-H/Youth Development; Rebecca Thomas, County Extension Coordinator, UGA Cooperative Extension &amp; Military Spouse/Parent, and Brandi Mullins Youth Development Specialist, Air Force Reserve Command, Athens, GA&lt;br&gt;Many community agencies, led by 4-H, entered a collaborative called Operation: Military Kids with the Department of the Army to provide outreach and education to military families experiencing deployment. All conference attendees take home hands-on activities and information to assist community members and youth in how to cope and assist others during each stage of deployment.</td>
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<tr>
<td>SLOANE</td>
<td>50</td>
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### REMINDER

The PLU Mastery Test will be given today at 4:30 PM in BALLROOM B.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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| 10:15 – 11:30 AM | **Art, Visual Culture and ESOL Students: Art Used to Teach Interdisciplinary Curricula in Public Schools**  
Using visual culture-based art lessons, English for Speakers of Other Languages (ESOL) children developed English skills. Reflections by participating teachers, student work, and video footage of elementary school classroom in Statesboro, Georgia are used to discuss the impact of using art as a vehicle to cross cultural barriers and teach school subjects.  
*Kathy Hubbard, Art Education Graduate Program Director, Georgia Southern University, Statesboro, GA and Maria Rea, ESOL Coordinator Bulloch County School District, Statesboro, GA*  
**Differentiated Instruction for Equity and Diversity in Literacy Education**  
Differentiated instruction supports equity in the inclusive classrooms of diversity, and expands each learner’s full potential into school success.  
*Lucia Y. Lu, Professor, Early Childhood & Special Education, Valdosta State University, Valdosta, GA*  
**Fueling Youth, Empowering Excellence!**  
Our youth are lacking the necessary ‘fuel’ to become healthy, productive adults, especially those suffering mental health issues. These issues affect everything: social and emotional development, academic achievement, and family and community relations. Our objective is to share with other youth centered professionals our successes with the youth empowered approach in the areas of prevention, intervention and reducing risky behaviors.  
*Yvette Richardson, Deputy Director and Jennifer Bush, Clinical Assistant, Teens Empowerment Awareness with ResolutionS, Inc. (TEARS, Inc.), Phenix City, AL and Chippewa M. Thomas, Assistant Professor, Auburn University, Auburn, AL*  
**Lost in Transition: Navigating Alternative Education**  
Students in alternative education settings have historically been very transient, moving frequently and transitioning between both traditional schools and other alternative programs. This session examines the results of a yearlong research study on transition for students being served in alternative settings. Specifically, participants learn about the school culture of both the alternative program and the traditional school, where many of the students are scheduled to return. Students, teachers and administrators’ voices were captured in the qualitative study and provide us with a map for navigating this often complicated transition process. The session is targeted for educators working in or with alternative education programs.  
*Ronnie Nolan, Acting Director and Kaye Parker, Interim Associate Director, Kentucky Educational Collaborative for State Agency Children, Richmond, KY*  
**Preparing Our Young Men for Civic Leadership: Successful Teaching Strategies**  
Participants receive a wide variety of sources that they can refer to for more in-depth exploration of successful practices that have contributed to building a legacy of learners for the 21st century both nationally and internationally. The target audience is teachers, administrators, parents, and all who work with and nurture the struggling male population.  
*Richardean Golden Anderson, “SEEDS” for Life, Educational, Inc., Atlanta, GA*  
**Single-Sex Classrooms: Can They Make a Difference in Male Achievement?**  
Males have more behavior problems, lower academic achievement, and a greater chance for dropping out of school than females. Pedagogical practices and interactions between teachers and students often impact male educational behaviors. These interactions are related to test scores, teacher relationships, and perceptions about male abilities. This presentation discusses the impact that single-sex classrooms and teaching styles have on male achievement.  
*Sondra Bronson-Pollocks, Principal, Brighten Academy Charter School, Douglasville, GA, Yasar Bodur, Assistant Professor, Department of Teaching and Learning, Georgia Southern University and Bridget Melton, Assistant Professor, Department of Health and Kinesiology, Georgia Southern University, Statesboro, GA*  
**South Carolina’s Education and Economic Development Act: Helping “At-Risk” Students or Just another Pi?**  
This presentation provides a discussion of South Carolina’s Education and Economic Development Act (EEDA) and its impact on “at-risk” students. The target audience for this presentation is K-12 counselors, teachers, school administrators and parents and other concerned parties.  
*Moody E. Crews, Assistant Professor, Wanda Briggs, Assistant Professor, and Jennifer Jordan, Associate Professor, Counseling and Development Program, Richard W. Riley College of Education, Winthrop University, Rock Hill, SC*  
**YOUTH-TURN: Empowering Youth to Turn Adversity into Action**  
Unfortunately all of us face tragic events and adversity in our communities. It is how we react and use these times to turn adversity into action that can impact our communities and prevent repeat occurrences. The purpose of the web-based program, YOUTH-TURN, is to help young people turn adversity into action. This highly interactive presentation equips attendees with tools necessary to address adversity in their communities and empower youth to make the difference.  
*Jason Westerheide, Board Member, National Organizations for Youth Safety, Gainesville, VA*  

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**LUNCH ON YOUR OWN • 11:30 – 1:00 PM**  
The Hyatt will be offering sandwiches and beverages for sale on the lobby level.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 1:00 – 2:15 PM | **“Mix It Up” with Teaching Tolerance**  
*FEATURED SPEAKER: Samantha Elliott Briggs, Director, Mix it Up, Southern Poverty Law Center, Montgomery, AL*  
*Sponsored in part by The Southern Poverty Law Center*  
Learn more about Teaching Tolerance, a project of the Southern Poverty Law Center, and its mission to provide K-12 educators with resources and ideas for promoting equity and respect. We aim to ensure that every classroom in America is equipped with tools to help young people learn to live together in harmony. View our award winning teaching kits and learn how to “Mix It Up” with a boundary crossing activity. |
| 1:00 – 2:15 PM | **Kids Law: A Practical Guide to Juvenile Justice**  
*FEATURED SPEAKER: John Biggers, Attorney at Law, Kids Law, Inc., Tucson, AZ*  
Presented by an attorney who represented minors in juvenile court for many years, this session emphasizes the importance of taking juvenile justice issues to pupils in school or in other settings (from late elementary to high school). The focus is “How to help kids understand ‘preventive law’; or Juvenile Justice is better appreciated in the classroom than in the courtroom.” Included is a demonstration on methods of introducing “Kids Law” to a student class. |
| 1:00 – 2:15 PM | **PRESENTER UNABLE TO ATTEND • NO SUBSTITUTE AVAILABLE** |
| 1:00 – 2:15 PM | **Wiping Out Obesity: Strategies for Schools and Communities**  
*Strand IV*  
*FEATURED SPEAKER: Starla McCollum, Associate Professor and Tony Pritchard, Assistant Professor Department of Health & Kinesiology, Georgia Southern University, Statesboro, GA; Dr. Michele Hartzell, Director, Health & Physical Education, Safe and Drug Free Schools, Savannah-Chatham Public Schools, Savannah, GA*  
This presentation targets educators at all levels and within various fields and roles in schools. The purpose is to present the fight against obesity from a holistic approach within schools and the community. Practical, hands on activities, projects, and strategies that can be easily implemented are presented. |
| 1:00 – 2:15 PM | **The Protected School**  
*Strand III*  
*Susan Armoni, Executive Director, paxUnited: The National Mediation Center, Richardson, TX*  
This highly interactive session provides participants an opportunity to learn about the impact that a comprehensive approach to violence and substance abuse prevention can have on a campus. It can drastically alter the school environment and have lasting impact on students. This workshop explores the issues that currently face the youth of our nation and what we can do to help them become successful, pro-social members of society. Dr. Susan Armoni explores some of the most effective programs any school can implement to provide a safer, more caring learning environment. |
| 1:00 – 2:15 PM | **Breaking the Spirit of Average: Seven Steps to Turn Your Average into Awesome**  
*Joseph Washington, President & CEO and Cathy Washington, Vice President, The Joseph Washington Group, Inc., Atlanta, GA*  
Are you tired of living an average or ordinary life? Acclaimed speaker and motivator Joseph Washington reveals his revolutionary approach to overcoming mediocrity in his message, Breaking the Spirit of Average. The objectives are to teach youths how to: adopt a positive attitude, value their time, enlist the help of mentors, read daily, anticipate opposition, guard their goals, and empower their belief systems. |
| 1:00 – 2:15 PM | **Youth without Youth: Poverty, the Brain, and Shrinking the Great Divide**  
*FEATURED SPEAKER: Frank Kros, President, The Upside Down Organization, Baltimore, MD*  
In this workshop, participants learn the specific damage that occurs in the developing brain exposed to poverty, the impact of that damage in the classroom and the community, and the interventions available for overcoming poverty’s effects. Specifically, research-based strategies for combating the negative impact of poverty on learning for infants, pre-school and school-ages children are introduced. Known as “neuroplasticity,” the brain’s ability to change and grow through exposure to environmental stimulus offers exciting new approaches and strategies for educators, parents, and child-serving professionals working with children of poverty. The impoverished brain can be changed significantly for the better and these techniques provide you with the tools to begin transforming young minds. |
| 1:00 – 2:15 PM | **The Impact of Popular Culture on Student Self-Concept**  
*FEATURED SPEAKER: Anthony E. Outler, COO, Co-Founder, Epic Empowerment Consulting, Atlanta, GA*  
Many “at-risk” students have bought into a self-destructive identity transmitted and reinforced by mass media and mis-education. Culturally relevant pedagogy serves as a transformative force that steers students towards re-identifying themselves as positive, productive students. This high-energy, interactive, and informative workshop guides participants through a critical re-examination of factors that contribute to “at-riskiness,” and teaches strategies for developing and delivering the antidote—culturally relevant lessons. |
**TUESDAY CONCURRENT SESSIONS • 1:00 – 2:15 PM CONTINUED**

