NYAR Savannah Program 2013

National Youth-at-Risk Conference, Savannah

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Successful Programs for Empowering Youth: Overcoming Poverty, Violence, and Failure

2013 MARCH 3 – 6
Hyatt Regency Hotel On The Historic Riverfront in Savannah, GA
www.nationalyouthatrisk.org

24th ANNUAL
NATIONAL YOUTH-AT-RISK CONFERENCE

The Office on Women’s Health in the U.S. Department of Health and Human Services

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

Gulfstream, A General Dynamics Company
GEORGIA SOUTHERN UNIVERSITY

SCHOOL
FAMILY
COMMUNITY
HARBORSIDE CENTER EAST
EXHIBITOR EXPO!

Visit the 2013 National Youth-At-Risk EXPO!

The scenic riverfront Expo is adjacent to some of the conference's most popular speakers.

BREAKFAST AND BREAKS FOR CONFERENCE ATTENDEES ARE SERVED IN THE EXPO AREA AS WELL. TAKE THE LOBBY-LEVEL ELEVATOR—NEXT TO SAVANNAH ROOM—DOWN.

ACTIVE PARENTING PUBLISHER
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BOTVIN LIFESKILLS TRAINING
CHAMPIONSHIP CHESS
COASTAL HARBOR HEALTH SYSTEM
COLLEGE OF EDUCATION - GEORGIA SOUTHERN UNIVERSITY
CROSSROADS ADOLESCENT SUBSTANCE ABUSE PREVENTION PROGRAM
ECKERD E-NINI-HASSEE
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FRIENDS FIRST
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HEALTHY TEEN NETWORK
HOPE CHILDREN CENTER INTERNATIONAL
HUSTLE UNIVERSITY
IGNITUS WORLDWIDE
IT'S GOOD 2B GOOD KIDS CHARACTER EDUCATION'
JOHNSON TRIBE PUBLISHING
THE LIGHTHOUSE CARE CENTER OF AUGUSTA
MOCKINGBIRD EDUCATION
NATIONAL PARTNERSHIP FOR JUVENILE SERVICES

NEARI
OAK HILL CENTER FOR RELATIONSHIP & SEXUALITY EDUCATION
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YOUTH TODAY
20/20 ENTERPRISES

DOWNLOAD THE 2013 NATIONAL YOUTH-AT-RISK CONFERENCE PROGRAM TO YOUR SMART PHONE OR IPAD
Welcome to the 24th National Youth-At-Risk Conference

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.

DEAR CONFERENCE ATTENDEES,

On behalf of the Planning Council and our sponsors, we welcome you to the 24th 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. Please attend our Monday evening Idol & Mixer and also the Poster Reception on Monday late afternoon. Thank you for helping make the conference a resounding success again this 24th year!

Best regards,

Dan Rea and Eric Landers
Georgia Southern University, College of Education, Co-Chairs of the Conference Planning Council

Conference at a Glance

<table>
<thead>
<tr>
<th>March 3. SUNDAY</th>
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<td>2:30 – 5:30 p.m.</td>
<td>Pre-Conference Workshops</td>
<td>8:30 – 10 a.m.</td>
<td>High Flying Schools Award Ceremony Keynote Presentation Ruby K. Payne</td>
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<td>6 – 8 p.m.</td>
<td>Grand Keynote Banquet Regency Ballroom Keynote Presentation Eric Jensen</td>
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<td>Concurrent Sessions</td>
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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 2013 Planning Council

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

ERIC LANDERS, CONFERENCE CO-CHAIR
Assistant Professor, Teaching and Learning, College of Education, Georgia Southern University

MARIE WILLIAMS, CONFERENCE COORDINATOR
Program Development Specialist, Division of Continuing Education, Georgia Southern University

SILKE LEDLOW, CONFERENCE COORDINATOR
Assistant Program Development Specialist, Division of Continuing Education, Georgia Southern University

• Ron Alt (ALTernatives)
• Roenia Deloach (Savannah State University)
• Irene Denmark (First District RESA Safe and Drug Free Schools and Communities)
• Sissy Dixon (Gulfstream)
• John Finney (Economic Opportunity Authority)
• Jeremy Foreman (HandsOn Southeast Georgia)
• Dionne Gamble (Bulloch County Public School System)
• Irma Gibson (Albany State University)
• Aviva Goelman - Rice (Savannah Chatham County Public School System)
• Breyan Haizlip (Georgia Southern University)
• Jenna Horton (Georgia Southern University)
• Marilyn Hutchinson (Savannah State University)
• Carol Jenkins (Highlands Middle School)
• LindaAnn McCall - Armstrong Atlantic State University
• Patricia Parson (Georgia Southern University)
• Thomas Koballa (Georgia Southern University)
• Lois J. Landy (Division of School & Leader Quality, Georgia DOE)
• Gary Moore (Chatham County Board of Education Police Department)
• Recha Reid (Savannah State University)
• Judith Shuman (Effingham County Board of Education)
• Sherry Smith (Georgia Southern University)
• Mike Stubbs - Alliance for a Healthier Generation
This Year’s Conference Provides an Array of Learning Opportunities

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

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

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

POSTER SESSIONS: This year’s Poster Session will be held in Ballroom A. Poster Sessions provide an opportunity for interaction and consultation with highly respected professionals with expertise in specific areas. These sessions feature visual aids and handouts.

NAME BADGES MUST BE WORN: To be admitted to the banquet on Sunday, March 3 and the breakfast each day you must wear your name badge, which will indicate that you are registered for these events.

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

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

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

SEATING CAPACITIES: The 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.

Professional Learning Units

Participants of the 24th 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 earned by employees of Georgia public school systems who currently hold certificates in an approved field (certified teachers, school counselors, administrators, etc.) as credit toward RENEWING their existing certificates.

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

Continuing Education Units

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

THIS PROGRAM HAS BEEN APPROVED BY THE FOLLOWING:

COUNSELORS
Licensed Professional Counselors Association of Georgia (LPCA).

MARRIAGE AND FAMILY THERAPISTS
Georgia Association of Marriage and Family Therapy (GAMFT).

SOCIAL WORKERS
National Association of Social Workers (NASW).

PREVENTIONISTS
Prevention Credentialing Consortium of Georgia (PCCG).

PEACE OFFICERS
Georgia Peace Officers Standards and Training (POST).

**Sign In Sheets for all associations listed above will be at the Conference Registration Desk.
Space may still be available for pre-conference workshops. Visit on-site registration on the second floor.

2:30–5:30 p.m. • Pre-Conference Workshops

Scarbrough 1 (Seating Capacity 100) • Sunday • 2:30 – 5:30 p.m. • Pre-Conference Workshop

I CAN STOP ANYTIME I WANT TO BUT I JUST DON’T WANT TO (SUBSTANCE ABUSE TREATMENT FOR RESISTANT YOUTH)

FEATURED SPEAKER: Jeremiah Hopes, Founder of The Center of Hopes, Licensed Counselor and Licensed Clinical Addiction Specialist, Charlotte, NC

This presentation will present cutting edge approaches and research to help provide education and treatment to youth who are highly resistant to even the notion that drugs are dangerous or that they could possibly have a “drug problem.” Also, this presentation will use well-documented and updated facts about both legal and illicit drugs. We will review the effects that commonly abused legal and illicit drugs have on the brain and body and highlight practical ways to stay aware of new trends in the world of drug use and abuse.

Scarbrough 2 (Seating Capacity 100) • Sunday • 2:30 – 5:30 p.m. • Pre-Conference Workshop

OVERCOMING POVERTY CHALLENGES: TEACHING WITH POVERTY IN MIND

FEATURED SPEAKER: Eric Jensen, Teacher, International Author and Consultant, Mauna Loa, HI

Learn the newest research on what poverty does to kid’s brains. Find out what are the four biggest factors that impact the brains of poverty. Discover the real potential for change in every student’s brain. This updated presentation helps educators connect brain research with practical strategies. You get the brain scans, the key principles and most importantly, the teacher-tested ideas you can use immediately.

Scarbrough 3 (Seating Capacity 100) • Sunday • 2:30 – 5:30 p.m. • Pre-Conference Workshop

BREAKING THE SOCIAL STRUCTURE OF BULLYING IN SCHOOLS

FEATURED SPEAKERS: Eric Landers, Assistant Professor, College of Education, Department of Teaching & Learning, Georgia Southern University, Statesboro, GA and Charles Traylor, Dean of Students, A+ Arts Academy, Columbus, OH

Schools have a responsibility to protect students from the physical and psychological effects of bullying. Almost every state mandates schools to have a policy for preventing bullying, harassment, and intimidation. However, the complex nature of bullying demands interventions that are more multifaceted than a simple “anti-bullying” sign posted in the hallways or assigning bullies to an alternative school. This session examines the different roles associated with the act of bullying and details how schools can more effectively prevent and address bullying in a public school setting.

6 – 8 p.m.

Grand Keynote Banquet and Opening Session

Regency Ballroom • Sunday • 6 p.m. • GRAND KEYNOTE BANQUET

Featuring Johnson High School, Savannah, GA — Under the direction of Alysa Smith

Regency Ballroom • Sunday • 6:45 p.m. • KEYNOTE PRESENTATION

OVERCOMING POVERTY CHALLENGES: TEACHING WITH POVERTY IN MIND

FEATURED SPEAKER: Eric Jensen, Teacher, International Author and Consultant, Mauna Loa, HI

Learn the newest research on what poverty does to kid’s brains. Find out what are the four biggest factors that impact the brains of poverty. Discover the real potential for change in every student’s brain. This updated presentation helps educators connect brain research with practical strategies. You get the brain scans, the key principles and most importantly, the teacher-tested ideas you can use immediately. Jensen is currently a partner and consultant in the Temporal Dynamics Learning Center Project at University of California at San Diego, involving over 50 scientists and affiliates to bring neuroscience into the classroom. Jensen has appeared on over 250 television and radio stations, both domestic and international including CNN. Articles on his work have appeared in USA Today, CNN, Wall Street Journal and major educational journals such as Education Leadership, Education Week and PDK International, Phi Delta Kappa.
HIGH FLYING SCHOOLS AWARD CEREMONY

2013 HIGH FLYING SCHOOLS
SAVE High School, Anchorage, AK • PRINCIPAL: KAREN PARKER
Whitehall Elementary School, Anderson, SC • PRINCIPAL: KEVIN SNOW
Moore Elementary School, Griffin, GA • PRINCIPAL: GLORIA BROWN
Newton High School, Covington, GA • PRINCIPAL: CRAIG LOCKHART
Oak Hill Middle School, Milledgeville, GA • PRINCIPAL: LINDA RAMSEY

2013 HIGH FLYING SCHOOLS: HONORABLE MENTION
L.W. Condor Elementary School, Columbia, SC
Jose Damian Elementary School, El Paso, TX
Alcovy High School, Covington, GA
Gainesville Exploration Academy, Gainesville, GA
Loris Elementary School, Loris, SC

What is a High Flying School?

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

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

Regency Ballroom • Monday • 9 – 10 a.m. • KEYNOTE PRESENTATION

10 ACTIONS THAT EDUCATORS CAN TAKE TO SIGNIFICANTLY IMPROVE ACHIEVEMENT FOR DIVERSE LEARNERS, ESPECIALLY MINORITY AND POOR MALES

Ruby K. Payne, Educator, Author, International Speaker, Houston, TX

This presentation will focus on 10 actions that educators can take to significantly improve achievement for diverse learners, especially minority and poor males. These actions include building relationships of respect, teaching hidden rules and formal register, using mental models to translate the abstract representational world of school and work, planning tools, questioning tools, direct teaching processes, and assessing resources to determine the best interventions. Examples and stories will be used to illustrate the actions.

* FOLLOWING THE KEYNOTE PRESENTATION
PLEASE EXIT THE REGENCY BALLROOM TO
ALLOW THE HYATT AMPLE TIME FOR A RESET
EMOTIONAL & BEHAVIORAL DISORDERS: BRAIN-BASED SOLUTIONS TO A BRAIN-BASED PROBLEM
FEATURED SPEAKER: Richard Marshall, Associate Professor, Psychological and Social Foundations, University of South Florida, Lakeland, FL
Approximately 20% of K–12 students meet diagnostic criteria for psychiatric illness. About half of this group experiences functional impairments due to chronic and severe mental illness. Though 80% are undiagnosed and untreated, they are enrolled in regular public schools. While it is assumed that school personnel are able to provide appropriate interventions, outcome data for this group remains dismal, they continue to experience a disproportionate share of suspension and expulsions, and they are over-represented in the juvenile justice system.

Scarborough 1 (Seating Capacity 100) • Monday • 10:30 – 11:45 a.m. • Concurrent Session

DESIGNING STRUCTURAL LEARNING COMMUNITIES TO CONNECT, RECRUIT, AND RETAIN MINORITY MALES IN EDUCATION: THE COMPLETION AGENDA
FEATURED SPEAKER: Jà Hon Vance, Professor and Educational Consultant and Vice President for JV Educational Consultants Firm, West Bloomfield, MI
This workshop will highlight the importance of collaborative partnerships between academic and student affairs in the design and implementation of learning communities. The presenter will review the different definitions of learning communities at JV Educational Consultants and other educational institutions and describe why collaborative partnerships are essential for their development. To maximize impact on student success for minority males, it is imperative that student affairs departments closely link their efforts with the institutional mission and strategic plan.

Scarborough 2 (Seating Capacity 100) • Monday • 10:30 – 11:45 a.m. • Concurrent Session

INSPIRATIONAL YOUTH: ON THEIR WAY NOT IN THE WAY
FEATURED SPEAKER: Keith Brown, “Motivator of the Millennium”, 20/20 Enterprises, Fayetteville, GA
This interactive, upbeat, engaging session will highlight six sensational youth who went from AT RISK to taking POSITIVE RISKS to become servant leaders nationally!!! Come be Ignited and Empowered, and leave with strategies to propel your youth to another dimension!!!! Caution: This session may cause long lasting motivation and inspiration!!!

Scarborough 3 (Seating Capacity 100) • Monday • 10:30 – 11:45 a.m. • Concurrent Session

HIGH FLYING SCHOOL SHOWCASE
HIGH FLYING SCHOOLS: SAVE High School, Anchorage, AK; Whitehall Elementary School, Anderson, SC; Moore Elementary School, Griffin, GA; Newton High School, Covington, GA and Oak Hill Middle School, Milledgeville, GA
Teachers and principals from five “High Flying Schools” showcase how they closed achievement gaps and raised achievement for all students in their schools. The audience is invited to hear their stories and ask questions. “High Flying Schools” meet six criteria: (1) high achievement, (2) high poverty, (3) high diversity, (4) community collaboration, (5) citizenship development, and (6) democratic education.

Savannah (Seating Capacity 60) • Monday • 10:30 – 11:45 a.m. • Concurrent Session

YARD (YOUTH-AT-RISK DEVELOPMENT)
Sean Lynn, Constable, Calgary Police Service, Calgary, Canada
The YARD team will review the gang problems that they experience at home and then describe how they develop strength-based case plans for each individual. They will also describe how to build relationships with all the stakeholders in a young person’s life. Lastly, the YARD team will demonstrate how their methods are effective by working through case studies.
Harborside Center West (Seating Capacity 100) • Monday • 10:30 – 11:45 a.m. • Concurrent Session

Q&A: 10 ACTIONS THAT EDUCATORS CAN TAKE TO SIGNIFICANTLY IMPROVE ACHIEVEMENT FOR DIVERSE LEARNERS, ESPECIALLY MINORITY AND POOR MALES

Ruby K. Payne, Educator, Author, International Speaker, Houston, TX

Question and Answer Session with Ruby Payne.

