NYAR Savannah Program 2010

National Youth-at-Risk Conference, Savannah

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HOSTED BY

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

FEBRUARY 28 – MARCH 3

21ST ANNUAL
NATIONAL YOUTH-AT-RISK
CONFERENCE

2010

Hyatt Regency Hotel on the Historic Riverfront in Savannah, 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.
Meet these top education experts at our reception table.
DEAR CONFERENCE ATTENDEES,

On behalf of the Planning Council and our sponsors, we welcome you to the 21st Annual National Youth-At-Risk Conference. Over the years, the conference has grown tremendously and so have the needs of the youth we serve. We remain dedicated to providing up-to-date comprehensive professional training to all adults who serve youth. This year, over 100 nationally and internationally recognized presenters share successful programs and strategies for creating safe, healthy, caring, and intellectually empowering environments to reduce at-risk conditions and promote the well-being of all our young people. We hope you find the conference presentations both useful and stimulating and that you have several opportunities to network with like-minded professionals. Thank you for helping make the conference a resounding success again this 21st year!

Best regards,
Dan Rea and Denise Weems-White
Georgia Southern University, College of Education,
Co-Chairs of the Conference Planning Council

CONFERENCE MISSION

The conference trains adults who serve youth to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents.

Conference at a Glance

6. SUNDAY
2:30 PM
Pre-Conference Workshop

6:00 PM
Grand Keynote Banquet
Keynote Presentation
by Christian Moore

7. MONDAY
8:45 AM
High Flying Schools Award
Ceremony

9:00 AM
Keynote Presentation by Larry Bell

10:45 AM
Concurrent Sessions Begin
High Flying School Showcase

1:15 PM
Educating “Mean Girls” Panel

4:15 PM
Concurrent Sessions Conclude
Monday Evaluations Collected

24. TUESDAY
8:30 AM
Concurrent Sessions Begin
Building Peace in our Schools and Communities Panel

10:15 AM
Innovative Academic Options Panel

1:00 PM
Meeting the Challenges of Rural Education Panel

4:00 PM
Concurrent Sessions Conclude
Tuesday Evaluations Collected

4:30 PM
PLU Mastery Test

48. WEDNESDAY
8:15 AM
Keynote Presentation
by Jane Bluestein

9:45 AM
Concurrent Sessions Begin
Town Hall Meeting

12:30 PM
Concurrent Sessions Conclude
Wednesday Evaluations Collected
Conference Mission

The conference trains adults who serve youth to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents. To accomplish this mission, it offers over 100 presentations by nationally and internationally recognized presenters to over 1200 conference participants from across the United States. In these presentations, participants learn about current research-based educational programs and strategies, which empower young people to overcome at-risk conditions that may threaten their safety, health, emotional needs, or academic achievement. Participants also gain knowledge of proactive solutions and best practices for meeting the serious challenges faced by many of our youth today such as school violence, poverty, learning difficulties, underachievement, achievement gaps, illiteracy, boredom, apathy, low expectations, misbehavior, dropout, drugs, bullying, gangs, teen pregnancy, sexual harassment, racism, and dysfunctional families. Furthermore, participants gain effective educational tools to build strong caring schools, communities, and families, which can meet the diverse needs of all our young people. Illustrative of the conference mission, the conference logo--consisting of three overlapping circles--represents the well-trained collaborative efforts of schools, families, and communities in fostering the well-being of our youth.

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.

Our Thanks To The 2010 Planning Council

DR. DAN REA, CONFERENCE CO-CHAIR
Professor, Curriculum, Foundations, and Reading, College of Education, Georgia Southern University

DR. DENISE WEEMS-WHITE, CONFERENCE CO-CHAIR
Assistant Professor, Teaching and Learning, College of Education, Georgia Southern University

JANICE REYNOLDS, CONFERENCE COORDINATOR
Program Development Specialist, Continuing Education Center, Georgia Southern University

- 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.)
- Evelyn Baker Dandy (Retired)
- 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)
- Jennifer Harrison, Graduate Assistant (College of Education, Georgia Southern University)
- Michele S. Hartzell (Savannah-Chatham County Public Schools)
- Marilyn Hutchinson (Armstrong Atlantic State University)
- Carol Jenkins (American Federation of Teachers)
- Stephanie Kenney (Georgia Southern University)
- Verdell LaCount (Savannah-Chatham County Public Schools)
- Lois J. Landy (Division of School & Leader Quality, Georgia DOE)
- Monica Lanier (Director of Federal Programs, Bulloch County Schools)
- Charlotte Mallard (Pineland MH/MR/SA Services/Southeast Prevention Services)
- Khani Morgan (Savannah State University)
- Shaunae Motley (Future Foundation, Inc.)
- Michael O’Neal (Parent University)
- Judith Shuman (Effingham County Board of Education)
- Sherry Smith (Georgia Southern University)
- Mike Stubbs (Savannah-Chatham County Public Schools)
- Jana Underwood (Savannah-Chatham County Public Schools)
- Marie Williams (Georgia Southern University, Center for Continuing Education)
- Marian Zeigler (Safe Haven Domestic Violence Shelter)
Professional Learning Units

Participants of the 21st 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 1. 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 2 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

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

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

TOWN HALL MEETING
Our Town Hall Meeting, How to Reach Young African American Males, is the sixth 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.

NAME BADGES MUST BE WORN
To be admitted to the banquet on Sunday, February 28 and the breakfast 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 PM 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.
Scarborough 1 (Seating Capacity 100) • Sunday • 2:30 – 5:30 PM • Pre-Conference Workshop

GIVING A FISH A BATH: THE UNTOLD STORY OF THE ADOLESCENT MIND
FEATURED SPEAKER: Frank Kros, M. S. W., J. D., The Upside Down Organization, Baltimore, MD

Recent discoveries in neuroscience offer exciting insights into how the brains of our teens really work and the special “brain-based” challenges facing adolescents as they mature. This workshop reveals why teens are especially vulnerable to drug use, high-risk peer influences, depression and suicide as well as the proactive measures adults can take to minimize a teen’s exposure to these dangers. This seminar also addresses the often mystifying role of hormones on adolescent development and focuses on the key roles that stress and sleep have on teen learning processes. In addition, the workshop offers strategies compatible with the many strengths and opportunities available during this miraculous developmental period, including helping teens to develop positive character traits. If you’ve ever thought that the adolescent mind could not be understood, this workshop will arm you with the latest insights and information on knowing and empowering the teenage brain.

Scarborough 2 (Seating Capacity 100) • Sunday • 2:30 – 5:30 PM • Pre-Conference Workshop

LEADING THROUGH CHANGE: ONE STEP AT A TIME
FEATURED SPEAKER: Joseph B. Washington, President and CEO, The Joseph Washington Group, Stone Mountain, GA

Have you noticed that change seems to happen whether we choose to participate or not? As a leader, are you prepared to lead your school or organization through change? Can you effectively motivate people to passionately embrace the vision, in the face of growing opposition? Change is an inescapable part of organizational life, and is essential for progress. Leaders of tomorrow must have innovative leadership qualities in order to engage the 21st century students. Leaders are always in constant pursuit of information that can assist them in being the most productive leaders they can be. Join Joseph Washington as he offers six powerful steps that will propel you forward as you lead your colleagues through change.

Scarborough 3 (Seating Capacity 100) • Sunday • 2:30 – 5:30 PM • Pre-Conference Workshop

WHY CULTURE COUNTS: TEACHING CHILDREN OF POVERTY
FEATURED SPEAKER: Donna Walker Tileston, Founder and President, Strategic Teaching and Learning, Dallas, TX

After more than 50 years since landmark Supreme Court cases promised students equality in education we are still struggling with this issue. Why do we have so much disparity in funding nationwide between high poverty schools and schools in which the poverty rate is low? Why do we have so many children from poverty and cultures outside the dominant culture who are placed in special education, especially as specific learning disabled? And, what can we do about it? Prepare to be surprised by some of the answers as you attend this pre-conference training based on the award-winning book written by this presenter.
8 – 8:40 AM
CONTINENTAL BREAKFAST – BALLROOM PRE-FUNCTION

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. Stephanie Kenney, Interim Dean, College of Education, Georgia Southern University, Statesboro, GA

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

8:45 AM
OPENING SESSION – REGENCY BALLROOM

HIGH FLYING SCHOOLS AWARD CEREMONY

2010 HIGH FLYING SCHOOLS
Rock Island Elementary – Fort Lauderdale, FL
PRINCIPAL: JAMES F. GRIFFIN

Langston Chapel Elementary School – Statesboro, GA
PRINCIPAL: KAREN LINVILLE DOTY

Attucks Middle School – Hollywood, FL
PRINCIPAL: CARLETHA B. SHAW

Martha Gaskins Middle School – Birmingham, AL
PRINCIPAL: SHERENE CARPENTER

Bethune-Bowman Middle/High School – Rowesville, SC
PRINCIPAL: PARRIE L. HOOK

2010 HIGH FLYING SCHOOLS: HONORABLE MENTION
Gainsville Exploration Academy – Gainsville, GA
Southern Choctaw Elementary – Gilbertown, AL
Carrollton Elementary – Carrollton, GA
Blaine Street Elementary School – Monroe, GA
Miramar Elementary – Miramar, FL
Waycross Middle School – Waycross, GA
Carrollton Middle School – Carrollton, GA
Floyd Middle School – Marbleton, GA

9 – 10 AM
KEYNOTE PRESENTATION

Regency Ballroom • Monday • 9 AM – 10 AM • KEYNOTE PRESENTATION

RAISING EXPECTATIONS AND CLOSING ACHIEVEMENT GAPS
Larry Bell, Motivational Speaker & Teacher, Multicultural America, Inc, Manassas, VA

Sponsored in part by the Magnolia Coastlands Area Health Education Center.

Learn how you can reach and teach any child by using “high expectations” to transcend all barriers. In today’s schools, teachers are challenged to raise students’ standardized test scores, involve parents in their children’s academic success, help students deal with real-life issues that get in the way of their learning, and much, much more. Using personal success stories and relevant research, Bell inspires participants to feel the true greatness that lies within all of us and to experience the power to make a positive difference.

10 – 10:30 AM
BREAK
PLEASE EXIT THE REGENCY BALLROOM TO ALLOW THE HYATT AMPLE TIME FOR A RESET

FOLLOWING THE KEYNOTE PRESENTATION

Ballroom D, E,F • Monday • 10:45 AM – 11:15 AM
• Q & A AND BOOK SIGNING WITH LARRY BELL

Savannah Room • Monday • 10:45 AM – 11:15 AM
• “HIGH FLYING SCHOOL” SHOWCASE

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.
Pick up your MONDAY evaluations now from the Room Monitors!

10:30 – 11:45 AM • MONDAY
CONCURRENT SESSIONS

**Scarborough 1 (Seating Capacity 100) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**WHY TRY? MOTIVATING DIFFICULT STUDENTS • PRESENTATION REPEATS AT 1:15 PM**

FEATURED SPEAKER: Christian Moore, Youth Advocate & Founder, WhyTry, Inc., Orem, UT

Students don’t listen! “At-risk” students literally have a hard time processing auditory information. This workshop emphasizes a strength-based approach to helping youth overcome their challenges using multi-sensory intervention, including pictures, music, video and physical activities. The WhyTry program presented is proven to increase graduation rates, reduce truancy, and improve school climate.

**Scarborough 2 (Seating Capacity 100) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**RIGOROUS SCHOOLS AND CLASSROOMS: LEADING THE WAY**

FEATURED SPEAKERS: Ron Williamson, Professor, Leadership and Counseling, Eastern Michigan University, Ypsilanti, MI and Barbara R. Blackburn, Assistant Professor, University of North Carolina-Charlotte, Charlotte, NC

With the public demands for increased rigor in schools, how should a school leader respond? In this session, we’ll look at a directional COMPASS for leaders, focusing on practical strategies to effect school-wide change. Specific areas of emphasis include culture, ownership and shared vision, managing data, professional development, advocacy, shared accountability, and sustaining success.

**Scarborough 3 (Seating Capacity 100) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**POVERTY AND THE BRAIN: APPLYING THE POWER OF NEUROSCIENCE TO ENHANCE LEARNING AND LIFE**

• PRESENTATION REPEATS AT 1:15 PM

FEATURED SPEAKER: Frank Kros, MSW, JD, President, The Upside Down Organization, Baltimore, MD

This workshop shares discoveries from cutting-edge brain research about the impact of poverty on the brain and practical methods for overcoming that impact. Targeted for all professionals serving impoverished youth, this workshop provides a solid foundation of knowledge on how poverty changes the brain; empowers professionals with “take home” tools to counter these negative changes; and equips organizations with a practical model for combating the long-term effects of poverty in the youth they serve.

**Scarborough 4 (Seating Capacity 100) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**RTI: WHEN THE RESPONSE INVOLVES CULTURE AND POVERTY • PRESENTATION REPEATS AT 1:15 PM**

FEATURED SPEAKER: Donna Walker Tileston, Ed.D., Founder and President, Strategic Teaching and Learning, Dallas, TX

Based on a new book by this award winning author and international presenter, find out how we can finally get it right in terms of truly determining those students who need interventions. This session will look at planning and stage one of Response to Intervention (RTI) models to determine which interventions work best in a diverse classroom.

**Savannah (Seating Capacity 60) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**“HIGH FLYING SCHOOLS” SHOWCASE**

Rock Island Elementary, Fort Lauderdale, FL; Langston Chapel Elementary School, Statesboro, GA; Attucks Middle School, Hollywood, FL; Martha Gaskins Middle School, Birmingham, AL; Bethune-Bowman Middle High School, Rowesville, SC

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.
Harborside Center East (Seating Capacity 200) • Monday • 10:30 – 11:45 AM • Concurrent Session

DRIVE THRU CLOSED/DINE IN ONLY • THIS PRESENTATION REPEATS AT 1:15 PM

FEATURED SPEAKER: Keith L. Brown, “Motivator of the Millennium,” 20/20 Enterprise, Fayetteville, GA

In this age of menus which promote “Denim over Diplomas,” “Ringtones over Reading,” “Text Messages over Textbooks” and “Bling Bling over Graduation Rings” Keith empowers “change agents” to release the “drive thru” mentality of simply being in the lives of youth temporarily, going through an assembly line, giving and getting orders and then departing without ever becoming involved in the hearts, heads, and headquarters of our youth. Those who are willing to dine in [go above job title and description and interact with youth] will learn firsthand how to ignite the flames of creativity and excellence that lie within our youth and is often channeled in the wrong areas due to an ever increasing pessimism and lack of innovative practices among those of us who work with youth daily. Those who are willing to dine in will be able to take youth who are going nowhere and transform them. This will be a buffet of ideas and strategies that will leave you thirsting for more!!!

Harborside Center West (Seating Capacity 100) • Monday • 10:30 – 11:45 AM • Concurrent Session

WORKING WITH RELUCTANT LEARNERS: TIPS FROM THE RESERVATIONS AND THE GHETTOS

FEATURED SPEAKER: Stephen R. Sroka, Ph.D., President, Health Education Consultants, Lakewood, OH

On Indian Reservations and in urban ghettos, over half of the students drop out of school. Many are not motivated and are bored with the “drill and kill” approach of many educators. Many educators and researchers believe that listening to the whole child, not just the academic child, is the most effective way to reach and teach all students, especially reluctant learners who are at risk for dropping out or who need alternative approaches to help them learn more and live better. This is a high-energy, motivational, multimedia, presentation that is research-driven and reality-based. It integrates cutting-edge research and humor and inspiring real-life stories to facilitate learning about the whole child and the students’ mental, emotional, social, spiritual, and physical health needs and their relationship to academic and life success. The program is filled with real life strategies and “tips from the trenches” for everyone who works with reluctant learners, especially Native American and urban youth.

Our Thanks to Solution Tree and Magnolia Coastal Area Health Education Center for their annual support of our conference.
Ballroom B (Seating Capacity 120) · Monday · 10:30 – 11:45 AM · Concurrent Session

I C.A.R.E PROGRAM · THIS PRESENTATION REPEATS AT 1:15 PM
FEATURED SPEAKER: Robert E. Criner, President & CEO, Sharing A Vision, Medicine Park, OK

The purpose of this workshop is to focus participants on a central idea of caring, sharing, and serving. This workshop promotes team building, stress management, communications skills, and an appreciation for diversity. The components of this successful workshop are: Compassion, Attitude of Positive Thinking, Responsibility, and Enthusiasm. Participants learn the joy of educational guidance and effective strategies of the I C.A.R.E. Program in themselves as well as the people they contact.

Ballroom D, E, F (Seating Capacity 200) · Monday · 10:30 – 11:45 AM · Concurrent Session

Q&A AND BOOK SIGNING WITH LARRY BELL

Visit the Exhibitors

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.

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**Percival (Seating Capacity 60) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**MUSIC, POWER, ACTION: USING TODAY’S MEDIA FROM JUVENILE HALL TO STUDY HALL**

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

What's the connection between T.I., Kanye, Black Eyed Peas, Shakira, All American Rejects, Taylor Swift, and even X-Men and Harry Potter? What messages can be found in today's popular media, and what are some examples of how these tools can be freely and legally applied and used with youth in at-risk environments? Don’t miss this fast and sensory-focused workshop to find out how you can use over 20 songs (Common, Will.I.Am, John Mayer) and 10 videos (Pride, Freedom Writers, Great Debaters) in your work with young people. Arrive early—this powerful workshop is often standing room only!

**Vernon (Seating Capacity 60) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**YOU GOTTA REACH ‘EM IN ORDER TO TEACH ‘EM: RE-CONNECTING THE LINK BETWEEN KNOWLEDGE AND POWER**

Hotep, Founder, Hustle University, Stone Mountain, GA

A multi-media presentation that completely revolutionizes the way educators and students view school and education! Reach ‘em/Teach ‘em completely destroys common misconceptions teachers and mentors have about education and how to get youth to perform their best. This workshop also demonstrates the most overlooked missing ingredients in “education”, and definitively explains why Black students (especially boys) have a difficult time in school. Most importantly though, this presentation provides SOLUTIONS! It shows how to shift students’ perception of school and illustrates its direct link to them achieving their wildest dreams!

**Verelst (Seating Capacity 60) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**GIRLS: RISK FACTORS, TRENDS, AND STRATEGIES**

Gabriela G. Baeza, Project Specialist, San Diego County Office of Education, San Diego, CA

This workshop will discuss the different challenges girls face in adolescence and teen years. Participants will gain a basic understanding of strategies for working with girls based on gender-specific research. Issues regarding violence, aggression, drugs and alcohol, and family will be discussed in detail. Practical activities to use with a diverse group will be provided.