<table>
<thead>
<tr>
<th>1:00 – 2:15 PM</th>
<th>East Coast Gangs</th>
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<tbody>
<tr>
<td>SCARBOROUGH 4</td>
<td>FEATURED SPEAKER: Corporal Daryl Macaluso, Gang Resistance Education And Training, Durham Police, City of Durham, City of Durham, NC</td>
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<tr>
<td>Seating Capacity 100</td>
<td>This gang awareness program focuses on East Coast Gang Culture. East coast gangs differ in many ways from gangs in the Midwest and West although events and the influences of California and Chicago gangs shaped the modern philosophy of East Coast Gangs. This presentation shows the impact that east coast gangs have on pop culture and how they have dominated much of the media and accomplished what the other organized crime groups have not. They have made it socially acceptable to be “gangsters.” It also focuses on current trends, dress, signs, codes, and symbols associated with East Coast Gangs’ unique cultures. It provides participants with a good understanding of the East Coast Gang culture and provides officials with information, suggestions, effective programs and initiatives for identifying and dealing with gang members.</td>
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<tr>
<th>1:00 – 2:15 PM</th>
<th>How to Effectively Connect with Kids</th>
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<tr>
<td>HARBORSIDE CENTER EAST</td>
<td>FEATURED SPEAKER: Ron Glodoski, Turn Around Publishing, Milwaukee, WI</td>
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<tr>
<td>Seating Capacity 200</td>
<td>This compelling presentation goes beyond the classroom and provides a unique opportunity to see the world through the eyes of kids at risk. Ron offers practical tips on how to effectively connect with “at-risk” kids and help them look past their anger and fear to take charge of their lives. He not only identifies the issues, but also provides practical solutions to the problems confronting society and our youth today. This knowledge is important because students act out learned, often self-defeating patterns of emotion, behavior, and thought, and may not be able to stop to reflect about how they can choose to feel, act, and think differently. Unless motivated, they normally do not take the time to evaluate, probe, or consider their behavior; they simply accept their experience without question. Ron introduces you to methods that work.</td>
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<tr>
<th>1:00 – 2:15 PM</th>
<th>Sustainable High Levels of Performance for All Students: The Impossible Dream Made Possible</th>
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<tr>
<td>PERCIVAL</td>
<td>Lillie G. Jessie, Principal, Vaughan Elementary School, Prince William County Public Schools and Solution Tree, Woodbridge, VA</td>
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<td>Seating Capacity 60</td>
<td>There is high level of concern about the low performance of certain sub-groups outlined in the No Child Left Behind legislation. The objective of this presentation is to provide documented evidence that students in these sub-groups can perform at high levels. The presenter provides replicable strategies for teachers and school leaders in search of solutions for low-achieving students.</td>
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<tr>
<th>1:00 – 2:15 PM</th>
<th>Leadership Class for “At-Risk” Students</th>
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<tr>
<td>VERNON</td>
<td>Marcia Nelson, English and Leadership Teacher and Mike Reeder, Physical Education and Leadership Teacher, Crossroads Alternative High School, Minneapolis, MN</td>
</tr>
<tr>
<td>Seating Capacity 60</td>
<td>This alternative high school leadership class is designed to challenge “at-risk” youth to become leaders in their schools and communities through self-exploration, team building activities, physical challenges and service learning projects. The entire class can be replicated in other high school or at-risk programs, or portions can be adapted for daily use in English, physical education, social studies, special education and (most) other areas.</td>
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<tr>
<th>1:00 – 2:15 PM</th>
<th>“Without YouthBuild, I would be Dead or in Jail”: Reconnecting Youth to Education</th>
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<tr>
<td>VERELIST</td>
<td>Lance Wise, Vice President and COO, Cobb County YouthBuild, Atlanta, GA</td>
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<tr>
<td>Seating Capacity 60</td>
<td>Every year, thousands of low-income youth drop out of high school and thousands more are incarcerated. YouthBuild provides the chance to complete their education, serve their communities and gain job skills by building affordable housing. This youth panel discusses “what works” from youths’ own experiences of overcoming educational struggles through YouthBuild’s innovative national program.</td>
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<tr>
<th>1:00 – 2:15 PM</th>
<th>Strategic Prevention Framework: Combating New and Emerging Alcohol and Drug Trends</th>
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<tbody>
<tr>
<td>SAVANNAH</td>
<td>Phillip Falcetti, CEO, National Council on Alcoholism and Drug Dependence, Orange County, Irvine CA; Wayne Sakamoto, Director of School Safety, Murrieta Valley Unified School District, Murrieta, CA; Terah Glass, NCADD-OC; and Stephen R. Sroka, President, Health Education Consultants, Lakewood, OH</td>
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<td>Seating Capacity 60</td>
<td>Addressing the diverse needs of youth at risk is no easy task. While taking into consideration the complex and critical needs of our youth today, this presentation focuses on specific youth alcohol and drug trends and community- and school-based programs and strategies that can be adopted to reduce these behaviors in any community. Topics that discussed include: alcohol and drug trends, over-the-counter and prescription drug issues, energy drinks and extreme drinking, the salvia arena and how to effectively combat these issues on a local level.</td>
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<tr>
<th>1:00 – 2:15 PM</th>
<th>Teens Caught in the Crosshairs of Violence, Crisis, Depression, and Suicide</th>
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<tr>
<td>SLOANE</td>
<td>LaShonda Taylor, Youth Violence Prevention Education Manager, Contra Costa Crisis Center &amp; E.M.P.O.W.E.R. Consulting Firm, Walnut Creek, CA</td>
</tr>
<tr>
<td>Seating Capacity 50</td>
<td>The Teens Caught in the Crosshairs Workshop provides effective violence prevention education, depression awareness, suicide prevention and best-practices. It focuses on building our youth into fervent young men and women who are capable of coping with compelling and traumatic life issues and events. Through interactive discussion and exercises, we learn how to confront and rebuild our youth, empowering them along the way.</td>
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### TUESDAY • POSTER SESSION PRESENTATIONS • 1:00 – 2:15 PM