Pick up your MONDAY evaluations now from the Room Monitors!

10:30 – 11:45 a.m. • Monday

Concurrent Sessions

Visit the 2013 National Youth-At-Risk EXPO!

The scenic riverfront Expo is adjacent to some of the conference’s most popular speakers.

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

Place Your Ad Here

3 days of exposure to over 1000 attendees!

Ad prices starting at $100

See the Conference Prospectus on the sponsorship page of www.nationalyouthatrisk.org

Sign up before the 2013 Conference is over to receive your discount on advertising space in the 2014 Conference program!
Pick up your MONDAY evaluations now from the Room Monitors!

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

Percival (Seating Capacity 60) • Monday • 10:30 – 11:45 a.m. • Concurrent Session
SHARPENING THE CLAW: USING PROFESSIONAL LEARNING GROUPS IN ALTERNATIVE EDUCATION
Terecia Gill, Principal, Drop-Out Prevention and Alternative Education, Spotsylvania County Schools, Spotsylvania, VA

Come learn about a model alternative program in Spotsylvania, Virginia that incorporates effective “Professional Learning Groups” to improve dropout prevention strategies. These Wildcats have C.L.A.W.s! We create “Leadership Alliances” within by optimizing the talents of small faculty groups in professional development with a goal of dropout prevention. This presentation is ideal for district and school-based leaders who want to create professional learning that will energize and engage faculty.

Vernon (Seating Capacity 60) • Monday • 10:30 – 11:45 a.m. • Concurrent Session
DEVELOPING A CHILD YOUTH OUTCOME SURVEY: EVIDENCE-BASED RESEARCH ON IMPROVING INSTRUMENTATION FOR YOUTH MENTORING PROGRAMS
Amanda Cleveland, Assistant Professor, Liliokanaio Peaslee, Assistant Professor, and Christopher Murguia, Graduate Student, James Madison University, Harrisonburg, VA

This presentation will provide practical advice on the development of assessment instruments and the formation of community partnerships to enhance evaluative practices for mentoring programs for “at-risk” youth. Academics and practitioners interested in assessing the impact of mentoring programs or measuring youth outcomes will benefit from this discussion.

Verelst (Seating Capacity 60) • Monday • 10:30 – 11:45 a.m. • Concurrent Session
USING PERSON-IN-ENVIRONMENT (PIE) TO EXAMINE BULLYING AT DEPARTMENT OF JUVENILE JUSTICE (DJJ) FACILITIES
Betty Morris-Mitchell, Coordinator of Undergraduate Social Work Program, Waycross, GA and Eddie Mitchell, Teacher, East Laurens High School, Dublin, GA

The person-in-environment (PIE) model is used to examine bullying (peer victimization) at Georgia Department Juvenile Justice (DJJ) facilities. Characteristics of the bully, the person being bullied, youth empowerment strategies and agency resources are addressed to create a safe environment.

Sloane (Seating Capacity 50) • Monday • 10:30 – 11:45 a.m. • Concurrent Session
FOSTERING RESILIENCE AND SELF-EFFICACY IN ADOLESCENT GIRLS WITH NONRESIDENT FATHERS
Andrea Francis, School Counselor, Marietta Middle School, Marietta, GA

Adolescent girls with nonresident fathers are at risk for low self-confidence, low self-efficacy, poor social skills, and poor academic performance. This presentation will examine the fathers’ role in their daughters’ psychosocial development and identify school and community intervention strategies to support resilience in adolescent girls; increasing their self-efficacy, academic confidence, and feelings of self-worth.

11:45 a.m. – 1:15 p.m.
Lunch On Your Own
Approximately 20% of K–12 students meet diagnostic criteria for psychiatric illness. About half of this group experiences functional impairments due to chronic and severe mental illness. Though 80% are undiagnosed and untreated, they are enrolled in regular public schools. While it is assumed that school personnel are able to provide appropriate interventions, outcome data for this group remains dismal, they continue to experience a disproportionate share of suspension and expulsions, and they are over-represented in the juvenile justice system.

Scarbrough 2 (Seating Capacity 100) • Monday • 1:15 – 2:30 p.m. • Concurrent Session

CHANGE YOUR LANGUAGE, CHANGE THEIR LIVES: WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF TOMORROW!

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

Neuroscience discoveries have revolutionized our understanding of how the brains of our youth learn and mature. In particular, brain research reveals how the specific language used by adults who teach, mentor, counsel, and parent youth has a much more profound effect on their development than previously realized. Learn the five powerful “Languages of the Brain” that will transform the lives of the youth you serve. You’ll walk away from this workshop with new ways of talking to youth that build resilience, promote intrinsic motivation, enhance executive function skills, improve behavior choices and instill hope! What you say matters, more than you ever knew!

Scarbrough 3 (Seating Capacity 100) • Monday • 1:15 – 2:30 p.m. • Concurrent Session

INSPIRATIONAL YOUTH: ON THEIR WAY NOT IN THE WAY

**FEATURED SPEAKER:** Keith Brown, “Motivator of the Millennium”, 20/20 Enterprises, Fayetteville, GA

This interactive, upbeat, engaging session will highlight six sensational youth who went from AT RISK to taking POSITIVE RISKS to become servant leaders nationally!!! Come be Ignited and Empowered, and leave with strategies to propel your youth to another dimension!!! Caution: This session may cause long lasting motivation and inspiration!!!

Scarbrough 4 (Seating Capacity 100) • Monday • 1:15 – 2:30 p.m. • Concurrent Session

NURTURING THE SCHOOL CULTURE IN AN ERA OF THE COMMON CORE

**FEATURED SPEAKER:** Steven Edwards, President, EEO, Edwards Educational Services, Inc., Alexandria, VA

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

Savannah (Seating Capacity 60) • Monday • 1:15 – 2:30 p.m. • Concurrent Session

CELEBRATE ME, CELEBRATE YOU: AN ARTS-INTEGRATED LITERACY PATHWAY TO EMPOWERMENT AND RESILIENCE IN THE ELEMENTARY “AT-RISK” CLASSROOM

**FEATURED SPEAKER:** Donna Wiggins, Associate Professor, Winston-Salem State University, Winston-Salem, NC

Come along on a music-filled journey to discover hidden treasure inside of you. Learn how music and literature work together to foster resilience, emotional intelligence, self-esteem, and critical and creative thinking. This arts-integrated literacy strategy will empower your children, motivate them to excel academically, and provide a sense of classroom community in which they can thrive. Bring your singing voices and dancing shoes! Celebrate!
Mon, Mar 4, 2013

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

Harborside Center West (Seating Capacity 100) • Monday • 1:15 – 2:30 p.m. • Concurrent Session

CULTIVATING CONFIDENT CHILDREN (PARENTS)

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

The roots of self-confidence are born or broken in childhood. Early experiences shape our sense of self. It is often just little words that wound kids or empower their dreams. So, having a heightened awareness as to the enormous power of your words and communication to kids is essential for fostering confidence in children. This workshop provides parents, teachers, and any adult key insights into what the different types of confidence are and how to develop a deeper form of confidence in children from the get-go. Every participant will walk away with a deeper sense of cultivating self-confidence in our children, while we are preparing them to succeed in life, and fulfill their personal dreams.

The Office on Women’s Health
in the U.S. Department of Health and Human Services

Our Thanks to Youth Today and the U.S. Department of Health and Human Services’ Office on Women’s Health for their support of our conference.
the physical and psychological effects of bullying. Almost every state mandates schools to have a policy for preventing bullying, harassment, and intimidation. However, the complex nature of bullying demands interventions that are more multifaceted than a simple “anti-bullying” sign posted in the hallways or assigning bullies to an alternative school. This session examines the different roles associated with the act of bullying and details how schools can more effectively prevent and address bullying in a public school setting. At the conclusion of this session, participants will be able to:
1. identify the multiple roles associated with bullying,
2. identify interventions that address the different roles of bullying,
3. and integrate multiple interventions within a traditional School-Wide Positive Behavior Interventions and Supports tiered setting.

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

SHOW ME THE IMPROVEMENT

Dana Jones, Principal and Jan Mendenhall, Counselor, Somerville Road Elementary, Decatur, AL

The presenters will discuss the processes for garnering high student performance from students of high poverty and other challenges. This session will help your school unlock the keys to improved student achievement, teacher satisfaction, and community relations.

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

PEOPLE DON’T REALLY CARE HOW MUCH YOU KNOW UNTIL THEY KNOW HOW MUCH YOU CARE

Jeff Goff, Retention and Transition Specialist and Jeff Faith, Assistant Principal, South Effingham High School, Guyton, GA

In 2005-2006 South Effingham High School had a graduation rate of 74%. The presentation will explain how SEHS has created programs that have helped raise these graduation rates to 85% in the 2010-2011 school year. (2011-2012 figures have not been released at this time, but will be available for the presentation.) Proven strategies that have been implemented in South Effingham High School’s Freshman Academy will be shared and discussed.

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

FOSTERING SOCIAL-EMOTIONAL SKILLS AND ACADEMIC SUCCESS FOR STUDENTS WITH FETAL ALCOHOL SPECTRUM DISORDERS

Cheryl Wissick, Trainer, South Carolina Fetal Alcohol Spectrum Disorder Collaboration, Columbia, SC

Students with Fetal Alcohol Spectrum Disorders (FASD) seem unmotivated and resistant to evidence-based practices. These students frequently exhibit no facial characteristics and are at risk for more severe academic, mental health, and behavioral issues. Participants will learn about the misunderstandings and characteristics of FASD and techniques to foster social-emotional behavior, communication, decision-making, and goal setting.
Room Monitors will be collecting MONDAY evaluations at the end of each session.

**Percival (Seating Capacity 60) • Monday • 1:15 – 2:30 p.m. • Concurrent Session**

**FEDERALLY APPROVED SUCCESSFUL “AT-RISK” READING/WRITING STRATEGIES IN HIGH-MINORITY, HIGH-POVERTY SCHOOLS**

*John Hobe, Professor, Armstrong Atlantic State University, Savannah, GA*

Come and learn, then take home, research-based reading and writing lessons used successfully with “at-risk” students at all levels in high-poverty and high-minority schools throughout the United States. Also, learn how research-based, effective teaching practices are integrated into these lessons.

**Vernon (Seating Capacity 60) • Monday • 1:15 – 2:30 p.m. • Concurrent Session**

**COOPERATIVE LEARNING STRATEGIES FOR YOUTH-AT-RISK: ARE TEACHERS PRACTICING WHAT WE PREACH?**

*LindaAnn McCall, Assistant Professor and Glenda Ogletree, Assistant Professor, Armstrong Atlantic State University, Savannah, GA*

The purpose of this presentation is to advocate for cooperative learning, to share experiences with this approach, and to describe a survey conducted with pre-service teachers and teachers-of-record regarding application of cooperative learning in our regional elementary schools. Handouts will be offered and we invite questions and conversation from participants regarding our work and experiences.

**Verelst (Seating Capacity 60) • Monday • 1:15 – 2:30 p.m. • Concurrent Session**

**BE CLASSY: A PROVEN ANTI-BULLYING AND SELF-ESTEEM BUILDING PROGRAM**

*Kem Cazier, Principal, Star Valley Middle School, Afton, WY*

The six pillars of the “Be Classy” program facilitate its participants to be successful on a day-to-day level, and to essentially make each day special. This program also provides insight on how to decrease bullying and inappropriate behaviors at school.

**Sloane (Seating Capacity 50) • Monday • 1:15 – 2:30 p.m. • Concurrent Session**

**DEVELOPING SOCIAL SKILL GOALS AND VOCATIONAL SUPPORT FOR INDIVIDUALS WITH HIGH FUNCTIONING AUTISM AND ASPERGER’S SYNDROME**

*Jennifer McGee, Advocacy & Education Specialist, The Matthew Reardon Center for Autism, Savannah, GA*

This presentation will identify specific skill strengths and weaknesses in relation to the development of vocational skills for individuals with High Functioning Autism and Asperger’s Syndrome. These vocational skills include: social skills, language, problem solving, learning of new skills, organization, stress management, and how these strengths and weaknesses translate to the workplace. The information provided will assist various support professionals in developing appropriate vocational/work goals and support services for this increasing population of adolescents and young adults who are poised to enter post-secondary educational or competitive work environments.
Scarborough 1 (Seating Capacity 100) • Monday • 3 – 4:15 p.m. • Concurrent Session

Sponsored by the U. S. Department of Health and Human Services’ Office on Women’s Health

PANEL: “MEAN GIRLS ARE MADE NOT BORN”: OUR COLLECTIVE ROLES IN WORKING WITH GIRLS AT GREATER RISK FOR VIOLENCE IN OUR SCHOOLS AND COMMUNITIES

MODERATOR: Amelia Cobb, President, The Wright Group, Washington, DC

THE MAKING OF MEAN GIRLS: UNPACKING THE UNDERLYING FACTORS THAT CONTRIBUTE TO “MEANNESS”

PRESENTED BY: Lauren Joseph, Vice President & COO, Visionary Vanguard Group, Inc., Orlando, FL

WHAT UNTREATED MEANNESS LOOKS LIKE LATER LIFE: MAKING THE CASE FOR EARLY INTERVENTION

PRESENTED BY: Angie Boy, Project Connect Coordinator, Georgia Coalition Against Domestic Violence, Atlanta, GA

TREATING THE TRAUMA ASSOCIATED WITH MEANNESS FROM A CLINICAL PERSPECTIVE: SOME THINGS TO THINK AND DO WHEN WORKING WITH MEAN GIRLS FROM A CLINICAL PERSPECTIVE

PRESENTED BY: Theresa Parrino, Assistant Director, Dorothy Mann Center for Pediatric & Adolescent HIV, St. Christopher’s Hospital for Children, Philadelphia, PA

CULTURALLY APPROPRIATE PRACTICES IN ADDRESSING MEAN GIRLS: WHAT YOU CAN DO IN SCHOOL AND COMMUNITIES TO CONTRIBUTE TO THE “UNMASKING OF MEANNESS”

PRESENTED BY: Melissa M. Gomes, Assistant Professor & Nurse Scientist, Virginia Commonwealth University, Richmond, VA

THE NEED FOR GENDER-RESPONSIVE STRATEGIES TO ADDRESS THE CAUSES AND CONSEQUENCES OF GIRLS AT GREATER RISK FOR VIOLENCE

PRESENTED BY: Aleisha Longhorne, Health Scientist, Office on Women’s Health, Washington, DC

Mean, aggressive, and even violent girls are on the rise in our schools and communities in ways that are outpacing allocated resources and traditional solutions such as mentoring programs, in-school support groups, and alternative schools. What remains underexplored are the fundamental factors that contribute to girls being labeled as “mean,” “aggressive,” and “violent.” This panel discussion sponsored by The US Department of Health and Human Services’ Office on Women’s Health is designed to present the underlying causes, consequences, and gender-specific solutions for appropriately addressing the “mean girl phenomenon.” Collectively, panelists will peel back the layers of the wicked problems facing “mean girls,” including these girls’ own physical scars, compounding psychological damage, and cultural nuances that allow meanness to present as a form of resilience and social acceptance. Additionally, panelists will discuss how girls steeped in violence transition to experience sexual, physical, and emotional abuse later in life. Panel discussants will provide some fundamental strategies that allow school personnel and community advocates to reach and engage “mean girls” at greater risk for inflicting and experiencing violence.

Scarborough 2 (Seating Capacity 100) • Monday • 3 – 4:15 p.m. • Concurrent Session

CHANGE YOUR LANGUAGE, CHANGE THEIR LIVES: WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF TOMORROW!