**Sloane (Seating Capacity 50) • Monday • 10:30 – 11:45 AM • Concurrent Session**

**BRINGING EVIDENCE-BASED MENTAL HEALTH SCREENING TO ADOLESCENTS IN YOUR COMMUNITY OR SCHOOL**

Deanna Richards, Program Coordinator, TeenScreen National Center for Mental Health Checkups at Columbia University, New York, NY

Operating in 700 communities nationwide, TeenScreen offers free access to evidence-based resources to conduct screenings. This workshop explains how attendees can implement TeenScreen in their community and become part of the larger network dedicated to increasing access to youth mental health checkups across the nation. Free program development and implementation materials are provided to participants.

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**THE HYATT WILL BE OFFERING SANDWICHES AND BEVERAGES FOR SALE ON THE LOBBY LEVEL.**
**Scarborough 1 (Seating Capacity 100) • Monday • 1:15 – 2:30 PM • Concurrent Session**

**WHY TRY? MOTIVATING DIFFICULT STUDENTS**  
*FEATURED SPEAKER: Christian Moore, Youth Advocate & Founder, WhyTry, Inc., Orem, UT*

Students don’t listen! “At-risk” students literally have a hard time processing auditory information. This workshop emphasizes a strength-based approach to helping youth overcome their challenges using multi-sensory intervention, including pictures, music, video and physical activities. The WhyTry program presented is proven to increase graduation rates, reduce truancy, and improve school climate.

**Scarborough 2 (Seating Capacity 100) • Monday • 1:15 – 2:30 PM • Concurrent Session**

**RIGOR IS NOT A FOUR-LETTER WORD • PRESENTATION REPEATS AT 3 PM**  
*FEATURED SPEAKER: Barbara R. Blackburn, Assistant Professor, University of North Carolina-Charlotte, Charlotte, NC*

In a time of higher expectations for student achievement, there is a call for increasing rigor in today’s classrooms. Rigor is more than simply increasing the amount of work for students. It includes addressing student motivation and engagement. In this session, participants will discuss how to increase rigor in classroom activities as well as how to provide appropriate support for students. Participants will learn practical, immediate examples which are applicable for all grade levels and content areas.

**Scarborough 3 (Seating Capacity 100 • Monday • 1:15 – 2:30 PM • Concurrent Session**

**POVERTY AND THE BRAIN: APPLYING THE POWER OF NEUROSCIENCE TO ENHANCE LEARNING AND LIFE**  
*FEATURED SPEAKER: Frank Kros, MSW, JD, President, The Upside Down Organization, Baltimore, MD*

This workshop shares discoveries from cutting-edge brain research about the impact of poverty on the brain and practical methods for overcoming that impact. Targeted for all professionals serving impoverished youth, this workshop provides a solid foundation of knowledge on how poverty changes the brain; empowers professionals with “take home” tools to counter these negative changes; and equips organizations with a practical model for combating the long-term effects of poverty in the youth they serve.

**Scarborough 4 (Seating Capacity 100) • Monday • 1:15 – 2:30 PM • Concurrent Session**

**RTI: WHEN THE RESPONSE INVOLVES CULTURE AND POVERTY**  
*FEATURED SPEAKER: Donna Walker Tileston, Ed.D., Founder and President, Strategic Teaching and Learning, Dallas, TX*

Based on a new book by this award winning author and international presenter, find out how we can finally get it right in terms of truly determining those students who need interventions. This session will look at planning and stage one of Response to Intervention (RTI) models to determine which interventions work best in a diverse classroom.

**Savannah (Seating Capacity 60) • Monday • 1:15 – 2:30 PM • Concurrent Session**

**WHOSE “BAD”? BREAKING DOWN COMMUNICATION BARRIERS TO BUILD PRODUCTIVE PARTNERSHIPS**  
*Denise Weems-White, Assistant Professor, Department of Teaching and Learning, Georgia Southern University, Statesboro, GA*

Communication is a barrier that holds back parent-teacher partnerships. This presentation will discuss with teachers and administrators what causes this barrier and what changes can be made in order to build productive partnerships. Although educators cannot directly change the attitudes of parents, they can, as professionals, identify and eliminate behaviors that may serve as roadblocks to communication with families.
In this age of menus which promote “Denim over Diplomas,” “Ring tones over Reading,” “Text Messages over Textbooks” and “Bling Bling over Graduation Rings” Keith empowers “change agents” to release the “drive thru” mentality of simply being in the lives of youth temporarily, going through an assembly line, giving and getting orders and then departing without ever becoming involved in the hearts, heads, and headquarters of our youth. Those who are willing to dine in [go above job title and description and interact with youth] will learn firsthand how to ignite the flames of creativity and excellence that lie within our youth and is often channeled in the wrong areas due to an ever increasing pessimism and lack of innovative practices among those of us who work with youth daily. Those who are willing to dine in will be able to take youth who are going nowhere and transform them. This will be a buffet of ideas and strategies that will leave you thirsting for more!!!

Imagine an exciting interactive activity that lets you learn about Collaboration. It offers a learning opportunity where you reflect on who you are, what you do, your pet peeves, and your dreams. Then you create a visual of who you are and how you can put it all together with Collaboration to make a difference in your school, community, and life. This session gives you time to reflect, present your ideas in a brain-based, multiple intelligences way. It incorporates social intelligence to bring your plans to life and ends with you graphically displaying and testifying about who you are and sharing your collaboration action plan on a T-shirt in your most creative, colorful, outrageous way!

This special interactive workshop is limited to 100 attendees.

**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 & VIOLENCES 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.
Ballroom B (Seating Capacity 120) • Monday • 1:15 – 2:30 PM • Concurrent Session

I C.A.R.E PROGRAM
FEATURED SPEAKER: Robert E. Criner, President & CEO, Sharing A Vision, Medicine Park, OK

The purpose of this workshop is to focus participants on a central idea of caring, sharing, and serving. This workshop promotes team building, stress management, communications skills, and an appreciation for diversity. The components of this successful workshop are: Compassion, Attitude of Positive Thinking, Responsibility, and Enthusiasm. Participants learn the joy of educational guidance and effective strategies of the I C.A.R.E. Program in themselves as well as the people they contact.

Ballroom D (Seating Capacity 70) • Monday • 1:15 – 2:30 PM • Concurrent Session

PANEL: EDUCATING “MEAN GIRLS”
Moderator:
Marilyn Hutchinson, Assistant Professor, Armstrong Atlantic State University, Savannah, GA

Panelists:
Lynn Bertram, Executive Director, PACE Center for Girls, Jacksonville, FL
Janet Ter Louw, Program Director, PACE Center for Girls, Jacksonville, FL
Gabriela G. Baeza, Project Specialist, San Diego County Office of Education, San Diego, CA
Nicole Joron, Graduate Student, University of Northern British Columbia, Prince George, British Columbia, Canada
Kathleen Carroll McDermott, Ninth Grade Facilitator, Metro Alternative High School, Cedar Rapids, IA

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.

Ballroom E (Seating Capacity 70) • Monday • 1:15 – 2:30 PM • Concurrent Session

BEHAVIOR INTERVENTIONS AND RESPONSE TO INTERVENTION PROCEDURES FOR SCHOOLS
• PRESENTATION REPEATS AT 3 PM
FEATURED SPEAKER: William Bender, Author, Presenter & Consultant, Toccoa, GA

Response to Intervention (RTI) should be used to help schools formulate positive behavior supports in the classroom. This presentation will describe how various practical, research proven interventions can be utilized within the context of the new emphasis on RTI procedures to curb problem behaviors. This session will emphasize both practical disciplinary strategies, and how frequent performance monitoring assessment data can be collected for RTI purposes in the classroom.

Ballroom F (Seating Capacity 70) • Monday • 1:15 – 2:30 PM • Concurrent Session

SCIENCE OF BRAIN CHEMISTRY AND YOUTH BEHAVIORS • PRESENTATION REPEATS AT 3 PM
FEATURED SPEAKER: Elizabeth Koller, Executive Director, Perspectives on Growth and Development, Inc., Hickory, NC

Understand the role of five key brain chemicals and their interrelationships that define a youth’s physiological make-up with an appreciation of how imbalances can result in different behaviors and moods. Explanation of the impact of controllable influencers such as: diet, nutrition, exercise–or lack of exercise, and activities that result in less than optimal brain chemistry levels driving unwanted behaviors such as: aggression, violence, depression and suicide. Current advances in behavioral neuroscience represent the most riveting insights about youth, in the last century, regarding some root causes of behaviors and moods that contribute to, or transcend the sole impact of peer pressure, and social and home environments.
KICKING UP THE GRADUATE RATE
Kim Perry Barham, School Improvement Specialist, Dree Davis, Graduation Coach, Dublin High School, and Jennifer Claxton, Special Education Director, Dublin City Schools, Dublin, GA

Information will be shared on the success of Dublin High School’s “Irish Time.” Using “Irish Time, the high school has improved their graduation rate from 59% to 82% over the course of three years. Irish Time is a daily 30 minute period that is used for intense remediation for Georgia High School Graduation Test (GHSGT), credit recovery, and relationship building.

AT RISK ON GILLIGAN’S ISLAND
Courtney L. Teague, Special Educator, Consultant, Motivational Speaker, Hiram, GA

Do you feel that you are on a ship to nowhere? Do you have one or all seven characters of Gilligan’s Island as students? Each character on Gilligan’s Island represented various learning styles. Do you wonder how you are supposed to reach these students? This session will share research and brain-based strategies founded on Howard Gardner’s seven Multiple Intelligences.

CLOSING THE ACHIEVEMENT AND LEADERSHIP GAPS FOR POTENTIAL HIGH SCHOOL DROPOUTS USING RECONNECTING YOUTH
Wallace V. Eggert, Vice President and Owner, Reconnecting Youth, Inc., Victoria, British Columbia, Canada; Leona L. Eggert, President and Owner and Beth McNamara, Director of Programs and Training, Reconnecting Youth, Inc., Redmond, WA

This presentation demonstrates the school-based Reconnecting Youth (RY) approach to preventing high-school dropout. Learning objectives/topics are to: understand the unique RY curriculum; experience interactive learning strategies/leadership activities; and appreciate the supporting evidence that RY works! Potential high school dropouts increased school retention and achievement, personal control and school bonding, and decreased drug involvement, aggression/depression and suicidal behaviors.

CHANGING KNOWLEDGE AND ATTITUDES ABOUT MENTAL ILLNESSES WITH “BREAKING THE SILENCE” LESSON PLANS
Janet Susin, President, Educational Outreach, National Alliance on Mental Illness: Queens/Nassau, Lake Success, NY; Otto Wahl, Professor and Dayne Zatina, Graduate Research Assistant, University of Hartford, West Hartford, CT

Before age fourteen, half of those who will go on to develop a mental illness are already showing symptoms. This workshop will help educators identify “at-risk” students and teach how to approach this sensitive topic by encouraging tolerance and promoting help-seeking behavior. Results of a National Institute of Mental Health (NIMH) study showing the effectiveness of the “Breaking the Silence” educational materials will be shared.

An evaluation of the conference’s general sessions will be accessible via nationalyouthatrisk.com or via an email announcement following the conference.
GRASSROOTS EFFORT TO REDUCE CHILDHOOD OBESITY: BULLOCH COUNTY C.H.I.L.D. COALITION
Starla McCollum, Associate Professor and Tony Pritchard, Assistant Professor, Georgia Southern University, Statesboro, GA

The Bulloch County Children’s Health Improvement and Lifestyle Development (C.H.I.L.D.) Coalition was created to develop community partnerships in Bulloch County to address the growing epidemic of childhood obesity and physical inactivity. A community action plan and interventions to help reduce obesity will be presented.

A COMMUNITY-BASED APPROACH TO REDUCING OUT-OF-SCHOOL SUSPENSIONS FOR “AT-RISK” YOUTH
Sandra Edwards, Program Director, Helping Montgomery Families Initiatives and Letha Maxton, Director of Student Support Services, Montgomery Public Schools, Montgomery, AL

A major predictor of youth involvement in the justice system is the frequency of out-of-school suspensions. This poster session will present a unique collaboration between a local district attorney’s office and public school district to reduce suspension rates. The program focuses on providing intervention services for suspended students and their families using a comprehensive assessment process and community-based, multi-disciplinary team approach.

REDUCING THE OBESITY EPIDEMIC: BULLOCH COUNTY C.H.I.L.D. COALITION
Starla McCollum, Associate Professor and Tony Pritchard, Assistant Professor, Department of Health & Kinesiology, Georgia Southern University, Statesboro, GA

The Bulloch County Children’s Health Improvement and Lifestyle Development (C.H.I.L.D.) Coalition was created to develop community partnerships in Bulloch County to address the growing epidemic of childhood obesity and physical inactivity. The C.H.I.L.D. Coalition was organized by a collaborative effort initiated by the College of Health and Human Sciences at Georgia Southern University, the Bulloch County Health Department, and the Southeast Health District.

IMPROVING EDUCATIONAL OUTCOMES OF YOUTH IN FOSTER CARE ONE CHILD AT A TIME
Roshelle D. Hudson, Educational Specialist/Advocate and Corey L. Tiggs, Educational Specialist/Advocate, Dekalb County DFCS ILP Department, Atlanta, GA

In 2007, the Department of Family & Children of DeKalb County, Georgia launched an innovative educational program whose mission was to improve graduation rates and improve educational outcomes for children in foster care through its Independent Living Program. Through the efforts of two educational advocates, there has been a 46% increase in the number of youth graduating in DeKalb County. Our presentation describes 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.

THE BOY FACTOR: CAN SINGLE-SEX SCHOOLING EFFECT THE OVER-REPRESENTATION OF BOYS IN SPECIAL EDUCATION
Kathy Piechura-Couture, Professor of Education; Elizabeth Heins, Professor of Education, Stetson University, DeLand, FL

Can gender-responsive classrooms reduce the number of boys in special education? This presentation highlights developmental and structural sex differences in the brain and how these differences contribute to the over-identification of boys in special education. Males schooled in single-sex classrooms report doing better in school as a result of being in a single-sex classroom as well as exhibiting higher participation in class work and homework. Surveys of parents and teachers also revealed positive results.

COLLEGE CONNECTIONS: PROMOTING COLLEGE ASPIRATIONS AMONG ELEMENTARY SCHOOL STUDENTS
Leonissa Valrie Johnson, School Counselor, The University of Georgia, Mableton, GA

By the year 2016, 19 of the 30 fastest growing occupations will require post-secondary training. Unfortunately, many youth are not forming college aspirations. This presentation will discuss the benefits of exposing elementary school students to college culture. The presenter will also discuss specific activities that can be used in elementary settings to promote college aspirations and culture.

BUT THIS IS A “NO SAGGIN” ZONE: AN EFFECTIVE NON-PUNITIVE APPROACH TO REDUCING “SAGGIN” ON COLLEGE CAMPUSES
Nat Hardy, Assistant Professor, Department of Liberal Arts, Savannah State University, Savannah, GA

This presentation will examine the complexities and social tensions of addressing unprofessional dress, particularly male “saggin” on college campuses. Instead of a more punitive approach to the dress code problem, this program aims to eliminate “saggin” through education, awareness, an understanding of cultural history, and the goals of professionalism. The target audience is suited for high school and college educators who confront unprofessional dress on their campuses.

KEYS TO DEVELOPING COMMUNITY INVOLVEMENT IN MILITARY FAMILY DAYS
Casey Mull, Extension 4-H Specialist-Military Programs and Jenny Jordan, Extension 4-H Specialist-Volunteer & Teen Programs, University of Georgia Cooperative Extension, Athens, GA

Unlock the doors to a successful community collaboration using a military family day as a model and stepping stone. Using examples of successful programs, the session engages participants in resource identification, success principles, community youth and adult support, and volunteer recruitment. Modeled like an actual family day, the session will immerse participants in the keys of education, support, and relaxation.

THE MEDIA SEXUALIZATION OF CHILDREN AND YOUTH
Mary Natividad, Professor of Counseling and Marie Stern Plemons, Professor in Curriculum and Instruction, University of Houston-Victoria, Victoria, TX

Media messages to children are not about Teddy Bears and Holding Hands. Instead, the messages are about sex and sexiness. There is evidence that shows sexualization has negative effects on the developmental domains. The presentation is designed to create an awareness of this problem, enhance communication skills, and empower children and youth to better understand the media messages. Participation encouraged.
PARTICIPANTS VERSUS SPECTATORS: GEORGIA CTSOS PROMOTE LEADERS, BUILD CONFIDENCE, AND ENCOURAGE SUCCESS!
Julie H. Kenny, Career Technical Student Organization Coordinator and Scott M. Carey, Program Manager, Division of Career, Technical and Agricultural Education, Georgia Department of Education, Atlanta, GA

Participants will leave this poster presentation knowing how to effectively implement a state produced Career Technical Student Organization (CTSO) specifically designed for special or high-risk populations. Participants will also gain insight into the benefits of other student organizations and how research shows their proven effectiveness and success. Participants will take away material ready to implement in their state.

SCRILLA, STEEZY, & SWARMING: MILLENNIAL YOUTH CULTURE 2010 AND WHAT YOU MUST KNOW ABOUT THIS GENERATION
Eric Rowles, President/CEO and Aidil Ortiz-Collins, Training Associate, Leading to Change, Charlotte, NC

How familiar are you with TODAY’s youth culture? In this very hands-on session, new and veteran practitioners will identify some of the current and future trends that are having a critical impact on the environments that young people navigate—including career outlooks, work ethic, volunteer trends, and pop culture influences. Participants will also be introduced to recent research and findings from the work of Neil Howe and Williams Strauss, authors of “Millennials Rising,” “Generations,” and “13th Gen” as well as emerging trends that risk and prevention professionals will likely experience with this changing generation!

Do we have your current email address?