#### 1:00 – 2:15 PM

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
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| 1:00 – 2:15 PM | **A Safety Net Program for Refugee & Immigrant Students: Bridging Families-Schools-Community Services** | Participants learn promising approaches to working with “at-risk” refugee and immigrant students and their families. Participants learn practical ways in which multi-layered agency programs can enhance partnerships to increase the success of students in terms of parental involvement and academic achievement. Target audience: School teachers, social workers, counselors and administrators, psychologists, other mental health providers, and probation officers.  
*Debora Furce, Youth and School Services Program Manager and Slobodanka Besic, Refugee Family Services, Stone Mountain, GA* |
|               | **Community Supports for Parenting Teen Mothers and Their Families: Circle of Care** | Participants have the opportunity to examine a ‘promising practice’ program that prevents repeat pregnancies, reduces the incidence of child abuse and neglect, and promotes educational attainment. Findings from long-term studies of Circle of Care are presented along with funding strategies for the program. In addition to learning about the program, participants receive information about developing the collaborative partnerships necessary to provide this system of care.  
*Catherine D. Kostilnik, President, Center for Community Studies, Inc., Andrea M. Brace, Research Manager, Center for Community Studies, Inc., and Jack Eatman, Executive Director, Troup Family Connection Authority, LaGrange, GA* |
|               | **Curriculum from Within**                                                     | Through critical pedagogy we can understand that our experiences, and the experiences of those around us, help shape our education writ large. We must understand what pedagogy is in order to be able to reach our students and especially those who are at risk. Through critical pedagogy we can reach all students but we can especially reach those who do not see a connection between the “real world” and the “world of education.” By recognizing what critical pedagogy has to offer, educators are able to teach their students, and their students can teach their educators.  
*Hunter Chadwick, Curriculum Coordinator, Savannah Christian Prep School, Savannah, GA* |
|               | **How Do I Get these Kids to Stop Fighting?**                                 | This session educates individuals about the root causes of interpersonal conflict and four basic approaches to conflict. We also impart techniques used in alternative dispute resolution to de-escalate individuals during conflict. This is an interactive session, which provides fundamental skills necessary to resolve interpersonal conflict in schools, youth organizations and the community.  
*Ali Watson, Partner, and Matthew Bargasse, Trained Certified Mediator, MANA Group, LLC, Baltimore, MD* |
|               | **Learning to Belong: Seeking Tolerance, Acceptance, and Respect for Diversity in the Classroom** | How many students give up before they even get started? This session provides strategies to help educators relate curriculum to students in ways that engage, support, and encourage “at-risk” students who otherwise feel disenchanted or misunderstood. Put out those flames of doubt and ignite learning in your classroom!  
*Amy M. Williamson, Assistant Professor, Valdosta State University, Valdosta, GA* |
|               | **Real Talk about Youth, HIV and STDs**                                        | Youth serving professionals increase their knowledge about Human Immunodeficiency Virus (HIV) and Sexually Transmitted Diseases (STD), as well as, have an increased understanding about risky behaviors that lead to it. Participants also gain tools to teach positive decision making skills as well as proficiency to teach peer educators and youth leaders in their community.  
*Chrissey Balz, School Services Manager and Dwayne Lawson-Brown, After School Program Coordinator, Metro TeenAIDS, Washington, DC* |
|               | **The UMAinTERR Project: Utilizing Media and Technology to Encourage Resiliency and Recovery** | A presentation in demand across the country, hands-on experience with the UMAinTERR project awaits participants seeking creative, effective approaches targeting at-risk youth! UMAinTERR is a music, photography and video production project that encourages the expression of feelings and experiences through creation of video journals, spoken word, digital photos and public service announcements while providing youth with the opportunity to utilize a variety of skills in safe environments.  
*Jamie L. Allison, Child and Adolescent Coordinator, Cobb and Douglas Counties Community Services Boards and Kimberly S. Hayes, Child and Adolescent Group Therapy Program Manager, Cobb County Community Services Board, Marietta, GA* |
|               | **Unheard Voices: It Takes a Village—Where Are the Villagers?**                | This proposal posits that acculturation and assimilation, positive role models and a system of comprehensive goals influences the esteem of youth at risk. A community that is aware of the diverse needs in their youth population fosters a self-awareness that empowers each youth to succeed.  
*Lyle Jensen, Professor Emeritus, Baldwin Wallace College, Adjunct Professor at SUNY Fredonia, Ashville, NY and Milie Torres-Ruiz, Teacher of “At Risk” Youth, Jamestown, NY* |

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**THE UPSIDENOMOD ORGANIZATION**

6802 McClean Blvd.
Baltimore, MD 21234
ph 443.829.6155
www.upsidedownorganization.org

Proceeds benefit students at The Children's Guild
**TUESDAY CONCURRENT SESSIONS • 2:45 – 4:00 PM**

**2:45 – 4:00 PM**

**BALLROOM A**
- **Seating Capacity 200**
- [T] “Mix It Up” with Teaching Tolerance
  - **FEATURED SPEAKER:** Samantha Elliott Briggs, Director, Mix it Up, Southern Poverty Law Center, Montgomery, AL
  - Learn more about Teaching Tolerance, a project of the Southern Poverty Law Center, and its mission to provide K-12 educators with resources and ideas for promoting equity and respect. We aim to ensure that every classroom in America is equipped with tools to help young people learn to live together in harmony. View our award winning teaching kits and learn how to “Mix It Up” with a boundary crossing activity.

**2:45 – 4:00 PM**

**BALLROOM B**
- **Seating Capacity 120**
  - **FEATURED SPEAKER:** John Biggers, Attorney at Law, Kids Law, Inc., Tucson, AZ
  - Presented by an attorney who represented minors in juvenile court for many years, this session emphasizes the importance of taking juvenile justice issues to pupils in school or in other settings from late elementary to high school. The focus is “How to help kids understand ‘preventive law’ or Juvenile Justice is better appreciated in the classroom than in the courtroom.” Included is a demonstration on methods of introducing “Kids Law” to a student class.

**2:45 – 4:00 PM**

**BALLROOM D**
- **Seating Capacity 70**
- Student Success in the Teen-Age Parent Program
  - **Brenda C. Weitman, Lead Teacher and Kathye Jinks, Lead Teacher, Teen-age Parent Program, Savannah-Chatham County Public Schools, Savannah, GA**
  - This presentation provides an overview of the structure, policies, and procedures of the Teen-Age Parent Program, an alternative education program with the Savannah-Chatham County Public Schools for 6th through 12th grade pregnant and parenting teens. Successes and problems are discussed and materials shared. Topics include alternative school, school pregnancy, parenting skills, and dropout prevention. Target audience includes administrators and alternative education personnel.

**2:45 – 4:00 PM**

**BALLROOM E**
- **Seating Capacity 70**
- Have a Secret? The Protection and Advocacy System: Partnering with You to Empower Our Youths
  - **Leslie A. Jones, Senior Attorney, Supervisor, Children/Youth Team and Jeff Edwards, State Coordinator for Protection & Advocacy for Individuals with Developmental Disabilities, Protection & Advocacy (KY), Frankfort, KY**
  - Protection & Advocacy (P&A) operates under federal law. Yet, as one of the nation’s largest disability rights groups, P&A is virtually unknown to many. The objective is to introduce the youth-at-risk community to the P&A system and our work with youth at risk. The topics include an overview of the P&A system, a description of our representation of youths in education, and models of successful collaborations with mental healthcare, juvenile justice, foster care, social services and the community in education. The target audience is professionals or service providers who interact with youth with disabilities, known or suspected.