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

Neuroscience discoveries have revolutionized our understanding of how the brains of our youth learn and mature. In particular, brain research reveals how the specific language used by adults who teach, mentor, counsel, and parent youth has a much more profound effect on their development than previously realized. Learn the five powerful “Languages of the Brain” that will transform the lives of the youth you serve. You’ll walk away from this workshop with new ways of talking to youth that build resilience, promote intrinsic motivation, enhance executive function skills, improve behavior choices and instill hope! What you say matters, more than you ever knew!
Harborside Center West (Seating Capacity 100) • Monday • 3 – 4:15 p.m. • Concurrent Session

KEEPING THE DREAM ALIVE: STRATEGIES TO ENGAGE BOYS OF COLOR

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

Traditional classroom and afterschool instruction is not meeting the needs of African American and Latino boys. Therefore, the goal of this interactive workshop is to provide a forum that will explore the myths, perceptions, facts, and challenges that impede the educational and social development of males of color in contemporary settings.
Schools have a responsibility to protect students from the physical and psychological effects of bullying. Almost every state mandates schools to have a policy for preventing bullying, harassment, and intimidation. However, the complex nature of bullying demands interventions that are more multifaceted than a simple “anti-bullying” sign posted in the hallways or assigning bullies to an alternative school. This session examines the different roles associated with the act of bullying and details how schools can more effectively prevent and address bullying in a public school setting. At the conclusion of this session, participants will be able to: identify the multiple roles associated with bullying, identify interventions that address the different roles of bullying, and integrate multiple interventions within a traditional School-Wide Positive Behavior Interventions and Supports tiered setting.

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

DON’T MAKE ME ANGRY! WORKING WITH ANGRY ADOLESCENTS WHEN COUNTING TO 10 JUST DOESN’T WORK

FEATURED SPEAKER: Jeremiah Hopes, Founder of The Center of Hopes, Licensed Counselor and Licensed Clinical Addiction Specialist, Charlotte, NC

Adolescents face a variety of changes and challenges throughout their journey into adulthood, however with the rise in violence and aggression in our society, learning to manage anger has grown increasingly important. This presentation is a more in depth look at how to connect with and help adolescents who present with severe anger problems. It will review best practices and spend a great amount of time focusing on working with youth who are particularly angry and for whom the traditional approaches may be ineffective. This presentation will also review research about the warrior gene and other new topics in the area of anger, violence, and aggression.

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

REIMAGINING THE SCHOOL DAY

Sorbrique Grant, Managing Director of Program and Meghan Pierce, Deputy Director of Program, Citizen School New York, New York, NY

This presentation will examine Citizen Schools New York, a district strategy used to extend the learning day in six middle schools across New York City. This case study will discuss the four keys to a successful extended learning time initiative: a second shift of educators, an aligned and innovative curriculum, community engagement, and visionary leadership. Participants will be able to apply the strategies being shared to their specific school context to help students who are most at risk, and learn more about strong models to intervene and impact student academics when working in partnership within a school. Recommended for principals, assistant principals, teachers at all levels, and after-school providers.

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

THE YE2S CENTER MODEL FOR REENGAGING NEW JERSEY’S URBAN YOUTH

Ken Karamichael, Director, Rutgers T.E.E.M. Gateway, Rutgers, The State University of New Jersey, New Brunswick, NJ

In the state of New Jersey, the YE2S Center supports the reenrollment of more than 1000 dropout, truant, or court-involved urban youth into the public school system each year. This presentation of the YE2S Center model for reengagement will describe the systems-changing product of a unique collaboration between city officials, public school districts, social service providers, and a visionary private foundation.

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

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

FEATURED SPEAKER: Chang’aa Mweti, Associate 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 back door to make learning fun! Discover the five educational concepts embraced through storytelling.
MONDAY, MARCH 4, 2013

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

3 – 4:15 p.m. • Monday

Concurrent Sessions

Percival (Seating Capacity 60) • Monday • 3 – 4:15 p.m. • Concurrent Session

SOCIAL CHANGE - UTILIZING YOUTH TO MAKE IT HAPPEN!
Phillip Falcetti, CEO, National Council on Alcoholism & Drug Dependence Orange County California, 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 in stores, 5) synthetic, salvia and marijuana usage, and 6) violence, bullying and hazing. These public health experts will provide “tool kits” that will allow participants to begin their prevention efforts immediately on their return from the conference. No two-inch binders full of research, but rather, hands-on resources, material and strategies (tips from the trenches) that have been proven effective in local communities throughout Southern California. This research-based approach has become an intricate part of school and community systems across Orange County, CA. Our unique ability to offer a variety of fundamental trainings and resources enables us to tailor our services to meet the precise needs of our partners.

Vernon (Seating Capacity 60) • Monday • 3 – 4:15 p.m. • Concurrent Session

RELEASING LIMITS AND DREAMING BIG
Shatavia Elder, Educator and Achie Hare-Mceachern, Co-Founder, Young Masterminds of Atlanta, Inc., Atlanta, GA

This presentation focuses on the fact that today’s youth are lacking the ability to dream big. What happens when we teach students the methods of releasing limitations and embracing the gift of dreaming the impossible? The answer is success!

Verelst (Seating Capacity 60) • Monday • 3 – 4:15 p.m. • Concurrent Session

A PROFILE OF SCHOOL SHOOTERS: BULLIED, PSYCHOPATHIC, PSYCHOTIC OR TRAUMATIZED?
Rosemary Thompson, Professor, Clinical Therapist and Elizabeth Linstad, Graduate Student, Oasis Counseling Center, Virginia Beach, VA

The common conclusion held by most mental health professionals is that school shooters from tragedies such as Columbine to Virginia Tech was that the perpetrators were bullied and harassed by their peers culminating in a shooting rampage of random victims in their schools. Yet, current research reveals that many of these perpetrators had serious mental health issues and were psychopathic, psychotic, or traumatized.

Sloane (Seating Capacity 50) • Monday • 3 – 4:15 p.m. • Concurrent Session

WE’RE KEEPING TABS ON TRUANTS
Kenyatta Sinclair, Director of Dropout Prevention Services, Boys & Girls Club of Greater Milwaukee, Milwaukee, WI

Truancy is a problem for more than just the school district. An unprepared workforce, daytime burglary, and school dropout are additional consequences of this epidemic. This presentation will detail the Truancy Abatement Burglary Suppression Program (TABS) and provide a framework for developing and maintaining partnerships between the school district, law enforcement, and the Boys & Girls Clubs.

6 – 8 p.m.

NYAR Idol and Conference Mixer

please sign up at the second floor registration area before 5 p.m. on Monday

Harborside Center • Monday • 6 - 8 p.m. • Light Refreshments will be served

Featuring the SOS Club, Cuthbert, GA
Hosted by LaMarr Shields, The Cambio Group, and Comedian “Big Chris” Pugh.

Line Dancing, Spoken Word Poetry, & Singing. Come and Showcase your gifts and talents.
Scarbrough 1 (Seating Capacity 100) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

STRATEGIES FOR NARROWING THE ACHIEVEMENT GAP AND INCREASING THE GRADUATION RATE FOR “AT-RISK” STUDENTS

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

States and the federal government are demanding that schools raise their graduation rate and narrow the achievement gap. But, although one-third of K–12 students never graduate, the graduation rate among minorities is significantly lower—in some cases, over 50 percent. Using the 15 specific research-based, data-driven examples developed by the National Dropout Prevention Center, and tools developed by the presenter as “best practices” by some of America’s outstanding schools and programs, workshop participants will not only learn what to do, but how to aid “at-risk” youth to graduate. The strategies have been acknowledged by the United States Department of Education as the “most effective strategies to help solve our school dropout problem.”

Scarbrough 2 & 3 (Seating Capacity 200) • Tuesday • 8:30 – 11:30 a.m. • Concurrent Session

A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED • DOUBLE-SESSION

MODERATOR: Eddie Morris, Social Worker, Fulton County Schools, Atlanta, GA

PANELISTS: Daryl Macaluso, Corporal, Gang Resistance Education And Training, Durham Police, Durham, NC; Anthony Butler, CEO Epic Empowerment Enterprises, LLC, Atlanta, GA; James Jupp, Assistant Professor, Georgia Southern University, Statesboro, GA; Oscar Cardenas, Adolescent Outreach Specialist, Live Oak Migrant Agency, Department of Education, Brooklet, GA; Jà Hon Vance, Professor and Educational Consultant and Vice President for JV Educational Consultants Firm, West Bloomfield, MI and Timothy Allen, Gilead Group Consulting, Dorchester, MA

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

Scarbrough 4 (Seating Capacity 100) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

ANGRY MEN—THE POWER OF ONE, THE PROMISE OF TEAM

Kenneth Williams, Chief Visionary Officer, Unfold the Soul, LLC, Tyrone, GA

Ken uses the classic film 12 Angry Men as a lens to discuss the five qualities that support effective teams: open inquiry, accepting responsibility for decision making, participation of team members, the value of productive conflict in discovering ideas and revealing new information, and the essential role of diversity in decision making. The film explores techniques of consensus building among a group of men whose diverse personalities create intense conflict. Ken shows how teams face and overcome challenges to support student learning, collaborate effectively, and succeed. Participants gain ideas to substantially improve team effectiveness in an effort to support “at-promise” students.

Savannah (Seating Capacity 60) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

TEACHING SECONDARY STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES ABOUT SAFE RELATIONSHIPS AND SEXUAL HEALTH

Lucille Duguay, Program Director, Oak Hill Center for Relationship & Sexuality Education, Hartford, CT

This workshop describes an innovative model for adapted sexual health education for secondary students with intellectual and developmental disabilities. At the conclusion of this session, teachers and clinicians will be able to explain the rationale and overarching goals of such a program, discuss best teaching practices, and apply the presented concepts to their own milieu.
Tuesday • 8:30 – 9:45 a.m.  
Concurrent Sessions

Harborside Center West (Seating Capacity 100) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

GAMES CHILDREN PLAY
FEATURED SPEAKER: Marc Fomby, BMS, CPS, CEO, FTC Prevention Services, Richland, MS

There are numerous factors in today’s society that impact a young person’s life. As role models and decision-makers in the lives of youth, adults are responsible for teaching youth proper coping skills. Youth look at events and occurrences in their lives different than adults and, therefore, respond accordingly. Many times adults will not understand the urgency a youth has placed on a situation. However, adults must learn to listen to the youth and accept that the youth’s concern is “real” and very important. In this thought-provoking workshop the facilitator identifies and demonstrates some of the popular coping mechanisms chosen by youth to alleviate personal stressors and social pressures that are harmful and potentially deadly. Participants will learn how these deadly alcohol and drug “games children play” may be key indicators of suicidal thoughts, behaviors, and tendencies or a severely troubled youth.

Ballroom A (Seating Capacity 300)  
• Tuesday • 8:30 – 9:45 a.m.  
• Concurrent Session

HOW TO GET RID OF A PAIN IN THE CLASS: SIMPLE SOLUTIONS TO DIFFICULT SCHOOL PROBLEMS
FEATURED SPEAKER: Hotep, Urban Education Specialist, Author, Speaker, Trainer, Atlanta, GA

This is a professional development workshop for educators of “at-risk” and otherwise challenged youth. It provides simple, practical, and solution-based strategies for teachers and administrators to reduce, overcome, or eliminate the most common problems in schools. Hear about strategies related to: cultural diversity, discipline/ excessive referrals, improving academic performance, reaching minority males and more! The innovative and proven approaches detailed in this workshop are not only effective, they also reduce teacher stress and improve morale of both educators and those they wish to educate!
Ballroom B (Seating Capacity 120) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

BREAKING THE SPIRIT OF AVERAGE

**FEATURED SPEAKER:** Joseph Washington, President and CEO, The Joseph Washington Group Inc., Atlanta, GA

In this presentation Mr. Washington will provide a brief overview of his life. He will hold an open and candid discussion of his stuttering problem throughout his youth and teen years and how through the encouragement from his Mother, schoolteacher, and his own determination he overcame all odds. The audience will understand that he is not just a motivational speaker but his story is the motivation for him to be a source of inspiration and encouragement to others. They will learn that like himself they can overcome the obstacles that they may feel are blocking their growth and success if they apply the principles he will outline.

Ballroom D (Seating Capacity 70) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

EMPOWERING ALL STUDENTS TO SUCCEED IN AN EVER-CHANGING WORLD

Aimee Zachrison, Assistant Principal, Michael Butts, Principal, Shannon Knopf, Teacher and Lyn Korbel, Alternative Instructor, Watertown High School, Watertown, SD

Is your school experiencing a larger than desired dropout rate? Do you want to improve the achievement gap you see in your school? We will discuss the logistics in bringing a successful alternative program right into our rural South Dakota high school, as well as implementation of philosophies and programming designed to reach the “at-risk” learner.

Ballroom E (Seating Capacity 70) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

PROGRAM DIRECTOR

Kimberly Rose, Executive Director; Jessica McCluskey, Program Coordinator; Dee Saint Franc, Youth Engagement Specialist and Rodeline Saint Felix, Peer Support Specialist, Rhode Island Council of Resource Providers for Children, Youth & Families, East Providence, RI

Session presenters describe in detail the Youth Establishing Self-Sufficiency (YESS) program—a voluntary independent living model, which is a collaborative partnership between the Chafee Youth Services Center, the Rhode Island Department of Children, youth, and families. YESS provides services to young adults, ages 18 to 21, who wish to receive services and support as they move toward greater independence. YESS participants serve as the driving force in the development of their self-sufficiency plan.

Ballroom F (Seating Capacity 70) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

“IT’S YOUR TIME: LISTENING TO THE VOICES ON THE FRONTLINES!”

Office of Women’s Health
Sponsored by the U. S. Department of Health and Human Services’ Office on Women’s Health

The White House Working Group on the Intersection of HIV/AIDS, Violence against Women and Gender-related Health Disparities understands that no single strategy to reduce the alarming rates of violence and HIV among girls will work in every school and community setting. This is why contractors funded by the U.S. Department of Health and Human Services’ Office on Women’s Health are sponsoring listening sessions as an opportunity to gain input from teachers, administrators, school nurses and counselors, youth development specialists, as well as after school and alternative school professionals and others who work directly with young people at greater risk for violence and HIV in our schools and communities. Join us for one of several listening sessions to inform the next generation of programs and policies on violence and HIV prevention for young people at greater risk for these epidemics. The information garnered from these sessions will be provided in the form of recommendations to the White House Working Group.

Space is limited so pre-registration is encouraged, but not required. Please stop by the Office on Women’s Health’s table or simply come to the session that best meets your personal conference schedule. Individuals who participate for the full session will receive a $40 gift card as a token of appreciation for your valuable input to inform the next generation of programs and policies to address the alarming rates of violence and HIV among our most promising young people.
8:30 – 9:45 a.m. • Tuesday

Concurrent Sessions

Percival (Seating Capacity 60) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

LET ME BE YOUR CAMERA: REACHING “AT-RISK” LEARNERS
Mike Perkins, Principal, Cobb County School District, Acworth, GA

This presentation will focus on the need for increased self-responsibility on the part of the child as an integral part of a model for success. School-wide strategies aimed at increasing student self-awareness will lead to increasing self-confidence, which clearly has positive effects on achievement. When children are empowered socially and behaviorally, they become open to investing academically. The metaphor “let me be your camera” allows a child to see the value in accepting help from teachers, mentors, parents, and others whose purpose is to guide and encourage from a place that is genuine. School leaders and administrators establish the climate within the district and individual schools. They have the opportunity to cultivate practice among teachers. The strategies will amplify chances of success for all students, particularly “at-risk” learners—whether in a small group, an inclusion class, or a general education classroom.