Please stop at the Registration Booth on the Second Floor to confirm your email address.
LEADING UNDERACHIEVING CHILDREN LIVING IN POVERTY TO SUCCESS
FEATURED SPEAKERS: William Parrett, Director, Center for School Improvement & Policy Studies and Professor of Education and Kathleen Budge, Coordinator, Educational Leadership Development Program, Boise State University, Boise, ID

Participants will examine recent research on high-performing, high-poverty (HP/HP) schools and explore how courageous leadership builds capacity to achieve and sustain improvements in student and professional learning. Specifically this session will address tough questions for tough times, how leaders of HP/HP schools raise achievement first by asking the right questions. This interactive, multimedia session presents how schools create safe, supportive, and healthy learning environments built on caring relationships, high expectations and a commitment to action. Cases from urban, suburban, and rural schools will highlight specific approaches used to improve instruction and eliminate educational practices that manufacture low achievement.

RIGOR IS NOT A FOUR-LETTER WORD
FEATURED SPEAKER: Barbara R. Blackburn, Assistant Professor, University of North Carolina-Charlotte, Charlotte, NC

In a time of higher expectations for student achievement, there is a call for increasing rigor in today’s classrooms. Rigor is more than simply increasing the amount of work for students. It includes addressing student motivation and engagement. In this session, participants will discuss how to increase rigor in classroom activities as well as how to provide appropriate support for students. Participants will learn practical, immediate examples which are applicable for all grade levels and content areas.

STORYING AGAINST SILENCE: USING DIGITAL STORYTELLING TO IMPROVE LITERACY
FEATURED SPEAKER: JuliAnna Avila, Assistant Professor, Georgia Southern University, Statesboro, GA and Bobby Stanley, CCAE Instructor, Vidalia Comprehensive High School, Vidalia, GA

In this session aimed at educators of all levels, we will describe digital storytelling (multimedia composition that includes written text, pictures, voiceovers, and music) and ways to implement it, even for the technology-shy. We will share elementary and secondary students’ digital stories, as well as provide web resources, handouts, and ideas on connecting digital storytelling to state standards.

DISCUSSION OF A CASE STUDY OF AN URBAN ELEMENTARY SCHOOL’S TRANSITION FROM FAILING TO DISTINGUISHED SCHOOL STATUS
FEATURED SPEAKER: Carla Brice Ross, School Counselor, Cook Elementary School, Atlanta, GA

This research contributes to the understanding of how a high-poverty, high-minority elementary school may transition from failing to achieving. Discussion will lead to understanding how the multidimensional organizational functioning of Eagle Elementary appears to change as it moved from failing to distinguished school status. This study embraces the concepts of educational change theory.

SAFE SCHOOLS: UTILIZING YOUTH DEVELOPMENT STRATEGIES TO ADDRESS RACISM, GANGS, VIOLENCE, AND BULLYING
Featured Speaker: John Vandenburgh, Author, PLUS Program (Peer Leaders Uniting Students), Murrieta, CA

One of the many goals of the presentation is for participants to develop a strong understanding of the impact group identity has on individual adolescent behavior, particularly with racism, gangs, violence, and bullying. Educators must understand the importance of developing programs that foster relationships among youth and developing a sense of belonging for youth to a group. Our youth are simply growing up in a violent culture that invests itself in a code of silence. As educators we must counter this and develop a culture of communication, where students feel connected to one another and responsible for the outcomes of their campus culture.
Harborside Center East (Seating Capacity 200) • Monday • 3 – 4:15 PM • Concurrent Session

THE UNSPOKEN TRUTH ABOUT “AT-RISK” AND ENDANGERED YOUTH
FEATURED SPEAKER: Victor Woods, National Speaker, Author, Motivator, U Can Make It, Bloomingdale, IL

At one time he was a much sought after criminal who spent time in State and Federal prisons. Victor chronicles his journey from at-risk youth to a National Speaker and Published Author. Victor gives a fresh and raw prospective that can only be given by some one who has been at-risk himself and has turned it around and made it. Victor will share his techniques and philosophies on what really works to save the potential of at-risk children.

Harborside Center West (Seating Capacity 100) • Monday • 3 – 4:15 PM • Concurrent Session

PART 2: COLLABORATION MATTERS TO A “T” • DOUBLE SESSION BEGAN AT 1:15 PM
FEATURED SPEAKER: Stephen R. Sroka, Ph.D., President, Health Education Consultants, Lakewood, OH

Imagine an exciting interactive activity that lets you learn about Collaboration. It offers a learning opportunity where you reflect on who you are, what you do, your pet peeves, and your dreams. Then you create a visual of who you are and how you can put it all together with Collaboration to make a difference in your school, community, and life. This session gives you time to reflect, present your ideas in a brain-based, multiple intelligences way. It incorporates social intelligence to bring your plans to life and ends with you graphically displaying and testifying about who you are and sharing your collaboration action plan on a T-shirt in your most creative, colorful, outrageous way!

ONLY PARTICIPANTS WHO ATTENDED PART 1 (1:15–2:30 PM) WILL BE ADMITTED.

Life Skills & Goal Setting Workbooks for At-Risk Youth

- Fun, hands-on activities
- Award-winning curriculum
- Evidence-based success
- Handbook for implementation

Character building • Goal setting • Career exploration
Academic skills • Job readiness skills • Five-year plans

“Youth don’t usually change because of programs
— they change because of people.”

Allen Mendler and Moe Bickweat
Room Monitors will be collecting MONDAY evaluations at 4:15 PM.

3 – 4:15 PM • MONDAY
CONCURRENT SESSIONS

Ballroom B (Seating Capacity 120) • Monday • 3 – 4:15 PM • Concurrent Session

PARENT UNIVERSITY: BOLDLY GOING INTO THE SECOND DECADE OF SERVICE TO FAMILIES
FEATURED SPEAKER: Michael O’Neal, Executive Director, Parent University, Savannah-Chatham County Public School System, Savannah, GA

This presentation explains the history and the continued success of the Parent University program in Savannah, Georgia. For more than a decade, this program has been successful in getting hundreds of parents to come out 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. Now other systems, local, in state and out of state bodies are making use of Parent University’s ability to attract and engage parents.

Ballroom D (Seating Capacity 70) • Monday • 3 – 4:15 PM • Concurrent Session

USING QUESTIONS TO TEACH AND LEARN: STRATEGIES FOR STUDENT SUCCESS
FEATURED SPEAKER: Carol Jenkins, Strategies for Student Success Trainer, American Federation of Teachers, Jacksonville, FL

One stated goal of schools is to promote critical thinking. Usually to attain this goal teachers use questioning. Student responses to questions help teachers assess how well students understand the content. Responses also reveal students’ critical and metacognitive thinking patterns. Findings of research encourage teachers; even mandate them, to teach how to think. However several researchers have established the fact that teaching students to think is a very complex process and caution that students must have domain knowledge (content that is related to the subject matter) to demonstrate their ability to think when responding questions. Cattell (1987) maintains that thinking is an innate ability and teachers can foster critical thinking. This is done by giving students questioning strategies that automatically ignite the thinking process required to “understand” and “answer the question.”

Ballroom E (Seating Capacity 70) • Monday • 3 – 4:15 PM • Concurrent Session

BEHAVIOR INTERVENTIONS AND RESPONSE TO INTERVENTION PROCEDURES FOR SCHOOLS
FEATURED SPEAKER: William Bender, Author, Presenter & Consultant, Toccoa, GA

Response to Intervention (RTI) should be used to help schools formulate positive behavior supports in the classroom. This presentation will describe how various, practical, research proven interventions can be utilized within the context of the new emphasis on RTI procedures to curb problem behaviors. This session will emphasize both practical disciplinary strategies, and how frequent performance monitoring assessment data can be collected for RTI purposes in the classroom.

Ballroom F (Seating Capacity 70) • Monday • 3 – 4:15 PM • Concurrent Session

SCIENCE OF BRAIN CHEMISTRY AND YOUTH BEHAVIORS
FEATURED SPEAKER: Elizabeth Koller, Executive Director, Perspectives on Growth and Development, Inc., Hickory, NC

Understand role of five key brain chemicals and their interrelationships that define a youth’s physiological make-up with an appreciation of how imbalances can result in different behaviors and moods. Explanation of the impact of controllable influencers such as: diet, nutrition, exercise—or lack of exercise, and activities that result in less than optimal brain chemistry levels driving unwanted behaviors such as: aggression, violence, depression and suicide. Current advances in behavioral neuroscience represent the most riveting insights about youth, in the last century, regarding some root causes of behaviors and moods that contribute to, or transcend the sole impact of peer pressure, and social and home environments.
Percival (Seating Capacity 60) • Monday • 3 – 4:15 PM • Concurrent Session

USING HIP HOP PEDAGOGY TO TEACH HIP HOP STUDENTS: AN APPROACH TO IMPROVING STUDENT ACHIEVEMENT
Delarious O. Stewart, School Psychologist, Claiborne County School District, Port Gibson, MS

This workshop will present findings of the research and provide an overview of recent literature related to the effects of hip hop on learning. The workshop will also offer research-based evidence to better meet the learning styles of hip hop generation students. The workshop will also present research on culturally relevant instruction aimed at increasing student learning/achievement and academic success of hip hop generation students in the area of literacy. Hands-on strategies will be offered that are researched based to infuse hip hop into the teaching and learning processes.

Vernon (Seating Capacity 60) • Monday • 3 – 4:15 PM • Concurrent Session

R-U = 3R’S: (ARE YOU RESPECTFUL, RESPONSIBLE AND READY? WE CAN GET YOU THERE!)
Charles Tarver, Assistant Principal, Leslie M. Jones, Language Arts Teacher and Pamela A. Murphy, Media Specialist and Tech Coach, Long Cane Middle School, LaGrange, GA

Long Cane Middle School informs district personnel and staff improvement teams about strategies that are proven to increase performance for all students, especially those at risk. Their evidenced based programs are fun, engaging and demand student involvement. This middle school is going the distance for their students and wants to show you how it can be done.

Verelst (Seating Capacity 60) • Monday • 3 – 4:15 PM • Concurrent Session

THE PRACTICAL SIDE OF SOLUTION-BASED BEHAVIOR MANAGEMENT WITH THE SOLAR MODEL
Paul Herrick, Principal, DeForest Area Middle School, DeForest, WI; Aaron Tarnutzer, Associate Principal, Indian Mount Middle School, McFarland, WI; Mike Weisensel, Associate Principal, DeForest Area Middle School, DeForest, WI

SOLAR, or “Solution Oriented Learning, Accountability, and Resolution,” is a behavior management model that is designed to help schools build a healthy, sustained, and highly individualized culture of character. The SOLAR model provides a practical framework for implementing a restorative, solution-based behavior plan at the classroom and school-wide level.

Sloane (Seating Capacity 50) • Monday • 3 – 4:15 PM • Concurrent Session

THE FAMILY SOLUTIONS PROGRAM FOR JUVENILE FIRST OFFENDERS AND AT-RISK STUDENTS
William Quinn, Executive Director, Families4Change, Inc., Athens, GA

The Family Solutions Program (FSP) is a successful 10-session multiple-family group intervention for juvenile first offenders and “at-risk” students who are truant or engaged in school behavior problems. School personnel and juvenile justice staff will learn about an intervention program with a successful track record for curbing problem behaviors and reducing school suspensions and juvenile crime. Participants will become familiar with the goals and activities of FSP, methods for collaboration, and data on effectiveness, as well as observe families engaged in program activities.
FROM CHARITY TO SOLIDARITY: BUILDING RELATIONSHIPS WITH “AT-RISK” STUDENTS
Lucy Bush, Assistant Professor, Mercer University, Atlanta, GA and Polly Stewart Holder, Graduate Student, Georgia Southern University, Statesboro, GA

This presentation begins with a brief theoretical background regarding the movement from a charity to a solidarity mindset when working with disadvantaged youth. We then discuss techniques to build relationships with “at-risk” students. By drawing on their words and experiences, we offer solutions to practitioners about strategies they can use in their classrooms.

ACADEMIC SUCCESS AND SOCIAL INTEGRATION IN REFUGEE STUDENTS
Franco Zengara, Assistant Professor, Armstrong Atlantic State University, Savannah, GA and Sally Zengara, University of Alabama, Pooler, GA

This presentation discusses research into the struggles of two groups of high school students from refugee communities, where gang violence has recently become a problem. The students discuss the challenges they face at school and at home, as they strive to identify with the people and the institutions around them.

ALTERNATE STUDENTS SPEAK ABOUT LEADERSHIP
Nicole Joron, Graduate Student, University of Northern British Columbia, Prince George, British Columbia, Canada

This presentation provides an overview of the findings of a study that explores the personal experiences with and perceptions of leadership from the perspective of five young women enrolled in an alternate education program. The key concepts of adolescent identity development, empowerment, and youth leadership development are also explored.

GENDER-SPECIFIC PROGRAMMING AND “AT-RISK” TEENAGE GIRLS
Kathleen Carroll McDermott, Ninth Grade Facilitator, Metro Alternative High School, Cedar Rapids, IA

Gender-specific programming for “at-risk” teenage girls allows facilitators/teachers and teen participants to get to the heart of many of the factors that create a risky environment for these young women. Our two main goals in the Metro Alternative High School Women’s Issues Program are: (1) To encourage “at-risk” teen girls to build positive, healthy female relationships; and (2) To provide “at-risk” teen girls with information to make informed, healthy decisions.

TAPPING INTO THE TEACHER CANDIDATE RESOURCE
Sarah Beall, Adjunct Professor; Don Livingston, Associate Professor and Chair; Vicki Pheil, Field Placement Director, Education Department, LaGrange College, LaGrange, GA

Tapping into the Teacher Candidate Resource to Prepare Preschoolers for Learning offers community organizations ideas about how to use local teacher preparation programs as a viable resource to prepare pre-school children for learning. This initiative also illuminates how community-based educational programs are instrumental for meeting required standards for Early Childhood teaching certification.

COACHES AS YOUTH DEVELOPMENT LEADERS: BUILDING, IMPLEMENTING, AND EVALUATING A COMMUNITY BASED COACH TRAINING PROGRAM
Robert J. Barcelona, Assistant Professor of Youth Development, Clemson University, Clemson, SC

Sport coaches often have a significant impact on the lives of youth. Yet the question of whether this impact is positive or negative remains. Do coaches recognize their role as youth development leaders, and are they prepared to play that role? This presentation will provide sport administrators with the steps for building, implementing, and evaluating a successful coach training model.

TOWARD THE DAYLIGHT: PROVEN SUCCESS FOR YOUTH AT PROMISE IN STUDENT-CENTERED THEMATIC INTEGRATED SETTINGS
Linda Ann Hollis McCall, Assistant Professor, and Elizabeth Crawford, Assistant Professor, Armstrong Atlantic State University, Savannah, GA

The Toward the Daylight Student-Centered Thematic Integrated Setting showcases an award-winning teaching/learning model for youth at promise. This interactive presentation offers a blueprint for success for all children, especially those labeled “at risk.”

STUDENT VOICE THAT PROMOTES CONFIDENCE, MOTIVATION, AND LEARNING
Nicole Vagle, Educator and Consultant, Lighthouse Learning Community, Bogart, GA and Yaquia Walker, Emmanuel Praise Church, Watkinsville, GA

The power of student voice is an untapped ally in making schools a place where learning is desirable and achievable by all students. This session describes student insights on learning, grading, homework, assessment, and school life. Participants will learn how student voice informs school and classroom communities and inspires motivation and confidence. Concrete tools will help practitioners apply these ideas.

ALTERNATIVE HIGH SCHOOL SUCCESS WITH “AT-RISK” YOUTH THROUGH LEADERSHIP CLASS
Marcia Nelson and Mike Reeder, Teacher, Crossroads Alternative High School, Coon Rapids, MN

This Leadership Class is designed to challenge “at-risk” youth to improve themselves by becoming leaders in their own lives, in their schools, and in their communities through self-exploration, team building activities, physical challenges, and service learning projects. The class could be replicated or portions could be adapted for daily use in English, physical education, social studies, special education and (most) other areas.

STRATEGIES FOR SUPPORTING PREGNANT AND PARENTING TEENS: EXAMINING POLICY FROM A CRITICAL THEORY PERSPECTIVE
Sheila Denise Spaulding, Principal, Glynn County Board of Education, Brunswick, GA

I know the reality of teen pregnancy and mothering, and what this population of students will face from firsthand experience: I was a sixteen year old pregnant teenager and what kept me inspired was to overcome the destiny that was predicted for me many years ago. To improve the dropout rate among pregnant and parenting teens, schools should develop and implement a plan to serve pregnant and parenting teens, with educational programs and support services tailored to meet the needs of this population of students. Additionally, educators and policy makers can work with local public and private agencies to combine resources.

PARTNERING WITH FAMILIES FOR STUDENTS’ SUCCESS
Jaracus Copes, President/CEO, New Destiny, LLC, Laurel, MD

Partnering with Families for Students’ Success is a comprehensive and innovative workshop developed to assist participants in developing a holistic understanding of “parental involvement,” provide participants with leadership strategies and professional tools to increase parental involvement and to assist participants in creating more appealing, effective, and result-oriented programs.
Point Your Students in the Right Direction

For 28 years, Positive Action has been helping students find the “positive way” in their lives. The PreK–12 curriculum features engaging lessons with activities, stories, and games that teach students how and why to choose the positive action in any situation.

Lessons build intrinsic motivation for positive behaviors, and then help students develop essential life skills, such as self-management, self-improvement, and getting along with others. Additional tools help build a positive school-wide climate and connect schools, families, and communities.

This approach works with all students, especially those at risk. The U.S. Department of Education What Works Clearinghouse found that Positive Action is the only program to have “positive effects” on either academics or behavior out of 41 character education programs.

A recent study showed a 10% increase in national standardized test scores in reading and math, and a 50% reduction in substance abuse, violence, and sexual activity.

To learn more about Positive Action for at-risk youth, contact us today!
800-345-2974 www.positiveaction.net
**Scarfborough 1 (Seating Capacity 100) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

HELPING STUDENTS BECOME RELEVANT • PRESENTATION REPEATS AT 10:15 AM  
FEATURED SPEAKER: Nelson Beaudoin, Educational Consultant, Speaker & Author, Poland, ME

This workshop will show that in spite of the many difficult challenges we face, the formula for school success really lies within each individual student. Learn ways that your school can change its focus from “all” students to “each” student and experience greater success. Possibilities abound when schools can connect with the skills and interests of “each” student and create a supportive climate that makes each student relevant. Tap into students’ inner resources and empower them to learn. Yes, the magic is in them!