**2:45 – 4:00 PM**

**BALLROOM F**
- **Seating Capacity 70**
- Young Male Readiness Camp: Schools, Parents, and Community Making a Difference Together
  - **Jimmie Cave, Jr., Middle School Teacher/Doctoral Student at Georgia Southern University and Alfred McGuire, Jr., Middle School Teacher/Educational Specialist Student at Mercer University, Savannah-Chatham County Public School System, Savannah, GA**
  - The presenters discuss how building relationships with stakeholders positively impacts student performance relating to decreased discipline incidents, increased academic performance, and social development represented by supporting data from the Young Male Readiness Camp Program. The presenter also provides the framework for successfully developing partnerships among the schools, family, and community as well as outline program initiatives that support student achievement. This presentation targets K-12 educators.

**2:45 – 4:00 PM**

**SCARBOROUGH 1**
- **Seating Capacity 100**
- Reaching and Teaching Students with Storytelling
  - **FEATURED SPEAKER:** Chang’aa Mweti, Ph.D., Assistant Professor, University of Minnesota Duluth, Duluth, MN
  - Stories thaw out our brains because they transform cold impersonal information into warm personal experiences making learning meaningful and fun. Storytelling appeals to people’s emotions and builds bridges across cultures. This presentation uses motivating stories to illustrate how six educational concepts relevant to all disciplines can be incorporated in teaching and learning.

**2:45 – 4:00 PM**

**SCARBOROUGH 2**
- **Seating Capacity 100**
- Youth without Youth: Poverty, the Brain, and Shrinking the Great Divide
  - **FEATURED SPEAKER:** Frank Kros, President, The Upside Down Organization, Baltimore, MD
  - In this workshop, participants learn the specific damage that occurs in the developing brain exposed to poverty, the impact of that damage in the classroom and the community, and the interventions available for overcoming poverty’s effects. Specifically, research-based strategies for combating the negative impact of poverty on learning for infants, pre-school and school-ages children are introduced. Known as “neuroplasticity,” the brain’s ability to change and grow through exposure to environmental stimulus offers exciting new approaches and strategies for educators, parents, and child-serving professionals working with children of poverty. The impoverished brain can be changed significantly for the better and these techniques provide you with the tools to begin transforming young minds.

**2:45 – 4:00 PM**

**SCARBOROUGH 3**
- **Seating Capacity 100**
- The Impact of Popular Culture on Student Self-Concept
  - **FEATURED SPEAKER:** Anthony E. Outler, COO, Co-Founder, Epic Empowerment Consulting, Atlanta, GA
  - Many “at-risk” students have bought into a self-destructive identity transmitted and reinforced by mass media and mis-education. Culturally relevant pedagogy serves as a transformative force that steers students towards re-identifying themselves as positive, productive students. This high-energy, interactive, and informative workshop guides participants through a critical re-examination of factors that contribute to “at-riskiness,” and teaches strategies for developing and delivering the antidote—culturally relevant lessons.
<table>
<thead>
<tr>
<th>2:45 – 4:00 PM</th>
<th>SESSION 1</th>
<th>Seating Capacity 100</th>
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<tbody>
<tr>
<td>East Coast Gangs</td>
<td>FEATURED SPEAKER: Corporal Daryl Macaluso, Gang Resistance Education And Training, Durham Police, City of Durham, NC</td>
<td>Scarborough 4</td>
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</table>

This gang awareness program focuses on East Coast Gang Culture. East coast gangs differ in many ways from gangs in the Midwest and West although events and the influences of California and Chicago gangs shaped the modern philosophy of East Coast Gangs. This presentation shows the impact that east coast gangs have on pop culture and how they have dominated much of the media and accomplished what the other organized crime groups have not. They have made it socially acceptable to be “gangsters.” It also focuses on current trends, dress, signs, codes, and symbols associated with East Coast Gangs’ unique cultures. It provides participants with a good understanding of the East Coast Gang culture and provides officials with information, suggestions, effective programs and initiatives for identifying and dealing with gang members.

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<tr>
<th>2:45 – 4:00 PM</th>
<th>SESSION 2</th>
<th>Seating Capacity 200</th>
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<tbody>
<tr>
<td>How to Effectively Connect with Kids</td>
<td>FEATURED SPEAKER: Ron Glodoski, Turn Around Publishing, Milwaukee, WI</td>
<td>Harborside Center East</td>
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</table>

This compelling presentation goes beyond the classroom and provides a unique opportunity to see the world through the eyes of kids at risk. Ron offers practical tips on how to effectively connect with “at-risk” kids and help them look past their anger and fear to take charge of their lives. He not only identifies the issues, but also provides practical solutions to the problems confronting society and our youth today. This knowledge is important because students act out learned, often self-defeating patterns of emotion, behavior, and thought, and may not be able to stop to reflect about how they can choose to feel, act, and think differently. Unless motivated, they normally do not take the time to evaluate, probe, or consider their behavior; they simply accept their experience without question. Ron introduces you to methods that work.

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<tr>
<th>2:45 – 4:00 PM</th>
<th>SESSION 3</th>
<th>Seating Capacity 60</th>
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<tbody>
<tr>
<td>Kingsbury Middle School: Single Sex Classes Decrease Negative Behavior and Increase Achievement</td>
<td>Ronnie Mackin, Principal and Milan Bruce, Behavior Specialist, Kingsbury Middle School, Memphis City Schools, Memphis, TN</td>
<td>Percival</td>
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</table>

At Kingsbury Middle School, students are separated by gender and results have shown this approach successful. This presentation shows data that supports the dramatic gains at Kingsbury Middle School in Memphis, Tennessee: a reduction in discipline issues along with dramatic gains in math and language arts due to a single sex based academic curriculum. Principals, school administrators and district personnel get insight on this unique approach to combine academic instruction with character education.

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<tr>
<th>2:45 – 4:00 PM</th>
<th>SESSION 4</th>
<th>Seating Capacity 60</th>
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<tbody>
<tr>
<td>Expanding the Circle of Knowledge for School Management: Conditions for Learning and Student Achievement</td>
<td>David Osher, Managing Research Scientist, Kimberly Kendziora, Principal Research Scientist and Jeffrey M. Poirier, Senior Research Analyst, American Institutes for Research, Washington, DC</td>
<td>Vernon</td>
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</table>

To expand the information guiding the school improvement decisions of school leaders, we developed a student survey that measures research-based conditions for learning (school safety, challenge, student support, and social emotional learning). These constructs are significantly related to student achievement. This presentation, for principals and other decision makers, discusses how these constructs can inform efforts to enhance student achievement.

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<tr>
<th>2:45 – 4:00 PM</th>
<th>SESSION 5</th>
<th>Seating Capacity 60</th>
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<tr>
<td>Reclaiming Our Youth through Restorative Justice Programs</td>
<td>Judy Strnad, Director of Program Development: CANEI, The National Youth Advocate Program, Dayton, OH</td>
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CANEI is an innovative program for adolescents with histories of aggressive, defiant or violent behavior. Collectively, these young people pose a steep, escalating challenge to traditional models of care and represent a population for whom many have given up hope. CANEI proposes that youth violence is a learned behavior, a rationally linkable reaction to victimization caused by physical, sexual, and emotional traumas or social disenfranchisement. CANEI is a strength-based program that seeks to help adolescents restore confidence and control in their lives, thereby creating brighter futures for them. CANEI's holistic approach—focusing on the three pillars of Restorative Justice, Literacy, and Spirituality—is a cost effective alternative to group/residential care, incarceration and hospitalization. Internal quality management staff and external evaluators compare outcomes for each model of implementation and components of care with the singular goal of continuous improvement in program design and outcome.

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<tr>
<th>2:45 – 4:00 PM</th>
<th>SESSION 6</th>
<th>Seating Capacity 60</th>
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<tbody>
<tr>
<td>Empowering Hispanic Youth: Eliminating and Preventing Relationship Violence Among Hispanic Adolescents</td>
<td>Gustavo Salazar II, Academic Coordinator, TRiO Student Support Services, Texas A &amp; M International University, Laredo, TX</td>
<td>Savannah</td>
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</table>

Our nation's schools have been unsuccessful at reducing and preventing relationship violence among Hispanic adolescents. This presentation examines the results of empirical research conducted along the U.S.-Mexican border regarding the frequency of relationship violence in the development of the dating relationship, and presents an intervention paradigm for preventing relationship violence among Hispanic teens based on the Relational-Cultural Model.