Vernon (Seating Capacity 60) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

LIGHTS, CAMERA, COMMUNITY ACTION! EMPOWERING “AT-RISK” YOUTH THROUGH PRO-SOCIAL PEER-TO-PEER MULTI-MEDIA MESSAGING
Scott Michels, Director of Youth Development, Jewish Family Services of Delaware, Wilmington, DE

Discover a project-based learning initiative combining media literacy, prevention and intervention, self-esteem, and team building with communication and technical skills training. Would you believe the program is also fun, creates community partnerships, and consistently engages “at-risk” and adjudicated youth? Learn techniques to reach teens where they are, while inspiring them to create educational and public service videos and music!

Verelst (Seating Capacity 60) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

YOUTH AND SEVERE MENTAL ILLNESS: CAN UNDERSTANDING THE DISORDERS PREVENT VIOLENCE IN SCHOOLS?
Marzena Holly, Licensed Professional Counselor, The Alyse Group, LLC, Dunwoody, GA

Undiagnosed and untreated mental illness can lead teens to violence towards self or others. This presentation will allow teachers, school workers, and counselors to: (1) learn diagnostic criteria and correlation between psychosis and violence, (2) recognize warning signs with the use of scientific methods, (3) provide referrals for effective treatment, and (4) understand the importance of awareness campaigns and stigma reduction.

Sloane (Seating Capacity 50) • Tuesday • 8:30 – 9:45 a.m. • Concurrent Session

HOW COMMUNITY VOLUNTEERS CREATE BALANCED AND RESTORATIVE JUSTICE FOR “AT-RISK” JUVENILE OFFENDERS
Brandy Finley, Program Supervisor, Prima County Attorney’s Office and Cheryl Bowman, Principal Research Investigator, Tucson, AZ

Learn how one “outside-the-box” prosecutor’s office works to reduce juvenile crime and hold juvenile offenders accountable for their criminal conduct without prosecuting them in Juvenile Court. Hear how local neighborhood and community volunteers positively impact “at-risk” youth and their families. Applying balanced and restorative justice principles, Community Justice Boards work with arrested juvenile offenders and their parents to help them recognize and develop their positive assets and enhance their strengths and talents. This presentation takes an inside look at the logistics of this innovative and unique prosecution diversion program, including its high success and low recidivism rate as measured by a recent doctoral study.

9:45 – 10:15 a.m.
Break
10:15 – 11:30 a.m. • Tuesday

**Concurrent Sessions**

**Scarbrough 1 (Seating Capacity 100)** • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

**STRATEGIES FOR NARROWING THE ACHIEVEMENT GAP AND INCREASING THE GRADUATION RATE FOR “AT-RISK” STUDENTS**

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

States and the federal government are demanding that schools raise their graduation rate and narrow the achievement gap. But, although one-third of K–12 students never graduate, the graduation rate among minorities is significantly lower—in some cases, over 50 percent. Using the 15 specific research-based, data-driven examples developed by the National Dropout Prevention Center, and tools developed by the presenter as “best practices” by some of America’s outstanding schools and programs, workshop participants will not only learn what to do, but how to aid “at-risk” youth to graduate. The strategies have been acknowledged by the United States Department of Education as the “most effective strategies to help solve our school dropout problem.”

**Scarbrough 2 & 3 (Seating Capacity 200) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session**

**A TOWN HALL MEETING: HOW TO HELP BOYS OF COLOR SUCCEED • DOUBLE-SESSION**

**MODERATOR:** Eddie Morris, Social Worker, Fulton County Schools, Atlanta, GA

**PANELISTS:** Daryl Macaluso, Corporal, Gang Resistance Education And Training, Durham Police, Durham, NC; Anthony Outler, CEO Epic Empowerment Enterprises, LLC, Atlanta, GA; James Jupp, Assistant Professor, Georgia Southern University, Statesboro, GA; Oscar Cardenas, Adolescent Outreach Specialist, Live Oak Migrant Agency, Department of Education, Brooklet, GA; Jà Hon Vance, Professor and Educational Consultant and Vice President for JV Educational Consultants Firm, West Bloomfield, MI and Timothy Allen, Gilead Group Consulting, Dorchester, MA

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

**Scarbrough 4 (Seating Capacity 100) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session**

**ANGRY MEN—THE POWER OF ONE, THE PROMISE OF TEAM**

**Kenneth Williams,** Chief Visionary Officer, Unfold the Soul, LLC, Tyrone, GA

Ken uses the classic film 12 Angry Men as a lens to discuss the five qualities that support effective teams: open inquiry, accepting responsibility for decision making, participation of team members, the value of productive conflict in discovering ideas and revealing new information, and the essential role of diversity in decision making. The film explores techniques of consensus building among a group of men whose diverse personalities create intense conflict. Ken shows how teams face and overcome similar challenges to support student learning, collaborate effectively, and succeed. Participants gain ideas to substantially improve team effectiveness in an effort to support “at-promise” students.

**Savannah (Seating Capacity 60) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session**

**PARENTS AND TEENS TOGETHER AT LAST: PARENT EDUCATION, LIFE SKILLS DEVELOPMENT, OR BOTH!**

**Michael Popkin,** President, Active Parenting Publishers, Marietta, GA

Parenting education makes a difference. Life skills education for teens makes a difference. Using a combination of brief video vignettes, experiential activities, and group discussion, participants will learn how to combine these two powerful strategies so that parents and teens learn separately and together for a synergistic effect.
10:15 – 11:30 a.m. • Tuesday

**Concurrent Sessions**

**Harborside Center West** (Seating Capacity 100) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

**Technology Information for Parents and Service Providers (T.I.P.S.)**

**Featured Speaker:** Marc Fomby, BMS, CPS, CEO, FTC Prevention Services, Richland, MS

With so many different on-line environments being created almost daily, there is a whole new “world” out there that poses a threat to today’s youth, the “cyber-world.” The advent of social networking has set technology on fire and has become but one more risk factor to youth that must be properly monitored and managed. By covering various social networking platforms, content and learning management tools and other trends in social computing, this workshop will familiarize participants with popular networking sites that are the techno playgrounds for our youth. FTC Prevention Services aims to “tip” the techno-scales in the favor of all individuals who work with young people.

**Ballroom A** (Seating Capacity 300) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

**How to Get Rid of a Pain in the Class: Simple Solutions to Difficult School Problems**

**Featured Speaker:** Hotep, Urban Education Specialist, Author, Speaker, Trainer, Atlanta, GA

This is a professional development workshop for educators of “at-risk” and otherwise challenged youth. It provides simple, practical, and solution-based strategies for teachers and administrators to reduce, overcome, or eliminate the most common problems in schools. Hear about strategies related to: cultural diversity, discipline/ excessive referrals, improving academic performance, reaching minority males and more! The innovative and proven approaches detailed in this workshop are not only effective, they also reduce teacher stress and improve morale of both educators and those they wish to educate!
Ballroom B (Seating Capacity 120) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

BREAKING THE SPIRIT OF AVERAGE

FEATURED SPEAKER: Joseph Washington, President and CEO, The Joseph Washington Group Inc., Atlanta, GA

In this presentation Mr. Washington will provide a brief overview of his life. He will hold an open and candid discussion of his stuttering problem throughout his youth and teen years and how through the encouragement from his Mother, schoolteacher, and his own determination he overcame all odds. The audience will understand that he is not just a motivational speaker but his story is the motivation for him to be a source of inspiration and encouragement to others. They will learn that like himself they can overcome the obstacles that they may feel are blocking their growth and success if they apply the principles he will outline.

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

MAN...WHY CAN’T I HAVE A BLACK TEACHER? EMPOWERING WHITE FEMALE TEACHERS TO WORK WITH BLACK MALES

Breyan Haizlip, Assistant Professor and Adam Haizlip, Graduate Student, Georgia Southern University, Statesboro, GA

This program purposes to train White female educators to work more effectively with Black male students. Presenters will discuss how the interconnectedness of internalized oppression and supremacy fuel misconduct issues and resistance to learning. Participants can expect to engage in an emotionally and cognitively challenging experiential workshop, aimed at increasing cross-cultural competency and improving upon teaching methodology.

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

CREATING “THINKING” CULTURES: HOW TO CREATE INTERACTIVE CLASSROOM AND SCHOOL CULTURES THAT DEVELOP THINKING INDEPENDENCE AND PROMOTE LEARNER ENGAGEMENT AND MOTIVATION

Shannon Sims, Director of Consulting and Development, Mockingbird Education, Frisco, TX

Learn strategies to create “Thinkability” cultures. These cultures are intentionally developed classroom/school cultures that utilize overt cognitive strategies (15 Laws of Thinking and Learning) to make thinking/learning processes transparent and visible. They promote independence and increase learner engagement, memory acquisition, retention, motivation, and efficacy. “Thinkability” skills are important for all learners but are crucial for vulnerable learning populations struggling with skill deficiency, teacher dependence, learned helplessness, low engagement, low self-efficacy, and diminished motivation. Experience “Thinkability” in action and learn strategies that can be flexibly integrated into classrooms, schools, and districts.

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

“IT’S YOUR TIME: LISTENING TO THE VOICES ON THE FRONTLINES!”

Office of Women’s Health
Sponsored by the U. S. Department of Health and Human Services’ Office on Women’s Health

The White House Working Group on the Intersection of HIV/AIDS, Violence against Women and Gender-related Health Disparities understands that no single strategy to reduce the alarming rates of violence and HIV among girls will work in every school and community setting. This is why contractors funded by the U.S. Department of Health and Human Services’ Office on Women’s Health are sponsoring listening sessions as an opportunity to gain input from teachers, administrators, school nurses and counselors, youth development specialists, as well as after school and alternative school professionals and others who work directly with young people at greater risk for violence and HIV in our schools and communities. Join us for one of several listening sessions to inform the next generation of programs and policies on violence and HIV prevention for young people at greater risk for these epidemics. The information garnered from these sessions will be provided in the form of recommendations to the White House Working Group.

Space is limited so pre-registration is encouraged, but not required. Please stop by the Office on Women’s Health’s table or simply come to the session that best meets your personal conference schedule. Individuals who participate for the full session will receive a $40 gift card as a token of appreciation for your valuable input to inform the next generation of programs and policies to address the alarming rates of violence and HIV among our most promising young people.
Percival (Seating Capacity 60) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

OUR POWER OVER POVERTY’S INFLUENCES
James Pullos, Principal; Valerie Whitehead, Instructional Coach; Pam McKinnon, Intervention Specialist, Needwood Middle School, Brunswick, GA

Educators seek practical solutions for meeting the extreme demands of “high-risk” populations. Our successes come from approaching our barriers from multiple angles incorporating recent research on the adaptability of the brain and countering adverse effects of poverty. This session will lead participants toward the understanding that our efforts can be replicated and are not theory without practice.

Vernon (Seating Capacity 60) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

BUILDING RESILIENCE TO IMPROVE ACADEMIC PERFORMANCE AND GRADUATION RATES
Melissa Schlinger, Vice President of National Partnerships, ScholarCentric, Denver, CO

When investigating social-emotional factors that underlie academic performance, researchers have identified essential resiliency skills that are scientifically linked to academic success. Resiliency skills are valuable for all students and critical for students who possess “at-risk” characteristics. This session will provide school counselors, administrators, and teachers proven strategies that create an engaging learning environment where students develop the resilience needed for academic success.

Verelst (Seating Capacity 60) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

GANG GRAFFITI (THE NEWSPAPER OR THE STREETS)
Charlie Alston, Sergeant and Earl Eubanks Sr., Police Officer, Public Safety/Gang Task Force, Richmond County Board of Education, Augusta, GA

This presentation will demonstrate the significance of graffiti through the eyes of a gang member. Graffiti is used to show gang membership, gang superiority, territory, rivals, and revenge. Older gang members recruit students to commit criminal acts. The topics will include all aspects of Basic Gang Graffiti. The objective of this presentation is to educate instructors and the community in recognizing gang graffiti, and its influence in our schools and the community. The presenter was selected as Officer of the Quarter based on leadership skills, and providing over 150 educational workshops for group’s faculty, students, and parents.

Sloane (Seating Capacity 50) • Tuesday • 10:15 – 11:30 a.m. • Concurrent Session

A DELICATE BALANCING ACT—ENVIRONMENTAL STRATEGIES, DIRECT SERVICE PROGRAMS, AND YOUTH-AT-RISK
Pamela Werb, Senior Program Consultant, National Health Promotion Associates, Inc., Plymouth, MN

Research and funding opportunities continue to increase the gap between two perspectives—public health vs. individual interventions. Do we favor one at the cost of providing service for the other? This session will highlight the risks and opportunities, and provide evidence-based examples for each perspective. Be ready to join in a discussion with experiences from your community.
Scarbrough 1 (Seating Capacity 100) • Tuesday • 1 – 2:15 p.m. • Concurrent Session
EXPRESSION AS A TOOL IN YOUTH DEVELOPMENT

FEATURED SPEAKER: Percy Chastang, Founding Mentor, Poetic Magic, Valdosta, GA

An interactive presentation revealing the success of community collaboration between a spoken word poetry group and public health programs in using expression to enhance communication and social tolerance. Participants will gain a better understanding of popular youth culture and the role it plays in determining acceptance of information on behalf of youth. Participants will be provided with a live performance of spoken word and witness the positive atmosphere created by self-expression. Lastly, participants will learn the economic advantages of using a youth development outreach strategy involving youth as a renewable resource.

Scarbrough 2 (Seating Capacity 100) • Tuesday • 1 – 2:15 p.m. • Concurrent Session
PROBLEMATIC PARENTS: MOVING FROM CONFLICT TO COOPERATION

FEATURED SPEAKER: Timothy Allen, Gilead Group Consulting, Dorchester, MA

This presentation will cover specific strategies, techniques, and practices designed to engage the most difficult to reach parent and motivate them to become part of the team. Participants will learn how to recognize an individual’s current stage of change, how to use open-ended questions as a method of obtaining key information, how to listen reflectively, and how to resolve parental ambivalence.

Scarbrough 3 (Seating Capacity 100) • Tuesday • 1 – 2:15 p.m. • Concurrent Session
MORE CAN BE DONE! MAXIMIZING YOUR PERSONAL POTENTIAL WITH “AT-RISK” YOUTH

FEATURED SPEAKER: Anthony Outler, CEO Epic Empowerment Enterprises, LLC, Atlanta, GA

Many educational practitioners, and others who work with “at-risk” youth, have created very innovative lessons, practices, and strategies that have proven to be highly effective. They know that if their ideas were incorporated within the general practices of the overall organization, the organization’s effectiveness would be significantly enhanced. Sometimes these innovative ideas are not readily accepted, or they are not totally congruent with the current standards, objectives, policies, or traditional practices of the larger school/agency/organization in which they work. This could lead to golden opportunities being missed and youth being underserved. This session provides cutting-edge change agents with the motivation, insight, and practical tools necessary for maximizing their personal potential in order to not only transform their school/agency/organization, but to possibly impact other individuals and institutions that serve “at-risk” populations.

Scarbrough 4 (Seating Capacity 100) • Tuesday • 1 – 2:15 p.m. • Concurrent Session
RESTORING HOPE TO THE VOICES FROM A BROKEN VILLAGE: A 21ST CENTURY CRISIS! A 21ST CENTURY RESPONSE!

