Mar 6th, 7:00 AM

27th Annual National Youth-At-Risk Conference Program

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“HELPING ADULTS SERVE YOUTH”
Hosted By: College of Education and The Division of Continuing Education
at Georgia Southern University, Statesboro, GA
You serve America’s Youth
Let us serve you

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

Subscribe online using the promotion code CONFPMO to obtain the discounted subscription rate offered to all 2016 National Youth At-Risk Conference Attendees.

EXCLUSIVE NCY MEMBER OFFER

If your organization is a member of the National Collaboration for Youth, please contact Spencer Cullom below for your member code to receive the significantly reduced rate on your next subscription or renewal.

Contact Spencer Cullom at (470)578-2975 or scullom@youthtoday.org, or visit YouthToday.org for more information.
Dear Conference Attendees

On behalf of the Planning Council, we welcome you to the National Youth-At-Risk (NYAR) Conference sponsored by the College of Education in collaboration with Continuing Education at Georgia Southern University. The conference provides up-to-date comprehensive professional development for adults who serve youth based on the “5H” (Head, Heart, Hands, Health, Home) protective factors and is aligned with Title I and Title IIA national standards. Choose from over 120 training sessions featuring research-based programs and best practices for creating safe, healthy, caring, and intellectually empowering environments that foster the well-being of all youth, especially children and adolescents in poverty. This year, we acknowledge the generous contribution of Gulfstream for two of our keynote speakers, Reggie “Showtime” Jones and Dr. Donna Beegle, and for 10 scholarships for new teachers to attend the conference from the Savannah/Chatham School District. Also, we announce the publication of the first issue of the online National Youth-At-Risk Journal, which provides current research-based practical information for adults who serve youth placed at risk. Be sure to attend the movie presentation of “Live Young Blood” about stemming the youth violence in Baltimore on Monday evening and the Mega-Poster Reception on Tuesday afternoon. Furthermore, take time to see the exhibits, network with your colleagues, and enjoy historic Savannah. Thank you for helping to make the conference a resounding success again this 27th year!

Dan Rea

Chairman of the NYAR Conference
College of Education
Georgia Southern University

Conference Mission

The conference trains adults who serve youth to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents. To accomplish this mission, it offers over 120 presentations by nationally and internationally recognized presenters to over 1200 conference participants from across the United States. In these presentations, participants learn about current research-based educational programs and strategies, which empower young people to overcome at-risk conditions that may threaten their safety, health, emotional needs, and academic achievement. Participants also gain knowledge of proactive solutions and best practices for meeting the serious challenges faced by youth today such as school violence, poverty, learning difficulties, underachievement, achievement gaps, illiteracy, boredom, apathy, low expectations, misbehavior, dropout, drugs, bullying, gangs, teen pregnancy, sexual harassment, racism, and dysfunctional families. Furthermore, participants gain effective educational tools to build strong caring schools, communities, and families, which can meet the diverse needs of all our young people.

“5H” CONFERENCE STRANDS

I. “HEAD”: ACADEMIC ACHIEVEMENT & LEADERSHIP
Closing achievement gaps and promoting learning for all children and youth especially for high-poverty populations.

II. “HEART”: SOCIAL & EMOTIONAL SKILLS
Fostering social and emotional skills and the social climate for all children and youth especially for high-poverty populations.

III. “HANDS”: SAFETY & VIOLENCE PREVENTION
Preventing violence and ensuring safety for all children and youth especially for high-poverty populations.

IV. “HEALTH”: MENTAL & PHYSICAL HEALTH
Promoting the mental and physical health of all children and youth especially for high-poverty populations.

V. “HOME”: FAMILY & COMMUNITY
Developing and enhancing family and community support for all children and youth especially for high-poverty populations.

Conference History and Future Vision

In 1990, the NYAR Conference was founded by the College of Education of Georgia Southern University. During the past 27 years, the conference has grown from a regional conference of 150 participants to a national conference of approximately 1200 participants and is beginning to attract participants from several nations. In the next five years, the conference plans to expand to 1400 to 1600 national and international participants and to further enhance the quality and diversity of the conference program and presentations. The conference will offer national leadership, service, and research for the professional development of educators who serve youth placed at risk.

www.nationalyouthatrisk.org
NATIONAL YOUTH-AT-RISK JOURNAL

OVERVIEW
The National Youth-At-Risk Journal (NYAR Journal) is an open-access and peer-reviewed online journal that publishes educational articles on how to reduce harmful risk conditions and promote the well-being of all youth, especially vulnerable youth in schools, families, and communities. The journal, edited by Dr. Cordelia Zinskie, Dr. Dan Rea, Dr. James Jupp, and Dr. Olufunke Adefope, is a publication of the College of Education at Georgia Southern University.

INTERDISCIPLINARY ARTICLES
Focused on the well-being of the whole child, the NYAR Journal seeks interdisciplinary articles on fostering the 5Hs: “Head” for intellectual achievement and talents, “Heart” for social and emotional skills, “Hands” for safety and protection, “Health” for physical and mental health, and “Home” for family and community support.

CALL FOR SUBMISSIONS
This biannual journal is accepting manuscripts in the following categories: research articles, literature syntheses, practitioner reports, book reviews, and essays. Alternative submissions such as poetry, artwork, and other media will also be considered. Visit the NYAR Journal website (http://digitalcommons.georgiasouthern.edu/nyar/) for journal policies including submission guidelines. Please e-mail the editor at nyarjournal@georgiasouthern.edu with questions or inquiries.

MEET THE EDITORS
Check the NYAR Conference Program for an opportunity to meet the editors of this new journal on Monday, March 7 at 1:15 pm to 2:30 pm in Scarbrough 4. This conference session is especially relevant to educators who want to publish practitioner articles for serving youth placed at risk.