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<th>2:45 – 4:00 PM</th>
<th>SESSION 7</th>
<th>Seating Capacity 50</th>
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<tbody>
<tr>
<td>Family Involvement Initiative: A Parent/State Department Partnership</td>
<td>Shaun PJ Murphy, Branch Manager, Community Support for Students &amp; Families, Kentucky State Department of Education, Frankfort, KY</td>
<td>Sloane</td>
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This workshop shows how a partnership between parents and the Kentucky Department of Education led to the development of the “Missing Piece of the Proficiency Puzzle” which produced the first state-wide standards in the U.S. for measuring family and community involvement that are focused on improving student achievement. Workshop activities involve participants in assessing family and community involvement in their own schools.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</table>
| 2:45 – 4:00 PM | A Multi-Layered Approach to Using Photography with Indicated Youth: A Short-Term Project with Long-Term Effects  
Rebecca Adler, Intervention Supervisor, Phoenix House, Austin, TX |
|              | At-Risk to At-Promise: From City Boy to Country Boy                     
Doug Ward, Principal, Walton County Public Schools, Monroe, GA |
|              | Case Studies in Culturally Appropriate Art-Based Models for Dating and Sexual Violence Prevention  
Jessie Urban, Youth and Prevention Program Manager, Community Health and Social Services Center, Inc/LA, VIDA Partnership, Detroit, MI |
|              | Evaluating Alternative Programs for Continuous Improvement               
Russell W. Behanan, Program Improvement Specialist, State Board of Education, Kentucky Education Collaborative for State Agency Children, Louisville, KY and Roy Chapman, Program Improvement Specialist, Nancy, KY |
|              | Predictive Factors in Intensive Math Course-Taking during High School    
Daniel T. Sciarra, Professor of Counselor Education, Hofstra University, Long Island, NY |
|              | School-Based Probation Program                                           
Barbara Hayes Brown, Assistant Principal, Screven County Middle School, School Based Probation Program, Sylvania, GA and Cynthia Lee, Department of Juvenile Justice, Screven County, Sylvania, GA |
|              | Students of Today—Leaders of Tomorrow: Educating Black Males in the 21st Century  
Christopher Small, Academic Coach, R. Frank Nims Middle School, Tallahassee, FL and Eric S. Lathan, House Principal, Humble, TX |
|              | The Advancement of Student Achievement with the Introduction of the XO Laptops in Grades 1-5  
Michael Wilson, Principal, Glen Iris Elementary, Valencia Maiden, Tyler Bryant, Prothaniel Harris, Ruth Burleson, Ann Marie Jemison, Koris Barker, and Lucretia S. Quinn, Teachers, Birmingham City Schools, Birmingham, AL |
|              | The Community Outcomes Project: Meaningful Impact                        
Dawn Helmrich, Associate Director of Community Impact, United Way of Greater Milwaukee, Milwaukee, WI |

Poster Sessions continue on the next page
### TUESDAY • POSTER SESSION PRESENTATIONS •
#### 2:45 – 4:00 PM CONTINUED

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>2:45 – 4:00 PM</td>
<td><strong>HARBORSEIDE CENTER WEST</strong></td>
<td><strong>The Fellows Academy: A Case Study in Community-Based Dropout Prevention</strong></td>
<td>Tiffany G. Tyler, Deputy Director, Grants Management and Evaluation, Nevada Partners for a Skilled Workforce, North Las Vegas, NV and Sterling J. Saddler, Interim Associate Dean, College of Education, Executive Director, Center for Workforce Development &amp; Research, Las Vegas, NV</td>
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<td><strong>THUGS: Teachers Helping Underserved Groups Succeed</strong></td>
<td>Anita Sanders, Community Service Learning Coordinator/Instructor, Winthrop University, Rock Hill, SC</td>
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<td><strong>Understanding Children of Poverty: Making a Difference in the Lives of Students</strong></td>
<td>Mark W. Dewalt, Director of Graduate Studies and Bank of America Endowed Professor, Winthrop University, Rock Hill, SC</td>
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<td><strong>Using Erikson as a Model to Strengthen the Middle School Experience and Reduce Adolescent Dropouts</strong></td>
<td>Lorraine DeJong, Associate Professor of Education, Furman University, Greenville, SC</td>
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<td><strong>Using Relationships and Relevancy to Increase the Retention of “At-Risk” Students</strong></td>
<td>Jennifer Kliewer, Adjunct Professor, Pepperdine University, Pasadena, CA and Lori Albright, Professional Development Manager, Options for Youth Charter School, Pasadena, CA</td>
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<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Event</th>
<th>Presenter(s)</th>
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<tr>
<td>4:30 – 5:00 PM</td>
<td><strong>BALLROOM B</strong></td>
<td><strong>PLU MASTERY TEST</strong></td>
<td>Please allow 30 minutes to complete your test. The Mastery Test must be turned in as you exit. Mastery Tests cannot be accepted after the testing period.</td>
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<td></td>
<td><strong>“GIRLHOOD” MOVIE PRESENTATION</strong></td>
<td>This award-winning documentary tells the inside story of the incarceration of two young teenage girls who committed violent crimes and struggled to cope with their violent histories and the prison system. Following the viewing of the 82-minute film, Shanae Watkins—one of the featured girls in the documentary—will lead a discussion via conference about the film and how she turned her life around as a young adult. This film and discussion is sponsored in part by the Urban Leadership Institute.</td>
</tr>
<tr>
<td>6:00 – 7:45 PM</td>
<td><strong>BALLROOM A</strong></td>
<td><strong>An evaluation of the conference's general sessions</strong></td>
<td>will be accessible via <a href="http://www.nationalyouthatrisk.com">www.nationalyouthatrisk.com</a> or via an email announcement following the conference.</td>
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**WEDNESDAY, MARCH 4, 2009**

**7:30 – 8:15 AM**

**CONTINENTAL BREAKFAST**

**BALLROOM PRE-FUNCTION**

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**8:15 – 9:15 AM**

**KEYNOTE PRESENTATION • 8:15 – 9:15 AM**

**REGENCY BALLROOM**

**INTRODUCTIONS**

*Sharon Brooks, NYAR Co-Chair, Assistant Professor, Department of Educational Leadership, College of Education Georgia Southern University, Statesboro, GA*

*Dr. Earl G. Yarbrough, Sr., President, Savannah State University, Savannah, GA*

**Children as Complete Human Beings: Going Beyond a Narrow Approach to Measuring Student Achievement**

_Michael Geisen, 2008 National Teacher of the Year_

Geisen's mission is to ignite passion for learning in as many people as possible and to help them make informed decisions in their everyday lives. In an era of strict standardization, he recognizes the need for achievement standards but maintains that students are much more than test scores. His approach to teaching and learning is creative, collaborative, and student-centered. His approach also focuses on uniting his students with the community while connecting everyone to the practical value of learning.

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**9:15 – 9:45 AM**

**BREAK**

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**WEDNESDAY CONCURRENT SESSIONS • 9:45 – 11:00 AM**

**9:45 – 11:00 AM**

**REGENCY BALLROOM**

(This double-session Town Hall meeting continues until 12:30 pm)

**A Town Hall Meeting: How to Reach Young African American Males**

*Moderator: Evelyn Dandy, Professor Emerita, Armstrong Atlantic State University, Savannah, GA*

*Panelists: David Miller, Chief Visionary Officer & Co-Founder and LaMarr Darnell Shields President & Co-Founder, Urban Leadership Institute, Baltimore, MD; Michael O'Neal, Executive Director, Parent University, Savannah-Chatham Public School System, Savannah, GA; Anthony Outter, MS.Ed., CAMS, Co-Founder/Chief Operations Officer, Epic Empowerment Enterprises, LLC, Atlanta, GA; Kevin Foard, Instructor, Savannah Regional Youth Detention Center, Savannah, GA; and James “JP” Piatts, Hubert Middle School, Savannah, GA*

Traditional approaches to increasing achievement and success of young Black males are not working. We must change the current pattern where finishing high school is the exception and prison is like a routine. A panel of expert educators and parents discuss how to raise and educate academically successful African American males. Come join our town hall meeting on this important topic.