FEATURED SPEAKER: Eddie Morris, Social Worker, Fulton County Schools, Atlanta, GA

This session will be presented by an expert in the field of school social work who has dedicated his life to addressing the issues of “at-risk” youth from a primary and secondary prevention standpoint. He will provide an up-close and personal discussion regarding the critical state of the education system, as well as, provide vital statistics about “at-risk” and “underprivileged” youth. Participants will be given a “wake-up call” regarding the societal implications of failing to create programs and strategies that effectively address “at-risk” youth in the 21st century.

Savannah (Seating Capacity 60) • Tuesday • 1 – 2:15 p.m. • Concurrent Session
LAND OF THE LOSS: PROVIDING SUPPORT TO GRIEVING YOUTHS

Gary Mauk, Assistant Professor, The University of North Carolina at Pembroke, School of Education, Pembroke, NC; M. Bruce Garris, Family Therapist, Delta Behavioral Health, Wilmington, NC

As they journey through life, youths experience sundry personally significant losses, and the grief associated with these losses can negatively impact their physical, intellectual, emotional, and social development and well-being. Consequently, loss-affected youths need the support of discerning and caring adults. This session will acquaint participants with various normative and non-normative loss events and apposite supportive interventions for grieving youths.
1 – 2:15 p.m. • Tuesday
Concurrent Sessions

Harborside Center West (Seating Capacity 200) • Tuesday • 1 – 2:15 p.m. • Concurrent Session

MUSIC, POWER, ACTION: USING TODAY’S MUSIC AND MOVIES TO CONNECT WITH YOUNG PEOPLE

FEATURED SPEAKER: Eric Rowles, President, CEO, Leading To Change, Inc., Charlotte, NC

What’s the connection between Drake & One Directions? From T.I. & Taylor Swift? What’s the big deal about the Hunger Games? Come to this tool-filled workshop to learn how to use over 40 different media tools, including today’s music and movies in your cutting edge work with young people. Participants will be introduced to many free or inexpensive tools that they can use to hear the music months before their youth, and legally download clips of movies still in the theater. Hold on tight and arrive early, as this workshop moves at warp speed and is often standing room only!
Tuesday • 1 – 2:15 p.m.  
**Concurrent Sessions**

**Ballroom B (Seating Capacity 120) • Tuesday • 1 – 2:15 p.m. • Concurrent Session**

**GANGSTERISMS: THE GANG MEMBER MINDSET**

**FEATURED SPEAKER:** Daryl Macaluso, Corporal, Gang Resistance Education and Training, Durham Police, 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 presentation focuses on the gang mindset giving the participant tools to begin to reach and teach gang-related and “at-risk” youth. Participants will analyze school board gang. This program was specifically designed for school professionals law enforcement and parents involved in or interested in school safety. Participants will be able to identify clothing, signs, and symbols associated with gang activity. Participants will be given proven practices and suggestions for intervention and prevention programs used nationally.

**Ballroom D (Seating Capacity 70) • Tuesday • 1 – 2:15 p.m. • Concurrent Session**

**PANEL: BULLYING**

**MODERATOR:** Eric Landers, Assistant Professor, College of Education, Department of Teaching & Learning, Georgia Southern University, Statesboro, GA

**PANELIST:** Anjanette Stewart, Teacher, Savannah Chatham Public Schools, Savannah, GA and Todd Walts, President, Campus Impact, Amherst, OH

Bullying prevention is one of the most pressing topics in education today. With many instances of school violence linked to bullying, schools are actively seeking practical solutions that can curtail this epidemic. This panel invites conference attendees to participate in a discussion with three very different and unique professionals. Moderated by Dr. Eric Landers, this panel is set to push the boundaries of typical bullying prevention and propose fresh ideas for solutions in schools.

**Ballroom E (Seating Capacity 70) • Tuesday • 1 – 2:15 p.m. • Concurrent Session**

**FOSTERING RESILIENCY IN “AT-RISK” STUDENTS THROUGH STUDENT-CENTERED PRACTICES AND DATA-DRIVEN INSTRUCTION**

**Jill Palmer, Roland Young and Jason Christman, Springfield Public Schools, Springfield, MO**

The time to identify at-risk students is now! School personnel will walk away with strategies for early warning systems and processes to cultivate resiliency by utilizing student centered learning. The participants will be given a practical model to utilize data accurately and efficiently to identify students and inspire them to become active participant in their education.

**Ballroom F (Seating Capacity 70) • Tuesday • 1 – 2:15 p.m. • Concurrent Session**

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

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

Participants will explore the biology of learning to enrich the practice of teaching. Discover three researched-based techniques that will make content more relevant, more comprehensible, and more memorable, particularly for students with academic deficits.
Room Monitors will be collecting TUESDAY evaluations after each session.

1 – 2:15 p.m. • Tuesday

Concurrent Sessions

Percival (Seating Capacity 60) • Tuesday • 1 – 2:15 p.m. • Concurrent Session

WHEN FOSTER CARE AND JUVENILE JUSTICE MEET EDUCATION: A STATEWIDE RESEARCH PROJECT WITH PRACTICAL IMPLICATIONS

Derrik Tollefson, Associate Professor, Social Work, Utah State University – Uintah Basin Regional Campus, Vernal, UT and Susan Cutler Egbert, Assistant Professor, Social Work, Utah State University-Brigham City Regional Campus, Brigham, UT

State intervention and accompanying life experiences have significant impacts on youths’ success in academic settings. This presentation reports results from a mixed methods study of the educational experiences of youth in foster care and/or the juvenile justice system, and outlines critical implications to inform professionals in creating practical strategies that promote improved academic success and preparation for adult life.

Vernon (Seating Capacity 60) • Tuesday • 1 – 2:15 p.m. • Concurrent Session

E-VILLAGE: A COMMUNITY-BASED APPROACH TO INTEGRATING TECHNOLOGY INTO INSTRUCTION

Anane Olatunji, President, Align Education, LLC, Springfield, VA

Looking for an effective way to incorporate technology into your classroom? Community contexts make teaching academic content relevant, purposeful, and engaging. Consequently, teachers expand their instructional capabilities while students achieve academically and socially! Session participants will: (1) acquire an instructional framework for using any technology, (2) learn research-based teaching strategies, and (3) receive additional professional development resources.

Verelst (Seating Capacity 60) • Tuesday • 1 – 2:15 p.m. • Concurrent Session

COLLABORATION TO BUILD CLASSROOM COMMUNITY & PEER RESPECT

Lesley Roessing, Instructor, College of Education, Armstrong Atlantic State University, Savannah, GA

Collaborative projects utilize adolescents’ intellectual and social interests, benefiting struggling and proficient students, leading to respect for the diverse talents, skills, and knowledge of others, as students cooperate to build a community. The Town Project brings together students to collaborate and create a town, its businesses, citizens, and history, addressing standards in multiple content areas. Adaptable to various content areas or as a cross-curricular interdisciplinary unit. Students read, write, speak, compute, and synthesize towards peer respect.

Sloane (Seating Capacity 50) • Tuesday • 1 – 2:15 p.m. • Concurrent Session

ARMSTRONG GRADUATE CLASSES PROVIDE HANDS-ON COMMUNITY PROJECTS

Kathleen Fabrikant, Assistant Professor and LaRonce Hendricks, Graduate Student, Armstrong Atlantic State University, Savannah, GA

This session will demonstrate how a proven university-community partnership can directly and positively impact community agencies, the youth and citizens of the community, and the university students. This session targets two classes: Research & Grant Writing and Program Design & Development at Armstrong Atlantic State University. Target audience includes community agencies, K–12 and university faculty, administration, and students.

2:15 – 2:45 p.m.

Break
Scarbrough 1 (Seating Capacity 100) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**EXPRESSION AS A TOOL IN YOUTH DEVELOPMENT**

**FEATURED SPEAKER:** Percy Chastang, Founding Mentor, Poetic Magic, Valdosta, GA

An interactive presentation revealing the success of community collaboration between a spoken word poetry group and public health programs in using expression to enhance communication and social tolerance. Participants will gain a better understanding of popular youth culture and the role it plays in determining acceptance of information on behalf of youth. Participants will be provided with a live performance of spoken word and witness the positive atmosphere created by self-expression. You will learn the economic advantages of using a youth development outreach strategy involving youth as a renewable resource.

Scarbrough 2 (Seating Capacity 100) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**PROBLEMATIC PARENTS: MOVING FROM CONFLICT TO COOPERATION**

**FEATURED SPEAKER:** Timothy Allen, Gilead Group Consulting, Dorchester, MA

This presentation will cover specific strategies, techniques, and practices designed to engage the most difficult to reach parent and motivate them to become part of the team. Participants will learn how to recognize an individual’s current stage of change, how to use open-ended questions as a method of obtaining key information, how to listen reflectively, and how to resolve parental ambivalence.

Scarbrough 3 (Seating Capacity 100) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

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

**FEATURED SPEAKER:** Chang’aa Mweti, Associate 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 back door to make learning fun! Discover the five educational concepts embraced through storytelling.

Scarbrough 4 (Seating Capacity 100) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**RESTORING HOPE TO THE VOICES FROM A BROKEN VILLAGE: A 21ST CENTURY CRISIS! A 21ST CENTURY RESPONSE!**

**FEATURED SPEAKER:** Eddie Morris, Social Worker, Fulton County Schools, Atlanta, GA

This session will be presented by an expert in the field of school social work who has dedicated his life to addressing the issues of “at-risk” youth from a primary and secondary prevention standpoint. He will provide an up-close and personal discussion regarding the critical state of the education system, as well as, provide vital statistics about “at-risk” and “underprivileged” youth. Participants will be given a “wake-up call” regarding the societal implications of failing to create programs and strategies that effectively address “at-risk” youth in the 21st century.

Savannah (Seating Capacity 60) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**SEL ALASKA STYLE (HIGH FLYING SCHOOL AWARD WINNER)**

**Karin Parker, Principal, Phyllis Bowie, Social Studies Teacher and Robert Adkins, Science Teacher, SAVE High School, Anchorage, AK**

Our program at SAVE High School in Anchorage, Alaska fosters the social and emotional skills for a diverse population of at-risk 16-20 year old students. Our social/emotional learning creates a sense of community within our school while developing leadership skills, character, and life skills such as decision-making and goal setting in our students. We will share the intake and monitor process for our program as well as information and video surrounding numerous projects and activities we have developed for our students including our overnight winter camping trip in to the foothills of Denali, subsistence fishing, volunteer programs and skiing.
**2:45 – 4 p.m. • Tuesday**

**Concurrent Sessions**

**Harborside Center West (Seating Capacity 200) • Tuesday • 2:45 – 4 p.m. • Concurrent Session**

**BEYOND RACE – TEACHING SOCIAL JUSTICE THROUGH POWERFUL MEDIA AND INTERACTIVE TOOLS!**

**FEATURED SPEAKER:** Eric Rowles, President, CEO, Leading To Change, Inc., Charlotte, NC

In this very informative workshop, practitioners will be exposed to the various layers of identity that Millennial students claim in their diverse worlds, and how prevention providers can understand and support some of the most pertinent needs facing today’s student. Fast, quick, and hands-on, this powerful presentation is specifically designed for individuals that are currently or plan to work directly with students. Get ready to go “deeper” with exploring race, culture, privilege, and class and their impact on views of teen sexuality and pregnancy.

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Tuesday, March 5, 2013

Tuesday • 2:45 – 4 p.m.

Concurrent Sessions

Room Monitors will be collecting TUESDAY evaluations after each session.

Ballroom B (Seating Capacity 120) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

GANGSTERISMS: THE GANG MEMBER MINDSET

FEATURED SPEAKER: Daryl Macaluuso, Corporal, Gang Resistance Education and Training, Durham Police, 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 presentation focuses on the gang mindset giving the participant tools to begin to reach and teach gang-related and “at-risk” youth. Participants will analyze school board gang. This program was specifically designed for school professionals law enforcement and parents involved in or interested in school safety. Participants will be able to identify clothing, signs, and symbols associated with gang activity. Participants will be given proven practices and suggestions for intervention and prevention programs used nationally.

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

PANEL: MEETING THE CHALLENGES OF RURAL EDUCATION

MODERATOR: Marilyn Hutchinson, Director, Mentoring and Research Programs, Savannah State University, Savannah, GA

PANELISTS: Michael Ellison, Project Coordinator, Britney James and Sharla Hogan, Community Advisors, Columbus Wellness Center Outreach and Prevention Project, Inc., Columbus, GA; Aimee Zachrison, Assistant Principal; Michael Butts, Principal; Shannon Knopf, Teacher and Lyn Korbel, Alternative Instructor, Watertown High School, Watertown, SD

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 • 2:45 – 4 p.m. • Concurrent Session

TRANSFORMING POOR READERS TO EXCELLENT READERS: RELYING ON THE PLASTICITY OF THE BRAIN

Bonnie Varner, Program Manager, Kalispel Tribe of Indians, Airway Heights, WA and Dee Tadlock, Director of Research and Development, Read Right Systems, Shelton, WA

Reading problems block academic success, undermine self-confidence, and contribute to low esteem—factors that often contribute to a decision to drop out of school. This presentation will explain how an innovative reading intervention program, based on constructivist reading theory and relying on the plasticity of the brain to remodel neural circuitry, transforms students’ reading abilities and reverses these negative variables. Research results will be presented.

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

FIRST & LAST FIVE MINUTES—TECHNIQUES TO SUCCESSFULLY START AND END EACH CLASS PERIOD

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

Discover “Prime Time Rituals” and “Blinking Students at the Door”—techniques to successfully start and end each class period. Leave this session armed with practical techniques that will set your classroom up for achievement. Have fun with reading facial expressions and interpreting body language, all so that you can create a better learning environment. Spend less time on discipline and more time inspiring and teaching. Research documents that students engaged during the first five minutes of class typically remain engaged for the entire class. It has also revealed that the last five minutes of class are crucial to student understanding. Lessons need closure and summary. Create a start/end-of-class system where no one is waiting for the bell!
Room Monitors will be collecting TUESDAY evaluations after each session.

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

Percival (Seating Capacity 60) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**SIT IN MY SEAT: A VIEW FROM THE DESKS OF STUDENTS WITH DISABILITIES**

Laurie Mascolo, Special Education Program Supervisor, Bulloch County School District and Samantha DiGregorio, Behavior Analyst & Autism Program Specialist, Mattie Lively Elementary School, Statesboro, GA

Take a seat folks! Enter our classroom and experience the academic life of a student with a disability. Take part in various classroom activities and assignments from a student’s point of view. Activities are designed to aid in generating accommodation strategies to target improving access of grade-level curriculum for all learners in a general education setting, while focusing on the needs of students with disabilities that impede progress. Participants will leave with increased understanding and compassion of hindrances to academic achievement, as well as simple techniques to address the multiple needs of all learners. Additional “take-aways” will be provided to add to your bag of tricks!

Vernon (Seating Capacity 60) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**HEART, MIND, AND BODY COUNSELING IN URBAN SCHOOLS**

Lacretia Dye, Assistant Professor, Western Kentucky University, Bowling Green, KY

Heart, Mind, and Body counseling combines the wonderful practice of yoga and liberating mindfulness activities to enhance student’s personal quality of life. Participants will learn simple poses that elicit emotional sharing, breathing techniques to reduce stress and develop attention, as well as cognitive strategies to promote academic engagement. These activities can help children and teens in urban settings to manage stress, focus, build social skills, and create the pattern for lifelong wellness habits.