**Scarfborough 2 (Seating Capacity 100) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

8 IS GREAT • PRESENTATION REPEATS AT 10:15 AM  
FEATURED SPEAKER: MK Mueller, CEO, CCO, International Trainer, Coach and Author, Insight, Inc., Omaha, NE

Have you heard about the course that “at-risk” students across the country are saying “should be required for graduation”? 8 to Great is changing lives because it offers a proven process for success—practical skills that can be taught to 5th-12th graders using engaging 20-minute activities. At this session you’ll 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!

**Scarfborough 3 (Seating Capacity 100) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

USING THERAPEUTIC METAPHORS TO REACH AND HELP TRAUMATIZED CHILDREN  
• PRESENTATION REPEATS AT 10:15 AM  
FEATURED SPEAKER: Angela Bancroft, Clinical Marriage and Family Therapist and Counselor, Colorado Springs, CO

Shooting a basket, the four year old says, “I get a pain in my neck every time Sarah is around.” Watching Lilo and Stitch, a foster care child says, “Stitch is sad, he doesn’t know where he belongs.” The 4 Ps offers windows of opportunity for therapeutic moments when children reach out to adults through the metaphors, images, words and activities of their lives. Learn about the importance of play, poetry, movies, sports, and music when working with those hard to reach children. Make a “Life” Bracelet and enjoy the antics of Snoopy and the Peanut Gang as they help show us how to reach out to children.

**Scarfborough 4 (Seating Capacity 100) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

HOW TO CHANGE A FAILING SCHOOL  
Alfreda Love, Administrator, Waco Independent School District, Waco, TX

Are you tired of hearing the word “almost,” or “we did not make it because of this subpopulation”? This interactive presentation provides strategies that I used my first year as an assistant principal to help a school reach the title of Recognized. This presentation is geared toward administrators, superintendents, and teachers. It provides strategies and helps the learner understand how to effectively create strategic plans and interventions for challenging students. Although there may be a slight difference in schools, it has worked in Title I schools and areas of low poverty. The creative aspect about the workshop is that it can meet the needs of a diverse group of students.

**Savannah (Seating Capacity 60) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

AVID: CLOSING THE ACHIEVEMENT GAP WITH COLLEGE READINESS FOR ALL STUDENTS  
FEATURED SPEAKER: Mary Childress, Program Manager and Alberta Banks, Program Manager, Eastern Division, AVID Center, Atlanta, GA

Practical ideas and hands-on strategies to increase the enrollment of minority and low-income students in more accelerated curriculums will be presented. Participants will understand how the AVID system, including high-rigor and support, can help create a college-ready culture for all students.
Harborside Center East (Seating Capacity 200) • Tuesday • 8:30 – 9:45 AM • Concurrent Session

BREAKING THE SPIRIT OF AVERAGE: SEVEN STEPS TO TURN YOUR AVERAGE INTO AWESOME

• THIS PRESENTATION REPEATS AT 10:15 AM

FEATURED SPEAKER: Joseph Washington, President & CEO, 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.

Harborside Center West (Seating Capacity 200) • Tuesday • 8:30 – 9:45 AM • Concurrent Session

KEEPING OUR EYES ON THE PRIZE: ENGAGING BOYS OF COLOR • THIS PRESENTATION REPEATS AT 10:15 AM

FEATURED SPEAKERS: David Miller, Chief Visionary Officer & Co-Founder and LaMarr Darnell Shields, President & Co-Founder, Urban Leadership Institute, Baltimore, MD

Many schools see teaching African American and Latino boys as their biggest challenge. The primary focus of these children and youths’ educational experience is maintaining order and discipline. By the time black and brown boys reach the 3rd or 4th grade they are no longer treated like the children they are, but rather like men. Boys of color who repeatedly experience rejection from many societal agencies, in the form of excessive punishment for a “crime,” are in need of intervention by culturally competent educators and youth service providers. This interactive workshop will focus on youth service providers, who work with boys of color, understand their cultural and developmental identities, expressions, and behaviors in order to reduce conflicts between the boys. We will discuss the history and current rationales to understand why some boys perceive violence as the only way to react to stress and life challenge.

Call for Proposals
22nd Annual National Youth-at-Risk Conference

Deadline: September 10, 2010
Online Submissions only

Visit nationalyouthatrisk.com for details and access to the online submission form.

Submission Form opens June 1, 2010.
Conference Dates: March 6 – 9, 2011, Hyatt Regency, Savannah, GA

“Be the change that you want to see in the world.”
Ghandi
**Ballroom B (Seating Capacity 120) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

**MOTIVATING UNMOTIVATED STUDENTS • PRESENTATION REPEATS AT 10:15 AM**

**FEATURED SPEAKER:** Ron Glodoski, Speaker and Author, Turn Around Publishing, Inc, Milwaukee, WI

Ron Glodoski offers a fresh, new perspective on how to effectively connect with unmotivated students and encourage and inspire them to take charge of their learning and their lives. He identifies the issues confronting and hindering students from doing their best, and provides practical solutions. Learn five responses to intervention strategies and ten concrete steps you can practice in your classroom to effectively reach students. Students act out learned, often self-defeating patterns of emotion, behavior, and thought. They may not 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.

**Ballroom D (Seating Capacity 70) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

**PANEL: BUILDING PEACE IN OUR SCHOOLS AND COMMUNITIES**

**Moderator:** Rosemarie Stallworth-Clark, Professor Emerita, Georgia Southern University, Statesboro, GA

**Panel Members:**
- Candice C. Carter, Associate Professor, University of North Florida, Jacksonville, FL
- David Levine, Founder and Director, In Care of Students, Accord, NY
- Susan Armoni, Executive Director, paxUnited, Richardson, TX
- Eric Schaps, President, Developmental Studies Center, Oakland, CA
- Lucas S. Ngote, Plant Services Coordinator, It’s All for the Children Consultants, Stone Mountain, GA
- Lee Mun Wah, Director and Diversity Trainer, StirFry Seminars and Consulting, Berkeley, CA

The panel presentation discusses how to go beyond merely “keeping peace” in our schools and communities. In an era preoccupied with negative zero tolerance policies and tight surveillance for strict security, we have neglected the positive student needs for peace, hope, caring, service, unity, and well-being that make living and learning meaningful and worthwhile. Panel members share successful programs, strategies, and techniques for fostering cultures of peace and well-being to enhance classroom and schools for all students.

**Ballroom E (Seating Capacity 70) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

**SWINE FLU (H1N1) AND YOUTH AT RISK**

**FEATURED SPEAKER:** Stephen R. Sroka, Ph.D., President, Health Education Consultants, Lakewood, OH

Pandemic Swine Flu (H1N1) is one of the biggest issues in the world for schools and communities. Youth at risk are at increased risk of getting H1N1. Educating reluctant learners to prevent and respond appropriately to H1N1 will present new challenges for educators and service providers. This session will address the classical four approaches to diseases for H1N1: Prevention, Preparedness, Response, and Recovery. The critical areas of Communication, Coordination, Collaboration, Culture and Caring will be presented with real life “tips from the trenches” to help you protect yourself and others right now. Dr. Sroka recently keynoted the First International Swine Flu Conference in Washington, DC featured on C-SPAN worldwide.

**Ballroom F (Seating Capacity 70) • Tuesday • 8:30 – 9:45 AM • Concurrent Session**

**MOTIVATING THE RELUCTANT LEARNER: ACTIVE ENGAGEMENT IN THE CLASSROOM**

**FEATURED SPEAKER:** Dawn Odum, National Board Certified Teacher, Auburndale, FL

Want to engage students? Want to raise test scores? Want teacher-friendly strategies to implement tomorrow? You experience cutting edge teaching structures to create classroom success now and forever! In addition, you learn management tips, strategies for creating a cooperative class through teambuilding and classbuilding, and why cooperative learning produces gains and group work often fails. Finally, a class that has practical, hands-on ideas grounded in sound research and theory.
KEEPING HOMELESS CHILDREN CONNECTED TO EDUCATION
Audrey Coaston-Shelton, School Psychologist; Karen Fessler, Director of Project Connect; Rebeka Beach, Adolescent Manager, Project Connect, Cincinnati Public Schools, Cincinnati, OH

This presentation will focus on the unique needs of homeless children and youth, the barriers to education they face, and a model for delivery services to ensure these students remain connected to the educational process. The goal will be to enlighten participants about the needs and the barriers to education that homeless students face and ways to increase their options for success.

RIO ALTERNATIVES (REINVESTING IN OURSELVES): I KNOW I CAN, BECAUSE I KNOW I AM
Shawn Mannix, Executive Director and Frank McCraw, Sr., Program Coordinator, Guardians Investing in Generations, Atlanta, GA

Many youth in our communities are struggling due to the accumulation of mental, emotional, and social struggles (MESS) in their lives. The majority are not taught to discard their “MESS,” and as a result carry it into adulthood, causing academic deficiencies and “at risk” behaviors, that lead to the downfall of many youth today. This workshop will explore various new concepts that identify and address the “MESS.” Participants will discuss innovative, affirmative, cognitive, and motivational enhancement techniques, delivered through strategies that are familiar to youth and get their attention. By putting them in a more receptive state and motivating them to pursue learning opportunities, we can help youth, as well as ourselves bypass peer pressures, overcome fears, rise above ego and emancipate from the mental bondage that results in the “MESS.” Participants will learn strategies to help youth identify, develop and reconnect to their innate true sense of self, enhance their quality of life, and prepare for independent living.

CULTURAL INFLUENCES OF THE DIGITAL MEDIA THAT ARE UNDERMINING THE DEVELOPMENT OF GENERATION “Y”
Rosemary A. Thompson, Associate Professor and Danny Holland, Graduate Student, Regent University, Virginia Beach, VA

America’s new generation “Y” has grown up around various digital phenomena: the Internet with online chatting, YouTube and its numerous informational resources, various social networks, digital video and music, iPods, which have consumed them with the glorification of underage drinking, gratuitous risky sexual behavior and violence. Generation “Y” has grown up in a world with diverse Internet resources. Today’s youth are heavily immersed in a digital world, and most of the adults around them are unaware of the devastating effects the digital world can have on their well-being. This workshop will give you the skills and tools to connect with this emerging generation.

TEEN MAZE: CHOICES DETERMINE DESTINY
Kathy Garwood, Executive Director/Family Connection Coordinator, Crisp County Community Council; Lisa Simpson, School Social Worker, Crisp County School System; Robin James, Project Leader, Turner County Family Connection, Ashburn, GA

The TEEN MAZE is a life-size game board where teenagers are the game pieces, and life’s choices are the dice. It is designed to help youth understand potential outcomes to some of life’s decisions concerning substance abuse, sex, and careers without the real-life finality of their choices. Realistic scenarios help teens navigate their way through the maze and find out about potential consequences of their decisions and behavior. Each student’s experience in the Maze is different based upon the random drawing of a life choice. The interactive “game” provides information on topics that include sexual abstinence, contraceptives, sexually transmitted diseases, peer and media pressure, tobacco, drugs, alcohol, rehabilitation, legal consequences, labor and delivery, teen parenting, HIV/AIDS, and post-graduation career and educational choices. The TEEN MAZE stimulates teens to think about the potential ramifications of their choices should this be a real-life experience.
ASSESSING BULLYING AMONG INTELLECTUALLY LIMITED STUDENTS: ADDRESSING THE CHALLENGE
Colin C. Quillivan, Graduate Student; R. Steve McCallum, Professor and Head, Department of Education Psychology; David F. Cihak, Assistant Professor, Department of Theory and Practice of Teacher Education, University of Tennessee, Knoxville, TN

The goal of the presentation is to describe the rationale, development, administration procedures, and pilot data for an innovative bullying instrument. Because of the limitations of intellectually limited children, we developed an administration format that requires only a nonverbal pointing response to pictures to indicate whether they have been a victim. Data are triangulated with information from teachers and parents.

SCRUBS PROGRAM: HELPING YOUNG ADULTS CHOOSE NURSING AS A CAREER
Marian Tabi, SCRUBS Program Director and Associate Professor, Georgia Southern University and Mary-Kate Pung, Director, Magnolia Coast Area Health Education Center, Statesboro, GA

SCRUBS Program, a workforce diversity project, is aimed at middle and high school students interested in pursuing nursing as a career, and to increase retention and graduation rates of the students enrolled in the program. This program works primarily with schools in Bulloch County and its surrounding counties in the state of Georgia.

EXAMINING THE EFFECTIVENESS OF ADOLESCENT THERAPEUTIC GROUP HOME PROGRAMS
David A. Scott, Clinical Mental Health Counseling Program Coordinator, Clemson University, Clemson, SC

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

EARLY READING SUCCESS WITH MULTI-SENSORY INSTRUCTION
Corine P. Alt, Program Specialist, Georgia Learning Resources System, South Center, Lenox, GA; Gail Melton, Principal; Amanda Barnett, Kindergarten Teacher, and Nicole Cornelius, Kindergarten Teacher, Berrien Primary School, Nashville, GA

“At-risk” students face challenges entering school. Often they lack concept of print or have limited sound symbol associations and they fall behind in language/reading skills. With the use of multisensory sound production and classification of sounds along with visual imagery to learn sight words, two kindergarten classrooms with “at-risk” and Students with Disabilities (SWD) raised reading achievement to grade level and beyond.

I AM ME PROGRAM: FOSTERING POSITIVE SELF-ESTEEM THROUGH SELF-REALIZATION AND DISCOVERY
Karen Donaldson, Motivational Speaker, Community Development Consultant, Event Specialist, founder and President of Panache Life Inc., Ontario, Canada

Learn the strategies used in the I Am Me Program, which serves to not “build,” but to foster and encourage positive self-esteem and self-image of children and youth. Learn new self-discovery techniques, practical and engaging exercises, and challenges that allow for the realization of self-worth that can help make a lifelong impact in the lives of young people.

THE INCARCERATED YOUTH: SUCCESS IN LIFE AFTER DETENTION
Michelle Perkins-Uelligate, Founder/Program Director, Perkins Youth Development Services, Inc., Pooler, GA and William “Bill Blade” Pollard, Jr., “W.I.L.L. Power” (Institute for Life-long Learning), Savannah, GA

This workshop provides an up-close and personal look at how incarcerated youth are affected mentally, physically, and emotionally. We will discuss the historical relevance of slavery and the current impact of hip-hop culture on the mindset of incarcerated youth. Subtopics include: The Mind of the Incarcerated Youth; “7 Deadly Sins” (juvenile law & school policy); and Returning to the Community.

TRANSFORMATIONAL LEADERSHIP: PROMOTING SUCCESSES WITH INNER-CITY PUBLIC SCHOOLS WITH PREDOMINATELY HISPANIC STUDENTS
Lorenzo Flores, Professor, Governors State University, Oak Forest, IL

This power-point presentation will examine that instructional and visionary leadership disposition that is utilized successfully within select inner-city Public and Charter Schools. The target audience hopefully will range from school superintendents to parents who will gain insight on exemplary school cultures, responsive and challenging instruction, especially for English Language Learners (ELLs). Also, services of student mentorship for at-risk students that promote resiliency training and high expectation will be addressed.

RESILIENCY IN ACTION! A PERSONAL STORY OF TRIUMPH OVER TRAGEDY
Yolanda Tucker, President/CEO, GHM Productions, Inc., Jacksonville, FL

The target audience for this session is: teachers, principals, assistant principals, school counselors, psychologists, business and community leaders and volunteer service providers. The topics covered are: resilience, building caring relationships, communicating high expectations, and encouraging meaningful participation. The objectives for this session include: identifying strategies that create safe, healthy, caring, and intellectually empowering educational environments.

ACT PREP FOR AT-RISK STUDENTS
Robin Gibson, Teacher and SAT Coach, Hephzibah High School, Augusta, GA

The ACT Prep for At-Risk Students program meets after school, twice a week, for two hours. There are a total of 8 sessions. Two teachers work in the program. One teacher focuses on reading and language arts and the other teacher works on math and science. The students take a pre test, and based on the results, a program is designed for each of them. The sessions are made up of cooperative learning, small groups and a computer based program. Students are given “Funny Money” at the end of each session, when they have met the day’s standards. At the end of the week, students may purchase snacks and supplies at the ACT COMPANY STORE. Students do take an actual ACT, which the program pays for, when the students have completed the 8 sessions. This program meets with different schools throughout Richmond County.
DRIVE ALIVE: TEEN SEAT BELT SURVEY PROGRAM AS PART OF THE RURAL ROADS INITIATIVE OF THE GOVERNOR’S OFFICE OF HIGHWAY SAFETY

Katie Burkett, Program Consultant, Georgia Dept. of Community Health, Division of Emergency Preparedness & Response, Injury Prevention Program, Jesup, GA

The research objective of Drive Alive is to implement Drive Alive’s theory driven program amongst rural area high school teenagers and to use highway safety best practices to increase teen seat belt use; therefore, decreasing the risk for injuries and deaths resulting from motor vehicle collisions. The study design is community- based participatory research, and the populations studied are high school teenagers in rural Georgia (as defined by the Rural Roads Initiative grant of the Governor’s Office of Highway Safety).

ASPIRATION AND ACHIEVEMENT: SHORT- AND LONG-TERM IMPACTS OF A SUMMER PROGRAM FOR ENGLISH-LEARNING HIGH SCHOOL STUDENTS

Paula J. Mellom, Assistant Research Scientist, Center for Latino Achievement & Success in Education, University of Georgia, Athens, GA

This presentation describes and reports short-term and long-term outcomes from 3 years of implementation of a summer program for Latino and English-learning high school students in Georgia. Transcript, questionnaire, and interview data demonstrate that participation positively impacted participants’ knowledge of “what it takes” to get into college, aspirations to post-secondary study, and concrete steps to prepare themselves academically for that track.

‘A SECOND CHANCE’: A GROUND BREAKING APPROACH TO RESHAPING THE LIVES OF IMMIGRANT YOUNG OFFENDERS.

Sara Cohen, National Director of Social Services, Ministry of Immigrant Absorption; Ruthie Saragosti and Miri Rossman, Director of “Second Chance” Program, Beit Hadfus, Givat Shaul, Jerusalem

The presentation will aim to grapple with the research question that was at the heart of the study conducted by Dr. Arnon Edelstein - Does participation in this program indeed succeed to reduce the rate of repeated criminal activity of its participants and/or to what extent does it lessen the gravity of the pursuant criminal activity? Through an in depth analysis of the study, the presenter will share with the attendees the findings of the study and the insights it sheds on immigration and criminality as well as on the integration process of immigrants into host societies. We will also highlight the components of the program that seemed to be most central and significant in producing positive results. The presentation will be most relevant to field workers, management and policy makers in the realm of juvenile delinquency, with a particular emphasis on immigrant integration and criminal activity.