**Participants may bring with them 50 copies of a one-page summary of their innovation regarding African American males. Summaries will be discussed and shared at the second half of the town hall meeting.**

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**9:45 – 11:00 AM**

**SCARBOROUGH 1**

Seating Capacity 100

**Making a Way or In the Way**

*FEATURED SPEAKER: Fred Stokes, President, Fred Stokes Group, Ltd., Tarrytown, GA*

As it pertains to our youth and getting them to the next level on this journey called life, where do you stand? What role are you playing? Are you leading with the understanding that our youth are faced with more decisions and more choices than ever before? Or, are you one of those individuals that say, “I got mine, get yours.” Each and every day, there are a number of things that are calling for the attention of our young people—some good and some not so good. We as a society need to realize that if we do not seriously invest in the well-being of our youth, our country will continue to be on the decline no matter what the economy is doing. Learn the secret to get your youth to have a Super Bowl Day, every day. Change happens now! Are you ready?

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**9:45 – 11:00 AM**

**SCARBOROUGH 2**

Seating Capacity 100

**Hope Starts Here: The 8 to Great Process for Motivating Staff and Students**

*FEATURED SPEAKER: MK Mueller, CEO, CCO, International Trainer, Coach and Author, Insight, Inc., Omaha, NE*

Have you heard about the course students across the country are saying “should be required for graduation?” 8 to Great is a proven process for success; practical skills that can be taught to 5th-12th graders using engaging 20 minute activities. At this session you learn how to make the best decision every time, why successful people make 20 times as many mistakes as unsuccessful people, how to get out of BC (blaming and complaining), and move into AD (acting and dreaming), how to use the FGH positive attitude formula to feel good no matter what, and how to “think outside the box” to solve even the toughest problems. This nationally acclaimed curriculum can be taught in one day or as a full semester course! Come enjoy as author MK Mueller gets you pumped and prepared to empower your kids!

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**9:45 – 11:00 AM**

**SCARBOROUGH 3**

Seating Capacity 100

**Question & Answer Session with Michael Geisen**

*KEYNOTE SPEAKER: Michael Geisen, 2008 National Teacher of the Year*

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**9:45 – 11:00 AM**

**SCARBOROUGH 4**

Seating Capacity 100

**Reaching and Teaching Students with Storytelling**

*FEATURED SPEAKER: Chang’aa Mweti, Ph.D., Assistant Professor, University of Minnesota Duluth, Duluth, MN*

Stories thaw our brains because they transform cold impersonal information into warm personal experiences making learning meaningful and fun. Storytelling appeals to people’s emotions and builds bridges across cultures. This presentation uses motivating stories to illustrate how six educational concepts relevant to all disciplines can be incorporated in teaching and learning.
### WEDNESDAY CONCURRENT SESSIONS • 9:45 – 11:00 AM CONTINUED

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
<th>Seating Capacity</th>
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<tbody>
<tr>
<td>9:45 – 11:00 AM</td>
<td><strong>How to Keep Yourself Motivated and Motivate Students to Succeed!</strong></td>
<td>Harborside Center East</td>
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<td><strong>FEATURED SPEAKER:</strong> Robert Criner, &quot;Mr. Enthusiasm,&quot; President/CEO, Sharing A Vision, Medicine Park, OK</td>
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<td>A powerful workshop that empowers participants with proven techniques and strategies to motivate staff and students from all walks of life. Learn the secrets to motivating students, along with helping students to create and manage goals. This workshop is an exciting, energizing dimension of training that assists teachers, educators and administrators to get back on track and how to motivate students to stay positive, productive and effective, no matter what!</td>
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<tr>
<td>9:45 – 11:00 AM</td>
<td><strong>Delinquency Prevention: Effective Reading Assessment and Instruction for the Struggling Reader</strong></td>
<td>Percival</td>
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<td><strong>Sara Miltenberger, Doctoral Student and Katherine Waller, Doctoral Student, Georgia State University, Atlanta, GA</strong></td>
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<td>The presentation provides an overview of the correlations between reading failure and juvenile delinquency. Specific information is presented about (a) assessment, (b) appropriate interventions, and (c) decision making criteria regarding reading instruction. The session targets special education teachers and those implementing remediation in regards to RTI. Information is applicable to students from upper elementary to high school.</td>
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<td>9:45 – 11:00 AM</td>
<td><strong>Addressing Apathy: The Power of Self-Selected Social Justice Writing Topics for Engaging Students</strong></td>
<td>Vernon</td>
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<td><strong>Lisa Rougeou, Instructor and NSU Writing Project Ed Liaison, Department of Language and Communication and Martha Rhymes, Assistant Professor of Reading, College of Education, Teacher Education Center, Northwestern State University, Natchitoches, LA</strong></td>
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<td>This presentation shows how writing for social change and civic engagement can be integrated into high school courses to address student apathy issues in relation to writing practices and views of civic responsibility. Specific examples for educators to examine are provided from junior high, high school, and first-year writing courses.</td>
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<tr>
<td>9:45 – 11:00 AM</td>
<td><strong>Safe Schools: Utilizing Youth Development Strategies to Address Racism, Gangs, Violence, and Bullying</strong></td>
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<td><strong>John Vandenburgh, Safe Schools Coordinator, Murrieta Valley USD, Murrieta, CA</strong></td>
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<td>Participants learn three objectives from this workshop: (1) how to engage a peer leader program to be a proactive organization in addressing school safety issues, such as racism, gangs, violence, and bullying; (2) how to utilize a sequential set of youth development activities to create a rite of passage into a group identity. This is what counters the negative peer group model in adolescence and develops a positive campus culture, and (3) how to utilize your peer program in a cross age mentoring approach to engage students K-12 in a consistent group identity.</td>
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<tr>
<td>9:45 – 11:00 AM</td>
<td><strong>Science of Brain Chemistry and Behaviors</strong></td>
<td>Savannah</td>
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<td><strong>Elizabeth Koller, Executive Director, Perspectives On Growth And Development, Inc., Hickory, NC</strong></td>
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<td>Understand the link between brain chemistry imbalances and behaviors, addiction, depression, violence, and suicide. Learn about the impact of food, beverages, and exercise on brain health and behaviors. Street drugs are explained in relation to which brain chemical is out of balance and how the brain “rewards” addictive behaviors. Presentation offers a profound paradigm shift in helping adults guide youth.</td>
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<td><strong>PRESENTER UNABLE TO ATTEND • NO SUBSTITUTE AVAILABLE</strong></td>
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### FIVE CONFERENCE STRANDS

1. **I. ACADEMIC ACHIEVEMENT & SCHOOL LEADERSHIP**
   Closing the achievement gaps and promoting learning for all students.

2. **II. SOCIAL & EMOTIONAL SKILLS**
   Fostering social and emotional skills of all children and youth and enhancing the social climate.

3. **III. SAFETY & VIOLENCE PREVENTION**
   Preventing violence and ensuring safety for all children and youth.

4. **IV. MENTAL & PHYSICAL HEALTH**
   Promoting the mental and physical health of all children and youth.