Verelst (Seating Capacity 60) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**PROMOTING ACADEMIC ACHIEVEMENT AND EMPOWERMENT THROUGH STRUGGLING READERS’ VERBAL PROTOCOLS IN RESPONSE TO ARTISTS’ BIOGRAPHIES**

Anne Katz, Armstrong Atlantic State University, Savannah, GA

Learn about how to engage struggling readers through research-based comprehension strategies with a focus on multi-literacies and biographical individuals in the arts.

Sloane (Seating Capacity 50) • Tuesday • 2:45 – 4 p.m. • Concurrent Session

**REACHING OUT TO CULTURALLY DIVERSE PARENTS AND ENGAGING THEM IN SCHOOL ACTIVITIES**

Lauren Locklair, Seval Gomez and Ana Maria DeRojas, Muscogee County School District, Columbus, GA

Participants will be provided with strategies on how to involve families with diverse socio-economic, cultural, and linguistic backgrounds. We will include strategies for parent communication, identifying diverse backgrounds, parental involvement, and creating an atmosphere of mutual respect and understanding.
All the poster sessions will be in Ballroom A. These sessions will provide an opportunity for interaction and consultation with highly respected professionals with expertise in a specific area. These sessions will feature visual aids and handouts.

**COMMUNITY PARTNERING FOR YOUTH AT RISK: IT REALLY DOES TAKE A VILLAGE**
*Karen Joest, Associate Professor and Rebecca Goldstein, Student, State University of New York, College at Oneonta, Oneonta, NY*

This poster presentation illustrates the collaborative partnership of an interdisciplinary team from State University New York, College at Oneonta, The Family Resource Network, Eastern Stream Center on Resources and Training (ESCORT), the Center for Economic and Community Development, and the Oneonta City Schools to increase graduation rates for “at-risk” youth while enhancing a community of caring that engages all students.

**START SAYING “YES” IN YOUR COMMUNITY: YOUNG EMPOWERED SCHOLARS**
*Terri White, Consultant, White Diamond Counseling, Lawrenceville, GA*

Participants will be provided an enrichment model to expand the scope of their current programs’ services. The model is designed for scholars ages 12 and 17 for summer and/or after school service. Participants will utilize the SMART goal planning tool to measure progress in order to measure the effects of the behavior techniques utilized, increase academic success, and promote collaboration in multiple environments.

**BULLY TICS**
*Anita Sanders, Assistant Professor, Gardner-Webb University, Boiling Springs, NC, Instructor, University of Phoenix, Phoenix, AZ and Joshua Sanders, Academic Advisor, Tuscon School District 1, Marana, AZ*

This session will allow an opportunity for participants to understand different types of bullying, discuss the societal impact that encourages a continuation of the practice, and provide countering strategies for a discontinuation of this practice. Most professional development and curriculums for teacher preparation programs are not addressing the complexity of this issue, which has allowed it to completely spiral out of control. Bullytics will provide strategies for removing this politically incorrect practice from daily school routines. The strategies have been derived from teacher-developed programs and currently practiced initiatives throughout North and South Carolina.

**THE ASSOCIATION BETWEEN PARENTAL PERCEPTIONS OF CHILDREN’S RESIDENTIAL MENTAL HEALTH TREATMENT AND THE PARENT-CHILD RELATIONSHIP**
*Susanne Preston, Assistant Professor, South University, Virginia Beach, VA*

A recent research study will be described in which the association between children’s residential mental health treatment and the family relationship was examined. Participants will learn from the researcher how parents of children in residential treatment experienced the intervention, as well as how data showed a statistically significant change in the parent-child relationship.

**CYBER BULLYING**
*Charles Notar, Professor and Larry Beard, Professor, Jacksonville State University, Jacksonville, AL*

This poster session will include a brief description of cyber bullying, roles, statistics, prevention, and current legislation.

**TAKE THE LEAD: ENCOURAGING STUDENT ENGAGEMENT THROUGH SERVICE LEARNING**
*Shanna Woods, Science Department Chairperson and Mary Godfrey, Magnet Coordinator, Fort Service Learning Magnet Academy, Columbus, GA*

Sit down, be quiet, do your work, turn it in, take the test, and start all over again. Service learning allows students to take charge of what they are learning and use it in practical applications to identify and meet the needs of the community. This poster session focuses on: students as leaders, community partners, and parental support.
MAKING YOUTH PROFESSIONALS AWARE OF THE HARMFUL EFFECTS OF ENERGY DRINKS
Willie Burden, Professor; Drew Zwald, Associate Professor; Trey Burdette, Assistant Professor and Padmini Shankar, Associate Professor, Georgia Southern University, Statesboro, GA

The objective of this presentation will be to discuss strategies that school and after school professionals could utilize in enhancing and promoting awareness and understanding of the negative effects of caffeinated drinks on children; and what to offer as more nutritional alternatives. Even though some research supports many positives for caffeine use, there are many concerns as children’s intake and continuous use increases.

THE IMPACT OF RELATIONSHIP EDUCATION ON GEORGIA TEENS
Evin Winkleman Richardson, Graduate Student, University of Georgia, Athens, GA

The purpose of this study is to evaluate gains in knowledge about healthy relationships for teens that have participated in the Relationship Smarts Plus Program through 4-H of FACS in 22 counties in Georgia. Findings would be of interest to program facilitators and educators working with adolescent youth and young adults.

USING ASSISTIVE TECHNOLOGY TO CLOSE THE ACHIEVEMENT GAPS IN A DEMOCRATIC SOCIETY
Joseph Akpan, Associate Professor, Charles Notar, Professor and Larry Beard, Professor, Jacksonville State University, Jacksonville, AL

The number of students with disabilities receiving their education in the general education classroom is increasing because of a number of factors. Today the challenges of teaching a diverse student population are at the forefront of all education initiatives. Assistive Technology is an effective tool that can help all students succeed in the general education classroom.

EXAMINING THE EFFECTIVENESS OF ADOLESCENT THERAPEUTIC GROUP HOME PROGRAMS FOR “AT-RISK” YOUTH
David Scott, Associate Professor, 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 explain what the author found that works in this treatment modality.

ANALYSIS OF CONCESSION STAND FOOD AND BEVERAGE CHOICES AT HIGH SCHOOL AND COLLEGE SPORTING EVENTS
Brian Menaker, Assistant Professor, Georgia Southern University, Statesboro, GA

This presentation evaluates food and beverage choices available to spectators at a sampling of high school and college sporting events. Concession offerings are generally high in fat and sugar, and of low nutritional value. Educators who determine concession choices are targeted so they can be aware of food options offered at games and decide to offer healthy foods to patrons.

INFANTS OF OBESE MOTHERS HAVE SIGNIFICANTLY HIGHER WEIGHT FOR AGE
Padmini Shankar, Associate Professor, Georgia Southern University, Statesboro, GA

Although, many population-based studies have reported a relationship between maternal obesity and childhood obesity, results have been controversial. Hence, the purpose of this study was to examine the relationship between mother’s pre-pregnancy body mass index (BMI) and infant weight at birth, as well as at six weeks postpartum.

GIFTED, TWICE-EXCEPTIONAL STUDENTS: AT-RISK AND OVERLOOKED?
Carrie Lynn Bailey, Assistant Professor, Georgia Southern University, Statesboro, GA

Twice-exceptional students are at an even greater risk of being misunderstood or overlooked than their peers in gifted or special education settings. This presentation seeks to inform participants of the needs of this unique population.
ATTITUDE, AWARENESS, AND BEHAVIORS RELATED TO NUTRITION AND HEALTH AMONG COLLEGE YOUTH

Eric Lutzenberger, Student and Padmini Shankar, Associate Professor, Georgia Southern University, Statesboro, GA

The prevalence of obesity and other health-related conditions, such as diabetes, is increasing in children and young adults. Childhood obesity has more than tripled in the past 30 years. Children and adolescents who are obese are likely to become obese adults. A major cause of these epidemics is the lack of basic nutritional knowledge and unhealthy lifestyle behaviors.

CHILDHOOD OBESITY: AN EXPANDING PROBLEM

Alexandra Tracchio, Student and Padmini Shankar, Associate Professor, Georgia Southern University, Statesboro, GA

According to the National Health and Nutrition Examination Survey in 2008, 16.9% of children and teens ages two to nineteen were obese. It is up to us, as educators, to take the initiative and educate our young before it is too late.

ENCOURAGING URBAN CHILDREN TO DESIRE TO LEARN STEM SUBJECTS—STEM-SCIENCE: THRILLING, EXCITING AND MOTIVATING

Beverly McKenna, Assistant Professor; Beverly Strauser, Instructor, Georgia Southern University, Statesboro, GA and Edward Strauser, Associate Professor, Armstrong Atlantic State University, Savannah, GA

Nature walks can enhance students’ appreciation of the natural world and, in the case of teachers, to support curriculum standards. Any leader of groups of children could benefit from the explanation of logistics involved with nature walks both on and off campus, and possible ways to reduce fear of “bugs, snakes, and other icky things.”

COLLEGE FRESHMEN’S PERCEPTIONS ON NUTRITION AND HEALTH

Padmini Shankar, Associate Professor; Alexandra Tracchio, Student, and Eric Lutzenberger, Student, Georgia Southern University, Statesboro, GA

Freshman year at college is a stressful time for most young adults. This is the time when they are in the process of forming important decisions regarding diet, physical activity, and other lifestyle behaviors. Nutrition and health education should be a vital component of college curricula to keep students informed so they can make good decisions about their food intake and overall health.

THE IMPACT OF PHYSICAL ACTIVITY ON COLLEGE STUDENTS

Terry Lester, Graduate Student, and Padmini Shankar, Associate Professor, Georgia Southern University, Statesboro, GA

Physical activity plays a vital and protective role in reducing the risk of hypertension and heart disease. The main objective of this proposal is to bring public awareness to promote health and fitness in young adults.

THE EFFECTS OF TEACHER EMPOWERMENT ON SCHOOL PERFORMANCE IN SOUTH GEORGIA AND FLORIDA ELEMENTARY SCHOOLS

Megan Lyons, Instructional Support Leader and Ronny Green, Associate Professor, Valdosta State University, Valdosta, GA

Based on a study conducted in South Georgia and Florida elementary schools, school culture and the element of teacher empowerment have been linked to student achievement. Learn which elements of teacher empowerment impact student achievement at low and high performing schools.

UTILIZING MOVIES AS A PEDAGOGICAL TOOL FOR THE TEACHING OF LIFE SKILLS TO “AT-RISK” YOUTH

Drew Zwald, Associate Professor; Trey Burdette, Assistant Professor and Willie Burden, Professor, Georgia Southern University, Statesboro, GA

The purpose of the poster presentation will be to discuss movie pedagogy theory and to show how specific movie clips can be utilized to help students understand more clearly the various life skills concepts.

REACHING YOUTH PRONE TO VIOLENCE THROUGH NAUTICAL EDUCATION: ADULT YOUTH PARTNERS ON THE WATER

Paulette Harris, Professor, Augusta State University and Audie Holmes, Professor, Paine College, Augusta, GA

The presenters have developed a Maritime Educational Program that they will share in order to target and reach “at-risk” youth. Both social and emotional skills will be targeted and maritime educational intervention will be addressed as well as adult-youth partnership strands.
REMAKING TEENS USING THE SWISS ARMY TOOL OF YOUTH DEVELOPMENT

Annie Gray, Director of Partnerships, Wyman's Teen Outreach Program, St. Louis, MO

“The Teen Outreach Program® is the Swiss Army Knife of Youth Development”, states John Kalafatas, of the Clark Foundation. Teens experience 52% lower school suspensions, 53% lower pregnancies, 60% lower course failures, and 60% lower drop-outs. A proven “Game-Changer” for 6th to 12th graders.

ARE SCHOOLS FAILING BLACK BOYS?

Maryjane Kirby, Contributing Faculty, Walden University, Fayetteville, NC

Typically, black male students performed comparably to boys and girls of all races on first and second grade standardized math and reading tests. Nevertheless, by fourth grade, African American boys experienced a sharp decline in their scores. According to the 1994 National Center for Education Statistics (NCES), fourth-grade reading scores of African American boys lagged behind those of all other groups at the same grade level. Dr. James Comer, director of the Yale Child Studies Center, noted that the “drop-off” syndrome occurred in the late sixties. He further stated that it was especially noticeable among students from low-income families, boys in particular.

4 ALTERNATIVE HIGH SCHOOL PROGRAMS: ACADEMIC ACHIEVEMENT & POSITIVE PERSONAL OUTCOMES

Jennifer Potter, PALS/PACE Coordinator and Instructor and Brent Potter, Teacher and Counselor, Kingsman Unified School District, Kingman, AZ

Each program is designed to meet specific student needs including: a flexible time and day program for students with adult responsibilities, a structured half day program for students supporting themselves or with health problems, a full day program for credit recovery, and a discipline program focused on reintegration. Attendants will receive a booklet containing program format, accountability, and outcome information.

CHESS: FUN AND GAMES FOR ACADEMIC AND SOCIAL GROWTH

Steve Schneider, Program Director, Championship Chess, Atlanta, GA

Studies show chess improves math, reading, and problem-solving, increases concentration, and builds self-esteem. Steve Schneider, author and educator, will present the benefits chess offers students. He will introduce the methods he has developed to help children learn to play. Whether you play chess or not, you can have a successful scholastic program, from pre-school through high school.

PROTECTING THE BLIND SIDE: PARENT EDUCATION AS RISK PREVENTION

Michael Popkin, President and Author, Active Parenting Publisher, Marietta, GA

Like quarterbacks in a football game, children are especially vulnerable to risks they don’t see coming and don’t have the experience to recognize. This workshop will demonstrate how parenting education can provide parents with the information, training, and support they need to empower their children to navigate the risks of the 21st century.

IMPLEMENT CHESS FOR ACADEMIC, SOCIAL AND BEHAVIORAL BENEFITS

Steve Schneider, Program Director, Championship Chess, Atlanta, GA

Studies show chess improves math, reading, and problem-solving abilities, increases focus and self-esteem, and keeps students in school. Steve Schneider, author, teacher, and long-time proponent for scholastic chess, shows what chess offers students and demonstrates the easy, successful methods that help children learn to play. Whether you play chess or not, you can put chess to work in your program.
EXTENDED LEARNING TIME
Yasmin Whirl, Guidance Counselor, Wilkinson County High School, Irwinton, GA

Extended Learning Time has been an effective tool within the high school for five years. It also has evidence of a success rate at the school district’s middle school. The Wilkinson County Middle School has had ELT embedded in its daily curriculum for 10 years. It has proven highly effective for Accelerated Reading for students, preparing for the CRCT, and building effective test prep skills. Test scores have increased and teachers have been able to redefine learning by implementing effective winning strategies.

FOSTERING SUCCESSFUL ACADEMIC, PERSONAL/SOCIAL AND CAREER DEVELOPMENT IN YOUTH THROUGH EXPANDED LEARNING OPPORTUNITIES (ELOS)
Keli Carter, Graduate Student, Mercer University, Atlanta, GA

This presentation will discuss how one can help develop, inspire, and support youth through Expanded Learning Opportunities (ELOs). Participants will receive a detailed explanation of what ELOs are; learn about their benefits and how to advocate for existing ELOs in addition to starting new ones. This presentation is geared toward educators, parents, and youth advocates.

GO HARD AND STUMBLE SOFTLY—STRATEGIES TO TEACH YOUNG PEOPLE TO LIVE FULFILLED AND ENRICHED LIVES—DESPITE AND IN SPITE OF THEMSELVES
Adair White-Johnson, Associate Professor and Professional School Counselor, Argosy University and Marietta City Schools, Powder Springs, GA

“GO HARD” is a program that addresses the external and internal pressures on students to conform to certain standards of behavior. It is based upon the belief that early empowerment can help students develop coping mechanisms in order to manage the personal and societal stressors in their lives. It helps students build resilience and teaches them skills so they can deal with their stressors in a healthy manner.