A.L.I.G.N.: ALIGNING WHO YOU ARE, WITH WHERE YOU ARE

Clarence Brown, Speaker, Trainer and Author, The Talking Bout, LLC, Bristow, VA

This presentation is designed for administrators, educators, family advocacy agencies, supplemental education agencies, parents and students who desire to understand the connection between purpose and performance. The speaker will outline 5- simple steps for bringing purpose, activities, decisions and influencers into full alignment. Using the word A-L-I-G-N the audience will learn how to make daily choices to keep them moving in a positive direction.
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Scarborough 4 (Seating Capacity 100) • Tuesday • 10:15 – 11:30 AM • Concurrent Session

COMMUNICATING WITH ATTITUDES: KEEPING KIDS IN SCHOOL
John L. Reimer, President, North Carolina Dropout Prevention Association, Burlington, NC

Keeping kids in school and not on the streets is a communicating with attitudes issue. Data gathered from 350 dropouts illustrates the role attitudes played in their ultimate decision to dropout. This interactive and dynamic presentation is a no nonsense presentation that explores tools and strategies that dropouts tell us work, and how their futures can be enhanced with a creative approach to learning. Learn the tools that give all students options for the future and an image of what the future might be like.

Savannah (Seating Capacity 60) • Tuesday • 10:15 – 11:30 AM • Concurrent Session

INNOVATIVE LIFE SKILLS AND CAREER EXPLORATION ACTIVITIES FOR TEENS
Kristina Marshall, President and CEO, Winning Futures, Warren, MI

Take an innovative approach to preparing “at-risk” youth for the “real world” by implementing fun, structured activities focusing on character values, goal-setting, academic achievement, and career exploration/preparation. Learn from Michigan’s “Innovative Mentoring Program of the Year” to incorporate life skills and career discovery activities into your school, organization, or with parents (for those who design, implement, or facilitate programs).
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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.
Ballroom B (Seating Capacity 120) • Tuesday • 10:15 – 11:30 AM • Concurrent Session

MOTIVATING UNMOTIVATED STUDENTS
FEATURED SPEAKER: Ron Glodoski, Speaker and Author, Turn Around Publishing, Inc, Milwaukee, WI

Ron Glodoski offers a fresh, new perspective on how to effectively connect with unmotivated students and encourage and inspire them to take charge of their learning and their lives. He identifies the issues confronting and hindering students from doing their best, and provides practical solutions. Learn five responses to intervention strategies and ten concrete steps you can practice in your classroom to effectively reach students. Students act out learned, often self-defeating patterns of emotion, behavior, and thought. They may not 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.

Ballroom D (Seating Capacity 70) • Tuesday • 10:15 – 11:30 AM • Concurrent Session

PANEL: INNOVATIVE ACADEMIC OPTIONS – STUDENT VOICES
Moderator: Bernadette Ball-Oliver, Executive Director, Secondary Schools, Savannah-Chatham County Public School System, Savannah, GA

Students from the Savannah-Chatham County Public School System will share the positive impact the Middle Grades Acceleration Program (M-GAP) and the AVID (Advancement via Individual Determination) Program has had on their academic careers. They will explain the benefits of being participants in programs specifically designed to meet the needs of students considered at-risk.

Ballroom E (Seating Capacity 70) • Tuesday • 10:15 – 11:30 AM • Concurrent Session

BELIEVE IN THE POWER OF A TEACHER: HOW TURNAROUND TEACHERS PROMOTE STUDENT RESILIENCY
FEATURED SPEAKER: Theresa Martin, Ed.D., Public Information Director and Response to Intervention Coordinator, Ware County Schools, Waycross, GA

Research shows that youth who beat the odds and succeed despite great adversity have a relationship with at least one caring adult, often a teacher. These teachers, who make a positive difference in students’ lives, are called Turnaround Teachers. In this session, Theresa Martin shows how fostering individual caring relationships is crucial for helping students build resilience and overcome adversity. Learn what teachers—nominated by students as Turnaround Teachers—believe about intelligence, expectations, and caring relationships, and discover practical ways to enhance student resiliency and become a Turnaround Teacher.

Ballroom F (Seating Capacity 70) • Tuesday • 10:15 – 11:30 AM • Concurrent Session

BLENDING BEHAVIORIST AND HUMANISTIC APPROACHES IN REHABILITATING TROUBLED YOUTH
FEATURED SPEAKER: Bryce Barnhart, Director of Professional Development, Associated Marine Institutes (AMI), Tampa, FL

By the time youth have traveled 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 AMI implements 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 one of our programs.

An evaluation of the conference’s general sessions will be accessible via nationalyouthatrisk.com or via an email announcement following the conference.
ASSESSMENT FOR LEARNING IN A RESPONSE TO INTERVENTION MODEL
Russell Colletta, Principal, Linda Malarchik, Special Education Teacher, and Shari Tibbals, Intervention Teacher, Rite of Passage Charter High School, Verington, NV

How do you accelerate learning when 100% of your students are young men who are gang affiliated, have a long history of school failure, and who possess serious academic deficits and social/emotional issues? We demonstrate how success can happen when the teaching staff provides a focused, well-coordinated system of interventions for students who need different opportunities to learn and classroom assessments that encourage learning.

HOW TO KEEP THEM WANTING MORE!
Sameea Belle, Counselor and Lecturer and Sharlina Goveia, Student Support Services, York College, The City University of New York, Jamaica, NY

You’re a good teacher! As you lecture, you watch the faces of your students for clues and wonder, “Do they get it?” You stop and ask, “Are there any questions?” No one raises a hand; no one has a question. We will share with you a device to verify if students “really got it” and help increase your class participation.

THE UNPROTECTED SCHOOL
Susan Armoni, Executive Director, paxUnited, Richardson, TX

Participants will be provided 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 a lasting impact on students. We will explore issues currently facing youth and what we can do to help them become successful, prosocial members of society.

MAKING A DIFFERENCE COACHING ONE ATHLETE AT A TIME
Franco Zengaro, Assistant Professor, Armstrong Atlantic State University, Savannah, GA

This presentation discusses one coach’s involvement in the physical, tactical training for competition as well as his emphasis on personal, academic, and psychological growth. The presentation reports on a case study of a successful high school football coach. It explores the connection created by the coach between academics, athletics, and community service.

“Don’t try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed.”

Marva Collins
A SHARED VISION FOR IMPROVED LITERACY FOR ALL IS A SHARED RESPONSIBILITY
Roben Taylor, Debbie Weingarth, Nina King, Larry Beard, Lynetta Owens, Celia Hilber, Jacksonville State University, Jacksonville, AL
The objectives of this session include demystifying the model of Team Teaching while at the same time increasing knowledge of effective literacy strategies. Participants will leave this session with a shared vision for improved literacy and the knowledge to implement this model in their own classrooms.

ACHIEVING SUCCESS WITH DIFFICULT STUDENTS
Brenda C. Weitman, Lead Teacher/Coordinator, Teen-Age Parent Program, Savannah-Chatham County Public School System, Savannah, GA
This poster presentation focuses on defining the difficult (“at-risk”) students in your classroom and school, and building working relationships, instead of walls, with them; examining how to make effective proactive responses based on a realistic view of these students; identifying characteristics these students are lacking and their primary needs; and teaching appropriate behaviors. Materials will be shared on the topics of teaching methods, learning strategies, intervention, and behavior management.

COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR) AND THE ISSUE OF YOUTH VIOLENCE IN SAVANNAH
Anees Fardan, Community Educator, Harambee House Inc. / Citizens for Environmental Justice, Savannah, GA
Research has shown us that a correlation exists between the presence of environmental pollutants and violence in youth. Is this just another excuse for belligerent behaviors? What is being said about where low-income schools are located? Can youth successfully engage in a process of research that will also teach them leadership skills and violence prevention strategies? What time is it?

PROMOTING EMERGENT LITERACY IN YOUNG CHILDREN
Marc Osborn, Robert Gentry, and Byron Livermore, Students, Georgia College and State University, Milledgeville, GA
Emergent literacy in reading serves as a gateway to future skills in preschool years. This literacy study focuses on the impact that literature exposure has on lower income children between the ages three and four. Children’s preferences for books were tested following a reading program. The implications of early exposure to books will be addressed in depth at the presentation.

THE IMPACT OF SINGLE-PARENTING ON EARLY CHILDHOOD AGGRESSION
Tsu-Ming Chiang, Professor; Andrea Borders, Robert Gentry, Courtney Hansen, Byron Livermore, Marc Osborn, Zack Stubblefield, Jennifer Teubi, and Lydia Combs, Students, Georgia College and State University, Milledgeville, GA
The objective is to provide exposure to the significance of the role that the parents play in the development of their child’s social-emotional development, in particular the regulation of aggressive behaviors. This presentation focuses on topics such as: parenting strategies, aggressive behaviors, and emotional coping skills. The information is directed toward parents, educators, and social workers.

STUDENTS, WE HAVE A PROBLEM
Sarah Mayberry, Media Specialist, After School Site Manager, Morgan Elementary, Macon, GA
During the presentation, we would like to introduce participants to the Problem-Based Learning (PBL) approach to instruction. In addition, we would like to help them understand the benefits of PBL, including motivation and critical thinking, through an interactive, hands-on session. Finally, we would like to demonstrate the various ways that the PBL approach can be implemented throughout their curriculum.

GIFTED YOUTH AT RISK
Paulette P. Harris, Director and Professor, Augusta State University, Augusta, GA and Audie Holmes, Professor, Paine College, August, GA
The poster session will allow the presenters to dismiss the stereotypes in our society about gifted youth as the presenters talk to the participants at the conference and explain how to convince gifted youth that stereotypes are just that—stereotypes.

KEEP YOUR FEET MOVIN’, YOUR ONE STEP AWAY FROM POSITIVE CHANGE
Alvin S. Perry, CEO, Alvin Perry Worldwide, Educational Consultant, Rockaway, NJ
This workshop is designed for administrators, educators, family advocacy agencies, supplemental education agencies, parents, and students who desire to understand the importance of developing life skills and goal setting. The workshop is extremely interactive and all information can be applied to daily lessons, classroom management, team building, and leadership. Innovative Teaching Strategies using the Five Principles of the Critical Zone Program are given throughout the workshop designed to increase academic success and student motivation—all of which lead to the reduction of the dropout rate and ultimate career success!

IT TAKES THE WHOLE VILLAGE: HOPE ACADEMY’S 21ST CENTURY METAMORPHOSIS
Sylvia Hooker, Assistant Superintendent Curriculum & Instruction; Janet Greer, Director, CTAE; Garfield Duckett, Behavior Specialist, HOPE Academy, Troup County Schools, LaGrange, GA
Novice and veteran alternative education leaders will gain knowledge on how to transform their existing facilities using the assistance of: Base School administrators: Career, Technical and Agricultural Education Department, Behavior Specialist, Ex Ed Dept, Graduation Coaches, Counselors, Faith Community, Mini Grants for “at-risk” children (edweek grants), Communities in Schools, Family Connections, Title I (funds for Professional Learning), and on-line curricular opportunities.
FOCUS: IDENTIFYING REASONS FOR STUDENT UNDERACHIEVEMENT, AN ESSENTIAL STEP TO REDUCING THE DROPOUT RATE  
Carolyn Berger, Assistant Professor, Nova Southeastern University, Center for Psychological Studies, Ft. Lauderdale, FL

Many high school dropouts do not fail because they are unintelligent, but instead because they started to underachieve and were never able to end that cycle. A synthesis of the current literature on underachievement in addition to the presenter’s own research findings will be introduced. Recommendations will be made for educators to help underachieving students succeed in school.

USING EFFECTIVE INSTRUCTIONAL DESIGN SO ALL LEARN WELL  
John Hobe, Professor, Department Head, Early Childhood Education, Armstrong Atlantic State University, Savannah, GA

Come and hear, discuss, and assess what teachers do so all learn well, including effective instructional designs and creating motivating learning environments. Learn what we can do to continually believe all can achieve academically and teach so they do!

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

REMEMBER:  
THE PLU MASTERY TEST WILL BE GIVEN TODAY AT 4:30 PM IN BALLROOM B.
Scarborough 1 (Seating Capacity 100) • Tuesday • 1 – 2:15 PM • Concurrent Session

**GANGSTERISM • PRESENTATION REPEATS AT 2:45 PM**

FEATURED SPEAKER: Corporal Daryl Macaluso, Gang Resistance Education And Training, Durham Police, City of Durham, City of Durham, NC

Gang culture is unique, understanding the cultural differences within the community is key to understanding and effecting change within gang related and “at-risk” youth. This is a gang awareness program that focuses on current gang trends, dress, signs, codes, and symbols associated with gangs. You will also be familiarized with some of the history and events that shaped the philosophy of America’s gang population.

Scarborough 2 (Seating Capacity 100) • Tuesday • 1 – 2:15 PM • Concurrent Session

**12 SECRETS OF SUCCESS OF HIGH-POVERTY/HIGH-PERFORMING SCHOOLS • PRESENTATION REPEATS AT 2:45 PM**

FEATURED SPEAKER: Robert D. Barr, Professor Emeritus, Boise State University, Nationally Recognized Speaker, Consultant, Author, and Scholar, Boise, ID

This session will identify 12 crucial strategies for improving the performance of poor and minority students. These strategies have been identified in research on high-poverty/high-performing schools and through on-site visits to some of the nation’s most effective schools. Participants will learn specific strategies for working effectively with their most needed and often most demanding students.

Scarborough 3 (Seating Capacity 100) • Tuesday • 1 – 2:15 PM • Concurrent Session

**CHANGE HAPPENS NOW! ARE YOU READY? • PRESENTATION REPEATS AT 2:45 PM**

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

It only takes a second to change a life forever. If you knew with all certainty that the terrorist attacks were going to take place on September 11, 2001, would you have done something about it? If you knew the cure for cancer, would you share it? If you knew that you could save the lives of a thousand people that you may never meet, would you do it? Thousands of people died in the 9/11 attacks. Thousands of people are dying every day from cancer. Thousands of people will die in the future because some person chooses to withhold information today that could otherwise save their lives. Today our youth are dying at an alarming rate, and it’s not totally because of the many drugs, gangs, or guns that are loose in our neighborhoods and on our streets. Find out what’s really destroying our youth, and what “you” can do about it. Learn the four principles to get your youth to have a Super Bowl day every day.

Scarborough 4 (Seating Capacity 100) • Tuesday • 1 – 2:15 PM • Concurrent Session

**EFFECTIVE EDUCATIONAL POLICY: AN INTERNATIONAL PERSPECTIVE**

Cindi Chance, Professor, Educational Leadership and Brenda Marina, Assistant Professor, Georgia Southern University, Statesboro, GA and Ken Jones, Dean of Humanities, Swansea Metropolitan University, Mount Pleasant, Swansea, Wales

This session will provide a discussion and insight into reasons for conducting a study of effective education policy. Early findings from an international survey of 2000+ schools, focus groups of teachers, school leaders, school governors/boards, and teacher educators in the United States, United Kingdom, and China suggest trends that should inform policy makers internationally. These findings will be shared in this session and participants will be invited to join the research project at their own sites.

Savannah (Seating Capacity 60) • Tuesday • 1 – 2:15 PM • Concurrent Session

**BRINGING THE ARTS OF HIP-HOP AND THERAPY TOGETHER FOR INTERVENTION STRATEGIES WITH “HIGH-RISK” YOUTH**

Nakeyshaey M. Allen, Founder and CEO, REAL Talk Enterprises, Beverly Hills, CA

This presentation is designed to inspire creativity and innovation amongst the helping professions that work with “high-risk” youth. Emphasis will be placed on bridging the gap with positive youth-adult partnerships in intervention strategies. This presentation is informative and thought provoking. It is ideal for those who are genuinely concerned about engaging youth in interventions that work.
WHAT ABOUT THE “AT-RISK” TEACHER? HOLISTIC STRATEGIES FOR EMPOWERING EDUCATIONAL PRACTITIONERS TO EMPOWER “AT-RISK” STUDENTS • PRESENTATION REPEATS AT 2:45 PM

FEATURED SPEAKER: Anthony E. Outler, COO, Co-Founder, Epic Empowerment Consulting, Atlanta, GA

The personal habits, values, attitudes, and cultural competency of educational practitioners are some of the primary determinants in the success or failure of “at-risk” students. Practitioners expend a tremendous amount of mental and physical energy in their quest to transform the students they serve. The demands they encounter not only make it difficult for them to critically assess the effectiveness of their practice, but it also prevents them from taking the necessary time to re-center, re-focus, or re-energize themselves. From proper diet and exercise to studying the dynamics of culture and poverty, this practical workshop will provide holistic strategies on how educational practitioners can personally transform themselves to be more effective with “at-risk” populations.

ON FIRE WITH THE POWER OF STORYTELLING: EMBLAZON LEARNING WITH HEARTFELT STORIES • PRESENTATION REPEATS AT 2:45 PM

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

Use storytelling to ignite a fire under your students and get them moving. Motivating stories enkindle longing hearts and thaw out frozen brains. They get the creative juices flowing and transform cold academic concepts into warm invitations to learning. Employ storytelling to appeal to students’ emotions and build bridges across cultures. Learn teaching tips and techniques on storytelling in the classroom including how to sneak it through the backdoor to make learning fun! Discover the five educational concepts embraced through storytelling.

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Research indicates that 14% of higher education attrition is linked to poor student processes.
Ballroom B (Seating Capacity 120) • Tuesday • 1 – 2:15 PM • Concurrent Session

THE SCHOOL OF BELONGING: A COMMUNITY OF PRACTICE IN ACTION • PRESENTATION REPEATS AT 2:45 PM
FEATURED SPEAKER: David Levine, Founder and Director, In Care of Students, Accord, NY

The School of Belonging is a co-creative professional development, consciousness raising process that focuses on social and emotional culture building with teachers and learning specialists, guidance and psychological services staff, and building administrators. The process is devoted to creating a Community of Practice. A Community of Practice refers to the process of social learning and shared socio-cultural practices that emerge and evolve when people, who have common goals, interact as they strive towards those goals. In context with this workshop, author, musician and urban educator, David Levine will facilitate an exploration of the most effective ways to engage students by implementing diverse teaching methods while creating an emotionally safe school free from bullying and other low level forms of aggressive behaviors.