5. **V. FAMILY & COMMUNITY**
   Developing and enhancing family and community support for all children and youth.
### WEDNESDAY • POSTER SESSION PRESENTATIONS • 9:45 – 11:00 AM

<table>
<thead>
<tr>
<th>9:45 – 11:00 AM</th>
<th>An Advocate’s Response to Mis-Education: The Case for Radical Alternative Schooling</th>
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| HARBORSIDE    | The presenter shares initiatives of her advocacy group, a diverse group of professionals that fight human rights violations in alternative schools. She also outlines efforts to establish an alternative school on a college campus, where “at-risk” teenagers take college courses and experience the ameliorating effects of being among hardworking college students, potentially a hoist to success.  
Mary Hollowell, Associate Professor of Education, Clayton State University, Morrow, GA |
| CENTER WEST   | Decoding Strategies for Developing Literacy |
|               | This presentation discusses a practical approach to teaching reading, writing, spelling, and phonemic awareness-building skills. By applying the phonetic decoding strategies learned through interactive reading activities and research, participants take with them practical ideas for equipping their struggling readers with the necessary skills to improve spelling, reading fluency, and literacy.  
Geri Michelsen, Representative, HEC Reading Horizons, North Salt Lake, UT |
|               | Making Improvements in Recruitment and Retention of Highly Qualified and Effective Teachers |
|               | It is of no surprise at the forefront of education reform is the importance to prioritize teacher quality for improving public education. An interactive presentation guides policymakers, educators and other key stakeholders to learn more about quality teacher preparation programs, utilizing data, and understanding policies and effective strategies addressing the most effective ways to attract, recruit and retain high-quality teachers.  
Emily Jennette, 2008 Georgia Teacher of the Year/Education Program Specialist at Georgia Department of Education, Georgia Department of Education, Atlanta GA |
|               | Meet My Needs: A Systematic Approach to Identifying and Serving “At-Risk” Youth |
|               | An innovative, widely-used approach, the IOM's Continuum of Care model provides a framework for thinking about and addressing the nature and degree of risk faced by vulnerable populations. It systematically guides identification of risk and aligns population needs with relevant service strategies. This presentation outlines universal, selected, and indicated risk dimensions and discusses application in school and community settings.  
Christina J. Borbelly, Applied Research Specialist, Center for Applied Research Solutions, El Dorado Hills, CA |
|               | Rigor, Relevance, and Relationships: The Impact of the Teachers as Advisors Program on Student Achievement |
|               | The objective of the presentation is to identify strategies utilized by the school which promote the importance of the role of ‘student/teacher relationships’ in student achievement. This presentation offers strategies utilized in implementing and maintaining a strong and effective Teachers As Advisors Program. The target audience is school administrators, counselors, and teachers.  
Johnnie M. Wright, Teacher, Richmond County Board of Education, Hephzibah, GA |
|               | The Hungry Minds Project: How to Engage Every Student in Project-Based Learning |
|               | This workshop shows teachers and counselors how to engage students in multi-disciplinary learning activities while promoting emotional and social skills, mental and physical health, and family and community relationships. Students can work across the curriculum to create tangible products demonstrating their abilities while earning academic credit: a cookbook, garden, and recycling program.  
Karen Malofy, Teacher, The Alternative Learning Center at Scott, Savannah, GA |
|               | The Importance of “Self-directed Research” in an “At-Risk” Environment. |
|               | Site-based scholarly research can empower institutions to create effective research programs to meet the specific needs of “at-risk” youth who attend the school. This session will focus on the key components of conducting scholarly inquiry using quantitative and qualitative approaches. Participants will engage in programmatic discourse and learn about the main steps of scientific, disciplined inquiry.  
Adair F. White-Johnson, School Counselor with Marietta City Schools and Associate Professor at Argosy University, Powder Springs, GA |
|               | The Republic of Creative Thought: How to Incorporate Creativity in Your Work and Everyday Life |
|               | This presentation offers suggestions and tools for encouraging leaders to be creative. It empowers participants to lead others to the waters of creativity. These ideas may be used to expand participants’ capacities to “think outside the box.”  
J.D. Jones, Professor, Marshall University Graduate College, South Charleston, WV |
|               | Transforming Education around the World with a Rights-Based Approach |
|               | This presentation brings together the current thinking and practice on human rights based approaches in the education sector. It presents key issues and challenges in rights-based approaches and provides a brief historical overview of the right to education policy and programming. It also discusses applying this approach to education policy and programming. The text is illustrated by case examples from Uzbekistan and some other countries.  
Saida Akbarova, Edmund Muskie Graduate Fellow, Georgia Southern University, Statesboro, GA |

| 11:00 – 11:15 AM | BREAK |

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**Your Feedback is important to us!**

Please continue to fill out your WEDNESDAY EVALUATION form.

Room Monitors will be collecting these forms at 12:30 PM TODAY!

For your convenience evaluation collection boxes will be in the hotel's public areas.
WEDNESDAY CONCURRENT SESSIONS • 11:15 AM – 12:30 PM

11:15 AM – 12:30 PM
REGENCY BALLROOM
(This is the continuation of the 9:45 - 11:00 AM session)

A Town Hall Meeting: How to Reach Young African American Males
Moderator: Evelyn Dandy, Professor Emerita, Armstrong Atlantic State University, Savannah, GA
Panelists: David Miller, Chief Visionary Officer & Co-Founder and LaMarr Darnell Shields President & Co-Founder, Urban Leadership Institute, Baltimore, MD; Michael O'Neal, Executive Director, Parent University, Savannah-Chatham Public School System, Savannah, GA; Anthony Outler, MS.Ed., CAMS, Co-Founder/Chief Operations Officer, Epic Empowerment Enterprises, LLC, Atlanta, GA; Kevin Foard, Instructor, Savannah Regional Youth Detention Center, Savannah, GA; and James “JP” Platts, Hubert Middle School, Savannah, GA

Traditional approaches to increasing achievement and success of young Black males are not working. We must change the current pattern where finishing high school is the exception and prison is like a routine. A panel of expert educators and parents discuss how to raise and educate academically successful African American males. Come join our town hall meeting on this important topic.

Participants may bring with them 50 copies of a one-page summary of their innovation regarding African American males. Summaries will be discussed and shared at the second half of the town hall meeting.

11:15 AM – 12:30 PM
SCARBOROUGH 1
Seating Capacity 100

Making a Way or In the Way
FEATURED SPEAKER: Fred Stokes, President, Fred Stokes Group, Ltd., Tarrytown, GA

As it pertains to our youth and getting them to the next level on this journey called life, where do you stand? What role are you playing? Are you leading with the understanding that our youth are faced with more decisions and more choices than ever before? Or, are you one of those individuals that say, "I got mine, get yours." Each and every day, there are a number of things that are calling for the attention of our young people—some good and some not so good. We as a society need to realize that if we do not seriously invest in the well-being of our youth, our country will continue to be on the decline no matter what the economy is doing. Learn the secret to get your youth to have a Super Bowl Day, every day. Change happens now! Are you ready?

11:15 AM – 12:30 PM
SCARBOROUGH 2
Seating Capacity 100

Hope Starts Here: The 8 to Great Process for Motivating Staff and Students
FEATURED SPEAKER: MK Mueller, CEO, CCO, International Trainer, Coach and Author, Insight, Inc., Omaha, NE

Have you heard about the course students across the country are saying “should be required for graduation?” 8 to Great is a proven process for success; practical skills that can be taught to 9th-12th graders using engaging 20 minute activities. At this session you learn how to make the best decision every time, why successful people make 20 times as many mistakes as unsuccessful people, how to get out of BC (blaming and complaining), and move into AD (acting and dreaming), how to use the FGH positive attitude formula to feel good no matter what, and how to “think outside the box” to solve even the toughest problems. This nationally acclaimed curriculum can be taught in one day or as a full semester course! Come enjoy as author MK Mueller gets you pumped and prepared to empower your kids!