SCHOOL, UNIVERSITY AND BUSINESS PARTNERSHIPS THAT TARGET YOUTH-AT-RISK
Elizabeth Heins, Professor and Kathy Piechura-Couture, Professor, Stetson University, DeLand, FL

The DaVinci Club, an after-school intermediate elementary program, promotes a love for reading and expression of artistic pursuits. S.T.A.R.S. (Students Turning Around and Reaching for Success) is a mentoring program for intermediate students focusing on developing positive social and interpersonal skills and avoiding at risk behaviors. This presentation targets administrators, intermediate elementary, and middle level teachers.

CREATING EFFECTIVE AND INCLUSIVE ENVIRONMENTS FOR ALL LEARNERS
Maria Reyes-MacPherson, Associate Professor, University of Central Florida, Orlando, FL

This presentation will help teachers and program administrators to discover valuable strategies conducive to the development of inclusive environments that meet the needs of all students, including those with special needs. Being exposed to the general curriculum is important to all students, but it is not enough. Today’s technology and innovative designs provide innumerable accommodations for the struggling learner enabling them to actively participate and succeed academically to break the cycle of academic failure and poverty.

THE IMPACT OF A GEOMETRY CURRICULUM ON SIXTH GRADE AFRICAN-AMERICAN MALES
Olufunke Adefope, Assistant Professor, Georgia Southern University, Statesboro, GA

Inequities within our education system have resulted in disparities between African-American students and their peers of other ethnicities. Consequences of these inequities tend to be more acute for African-American males. This presentation will be informative for educational practitioners and administrators alike because it will discuss how the implementation of a curricular intervention positively impacted the mathematical understanding of sixth grade African-American males.

THE LEADERSHIP RESIDENCY EXPERIENCE—PREPARING PROSPECTIVE LEADERS TO INCREASE STUDENT ACHIEVEMENT FOR ECONOMICALLY DISADVANTAGED STUDENTS
Barbara Roquemore, Associate Professor, Georgia College and State University, Milledgeville, GA

Schools need strong leaders. Does a university leadership residency program provide candidates with the knowledge, skills, and dispositions to promote student achievement? Does the program provide real-world leadership experiences? Can leadership candidates increase student achievement for economically disadvantaged students? This poster presentation will provide a focus on student achievement in high poverty schools.
PROMOTING LEADERSHIP DEVELOPMENT AND ACADEMIC ACHIEVEMENT THROUGH TECHNOLOGY

Dawn White, Teacher and Science Specialist, Rock Springs Elementary School, Lawrenceville, GA and David White, CEO, Family Impact Restoration Ministries, Dacula, GA

The presenters will elaborate on how educators and counselors can integrate technology to motivate achievement and leadership among youth by covering 3 areas: research explaining the learning styles of today’s youth, instructional strategies that integrate technology, and examples of student-created video productions that enhanced students’ self-esteem and leadership skills.

DIFFERENTIATED INSTRUCTION “TOOLBOX”: STRATEGIES TO HELP ALL STUDENTS

Pam Epler, Assistant Professor, Murray State University, Murray, KY

Differentiated Instruction (DI) has long been used in special education; however it can and should be used to teach all students. The objective of this presentation is to provide a “toolbox” of differentiated strategies and assessments teachers can use in the classroom to increase student achievement.

RESPONSE TO INTERVENTION (RTI) - ROADMAP TO INDEPENDENCE: A HIGH-POVERTY, HIGH-PERFORMING SCHOOL PERSPECTIVE

Traci McKenzie-Jackson, Principal; Lori Wallace, Counselor; Carolyn Buford, Assistant Principal and Ashley Green, Teacher, Shirley Hills Elementary School, Warner Robins, GA

Administrators, how is RTI (Response-to-Intervention) like the high tech GPS (global positioning system) we use? They are both roadmaps to independence and tracking systems that help us determine the path we need to take to reach our final destination. RTI is the school’s GPS. Learn how RTI works and how it can guide your school to academic success.

TEEL SKILLS: NOT JUST FOR COUNSELORS ANYMORE

TaShawndra Govan, Graduate Student, Georgia State University, Atlanta, GA

Participants will gain a new language! They will be given handouts, and leave with resources for learning more, should they decide they want additional training. TEEL (tracking, empathy, encouragement and limit setting) are play therapy techniques that have been used by counselors and therapists for over 30 years. They are easy to do and take practice and consistency to make an impact.

ACADEMIC COMMUNITY LEARNING EMBRACES MULTIPLE INTELLIGENCES, INSPIRES LEADERSHIP, AND ENCOURAGES CREATIVE AND CRITICAL THINKING

Elaine Adams, Associate Professor, The University of Georgia, Athens, GA

This poster presentation provides “at-risk” educators with a collection of instructional resources that inspire Academic (service) Community Learning (ACL) in “at-risk” environments. It examines the definition and use of ACL and investigates social, economic, and educational benefits associated with this powerful instructional strategy. Discusses learner outcomes and illustrates instructional strategies that encourage adult-youth partnerships, mentoring opportunities, and community and business collaborations. Lastly, it provides evidence of successful strategies applied in teacher education courses over eleven years.

AT-RISK FACTORS ASSOCIATED WITH THE AFRICAN-AMERICAN MALE STUDENT: A CALL TO ACTION

Carolyn Taylor, Teacher and Adjunct Faculty, Albany State University, Albany, GA; Queen Brown, Associate Professor and Sheryl Venable, Assistant Professor, Georgia Southwestern State University, Americus, GA

This poster presentation proposes a call to action to all stakeholders in education that addresses one of the most pervasive concerns in education today at all levels. The African-American male’s achievement still lags behind, despite the law’s mandates, probably due to the lack of focus on specific educational and societal factors that place him at risk in the educational arena.
CROSS-DISCIPLINARY VIEW ON DIVERSITY AND LITERACY FROM K–12

Walter Vredeveld, Teacher, Wayne County High School, Jesup, GA

The in-service teachers from K–12, teaching the subjects of English/Language Arts (ELA), Reading, Math, Physical Education (PE), Science, and Social Studies, will present a cross-disciplinary view of their case-study research that examined the roles of diversity, and their impact on learners’ literacy development across grade levels and school settings.

USING MULTIPLE INTELLIGENCES TO SUPPORT “AT-RISK” READERS

Valerie Harrison, Instructional Coach and Administrator, DeKalb County School District, Snellville, GA

This poster presentation is designed to explore the relationship between effective reading instruction and the Multiple Intelligences, and to share successful strategies for supporting “at-risk” readers. Through demonstrations and modeling, participants will be able to find out a variety of strategies adapted from brain research and how to apply these strategies to differentiate reading instruction for “at-risk” readers in grades K–5.

ENGAGING COMMUNITY: QUICK AND EASY STEPS TO ESTABLISH COMMUNITY PARTNERSHIPS AND SERVICE LEARNING-BASED PROJECTS THAT WILL INSPIRE STUDENT SUCCESS AND RAISE THE BAR TO SCHOOL CULTURE

Claudia Chambers, Teacher, Savannah Chatham County Public Schools, Savannah, GA

If you desire student success and would like to engage the community then this workshop will give you specific examples of how juvenile delinquents, burnouts, gang members, and other potential dropouts have consistently changed their academic, emotional, and social being through the empowerment of project-based learning and community partnerships.

A PASTORAL EXAMINATION OF THE IDENTIFICATION AND SUPPORT OF “AT-RISK” CHILDREN AND YOUTH

James Edmonds, Chaplain, US Army Retired, Cordele, GA

The presenter will demonstrate through modeling and other representations the use of check sheets and other analytical tools for the observation of behaviors as a device for the early detection of “at-risk” youth as part of a community-based program.

THE QUALITY SCHOOL MODEL OF DR. WILLIAM GLASSER

Wendall Walker, Training Consultant, William Glasser Institute, Seminole, FL

Dr. William Glasser’s Quality School Model is based on Choice Theory Psychology and Quality Management ideas. It focuses on: eliminating coercion, threat, punishment, and useless school work, all students doing competent work, improving staff/student relationships, giving choices, personal responsibility, encouraging and empowering all students, especially those at risk. Participants will be introduced to CT, QM, and Dr. Glasser’s Q5 ideas, and how they differ from a more traditional approach of external control. There will be an update on Dr. Glasser and handouts for participants.

FIGHT OR FLIGHT: PREVENTING BULLYING BEHAVIORS IN OUR SCHOOLS

Anjanette Stewart, Teacher, Savannah Chatham Public Schools, Savannah, GA

The purpose of this poster presentation is to give educators a working definition of bullying, to help educators identify bullies and victims, to give reasons why societies have bullies and victims, and to present research-proven intervention and prevention strategies. The audience targeted for this presentation is anyone, especially those persons who need direction in identification and prevention of bullying behaviors.

HEALTHY SCHOOL PROGRAM

Mike Stubbs, Relationship Manager, Alliance for a Healthier Generation, Savannah, GA

The Healthy Schools Program is an initiative of the William J. Clinton Foundation and is run by The Alliance for a Healthier Generation. The Healthy Schools Program takes a top down approach and works with schools to reduce the prevalence of childhood obesity. Our framework is research based and proven to change the health and wellness culture of a school resulting in long term sustainable change.

USING MULTICULTURAL CHILDREN’S LITERATURE WITH ELEMENTARY ENGLISH LANGUAGE LEARNERS

Courtney Smith, Student, Georgia Southern University, Statesboro, GA

This poster presentation will describe an array of multicultural literature to use as a foundation for improving comprehension, vocabulary, grammar, and writing. Additionally the focus of the presentation will describe how these readings assist in developing positive identity construction through the images in the text for students as budding readers. Cooperative learning activities are included to encourage readers to improve their writing, listening, and speaking skills.
EQUIPPING STUDENTS TO BE DEFENDERS IN ANY BULLYING SITUATION

Todd Walts, President, Campus Impact, Amherst, OH

Students choose various roles when bullying occurs. Only one of these roles is part of the solution, all others are part of the bullying problem. This workshop teaches how to move students from being in a bystander role to becoming a defender to help out in all situations. You will learn and understand the characteristics of each of the eight roles in a bullying situation and seven ways that students can actively defend in a bullying situation.

SWAGGA AND LACE INITIATIVE, TRAVELING THE “YELLOW BRICK ROADS/RED CLAY ROADS” TO TEEN PREGNANCY PREVENTION! “OH MY”

Luella Rhodes, Director and Michael Ellison, Project Coordinator, Columbus Wellness Center Outreach and Prevention Project, Inc., Columbus, GA

Teen pregnancy reduction in rural West Central Georgia provides a challenge to families, schools, and the community. Following the replication of the evidence-based intervention “Becoming a Responsible Teen” to reduce teen sexual risk behavior. Included in this replication are the efforts to educate, promote wellness, alcohol and drug prevention, as well as decreasing the number of unintended pregnancies among rural teens with focuses on the total benefits of waiting.

DADS OF GREAT STUDENTS (WATCH D.O.G.S.): ENGAGE MEN, INSPIRE CHILDREN, REDUCE BULLYING, AND ENHANCE THE EDUCATIONAL ENVIRONMENT OF YOUR SCHOOL

Keith Schumacher, Director, Watch D.O.G.S. (Dads Of Great Students), Atlanta, GA

This program is a one of a kind school-based initiative building on the personal capital already available—fathers and father figures of students. Every attendee will walk away with the 7 Steps to Success for launching the WATCH D.O.G.S.® program in their school(s) to support education and school safety through positive male role models.

ADDRESSING THE IMPLEMENTATION OF EVIDENCE-BASED PRACTICES FOR STUDENTS WITH BEHAVIOR DISORDERS: PRACTITIONER PERSPECTIVES AND POTENTIAL INSTRUCTIONAL INTERVENTIONS

Maggie Schulze, Behavior Specialist and Doctoral Student, University of Washington, Seattle, WA

The objectives of this presentation are to provide teachers and administrators with insight into teachers’ perspectives on evidence-based practices and to describe barriers and facilitators to implementation of these practices for students with behavior disorders. Participants will learn about interventions that can be used to navigate instruction for students with Emotional/Behavioral Disorders (EBD). These interventions may help school personnel address the unique needs of learners with EBD, who may not experience either academic or behavioral success in the school setting.

THINKING AT HIGHER LEVELS—PROBLEMS THAT MANY CHILDREN FACE

Roben Wallace Taylor, Assistant Professor, Jacksonville State University, Jacksonville, AL

The objectives of this session include developing an understanding of how aspects of brain function contribute to differences in higher order cognition. Participants will learn a new understanding of six major areas of higher order cognition that are equally important in learning, understanding, and output.

MATHEMATICAL MISCONCEPTIONS: USE OF MANIPULATIVES IN ELEMENTARY MATHEMATICS CLASSROOMS

Rachel Dunn, Student, Georgia Southern University, Statesboro, GA

The objectives of this session include developing an understanding of how aspects of brain function contribute to differences in higher order cognition. Participants will learn a new understanding of six major areas of higher order cognition that are equally important in learning, understanding, and output.
Ballroom B • Tuesday • 4:30 - 5:30 p.m. • 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.

4:30 - 5:30 p.m.
PLU Mastery Test
Tuesday

Ballroom B • Wednesday • 12:45 - 1:45 p.m. • 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.

12:45 - 1:45 p.m.
PLU Mastery Test
Wednesday

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 toll-free 1.912.478.2260

An evaluation of the conference’s general sessions will be accessible via nationalyouthatrisk.org or via an email announcement following the conference.
7:30 – 8:15 a.m.
Continental Breakfast
Harborside Center East
Take the lobby-level elevator—next to Savannah Room—down—or take the parking garage elevator—walk across the street to Harborside entrance.

Master of Ceremonies
Dan Rea
Conference Co-Chair

Introduction of Keynote
Randy Shearouse
Superintendent
Effingham County Schools

Regency Ballroom • Wednesday • 8:15 – 9:15 a.m. • KEYNOTE PRESENTATION
ENGAGING FAMILIES IN SCHOOL REFORM, STUDENT ACHIEVEMENT, AND DISCIPLINE PREVENTION
Grant Rivera, Principal, Westlake High School, Atlanta, GA
Participants will learn strategies to better engage families and community stakeholders in critical school improvement processes such as student achievement and discipline prevention. Particular attention will be given to creating proactive, systemic solutions that better engage traditionally “disengaged families” and prevent chronically “at-risk” youth from falling through the cracks of the schoolhouse sidewalk.

9:15 – 9:45 a.m.
Break

Hospitality Room 615 • Wednesday • 9:30 – 10:45 a.m. • Listening Session
“IT’S YOUR TIME: LISTENING TO THE VOICES ON THE FRONLINES!”
Office of Women’s Health
Sponsored by the U. S. Department of Health and Human Services’ Office on Women’s Health
The White House Working Group on the Intersection of HIV/AIDS, Violence against Women and Gender-related Health Disparities understands that no single strategy to reduce the alarming rates of violence and HIV among girls will work in every school and community setting. This is why contractors funded by the U.S. Department of Health and Human Services’ Office on Women’s Health are sponsoring listening sessions as an opportunity to gain input from teachers, administrators, school nurses and counselors, youth development specialists, as well as after school and alternative school professionals and others who work directly with young people at greater risk for violence and HIV in our schools and communities. Join us for one of several listening sessions to inform the next generation of programs and policies on violence and HIV prevention for young people at greater risk for these epidemics. The information garnered from these sessions will be provided in the form of recommendations to the White House Working Group.
Space is limited so pre-registration is encouraged, but not required. Please stop by the Office on Women’s Health’s table or simply come to the session that best meets your personal conference schedule. Individuals who participate for the full session will receive a $40 gift card as a token of appreciation for your valuable input to inform the next generation of programs and policies to address the alarming rates of violence and HIV among our most promising young people.