Ballroom D (Seating Capacity 70) • Tuesday • 1 – 2:15 PM • Concurrent Session

PANEL: MEETING THE CHALLENGES OF RURAL EDUCATION
Moderator:
Allen Murray, Director of Intervention Services for the Social Development Intervention and Research Program, The University of North Carolina at Chapel Hill

Panel Members:
Donny Swinson, Social Studies Department Chair, Washington-Wilkes Comprehensive High School, Washington, GA
Kim Perry Barham, School Improvement Specialist, Dublin City Schools, Dublin GA
Sylvia Hooker, Assistant Superintendent, Curriculum and Instruction, Troup County Schools, LaGrange, GA
Roben Taylor, Assistant Professor, Jacksonville State University, Jacksonville, AL

Respondents:
Donald Livingston, Associate Professor and Chair, Education Department, LaGrange College, LaGrange, GA
Kiana Clayborn, School Social Worker and Jessica Taylor, School Psychologist, Lamar County Schools, Barnesville, GA
Russell Colletta, Principal, Rite of Passage Charter High School, Verington, NV

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

Ballroom E (Seating Capacity 70) • Tuesday • 1 – 2:15 PM • Concurrent Session

WHAT’S LOVE GOT TO DO WITH IT? CREATING A NURTURING ENVIRONMENT FOR ALL STUDENTS
FEATURED SPEAKER: Jimmie Cave, Teacher, DeRenne Middle School, Savannah, GA

Today’s students face challenging times in school. From the pressures of high-stakes testing to the need for peer acceptance, students can begin to lose sight of who they really are; setting the stage for major problems. It is here where teachers can have a profound impact on students by instituting a curriculum of care. This presentation will focus primarily on creating spaces that encourage student self-esteem, safety, and achievement as a result of active engagement and relationship building between educators and the students they teach.

Ballroom F (Seating Capacity 70) • Tuesday • 1 – 2:15 PM • Concurrent Session

CYBER BULLYING: BEST PRACTICES FOR PREVENTION AND INTERVENTION
FEATURED SPEAKER: Patricia Agatston, Licensed Professional Counselor & Prevention Specialist, Cobb County School District, Prevention/Intervention Center, Marietta, GA

This session will provide current information and research on teens and technology and the emerging phenomenon of cyber bullying among youth. Participants will learn about best practices for prevention and intervention and become familiar with resources to address this emerging health risk among youth.
**Percival (Seating Capacity 60) • Tuesday • 1 – 2:15 PM • Concurrent Session**

**PARTNERING WITH COLLEGES TO CREATE A SCHOOL WHERE SUCCESS IS THE ONLY CHOICE**  
*Camille Daniel-Tyson, Principal, Georgia College Early College, Milledgeville, GA*

Georgia College Early College, a racially diverse 7th–12th grade school for students often labeled “at risk,” is changing lives, families, and communities through raising aspirations and achievement. This presentation will address forming key partnerships, creating a school culture, and employing acceleration and other strategies more commonly associated with gifted programs.

**Vernon (Seating Capacity 60) • Tuesday • 1 – 2:15 PM • Concurrent Session**

**CLOSING THE ACHIEVEMENT GAP THROUGH CULTURAL COMPETENCY**  
*Lee Mun Wah, Director and Diversity Trainer, StirFry Seminars and Consulting, Berkeley, CA*

This workshop explores how cultural factors such as racism, sexism, and classism can have a profound effect on a student’s self-esteem, motivation, and academic success. Participants will learn numerous teaching techniques and diversity tools that can directly affect the academic achievement, self-esteem, and motivation of diverse cultural student populations.

**Verelst (Seating Capacity 60) • Tuesday • 1 – 2:15 PM • Concurrent Session**

**BUILDING CONNECTEDNESS TO SCHOOL**  
*Eric Schaps, President, Developmental Studies Center, Oakland, CA*

Aimed primarily at elementary school educators, this session will focus on why building “connectedness” to school is so important to students’ academic learning and healthy overall development. Using current research findings and video clips taken in ordinary classrooms, this session will address two questions: What are the most effective connectedness-building policies and practices? Why is the experience of connectedness in school so powerful for students’ learning and development?

**Sloane (Seating Capacity 50) • Tuesday • 1 – 2:15 PM • Concurrent Session**

**POETIC MAGIC: SPOKEN WORD POETRY AS A TOOL IN YOUTH DEVELOPMENT**  
*Percy L. Chastang Jr., Youth Development Coordinator, South Health District 8-1, Georgia Department of Community Health, Valdosta, GA*

Poetic Magic: Spoken Word Poetry as a Powerful Youth Development Tool involves instructional commentary, dialogue and real-life presentation that reveals spoken word poetry as living art; thereby inspiring young people to read, write, think, and listen which ultimately contributes to the promotion of social tolerance and cultural exchange through the power of the individual as well as the collective voice.

“**You can learn many things from children. How much patience you have, for instance.**”

*Franklin P. Jones*
CASASTARTSM: STRIVING TOGETHER TO ACHIEVE REWARDING TOMORROWS
Emily Lopez, Deputy Director of Youth Programs, The National Center on Addiction and Substance Abuse, New York, NY

CASASTARTSM (Striving Together to Achieve Rewarding Tomorrows) combines teachers, police, social service and health-care workers under one umbrella to provide comprehensive services to 8-13 year old “high-risk” children and their families. The basic principle of the CASASTARTSM model is to enhance the capacity of communities to serve “high-risk” youth through formal partnerships. The goal of these partnerships is to reduce both the students’ use of controlled substances and their involvement in the juvenile justice system while promoting their overall positive development and academic achievement.

YOUNG, GIFTED AND BLACK: TRANSFORMING THE MINDS OF “AT-RISK,” AFRICAN AMERICAN YOUTH
Mildred McClain, Co-Founder and Executive Director and Abdul Dollar, Project Coordinator, The Harambee House/Citizens for Environmental Justice, Savannah, GA

This poster presentation is a learning experience for youth workers interested in utilizing leadership development, youth organizing and cultural competency techniques as intentional practices in their youth development work with “at-risk,” African American youth. Our presentation will feature specific best practice strategies on ways to energize and re-engage “at-risk” African American youth.

THE RELATIONSHIP BETWEEN ACCULTURATION AND PERCEPTIONS OF COUNSELING HELD BY SOMALI REFUGEE ADOLESCENTS
Mary S. Lacy, Certified School Counselor, DeKalb County School System, Decatur, GA

This poster session will explore the relationship between acculturation and perceptions of counseling held by Somali refugee adolescents. The study draws on data collected in 2007 utilizing the Birman and Trickett, 2001, Language, Identity, Behavioral Scale. Findings from this multidimensional measure of acculturation provide educators new insight into both American and Somali cultures as it relates to psychological adjustment, peer interaction, school environment, family, and attitudes toward counseling.

SCHOOLS: BLUE RIBBON, EXCELLENCE, AND DISTINCTION
Maryjane Kirby, Mentor, Walden University, Fayetteville, NC

Schools that have previously identified as “Blue Ribbon Schools,” “Schools of Distinction,” “Schools of Excellence,” in many cases have been categorically described as “failing schools,” based on new language in No Child Left Behind (NCLB). Elucidate how a school considered successful could be labeled as failing by NCLB standards.

INSURING THAT NO CHILD IS LEFT BEHIND
Jerry Dale Jones, Distinguished Professor in Educational Leadership, University of North Carolina-Pembroke, Pembroke, NC

This presentation shares a guide to describe how principals, counselors, and teachers can jointly plan and conduct a Mentor-Mentee program that is wonderful in its simplicity and effectiveness. Students who participate in the program work through planned activities discover how to be more responsible and involved in their own learning.

VIDEO GAME ADDICTION: A 21ST CENTURY YOUTH PROBLEM
Bernard Davidson, Associate Professor of Psychiatry and Health Behavior and Anil Saini, Doctor of Osteopathic Medicine, The Medical College of Georgia, Augusta, GA

This presentation is intended to educate those who work with youth, particularly school counselors and psychologists, as well as Marriage and Family Therapists and other counselors to the incidence and prevalence of “video game addiction.” This topic is receiving increased attention in the mental health field as it parallels other addictions in significant aspects. Ways of working with youth and families to decrease this preoccupation and resulting effects will be presented and discussed.

T.E.A.M.S: TEACHING ENCOURAGING AND MOTIVATING STUDENTS
Chantrise D. Sims, 9th Grade Academy Coordinator and 9th Grade ELA Teacher, Westlake High School, Atlanta, GA

Being a teacher is challenging enough, but trying to teach a class full of unmotivated teenagers is an entirely different story! As educators, we want all our students to arrive to class enthusiastic and motivated to learn. Unfortunately, many do not. Let T.E.A.M.S (Teaching, Encouraging, And Motivating Students) show you simple yet effective strategies and techniques to help you get the best out of your high school students!

APPLYING AND TEACHING THE “LAWS OF LEADERSHIP” TO GROUPS LEADING YOUTH PROGRAMS
Chris Anderson, 4-H Youth Development Specialist, Animal Science, University of Maryland Extension and Lisa Dennis, Henson Center UMES, Princess Anne, MD

Strong leaders are highly accessible, have a clearly defined vision, and are transparent about their expectations. Maxwell’s “21 Laws of Leadership” can help professionals grow their own leadership ability as well as the leadership ability of youth and adults with which they work.

ASSISTIVE TECHNOLOGY AND ASSESSMENT: A WAY TO ENSURE A CARING CURRICULUM
Larry Beard, Associate Professor, Roben W. Taylor, Nina King, Celia Billescas Hilber, Charles E. Notar, Lynetta Owens, Patricia K. Lowry, Debra Weingarth, Jacksonville State University, Jacksonville, AL

The objectives of this session will be to introduce participants to a model of assessment for Assistive Technology (AT) and include some concrete ways AT can be used to help “at-risk” students successfully interact with the curriculum, including speech to text applications, and some innovative ways to present information.
IMPACTING “AT-RISK” MALES’ COLLEGE ASPIRATIONS AND SCIENCE MOTIVATION VIA MENTORING AND A COLLEGE VISIT
Mai Yin Tsoi, Assistant Professor of Chemistry/Science Education, Georgia Gwinnett College, Lawrenceville, GA

African-American adolescent males enrolled in a community mentoring program “Real Talk,” experienced a “College Day” of informative college and science experiences that influenced their preconceived ideas of science and college. Results from questionnaires and interviews indicate that the students’ beliefs were positively affected and will be discussed. Ways in which the mentoring process enhanced these changes will also be presented.

BRINGING THE COMMUNITY INTO THE CLASSROOM: PRODUCTIVE PEER TUTORING
Theresa Jacobs, Alternative Education Instructor; Ursula Andrews, Assistant Superintendent, Tri-Creek School Corporation, Lowell, IN

With the assistance of the Learn and Serve Indiana grant, students in the Lowell Learning Center developed and implemented a peer tutoring program where students from the alternative learning program tutored “at-risk” 6th grade students in a variety of core courses.

NARRATED PERCEPTIONS OF SCHOOLING AMONG PERFORMANCE LEARNING CENTER STUDENTS
Adair F. White-Johnson, Associate Professor & Professional School Counselor, Argosy University & Marietta City Schools, Powder Springs, GA

Although the Performance Learning Center (PLC) has been in existence in Marietta City Schools since August 2003, there had not been a single study conducted to explore the perceptions of the students regarding the effect of the program on their daily lives. In an effort to continue closing the achievement gap within Marietta City Schools, the findings will be used to provide crucial student insight about the positive and negative components of the program. These practices within the alternative environment may be transferable to the traditional classroom setting, and this session will focus on the key findings of the study in an effort to engage school administrators, teachers and counselors in programmatic discourse about “alternative education.” In addition, the main tenets of the PLC program will be shared.
Scarborough 1 (Seating Capacity 100) • Tuesday • 2:45 – 4 PM • Concurrent Session

GANGSTERISM
FEATURED SPEAKER: Corporal Daryl Macaluso, Gang Resistance Education And Training, Durham Police, City of Durham, City of Durham, NC

Gang culture is unique, understanding the cultural differences within the community is key to understanding and effecting change within gang related and “at-risk” youth. This is a gang awareness program that focuses on current gang trends, dress, signs, codes, and symbols associated with gangs. You will also be familiarized with some of the history and events that shaped the philosophy of America’s gang population.

Scarborough 2 (Seating Capacity 100) • Tuesday • 2:45 – 4 PM • Concurrent Session

12 SECRETS OF SUCCESS OF HIGH-POVERTY/HIGH-PERFORMING SCHOOLS
FEATURED SPEAKER: Robert D. Barr, Professor Emeritus, Boise State University, Nationally Recognized Speaker, Consultant, Author, and Scholar, Boise, ID

This session will identify 12 crucial strategies for improving the performance of poor and minority students. These strategies have been identified in research on high-poverty/high-performing schools and through on-site visits to some of the nation’s most effective schools. Participants will learn specific strategies for working effectively with their most needed and often most demanding students.

Scarborough 3 (Seating Capacity 100) • Tuesday • 2:45 – 4 PM • Concurrent Session

CHANGE HAPPENS NOW! ARE YOU READY?
FEATURED SPEAKER: Fred Stokes, President, Fred Stokes Group, Ltd., Tarrytown, GA

It only takes a second to change a life forever. If you knew with all certainty that the terrorist attacks were going to take place on September 11, 2001, would you have done something about it? If you knew the cure for cancer, would you share it? If you knew that you could save the lives of a thousand people that you may never meet, would you do it? Thousands of people died in the 9/11 attacks. Thousands of people are dying every day from cancer. Thousands of people will die in the future because some person chooses to withhold information today that could otherwise save their lives. Today our youth are dying at an alarming rate, and it’s not totally because of the many drugs, gangs, or guns that are loose in our neighborhoods and on our streets. Find out what’s really destroying our youth, and what “you” can do about it. Learn the four principles to get your youth to have a Super Bowl day every day.

Scarborough 4 (Seating Capacity 100) • Tuesday • 2:45 – 4 PM • Concurrent Session

MOTIVATING “AT-RISK” STUDENTS TO READ AND WRITE BY INTEGRATING ENGINEERING INTO LANGUAGE ARTS CURRICULUM
FEATURED SPEAKER: Carla Kabwatha, 6th Grade Literacy Teacher, DeKalb Elementary School of the Arts, Decatur, GA

Would you like to learn how to re-define and enliven the curriculums of language arts and science? Are you interested in raising students’ reading and writing performances in the classroom and on standardized tests? Do you crave ways to make curriculum relevant to 21st century students, especially middle school learners? If so, you will love the “Third Curriculum,” which synergistically integrates the curriculums of Language Arts and Robotics to spark student creativity, motivation, and achievement. Discover how one teacher nurtures an innovative “third” way of knowing by blending the expressive power of language arts and the hands-on fun of building robots for competitive tournaments.

Savannah (Seating Capacity 60) • Tuesday • Tuesday • 2:45 – 4 PM • Concurrent Session

CAST: A PREVENTIVE INTERVENTION FOR CURBING EMOTIONAL DISTRESS AND ENHANCING SELF-EFFICACY AND SOCIAL CONNECTEDNESS
Leona L. Egbert, President, and Beth McNamara, Director of Programs and Training, Reconnecting Youth, Inc., Redmond, WA and Wallace V. Eggert, Vice President, Reconnecting Youth, Inc., Victoria, British Columbia, Canada

Coping and Support Training (CAST) provides skills training for adolescents in a supportive peer group setting. It is an essential tool for agency/school administrators and educators desiring to decrease risk factors (emotional distress, suicide risk behaviors, and drug and alcohol involvement) and increase resilience and protective factors in teens. Participants will experience CAST sample activities and learn why CAST is a SAMHSA model program.
Harborside Center East (Seating Capacity 200) • Tuesday • 2:45 – 4 PM • Concurrent Session

WHAT ABOUT THE “AT-RISK” TEACHER? HOLISTIC STRATEGIES FOR EMPOWERING EDUCATIONAL PRACTITIONERS TO EMPOWER “AT-RISK” STUDENTS

FEATURED SPEAKER: Anthony E. Outler, COO, Co-Founder, Epic Empowerment Consulting, Atlanta, GA

The personal habits, values, attitudes, and cultural competency of educational practitioners are some of the primary determinants in the success or failure of “at-risk” students. Practitioners expend a tremendous amount of mental and physical energy in their quest to transform the students they serve. The demands they encounter not only make it difficult for them to critically assess the effectiveness of their practice, but it also prevents them from taking the necessary time to re-center, re-focus, or re-energize themselves. From proper diet and exercise to studying the dynamics of culture and poverty, this practical workshop will provide holistic strategies on how educational practitioners can personally transform themselves to be more effective with “at-risk” populations.

Harborside Center West (Seating Capacity 200) • Tuesday • 2:45 – 4 PM • Concurrent Session

ON FIRE WITH THE POWER OF STORYTELLING: EMBLAZON LEARNING WITH HEARTFELT STORIES

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

Use storytelling to ignite a fire under your students and get them moving. Motivating stories enkindle longing hearts and thaw out frozen brains. They get the creative juices flowing and transform cold academic concepts into warm invitations to learning. Employ storytelling to appeal to students’ emotions and build bridges across cultures. Learn teaching tips and techniques on storytelling in the classroom, including how to sneak it through the backdoor to make learning fun! Discover the five educational concepts embraced through storytelling.

Room Monitors will be collecting TUESDAY evaluations at 4 PM.
Ballroom B (Seating Capacity 120) • Tuesday • 2:45 – 4 PM • Concurrent Session

THE SCHOOL OF BELONGING: A COMMUNITY OF PRACTICE IN ACTION
FEATURED SPEAKER: David Levine, Founder and Director, In Care of Students, Accord, NY

The School of Belonging is a co-creative professional development, consciousness raising process that focuses on social and emotional culture building with teachers and learning specialists, guidance and psychological services staff, and building administrators. The process is devoted to creating a Community of Practice. A Community of Practice refers to the process of social learning and shared socio-cultural practices that emerge and evolve when people, who have common goals, interact as they strive towards those goals. In context with this workshop, author, musician and urban educator, David Levine will facilitate an exploration of the most effective ways to engage students by implementing diverse teaching methods while creating an emotionally safe school free from bullying and other low level forms of aggressive behaviors.