11:15 AM – 12:30 PM
SCARBOROUGH 3
Seating Capacity 100

Meeting Students’ Needs through Smaller Learning Communities
FEATURED SPEAKER: Martin G. (Marty) Waters, Principal, Statesboro High School and Julie Mizell, Assistant Principal, Statesboro High School, Statesboro, GA

Like Dorothy in the Wizard of Oz, Statesboro High School (SHS) is on a journey to school improvement. This session focuses on the efforts of an urban high school to raise achievement using a school-wide “smaller learning community” concept. Beginning in 2001, the school formed a task force of teachers and administrators to identify a research-based approach for high school restructuring to address the school’s unstable environment, low teacher morale, and poor student academic performance, as well as achievement gaps between subgroups. As a result, SHS began a journey down the yellow brick road by establishing a freshman academy followed by three additional smaller learning communities for the upper grades. The school has seen an increase of ninth-grade promotion from 71% to over 90% for the last four years, an increase in graduation rate from 52% to 80% in four years, and an increase in Georgia High School Graduation Test scores. As a result the school was removed from Needs Improvements list under NCLB and has made AYP the last three years.

11:15 AM – 12:30 PM
SCARBOROUGH 4
Seating Capacity 100

Reaching and Teaching Students with Storytelling
FEATURED SPEAKER: Chang‘aa Mweti, Ph.D., Assistant Professor, University of Minnesota Duluth, Duluth, MN

Stories thaw out our brains because they transform cold impersonal information into warm personal experiences making learning meaningful and fun. Storytelling appeals to people’s emotions and builds bridges across cultures. This presentation uses motivating stories to illustrate how six educational concepts relevant to all disciplines can be incorporated in teaching and learning.

11:15 AM – 12:30 PM
HARBORSIDE CENTER EAST
Seating Capacity 200

How to Keep Yourself Motivated and Motivate Students to Succeed!
FEATURED SPEAKER: Robert Criner, “Mr. Enthusiasm,” President/CEO, Sharing A Vision, Medicine Park, OK

A powerful workshop that empowers participants with proven techniques and strategies to motivate staff and students from all walks of life. Learn the secrets to motivating students, along with helping students to create and manage goals. This workshop is an exciting, energizing dimension of training that assists teachers, educators and administrators to get back on track and how to motivate students to stay positive, productive and effective, no matter what!

11:15 AM – 12:30 PM
PERCIVAL
Seating Capacity 60

STRAND 1

The Seventh Generation: What Works in Educating Native Students
Thomas D. Peacock, Associate Dean, College of Education and Human Service Professions and Elizabeth Albert-Peacock, Department of Education, University of Minnesota Duluth, Duluth, MN

What are the issues facing Native students in today’s schools? What issues are teachers facing in educating Native students? How do Native youth view schools, teachers and teaching? This presentation focuses on what both teachers and Native students themselves feels works with Native students. As a result of the presentation, participants will better understand the issues facing Native students in schools and what works with Native students from the students’ and teachers’ perspectives. Intended audience includes teachers, administrators, and education policymakers.
11:15 AM – 12:30 PM  
**STRAND II**  
**VERNON**  
Seating Capacity 60  
PRESENTER UNABLE TO ATTEND • NO SUBSTITUTE AVAILABLE

11:15 AM – 12:30 PM  
**STRAND III**  
**VERELIST**  
Seating Capacity 60  
PRESENTER UNABLE TO ATTEND • NO SUBSTITUTE AVAILABLE

11:15 AM – 12:30 PM  
**STRAND IV**  
**SAVANNAH**  
Seating Capacity 60  
Identifying and Treating Depressed Children  
Don Martin, Professor and Director of School Counseling Program, Youngstown State University, Youngstown, OH,  
and Magy Martin, Clinical Psychologist, Professor at Walden and Cappella Universities, Vista, CA  
The purpose of this workshop is to help participants gain a greater understanding of childhood depression, which is often under diagnosed and misunderstood. The presenters discuss how to identify a depressed child and behaviors common to this disorder. Particular attention is focused on how the child behaves in the school environment where the child may present behaviors that may seem atypical to other children. Methods of helping children are discussed as well as options regarding how to approach parents if a teacher or human service professional suspects childhood depression. Treatment options are also reviewed.

11:15 AM – 12:30 PM  
**STRAND V**  
**SLOANE**  
Seating Capacity 50  
PRESENTER UNABLE TO ATTEND • NO SUBSTITUTE AVAILABLE

**WEDNESDAY • POSTER SESSION PRESENTATIONS • 11:15 AM – 12:30 PM**

11:15 – 12:30 PM  
**HARBORSDIE CENTER WEST**  
A Culture of Steroid Use Among High School Athletes: The Secret Crisis of Body Obsession  
This poster session presents information on the dangers of Anabolic Steroid use and abuse. With a stellar track record of facilitating workshops aimed at high school, college and professional athletes, the workshops gives new life to the old idea of being "scared straight." The target audience is the professional athlete, coaches, trainers and other team personnel.  
**Michael R. Harris, Department Chair, Special Education, DeKalb County Schools, Douglasville, GA**

Innovative Programming to Improve Educational Outcomes for Youth in Foster Care  
Educational Advocates act as a bridge between youth and providers. The presentation targets teachers, caseworkers, counselors and social workers by describing: methods for working with case managers/school and social workers; mental health and educational services; independent living services; and extra curricula activities available to youth.  
**Roshelle Darlene Hudson, Educational Specialist Advocate, DeKalb County, Department of Family & Children Services, Decatur, GA**

Math on the Brain  
Do boys and girls learn differently? Are there different strategies and methods for working with boys and girls in math classrooms? This presentation addresses these two important questions by examining the research on brain-based differences. Various activities that foster math learning in boys and girls are shared.  
**Kathy Piechura-Couture, Professor of Education, Mercedes Tichenor, Elizabeth Heins, and Doug MacIissac, Nina B Hollis Institute of Educational Reform, Stetson, University, Deland, FL**

Parental Involvement: Stratified (Multi Agency & Diverse) Approach  
Aim to identify opportunities being missed by policy makers, schools and local practitioners working to promote parental involvement. We argue the case of those parents whose hopes and expectations for their children are not being “triggered” converted into involvement. Pointing to the variety of access points, which could be explored to reach what is termed “hard to reach parents.”  
**Maxine Greaves, Widening Participation Officer, Sheffield Hallam University, Sheffield, United Kingdom, and Raphael Richards, Senior Manager Equality, Diversity & Community Cohesion, Bannerdale Centre, Sheffield, United Kingdom**

Reconceptualizing Procrastination  
This presentation shows participants how people who fail to complete academic related tasks are more likely to have executive functioning deficits. By examining which executive functioning components best predict chronic academic procrastination, a better understanding of chronic academic procrastination is gained.  
**Jill Omer, School Psychologist, Cobb County Schools, GA**
Thank you for completing your Concurrent Sessions evaluations and recycling your name tag holder. For your convenience evaluation and name tag collection boxes will be in the hotel's public areas.

An evaluation of the conference's general sessions will be accessible via www.nationalyouthatrisk.com or via an email announcement following the conference.

THIS CONCLUDES THE 20TH ANNUAL NATIONAL YOUTH-AT-RISK CONFERENCE

WE’LL SEE YOU NEXT YEAR! • FEBRUARY 28 – MARCH 3, 2010
This hands-on, interactive workshop illustrates how RTI is most effective when implemented on the foundation of a professional learning community (PLC). Learn how to create three tiers of interventions—from basic to intensive—to address student learning gaps.

**Response to Intervention Institute**
November 11–13, 2009 • Hollywood, CA

This Institute gives participants a total learning experience focused on Response to Intervention (RTI). A lineup of experts on the subject of RTI scaffold the learning and build the knowledge base practitioners need to successfully implement an RTI system that complies with legislation and respects the spirit of the law.

**Pyramid Response to Intervention 2-Day Workshop**

This hands-on, interactive workshop illustrates how RTI is most effective when implemented on the foundation of a professional learning community (PLC). Learn how to create three tiers of interventions—from basic to intensive—to address student learning gaps.

**MARCH 2009**
16–17  San Diego, CA
18–19  Denver, CO
23–24  Dallas, TX
25–26  St. Louis, MO
30–31  Seattle, WA

**MAY 2009**
6–7   Denver, CO
7–8   Boston, MA
13–14  Dallas, TX