Call for Proposals • 25th Annual National Youth-at-Risk Conference
Deadline: August 31, 2013 Online Submissions only
Visit nationalyouthatrisk.org for details and access to the online submission form.
Submission Form opens June 1, 2013.
Conference Dates: March 2 – 5, 2014, Hyatt Regency, Savannah, GA
**Scarbrough 1 (Seating Capacity 100) • Wednesday • 9:45 – 11 a.m. • Concurrent Session**

**NOW THAT I KNOW WHAT’S NEXT FOR OUR GIRLS? THE POWER OF KNOWING (THE CURRICULUM)**

**FEATURED SPEAKER:** Mechelle, Comedienne, Actor, Author, Meshelle, LLC, Baltimore, MD

Strategic steps will deconstruct the best practices for engaging girls and young women of color. Modules, goals, and hands-on activities will be shared in this intense session maximizing the benefits of the book’s thrust. Practical application will afford attendees the tools needed to implement the curriculum “The Power of Knowing: 101 Things Every Girl/Young Woman of Color Should Know.”

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**Scarbrough 2 (Seating Capacity 100) • Wednesday • 9:45 – 11 a.m. • Concurrent Session**

**EMBRACING YOUR GIANTS**

**Sharon Slater, Vice President of Research and Development, Educational Services for HOPE, Ridgeland, MS**

“Don’t give up on me.” The primary purpose of professional learning is to improve educator practice and student achievement. This highly participatory session features authentic engagement, higher order thinking, and rigor all coupled into one dynamic lesson that will help you promote a new thought paradigm where failure will not be an option.

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**Scarbrough 3 (Seating Capacity 100) • Wednesday • 9:45 – 11 a.m. • Concurrent Session**

**DESIGNING NONVIOLENT SCHOOLS THROUGH KINGIAN NONVIOLENCE TRAINING AND EDUCATION FOR PEACE**

**FEATURED SPEAKER:** Rosemarie Stallworth-Clark, Associate Professor, Georgia Southern University and Jeremy Foreman, Executive Director, HandsOn Southeast Georgia, Regional Volunteer and Civic Action Center, Statesboro, GA

This interactive presentation will introduce principles, concepts, and teaching strategies that reflect the philosophy and spirit of Dr. Martin Luther King’s Nonviolence Training as well as Dr. H.B. Dannah’s unique model for peace education that embeds the teaching of peace within the curricular framework of all school subjects.

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**Scarbrough 4 (Seating Capacity 100) • Wednesday • 9:45 – 11 a.m. • Concurrent Session**

**MORE CAN BE DONE! MAXIMIZING YOUR PERSONAL POTENTIAL WITH “AT-RISK” YOUTH**

**FEATURED SPEAKER:** Anthony Outler, CEO Epic Empowerment Enterprises, LLC, Atlanta, GA

Many educational practitioners, and others who work with “at-risk” youth, have created very innovative lessons, practices, and strategies that have proven to be highly effective. They know that if their ideas were incorporated within the general practices of the overall organization, the organization’s effectiveness would be significantly enhanced. Sometimes these innovative ideas are not readily accepted, or they are not totally congruent with the current standards, objectives, policies, or traditional practices of the larger school/agency/organization in which they work. This could lead to golden opportunities being missed and youth being underserved. This session provides cutting-edge change agents with the motivation, insight, and practical tools necessary for maximizing their personal potential in order to not only transform their school/agency/organization, but to possibly impact other individuals and institutions that serve “at-risk” populations.

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

**UTILIZING “INSPIERENTIAL” COUNSELING: AN INNOVATIVE GROUP WORK MODEL FOR REDUCING RISK-TAKING BEHAVIOR IN ADOLESCENTS**

**Gary Mauk, Assistant Professor, The University of North Carolina at Pembroke, School of Education, Pembroke, NC; M. Bruce Garris, Family Therapist, Delta Behavioral Health, Wilmington, NC**

Being a teenager has never been harder, and it’s not getting easier any time soon! Reducing risk-taking behaviors among adolescents is a priority for educators, social workers, and clinicians in every setting and this workshop will provide you with the specific tools, tricks, and empirically-based strategies you need to be effective, relevant, and fun!
Wednesday • 9:45 – 11 a.m.

Concurrent Sessions

Harborside Center West (Seating Capacity 200) • Wednesday • 9:45 – 11 a.m. • Concurrent Session

INSPIRATIONAL YOUTH: TRANSFORMING AVERAGE TO EXTRAORDINARY

FEATURED SPEAKER: Keith Brown, "Motivator of the Millennium", 20/20 Enterprises, Fayetteville, GA

In this empowering, engaging, enlightening session, Keith L. Brown, in conjunction with the Institute for Educational and Social Justice, will illustrate the power of GIVE and TAKE (Guide, Inspire, Validate, Empower and Transform Average Kids to Extraordinary). By meeting and being ignited by some of nation’s most inspirational youth, and the steps it took to transform them from average to extraordinary, participants will be moved to adopt innovative methods in their own programs, agencies, and schools. This session of “Edutainment” will leave participants empowered with a renewed sense of purpose and professional/personal worth.

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 6, log onto nationalyouthatrisk.org 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 April 12, 2013.

Q: What if I forget about the evaluation process?

A: Don’t worry! We will email you a reminder after the conference.
**Percival (Seating Capacity 60) • Wednesday • 9:45 – 11 a.m. • Concurrent Session**

**T123C: FOUNDATIONS FOR LIFELONG WRITERS**

*Nanika Pollard, Teacher, Savannah Chatham County Public School System, Savannah, GA*

T123C is a writing strategy that demonstrates the simplicity of creating effective written compositions. It includes best practice strategies for analyzing prompts, making brainstorming work, building strong paragraphs, creating powerful transitions, and shaping writing with style. These strategic writing practices can enhance the foundations of writing for all who have a desire to become writers for a lifetime.

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

**PROACTIVE STUDENT SUPPORT PROGRAM FOR CULTURALLY DIVERSE POPULATIONS WITH DISABILITIES**

*George Morgan, Education Program Specialist, Cobb County School District, Atlanta, GA*

Has your secondary institution had difficulty managing the emotional, behavioral, and character building needs of your students with disabilities population? Learn how the Proactive Student Support Program at one secondary institution has worked with culturally diverse populations to substantially modify student behavior while focusing on character development, emotional balance, and individual responsibility.

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

**HIV/AIDS TRANSITIONING CARE: ADOLESCENTS AND YOUNG ADULTS**

*Gregory S. Felzien, Diplomat in Internal Medicine and Infectious Disease, Director of the Office of Infectious Diseases and HIV Medicine, Southeast Health District, Statesboro, GA*

The HIV epidemic continues to be a critical issue in communities throughout the USA. Stigma, discrimination, and local myths are still a part of society resulting in risky behavior, denial, and delay in seeking care. The objective of this presentation is to discuss: (1) the scope of HIV/AIDS among adolescents and young adults, (2) clinical and psychological differences between youths and adults, (3) challenges and care for adolescents and young adults, and (4) strategies to receive, engage, and retain youth in the healthcare system.

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

**USING THERAPEUTIC MENTORING TO CONNECT FAMILIES TO COMMUNITY RESOURCES WHILE IMPROVING YOUTHS’ SOCIAL SKILLS AND EMOTIONAL REGULATION SKILLS**

*Susanne Preston, Assistant Professor, South University, Virginia Beach and Keith Jasey, President of FamilyNet, Virginia Beach, VA*

Presenters will discuss current mentoring programs, including how to conduct effective mentoring, and why mentoring is important and effective. Case examples will be provided.
**Scarborough 1 (Seating Capacity 100) • Wednesday • 11:15 – 12:30 p.m. • Concurrent Session**

**NOW THAT I KNOW WHAT'S NEXT FOR OUR GIRLS? THE POWER OF KNOWING (THE CURRICULUM)**

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**Scarborough 2 (Seating Capacity 100) • Wednesday • 11:15 – 12:30 p.m. • Concurrent Session**

**DYNAMIC COMMUNITY PARTNERSHIPS FOR SCHOOL IMPROVEMENT AND STUDENT SUCCESS**

*Jeremy Foreman, Executive Director, Georgia Serves and HandsOn Southeast Georgia; Leslie Wiggins, Parent Liaison, Bulloch County Schools and Amber Price, Intervention Specialist, Langston Chapel Elementary School, Statesboro, GA*

In the 2012-2013 school year, Georgia Serves through its HandsOn Southeast Georgia regional volunteer center is making education a priority and is working to support and facilitate access to services and resources that contribute to improved education outcomes for economically disadvantaged people, especially children, through national and community service oriented intervention strategies.

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**Scarborough 3 (Seating Capacity 100) • Wednesday • 11:15 – 12:30 p.m. • Concurrent Session**

**C.A.M.P. (COLLEGIATE ACHIEVEMENT MENTORING PROGRAM): CREATING LEADERS FOR LIFE**

*Matthew Ohlson, Director of Collegiate Achievement Mentoring Program, University of Florida and North Carolina State University, Alachua, FL*

In this session, we will introduce the audience to our leadership-mentoring program where collegiate students serve as mentors to "at-risk" students, and how we have used virtual and face-to-face mentoring to reach students throughout the state and country. Our program has been shown to increase GPA by 12%, increase attendance by 22%, and decrease suspensions by 48%. The United Health Care Heroes Foundation, United Way, and ESPN have honored us. We will offer strategies for helping conference participants to establish their own programs and how this model has been and can be replicated in a variety of settings.

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**Scarborough 4 (Seating Capacity 100) • Wednesday • 11:15 – 12:30 p.m. • Concurrent Session**

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**Savannah (Seating Capacity 60) • Wednesday • 11:15 – 12:30 p.m. • Concurrent Session**

**BEYOND ATOD: INCLUDING COMPULSIVE GAMBLING IN TEACHING ABOUT ADDICTION**

*Judy McCormick, Director of Prevention Services for Youth, Delaware Council on Gambling Problems, Wilmington, DE*

Current research indicates that teens are at least two to three times more at risk of developing a gambling problem than adults. Addiction prevention efforts need to go beyond ATOD. Anyone who educates, mentors, counsels, or cares for youth needs a basic understanding about how compulsive gambling fits into the current definition of addiction published by the American Society of Addictive Medicine.
HARBORSIDE CENTER EAST EXHIBITOR EXPO!
Visit the 2013 National Youth-At-Risk EXPO!
The scenic riverfront Expo is adjacent to some of the conference’s most popular speakers.
BREAKFAST AND BREAKS FOR CONFERENCE ATTENDEES ARE SERVED IN THE EXPO AREA AS WELL.

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

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Ballroom A & B • Wednesday • 11:15 a.m. – 12:30 p.m. • Concurrent Session

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Sponsored by the U. S. Department of Health and Human Services’ Office on Women’s Health

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Ballroom D (Seating Capacity 70) • Wednesday • 11:15 AM – 12:30 p.m. • Concurrent Session

PROMOTING GOAL SETTING AND SELF-MONITORING IN ADOLESCENTS

Ashly Hunter, Behavior Specialist and Connie Howard, Behavior Specialist, Effingham County School District, Springfield, GA

In this presentation, participants will learn research-based strategies to reduce problematic behaviors while enhancing goal setting and student motivation. Specific plans that promote goal setting and self-monitoring will be provided. Data collection tools and implementation strategies for these types of interventions will be included. Target audience: special and regular education teachers, counselors, administrators, school psychologists, and interventionists. The presenters will model effective strategies and provide data from professional experiences. Participants will have opportunity to analyze sample data and create plans for use as a framework in school communities.

Ballroom E (Seating Capacity 70) • Wednesday • 11:15 AM – 12:30 p.m. • Concurrent Session

GETTING FUNDED: GUIDANCE IN GRANT WRITING PROPOSALS FOR YOUTH PROGRAMS

Meca Williams-Johnson, Associate Professor, Georgia Southern University, Statesboro, GA

The objective of this presentation has one singular focus - to deliver practical steps in developing successful grant-writing skills. The participants will explore topics such as, how to locate grant opportunities, improve grant-writing skills, and understand evaluation criteria, strategies for developing budgets and plan for future funding. Anyone involved in the grant process, including community and nonprofit organizations, educational institutions and local government agencies, as well as university faculty, staff and graduate students, are encouraged to participate.

Ballroom F (Seating Capacity 70) • Wednesday • 11:15 AM – 12:30 p.m. • Concurrent Session

RELEVANT READING & EXPRESSION: IMPROVING LITERACY AMONG “AT-RISK” STUDENTS IN THE 21ST CENTURY LEARNING ENVIRONMENT

Joyya Smith, Director of Educational Opportunity Programs, Georgia Southern University, Statesboro, GA

Common Reading programs for pre-college participants are successful methods for improving student reading, comprehension, and self-expression skills. As school districts implement National Common Core Standards, which emphasize literacy, summer enrichment programs have an opportunity to offer students activities to expand critical and analytical thinking skills. Ultimately, the incorporation of common reading practices leads to college preparedness for pre-college participants.
A STUDY OF THE GEORGIA EARLY INTERVENTION READING PROGRAM
Valerie Harrison, Instructional Coach and Administrator, DeKalb County School District, Snellville, GA

This insightful presentation is designed to examine the implementation of the Georgia Early Intervention Program in one urban school district in order to ascertain the effectiveness of the program. This study will explore the use of the pullout, augmented, and self-contained models used to deliver EIP services to “at-risk” readers in the primary grades. The results of this study will be revealed through a vivid display of statistical data retrieved from reading assessments and teacher surveys.

EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR “AT-RISK” LEARNERS
Aviva Goelman Rice, Professional Learning Coach, Savannah-Chatham County Public School System, Savannah, GA

This session will provide three big ideas with specific strategies that teachers can implement that will make a difference in their effectiveness with “at-risk” learners. Teachers will learn why these three big ideas are essential to the success of students and how to incorporate these ideas into their everyday instruction. Opportunities will be given for discussion and group interaction and teachers will leave with a toolkit of ideas to enhance their classroom management program.

LET’S MAKE A DEAL: MATCH CLASSROOM BEHAVIOR TO EXPECTATIONS
Sasha DeVoe, Trainer and Educator, Time To Teach, Atlanta, GA

Calling all teachers and administrators, learn practical research-based classroom management tips and techniques that can be implemented into your classrooms tomorrow with guaranteed results. Get equipped with strategies, not gimmicks, for you to address behaviors early and consistently. Help you and your students become more on task together for academic success. Learn how to match behavior with expectations starting today!

PROMOTING MENTAL HEALTH WITH “AT-RISK” CLIENTS—THE REALITY THERAPY MODEL
Wendall Walker, Training Consultant, William Glasser Institute, Seminole, FL

Dr. William Glasser’s counseling model, Reality Therapy, along with his Choice Theory Psychology, help people focus on: what they have control over, personal responsibility for their choices, moving away from a victim mentality, quality relationships, good mental health rather than mental illness, making plans to take more effective control of their lives, and minimizing impact of at-risk contributors.

Ballroom B • Wednesday • 12:45 - 1:45 p.m. • PLU MASTERY TEST

• Please allow 30 minutes to complete your test.
• The Mastery Test must be turned in as you exit.
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