Ballroom D (Seating Capacity 70) • Tuesday • 2:45 – 4 PM • Concurrent Session

BALANCING THE SEESAW: INTEGRATING EATING DISORDERS PREVENTION AND OBESITY PREVENTION
Mardie Burckes-Miller, Professor of Health Education, Plymouth State University, Holderness, NH

Ever try to balance a seesaw? This presentation will look at ways of integrating obesity prevention and eating disorders prevention programs. Included will be ideas, and best practices for teaching/outreach strategies to balance the seesaw. An update of research, myths and truths of eating disorders will be included. Come hear 11 years of Love Your Body Week ideas, and participate in evidence-based peer-led programs that reduce the thin ideal, and promote healthy ideal. This presentation is for all working with youth of all ages. Ideas, knowledge, and skills on eating disorders for a variety of health and mental health professionals and school professionals (teachers, administrators, school counselors, psychologists).

Ballroom E (Seating Capacity 70) • Tuesday • 2:45 – 4 PM • Concurrent Session

ON TARGET FOR STUDENT MOTIVATION
FEATURED SPEAKER: Kelly Tharp, Instructor, Georgia Southern University, Statesboro, GA

Learn how to apply the six TARGET (Task, Authority, Recognition, Grouping, Evaluation, Time) principles to motivate learners and promote productive affect in your classroom. By addressing learners’ basic needs and the cognitive factors, which affect motivation, teachers can foster intrinsic motivation and enhance learning and retention. Applying the TARGET principles is effective for all learners at all ages, particularly for those at risk, for whom classroom affect may significantly influence learning. Session attendees will leave with a good understanding of the TARGET principles and how to apply them to create effective instructional strategies and activities.

Ballroom F (Seating Capacity 70) • Tuesday • 2:45 – 4 PM • Concurrent Session

SOCIAL CHANGE: UTILIZING YOUTH TO MAKE IT HAPPEN!
FEATURED SPEAKER: Phillip Falcetti, CEO, National Council on Alcoholism and Drug Dependence (NCADD), Orange County, Irvine, CA

Experience how one Southern California community utilized youth to reduce a range of public health issues including: (1) underage drinking, (2) impaired driving, (3) prescription (Rx) and over-the-counter (OTC) drugs, (4) drug paraphernalia sold at stores, (5) salvia and marijuana usage, and (6) alcohol and other drug use.
A FRAMEWORK FOR CREATING SUCCESSFUL ALTERNATIVE PROGRAMS
Grant Flink, Director of Alternative Programs and Services and Beth Paglia, Options Alternative Program Principal, Waukegan Public Schools
District 60, Waukegan, IL

School districts across the country are creating alternative educational programs to address the needs of “at-risk” students. But are these programs truly successful? Based on research and best practices in alternative education, this session will provide K-12 school leaders with a framework to create alternative programs that work.

LEADERSHIP 7: EMPOWERING YOUTH TO SOAR TO NEW HEIGHTS IN LEADERSHIP
Jenny Jordan, Extension 4-H Specialist/Volunteer & Teen Programs and Casey Mull, Extension Specialist/Military Programs, The University of Georgia Cooperative Extension, Athens, GA

Leadership 7 is a hands-on leadership program designed to immerse youth in the experiential learning process as related to interpersonal and intrapersonal leadership development, provide opportunities to develop individual leadership skills, and develop a team to serve as trainers in personal leadership development. The session will explore the key components of Leadership 7 and strategies for participants to develop programs.

COMMUNITY SERVICE AS A CRITICAL COMPONENT IN ALTERNATIVE-TO-SUSPENSION PROGRAMS
Kris Bosworth, Professor, University of Arizona, Tucson, AZ

This presentation will describe an evaluation of seven alternatives to suspension projects that incorporated an average of 33 hours of community service into their design. Findings demonstrated that in such programs, students who participated in community service demonstrated a significantly lower rate of discipline referrals, absences, and tardiness while showing a statistically significant increase in GPA.

POSITIVE RELATIONSHIPS OVERCOMING VIOLENT EXPERIENCES (P.R.O.V.E.): A MENTORING PARTNERSHIP
Kathleen Bailey, Professor, Todd Workman, Graduate Student, Shorayi Morayi, Graduate Student, Markus Neuhoft, Graduate Students and Tiffany Beaudry, Graduate Student, Grand Valley State University, Grand Rapids, MI

This session will provide practitioners and university students with an opportunity to become acquainted with a cooperative mentoring program that uses a unique theory based training and supervision model to provide meaningful opportunities for change. This session will present the P.R.O.V.E. Initiative, the training and supervision model it is employing, and the online reporting mechanism that undergirds its communication.

“If you can imagine it, you can achieve it; if you can dream it, you can become it.”

William Arthur Ward
GET THOSE FAMILIES INVOLVED: STRENGTHENING THE LITERACY OF OUR COMMUNITIES
Staci Vickers, Assistant Principal and Lisa Witherington, Language Arts Teacher, Pulaski County Middle School, Hawkinsville, GA

Getting our parents involved in our students’ academic lives is crucial. This presentation will showcase examples of how to do this through a “Back to the Basics Night,” Job Shadow Day, and an Annual Performance Fair, which are all led by middle school students.

MOTIVATIONAL MENTORING 101: TRAINING MENTORS HOW TO MAXIMIZE THE STRENGTHS OF TROUBLED TEENS
Therlon Harris, Author, Ann Arbor, MI

Serious about wanting a proven way to get youth on the right track? Imagine an entire organization of adult mentors whose mentoring skills are greatly enhanced and learned from the combined experiences of others. Train mentors to recognize and maximize the strengths of troubled teens through an organization-wide unifying system of communication for developing rapport, creating attainable goals, and motivating “at-risk” or troubled youth.

MERGING RTI AND POSITIVE BEHAVIORAL SUPPORT: A BLUEPRINT FOR STUDENT SUCCESS
Elizabeth Deane Heins, Professor of Education; Director of the Hollis Institute for Educational Reform; Kathy Piechura-Couture, Professor of Education, Stetson University; Lisa Bliss, School Psychologist and Stefan Weeks, L.C.S.W, School Social Worker, Volusia County, Florida; Barbara Head, Principal, Edith I. Starke Elementary School, DeLand, FL

A collaborative inter-disciplinary early intervention approach aligned with PS/RTI for educators to address behavioral barriers to learning is described. Emphasis is given to a practical systematic data driven analysis of behavioral concerns. A discussion of the utilization of a resource map in the analysis of universal, targeted, and intensive supports to implement evidenced-based interventions and evaluation of the effectiveness of the interventions. Specific objectives include: (1) to describe a collaborative inter-disciplinary early intervention approach aligned with PS/RTI to address behavioral issues, (2) to provide a model of a practical systematic data driven analysis of behavioral issues, and (3) to examine how a resource map is utilized in implementing and evaluating interventions. Target audience includes administrators, teachers, and district personnel.

OMAHA STREET SCHOOL: WORKING COMMUNITY-WIDE TO MEET THE CHALLENGES OF “AT-RISK” YOUTH
John Parsons, Executive Director and Co-Founder, Omaha Street School and Dwayne Hawkins, National Manager of College/Career Access and Transition, National Street School, Omaha, NE

Presenters will share inspired concepts with educators and community members (youth service and business) to create educational and life success with innovative strategies. Presenters provide overview of possibilities regarding: requirements for developing and continuous enhancement of an alternative school, including basic coursework opportunities; maintaining focus on youth as “whole” persons (recognizing varying strengths and needs); forming business and community partnerships; and seeking accreditation.

EVIDENCE-SUPPORTED PRACTICES FOR IMPROVING THE TRANSITION OUTCOMES OF YOUTH WITH EBD
Hewitt B. “Rusty” Clark, Professor and Director of NNYT, University of South Florida, National Network on Youth Transition for Behavioral Health, Department of Child and Family Studies, FMHI, Tampa, Florida

The Transition to Independence Process (TIP) model prepares and supports youth with emotional/behavioral difficulties (EBD) in their movement into employment, educational opportunities, living situation, personal effectiveness/well-being, and community-life functioning. The TIP principles and practices have been shown effective in working with youth to assist them in developing and achieving their goals.
Ballroom B • Tuesday • 4:30PM – 5 PM • PLU MASTERY TEST

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.

Professional Learning Unit Credit - 1 PLU - Guidelines

One Professional Learning Unit (PLU) credit, to be used for Georgia teacher certification renewal, may be earned by conference participants.

PARTICIPANT’S RESPONSIBILITY -
Submit a signed PLU Prior Approval Form
Complete the "Personnel Information" section of Form 0224
Participate in conference sessions for a minimum of ten (10) hours over the four-day conference
Complete the PLU Mastery Test to demonstrate your mastery of the conference information
Complete a Confirmation of Hours Attended Form

FOLLOWING THE CONFERENCE -
All PLU Credit Mastery Tests will be evaluated by a conference organizer who is also a Georgia Southern University, College of Education faculty member.

Each participant whose PLU Credit Evaluation Instrument is evaluated as passing, who has turned in a PLU Prior Approval Form, and who has verified that he/she attended conference sessions for a minimum of ten hours, will be granted one (1) PLU credit and will receive by mail a fully signed Form 0224, Professional Learning Program Completion Record, from Georgia Southern University.

• It will be the responsibility of each participant who earns PLU credit to present the Form 0224 to his/her school system’s central office for processing with the Professional Standards Commission.

FOR QUESTIONS -
During the Conference, contact a conference staff member at the Registration tables.

For questions following the Conference, call (912) 681-5200
Emotional safety is critical to learning and achievement, and a key component of an atmosphere that discourages passivity, aggression or acting out for revenge or self-protection. The issue goes beyond threats, bullying, and violence, however, and also includes school policies, power dynamics and teacher-student relationships, academic priorities, and instructional practices. We’ll examine the effect of threat and stress on the brain, and its impact on learning and student behavior. The program also offers dozens of practical and effective alternatives to build a positive school culture and maximize achievement, commitment and cooperation. Topics include discipline and power issues, accommodating a wide range of academic abilities and learner preferences, preventing failure, encouragement and positivity, improving the social culture and dealing with mistakes and misbehavior, with practical strategies participants can use to use to build a climate of emotional safety in their classrooms and schools, as well as at home.
## The Rewards of Teaching “At-Risk” Kids

**FEATURED SPEAKER:** Gwen Desselle, 2009–2010 Georgia Teacher of the Year, Social Studies Teacher, Colquitt County High School, Moultrie, GA

Gwen Desselle shares her story of teaching “at-risk” kids. She discusses the changes she has seen in attitudes about these students and the new strategies and programs designed to help “at-risk” kids learn and stay in school. She explains how helping these kids succeed has restored her joy in being a classroom teacher.

## Providing Possible Solutions for Our Nation’s School Dropout Problem

**FEATURED SPEAKER:** Franklin P. Schargel, President, The Schargel Consulting Group, Albuquerque, NM

Nationwide, nearly one in three U.S. high school students fails to graduate. In total, approximately 1.3 million students drop out each year—averaging 7,200 every school day. Among minority students, the problem is even more severe with nearly 50 percent of African American and Hispanic students not completing high school on time. Experts say that dropping out of high school affects not just students and their families, but the country overall—including businesses, government, and communities. Those who drop out are more likely to be incarcerated, rely on public programs and social services, and go without health insurance than those who graduate from high school. America’s Promise Alliance plans on holding 50 State Dropout Summits and 50 summits for “cities in crisis.” Surveys have already been administered in several Dropout Summits to business people, political leaders, parents, students, and school personnel. Based on the recent findings of these summit surveys, workshop attendees will be given a variety of practical suggestions for preventing and reducing school dropout.

## My Brain Doesn’t Work Like That! Creating Success With Non-Traditional Learners By Accommodating Learning Differences

**FEATURED SPEAKER:** Jane Bluestein, President, Instructional Support Services, Inc. Albuquerque, NM

We all have individual preferences and needs when it comes to learning. Some of us like it quiet, while others need music to concentrate. Some need a nice, neat desk while others sprawl out on the floor. Some of us like working alone while others prefer working in teams or with a partner. Some understand best when we hear information, others when we can touch it or see it. It’s not the differences that are a problem, however. It’s our tendency to be most comfortable with our own styles and assume that everyone learns best the same way we do! This is why it can be so hard to understand kids who actually learn and perform better when their preferences look very different from our own. Trying to force kids into a picture of learning or attending that is unnatural for them can create stress for them, result in behaviors that create stress for us, and ultimately interfere with the goals of learning and achievement! This program will explore a number of ways individuals learn. In addition to presenting dozens of practical strategies for accommodating a variety of learner preferences, we’ll also look at ways to teach children how to take responsibility for their own learning needs. Great ideas for teachers and parents, especially those working with non-traditional learners.

## Learning Disabilities and ADD: A New Approach

**David S. Admire, Assistant Professor, Southern Utah University, Cedar City, UT**

This program will discuss learning disabilities, ADD, and addiction within the criminal justice system. Furthermore it will explain a program that reduces recidivism in this population by 40% and a means to treat this population appropriately for addiction which increases treatment success. This program would be appropriate for any individuals working with this population.
Harborside Center East (Seating Capacity 200) • Wednesday - 9:45 – 11 AM • Concurrent Session

**Gangs: National Trends and the Changing Roles of Girls** • Presentation Repeats at 11:15 AM

**Featured Speaker:** Wayne Sakamoto, Director of School Safety, Murrieta Valley Unified School District, Murrieta, CA

Gangs and hate-motivated behaviors in schools have become national issues tied to bullying and harassment, narcotics use and trafficking, fights and aggression, higher behavior referrals, assaults on school teachers and school staff, lower attendance, and lower test scores. This training will provide participants with information on national trends including the changing roles of girls in gangs. The session will include early warning signs to quickly recognize potential involvement with gangs and hate groups. Sound strategies for school-based prevention, intervention and suppression will be provided. Topics will include assessing your school, development of policies and administrative regulations, identifying your “players,” and capacity building for your school. Whole school approaches and classroom strategies will be discussed. This session is applicable to schools that are focusing on proactive and preventative strategies and for schools that have entrenched gangs and hate groups. Participants will be able to go back to their school sites and begin implementing appropriate and research-based approaches.

Harborside Center West (Seating Capacity 200) • Wednesday - 9:45 – 11 AM • Concurrent Session

**Staying Ahead of the Curve: Six Pillars of Dynamic Schools** • Presentation Repeats at 11:15 AM

**Featured Speaker:** Steven W. Edwards, Professor, The George Washington University, Washington, DC

Visionary leaders are constantly challenging themselves and their organizations to move forward and stay ahead of the curve. By applying the six fundamental processes—pillars—participants will learn a framework for creating the foundation for successful and sustainable organizational growth.

**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.
A Town Hall Meeting

The town hall meeting will begin with a panel discussion followed by participants breaking into small groups to discuss the panel presentations as well as their own particular innovations or interventions related to African American males. Participants are encouraged to bring 50 copies of a one-page summary of their own interventions regarding African American males to be shared during the second half of the town hall meeting.

Ballroom D, E, F (Seating Capacity 200) • Wednesday • 9:45 – 11 AM • Concurrent 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, Urban Leadership Institute, Baltimore, MD
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
Kevin Foard, Instructor, Savannah Regional Youth Detention Center, Savannah, GA
Jimmie Cave, Teacher, DeRenne 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.

THIS DOUBLE-SESSION TOWN HALL MEETING CONTINUES UNTIL 12:30 PM

An evaluation of the conference’s general sessions will be accessible via nationalyouthatrisk.com or via an email announcement following the conference.
**STRAND IV**

**Percival (Seating Capacity 60) • Wednesday • 9:45 – 11 AM • Concurrent Session**

**BRIDGING THE GAP: A LOOK AT EFFECTIVE COLLABORATIONS BETWEEN SOCIAL WORKERS AND PSYCHOLOGISTS**
Kiana Clayborn, School Social Worker and Jessica Traylor, School Psychologist, Lamar County Schools, Barnesville, GA

This poster presentation integrates the combined efforts of the School Social Worker and School Psychologist in bridging the achievement gap between student populations, with the use of diverse program planning, student outreach, professional development, parent involvement, and community engagement. Each of these collaborative efforts produces great success for students, both the social work and psychological disciplines, and the school system. This presentation is designed for School Social Workers, School Psychologists, School Counselors, Principals, and all parties interested in implementing effective partnerships and collaborations.

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**STRAND II**

**Vernon (Seating Capacity 60) • Wednesday • 9:45 – 11 AM • Concurrent Session**

**CREATIVE INTERVENTION: INFUSING THE MUSICAL VOICES OF CHILDREN INTO BIBLIOTHERAPY**
Donna Gwyn Wiggins, Associate Professor of Music, Winston-Salem State University, Winston-Salem, NC

This hands-on, active session is designed for persons responsible for providing intervention for children in pre-K–5th grades who are in need of social and emotional counseling. Participants will learn how to combine music and children’s literature into an engaging, therapeutic tool while encouraging a love for reading. Resource exhibits and handouts will be available.

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**STRAND III**

**Verelst (Seating Capacity 60) • Wednesday • 9:45 – 11 AM • Concurrent Session**

**YOUTH LEADERSHIP: AGENTS OF CHANGE THROUGH CLUB COURAGEOUS**
Richard Frederick, Safe and Drug Free Schools District Coordinator, Orange County Public Schools, Orlando, FL

This workshop will provide educators (grades 4-12) the motivation, materials, and knowledge to implement a Club Courageous at their schools. Take a tour of the training received by students, which includes the knowledge and proven effective strategies needed to prevent or reduce violence, bullying, harassment and alcohol, tobacco, and other drugs on their campuses and in their communities. Learn “how to” establish and sustain this prevention club.

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**STRAND V**

**Sloane (Seating Capacity 50) • Wednesday • 9:45 – 11 AM • Concurrent Session**

**PARENTS AS PRIMARY PREVENTION AGENTS IN THEIR CHILDREN’S LIVES**
Donetta Bracey, Senior Certified FAST Trainer, Families and Schools Together, Inc., Madison, WI

This workshop introduces participants to Middle School FAST, a family-based model prevention program designed to build protective factors and reduce risk factors that lead to substance abuse, juvenile delinquency, and school failure. Participants will learn how to recruit parents and youth, and empower parents to be in charge of their children. This workshop is ideal for professionals looking to find new ways of interacting with parents.

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“The test of the morality of a society is what it does for its children.”

Dietrich Bonhoeffer
WHAT YOU NEED TO KNOW ABOUT CLASSROOM MANAGEMENT
Brenda E. Logan, Associate Professor and Interim Department Head, Middle and Secondary Education, Armstrong Atlantic State University, Savannah, GA

Targeted for principals, teachers, and college faculty teaching in preparatory programs for pre-service teachers, this presentation will engage participants in a lively discourse on the essentials for understanding novice teachers and classroom management. The presenter will culminate with the results of a qualitative survey of 25 urban principals who describe the characteristics of effective classroom managers for their schools. The survey indicated that urban administrators valued characteristics, such as, being organized and having high expectations for students.

SECRETS OF SUCCESSFUL ALTERNATIVE SCHOOL ANTHOLOGIES: THERAPEUTIC ART AND WRITING AT ITS BEST
Mary Hollowell, Associate Professor, Clayton State University, Morrow, GA

The objective is to showcase dramatic examples of “at-risk” student art and writing. The work was compiled, over several years, in a collection of alternative school anthologies. Prominent patterns were monsters, prisoners, and warrior/heroes. Some students remained mired in monsters while others evolved into accurate self-portraiture. Student anthologies can be very therapeutic, and the presenter will share lessons learned.

SO MANY WORDS, SO LITTLE TIME TO LEARN THEM!
Kara Krohn, Consultant for Diverse Learners, Iowa Department of Education, Des Moines, IA

The objective of this session is to provide a tool that you can walk away with and use in your classroom 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 fourth grade and beyond.

CONNECTING FAMILIES WITH THE COMMUNITY OF THE SCHOOL TO INCREASE STUDENT SUCCESS IN SCHOOL
Nora Molinero and Natalie Hughes, LM Sw Social Workers, Fort Smith Public Schools, Fort Smith, AR

We will describe the process of working with families to increase school connectedness and school success, including issues regarding attendance and behavior. Participants will engage in practical discussions of home visits and dealing with difficult families. The target participants are those who work with parents and children in the school setting including social workers, counselors, truancy officers, school administration, nurses, and mental-health providers.

PREVENTING BULLYING AT SCHOOLS: FOSTERING SOCIAL EMOTIONAL COMPETENCE FROM YOUNG AGES
Tsu-Ming Chiang, Professor of Psychology, Georgia College & State University (GCSU); Marc Osborn, Lydia Combs, Andrea Borders, Courtney Hansen, Jennifer Teubl, Robert Gentry, and Byron Livermore, GSU Students, Milledgeville, GA

Bullies often lack social and emotional competence that is fundamental to successful interpersonal relations. This presentation discusses the building blocks in preventing bullying at schools by coaching children’s social emotional competence from younger ages. By enhancing these skills, the youth are prepared to deal with daily stress and learn to regulate their emotions and behaviors, subsequently reducing bullying behaviors.

ACADEMIC SUCCESS PROGRAM (ASP)
Chuck Cancilla and Karen Talley, School Psychologist, Gwinnett County Public Schools; Michele Cancilla, Clinical Psychologist and Instructor, Academic Success Program, Buford, GA

The ASP is a research-based after-school intervention for at-risk students. It is geared toward scholastic improvement and enlists dynamic community involvement in helping families and schools exercise more effective strategies. The key component is augmenting parent-teacher-student communication, expectation, and accountability. We believe that success in life is all about choices and the only thing you don’t have a choice in— is not making a choice.

SUPPORTING EDUCATORS AS THEY IDENTIFY, REPORT AND RESPOND TO CHILD ABUSE AND NEGLECT
Anna Wilson, Child Abuse School Liaison, The Dee Norton Lowcountry Children’s Center, Charleston, SC

Educators play a critically important role in identifying and reporting child abuse and neglect because of their day to day contact with each child. Child maltreatment has an enormous impact on the child’s neurological, psychological, social and cognitive development, which in turn directly affect the classroom and school as a whole. There are 3,000,000 reports of abuse filed each year, and it is believed to be under-reported. The Child Abuse School Liaison (CASL) Program is designed to equip educators, and other mandated reporters, with the information needed to identify abuse and then to provide direct consultation and support on a case by case basis.

IN THEIR OWN WORDS: A QUALITATIVE EVALUATION OF A STUDENT-ATHLETE LEADERSHIP PROGRAM
Kelly O’Brien, Springfield College, Springfield, MA

This presentation describes the experiences of participants in an activity-based leadership program called the Springfield Leaders of Tomorrow (SLT). SLT is a two week summer leadership program for city youth ages 11-16 which fosters school and community engagement and enhances participants’ skills related to academic success, problem solving and communication.

EXAMINING RESIDENTIAL TREATMENT FOR REACTIVE ATTACHMENT DISORDER: DO RISK FACTORS MATTER?
Brooke Splier, Developmental Psychologist, Miami University of Ohio, Oxford, OH

Archival data on 35 children (4-12), whom completed treatment for reactive attachment disorder, was used to evaluate a treatment program. Behavioral and outcome measures were completed and risk factors for children and parents were examined. Treatment showed an overall decrease in maladaptive behaviors for attachment-related problems. Findings are beneficial for caregivers and clinicians working with children with RAD.

AMBER ALERT! - HOW TO BUILD A COLLABORATIVE EMERGENCY RESPONSE TEAM TO SAVE AT-RISK YOUTH
Tony Lowden, Executive Director, Campus Clubs Incorporated, Macon, Georgia and Lisa Herring, Director of of Student Support Services, Bibb County School District, Macon, Georgia

Innovative After School Programs, Community Collaboratives, Engaging Science, Technology, Engineering & Math (STEM) Based Curricula, and Athletic Programs create the blueprint for developing successful community partnerships between school districts, corporate and nonprofit entities. Learn how to implement these initiatives to assist in galvanizing your entire community in the search for and the safe recovery of America’s “lost” at-risk youth. (60 words) The ideal target audience participants for this participation include the following: Principals, Teachers at all levels, School Counselors, Social Workers, Business and Community Leaders, School District Administrators, Volunteer Service Providers, and Criminal Justice Providers.
Room Monitors will be collecting WEDNESDAY evaluations at 12:30 PM.

**11 – 11:15 AM**

**BREAK**

**11:15 AM – 12:30 PM • WEDNESDAY**

**CONCURRENT SESSIONS**

**Scarborough 1 (Seating Capacity 100) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

“AT-RISK” OR UNDERSERVED?

**FEATURED SPEAKER: Ken Williams, Chief Visionary Officer, Unfold the Soul, LLS, Tyrone, GA**

The questions we ask about educating our youth depend on the lens through which we look. Ken Williams takes us on a journey of reflection, perception and perspective that will shift traditional thinking and change paradigms as it relates to educating our youth. Participants will explore the questions that empower our educators to capitalize on the collective expertise and resources that improve student achievement.

**Scarborough 2 (Seating Capacity 100) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

PROVIDING POSSIBLE SOLUTIONS FOR OUR NATION’S SCHOOL DROPOUT PROBLEM

**FEATURED SPEAKER: Franklin P. Schargel, President, The Schargel Consulting Group, Albuquerque, NM**

Nationwide, nearly one in three U.S. high school students fails to graduate. In total, approximately 1.3 million students drop out each year—averaging 7,200 every school day. Among minority students, the problem is even more severe with nearly 50 percent of African American and Hispanic students not completing high school on time. Experts say that dropping out of high school affects not just students and their families, but the country overall—including businesses, government, and communities. Those who drop out are more likely to be incarcerated, rely on public programs and social services, and go without health insurance than those who graduate from high school. America’s Promise Alliance plans on holding 50 State Dropout Summits and 50 summits for “cities in crisis.” Surveys have already been administered in several Dropout Summits to business people, political leaders, parents, students, and school personnel. Based on the recent findings of these summit surveys, workshop attendees will be given a variety of practical suggestions for preventing and reducing school dropout.

**Scarborough 3 (Seating Capacity 100) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

Q & A WITH JANE BLUESTEIN

**Scarborough 4 (Seating Capacity 100) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

ILLUMINATING THE DARK SIDE OF THE MOON: HOPE FOR SCHOOLS SERVING HIGH POVERTY COMMUNITIES

**FEATURED SPEAKER: Lisa Niedbala Ammons, School Improvement Specialist, First District RESA, Brooklet, GA**

What are the relationships among our personal actions, attitudes, and assumptions regarding academic achievement for Economically Disadvantaged students? How can our beliefs, attitudes, and assumptions illuminate our thinking about Economically Disadvantaged students and their potential to achieve academic success? Even our best intentions, interventions, and instructional resources may not provide the optimum solutions for our students who are Economically Disadvantaged. We already have the solutions at hand, but they need to be illuminated!

**Savannah (Seating Capacity 60) • Wednesday • 9:45 – 11 AM • Concurrent Session**

DROPOUT PREVENTION ON A SHOESTRING BUDGET

**Annie P. Wimbish, Superintendent, and Danette Blackwell-McAlexander, Dropout Prevention Specialist, Hattiesburg Public School District, Hattiesburg, MS**

Dropout Prevention on a Shoestring Budget is an engaging, interactive presentation that tells the story of how a high-poverty urban school district of approximately 4550 students decreased its dropout rate from 27.8% in 2006-07 to 11.2% in 2007-08. We did this by using practical, research-based programs and strategies. After forming a well-rounded dropout prevention team comprised of various civic, community and business leaders with various school personnel, and researching, developing and implementing our Accelerating Students with Prevention, Intervention & Recovery Efforts (ASPIRE) Plan, we found that the strategies that made the most difference were the ones that cost little or no money! We desire to share what we’ve learned by educating and empowering teachers, administrators, counselors, community volunteers, business leaders, etc. with practical methods, strategies, and tips to increase graduation rates, and reduce dropout and truancy rates in school districts.
Room Monitors will be collecting WEDNESDAY evaluations at 12:30 PM.

Harborside Center East (Seating Capacity 200) • Wednesday • 11:15 AM – 12:30 PM  
• Concurrent Session

Gangs and hate-motivated behaviors in schools have become national issues tied to bullying and harassment, narcotics use and trafficking, fights and aggression, higher behavior referrals, assaults on school teachers and school staff, lower attendance, and lower test scores. This training will provide participants with information on national trends including the changing roles of girls in gangs. The session will include early warning signs to quickly recognize potential involvement with gangs and hate groups. Sound strategies for school-based prevention, intervention and suppression will be provided. Topics will include assessing your school, development of policies and administrative regulations, identifying your “players,” and capacity building for your school. Whole school approaches and classroom strategies will be discussed. This session is applicable to schools that are focusing on proactive and preventative strategies and for schools that have entrenched gangs and hate groups. Participants will be able to go back to their school sites and begin implementing appropriate and research-based approaches.

Harborside Center West (Seating Capacity 200) • Wednesday • 11:15 AM – 12:30 PM  
• Concurrent Session

Visionary leaders are constantly challenging themselves and their organizations to move forward and stay ahead of the curve. By applying the six fundamental processes—pillars—participants will learn a framework for creating the foundation for successful and sustainable organizational growth.

Certificate Q & A

Q: Where’s My Certificate?
A: We will be mailing the certificates.

Q: Where and when will you mail my certificate?
A: After March 4, log onto nationalyouthatrisk.com and complete a brief online conference evaluation. The last question will allow you to tell us where to send your certificate. We will get them into the mail just as fast as we can. The online evaluation will close on March 31, 2010.

Q: What if I forget about the evaluation process?
A: Don’t worry! We will email you a reminder after the conference.
Room Monitors will be collecting WEDNESDAY evaluations at 12:30 PM.

**Ballroom D, E, F (Seating Capacity 200) • Wednesday • 11:15 AM – 12:30 PM • Concurrent 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, Urban Leadership Institute, Baltimore, MD  
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  
Kevin Foard, Instructor, Savannah Regional Youth Detention Center, 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.

**THIS IS THE CONTINUATION OF THE 9:45 – 11 AM SESSION**

**Percival (Seating Capacity 60) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

**RESTORATIVE PRACTICE AND ITS COMMUNITY/SCHOOL APPLICATIONS**

Amanda Nagl, Community Services Manager, Estes Park Police Department, Estes Park, CO

Explore the principles of restorative practice. The base for discussion will be on challenges and successes in Estes Park, Colorado. Concentration will be on school and police roles in that community-based program with highlights of programs from across the state of Colorado. Participants should gain insight in restorative practices as applied to the fields of criminal justice and education.

**Vernon (Seating Capacity 60) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

**ECMS = ENGAGING CHILDREN IN MATH AND SCIENCE**

Kelly W. Rahn, Teacher and Trish Thompson, Teacher, Effingham County Middle School (ECMS), Springfield, GA

Discover math and science with students in a highly interactive presentation of how math/science night started and is continuing at ECMS. The objective of this program is to help teachers plan, implement and fund a math/science night at their school. This program could be used for middle or elementary students. Participants will leave with a hand-out of all kits, as well as contacts.

**Verelst (Seating Capacity 60) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

**CHILD SEXUAL ABUSE PREVENTION: DARKNESS TO LIGHT**

Penny Maggioni, Prevention Educator, Georgia Center for Child Advocacy, Atlanta, GA

The Darkness to Light program is a revolutionary sexual abuse prevention training program that educates adults to prevent, recognize, and react responsibly towards child sexual abuse. The curriculum uses an interactive video, workbook and group discussion. The program believes and teaches that child safety is an adult’s job.

**Sloane (Seating Capacity 50) • Wednesday • 11:15 AM – 12:30 PM • Concurrent Session**

**PARENTS ARE TEACHERS, TOO! WORKING WITH PARENTS TO INCREASE ACHIEVEMENT FOR CHILDREN WITH DISABILITIES**

Jael McLemore, Family and Community Liaison, Savannah-Chatham Public School System, Savannah, GA

There is no greater advocate for a child with special needs than his or her parent. And research shows that students are most likely to succeed when parents are fully involved in their education. Learn how educators, administrators and other caregivers can foster collaborative partnerships with parents so as to maximize learning and growth opportunities for exceptional students.
HOW TO KEEP THEM WANTING MORE!
Sameea Belle, Counselor and Lecturer, and Sharlina Goveia, Student Support Services, York College, Jamaica, NY

You’re a good teacher. As you lecture, you watch the faces of your students for clues and wonder, ‘Do they get it?’ You stop and ask, “Are there any questions?” No one raises a hand, no one has a question. We will share with you a device to verify if students “really got it” and help increase your class participation.

METHODS TO RECRUITING VOLUNTEERS: CONSIDER THE GENERATION GAP
Lisa M Dennis, 4-H Youth and Adult Leadership Specialist, University of Maryland, Princess Anne, MD

Finding new volunteers is becoming difficult for non-profit organizations. A method of recruitment directly tied to factors that motivate individuals to serve as volunteers is targeted marketing. Research shows that individuals from different demographic groups expect and want diverse roles and assignments when they volunteer. This workshop will provide strategies for using targeted marketing to increase a non-profit’s volunteer base.

CRITICAL THINKING STRATEGIES/ARTS PROGRAMS FOR AT-RISK YOUTH
Laura Victore and Lloyd Harold, Teacher Specialist in Visual Arts/Art Teacher, Savannah Chatham County Public Schools, Savannah, GA

Teachers, principals, and community leaders will gain knowledge of current research in the area of arts programs that can implement in their own school or community. The Critical Think Strategies used by artists and designers can be practiced (by young people) in tasks required in making art and performing. If we provide arts programs, we create safe havens for children to develop both cultural identity and self-awareness.

CONSTRUCTING EFFECTIVE FAMILY-SCHOOL PARTNERSHIPS
Barbara C. Jentleson, Assistant Professor of the Practice, Duke University, Durham, NC and Carolyn Bartick Ericson, Assistant Professor and Department Chair of Social Work, Christopher Newport University, Newport News, VA

Family involvement is an important factor in a child’s ability to learn in the classroom setting. This presentation, by a clinical social worker and educator, provides family assessment and practical strategies that promote positive family engagement in the school setting. It is intended for educators, social workers, counselors, or administrators at an introductory or intermediate level.

TEEN ANGER: A COMPREHENSIVE APPROACH TO TEACHING ADOLESCENTS TO EFFECTIVELY CONTROL THEIR ANGER
Raychelle Cassada Lohmann, Author and Professional School Counselor, Hilton Head High School, Bluffton, SC

With the problem of teen anger growing at middle and high schools across the nation, it is more important than ever before that teens learn to cope and channel their anger in appropriate ways. This poster session will examine anger management and incorporate coping skills and strategies in both individual and group counseling. The presenter will provide handouts and practical resources to help any practitioner working with adolescents teach effective and healthy ways express anger.

EDUCATIONAL JUSTICE: A CALL TO ACTION
Monique Harrison-Henderson, Education Writer and Consultant, Lone Star College, The Woodlands, TX and Marina Gillmore, Social Worker and Co-author, Stockbridge, GA

Our poster presentation will make the case that the achievement gap can continue to narrow and the youth at risk within our communities be more effectively served when decision-makers and other stakeholders approach education and learning from a perspective of social and educational justice that includes a focus on the principles of equity, equality, and access to resources.

UTILIZING THE HIP HOP CULTURE AS A THERAPEUTIC TOOL TO ADDRESS “AT-RISK” YOUTH: TWENTY-FIRST CENTURY STUDENTS
Irma J. Gibson, Assistant Professor of Social Work, Savannah State University, Savannah, GA; Todd Williams, Street Reporter, Inc., Warner Robins, GA

This session entails a personal narration about a hip hop recording artist’s childhood experiences with foster care, the obstacles encountered as an “at-risk” youth, and the resources and means utilized to beat the odds. Included are statistical data and therapeutic avenues by which the hip hop culture can be positively used by advocates to assist underprivileged youth via Hip Hop Therapy.

ADOLESCENT MENTAL HEALTH
Lisa Rosario, Director of Social Work and Social Services, Public Health Solutions, New York City, NY

The focus of this workshop will be to define and assess the variables involved in providing successful mental health programs to youth and adolescents. By building collaborative relationships to promote, develop, and implement these programs, we seek to enhance healthy emotional and psychological growth. This, in turn, will be used to reduce barriers to learning in several different areas of overall development.

BULLYING PREVENTION IN THE K12 SCHOOL ENVIRONMENT
Kelli Jette, Instructor of Human Development/Educational Psychology, University of Cincinnati, Cincinnati, OH

The Department of Education, in accordance with No Child Left Behind (NCLB), has issued a mandate that all public schools implement an in-school anti-bullying/anti-peer victimization program by 2012. The attitudes, identification of incidences, and response to this overwhelming problem vary among individual schools, districts, and states. The development of a cohesive, yet dynamic, anti-bullying campaign is necessary to meet the requirements mandated by federal and state governments.
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