NATIONAL YOUTH-AT-RISK JOURNAL
Fall, 2015, Volume 1(1)

Making the American Dream a Reality for All Youth: Introduction to the First Issue of the National Youth-At-Risk Journal
Dan W. Rea and Cordelia D. Zinskie, Georgia Southern University

Interview with Pedro Noguera: How to Help Students and Schools in Poverty
Dan W. Rea, Georgia Southern University

Building a Culture of Hope for Youth At Risk: Supporting Learners with Optimism, Place, Pride, and Purpose
Emily L. Gibson, Vancouver Public Schools, and Robert D. Barr, Boise State University

Urbanization and Persistent Educational Inequalities: The Need for Collective Action Towards Equity and Social Justice
Rajni Shankar-Brown, Stetson University

Perceptions of Community and Risk Behavior Exposure for Youth in At-Risk Environments
Rosemary V. Barnett, University of Florida, Caroline Payne-Purvis, Mississippi University for Women, and Gerald R. Culen, University of Florida

Book Review: Reaching and Teaching Students in Poverty
Robert L. Lake, Georgia Southern University

George E. Miller II
### March 6, SUNDAY

- **1 p.m.**  
  Check-In Opens, On-site Registration Opens  
  Exhibitors Available in Balcony & Lobby Areas
- **2:30 - 5:30 p.m.**  
  Pre-Conference Workshops (page 8)
- **6 - 8:30 p.m.**  
  Grand Keynote Banquet, Hyatt Regency Ballroom  
  Keynote Presentation, Reggie “Showtime” Jones (page 9)

### March 7, MONDAY

- **8 a.m.**  
  Check-In Opens, On-site Registration Opens  
  Exhibitors Available in Balcony & Lobby Areas
- **7:30 – 8:30 a.m.**  
  Continental Breakfast, Ballroom Pre-Function Area
- **8:30 - 10:15 a.m.**  
  High Flying Schools Award Ceremony  
  Hyatt Regency Ballroom  
  Keynote Presentation, Dr. Donna Beegle (page 10)
- **10:30 – 11:45 a.m.**  
  Concurrent Sessions (pages 11 - 12)
- **11:45 a.m. – 1:15 p.m.**  
  Lunch on your own
- **1:15 – 2:30 p.m.**  
  Concurrent Sessions (pages 13 - 15)
- **2 – 4:15 p.m.**  
  Concurrent Sessions (pages 16 - 18)
- **4:45 p.m.**  
  Film Screening - Live Young Blood Inside Ballroom D & E (page 18)

### March 8, TUESDAY

- **8 a.m.**  
  Check-In Opens, On-site Registration Opens  
  Exhibitors Available in Balcony & Lobby Areas
- **7:30 – 8:15 a.m.**  
  Continental Breakfast, Ballroom Pre-Function Area
- **8:30 - 10:15 a.m.**  
  Concurrent Sessions (pages 19 - 21)
- **10:15 – 11:30 a.m.**  
  Concurrent Sessions (pages 22 - 25)
- **10:00 a.m. – 12:15 p.m.**  
  Poverty Simulation (page 22)
- **11:15 a.m. – 12:30 p.m.**  
  Concurrent Sessions (pages 43 - 45)
- **12:45 p.m.**  
  PLU Mastery Test, Scarbrough 1
- **4:30 p.m.**  
  Film Screening: End Gun Violence: Step Forward Inside Ballroom D & E (page 40)

### March 9, WEDNESDAY

- **7:30 a.m.**  
  Check-In Opens, On-site Registration Opens  
  Exhibitors Available in Balcony & Lobby Areas
- **7:30 - 8:15 a.m.**  
  Continental Breakfast, Ballroom Pre-Function Area
- **8 – 9:15 a.m.**  
  Hyatt Regency Ballroom  
  Keynote Presentation, Dr. LaMarr Shields (page 43)
- **9:45 - 11 a.m.**  
  Concurrent Sessions (pages 43 - 45)
- **11:15 a.m. – 12:30 p.m.**  
  Concurrent Sessions (pages 46 - 48)
- **12:45 p.m.**  
  PLU Mastery Test, Scarbrough 1
Booth # | Exhibitors

Upstairs
1. Wyman Teen Outreach Program
2. Savannah Chatham County Public Schools
3. St. Simons By the Sea
4. Coastal Harbor Health System
5. Attachment and Trauma Network, Inc.
6. International Bullying Prevention Association
7. Progressive Bridges, Inc.
8. American International College
9. Savannah State University
10. Kagan Publishing & Professional Development
11. Jacksonville State University Educational Resources
12. Believing in the NuVu
13. Clemson University
14. Catapult Learning
15. North Carolina State University
16. North Carolina Outward Bound School
17. Georgia Statewide Afterschool Network
18. Sunrise Literacy Resources
19. GEM Education Art
20. ReadRight Systems, Inc.
21. Math and Movement

Downstairs
22. Lamar Shields - Cambio Group
23. Joe Johnson
24. Georgia Southern University Division of Continuing Education
25. Georgia Southern University College of Education

Thank you to our NYAR Goes Local Sponsor. Check your bag for deals and discounts!
Continuing Education Units

ALL PARTICIPANTS
Conference participants will be awarded 1.50 Continuing Education Units (CEUs) for 15.0 hours of participation through Continuing Education 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).

Professional Learning Units

Participants of the 27th Annual National Youth-At-Risk Conference who hold a valid Georgia Teaching Certificate or Paraprofessional License or who are working towards a Paraprofessional License will be eligible for one (1) PLU credit hour. One (1) Professional Development Unit (PLU) credit is available for participants who attend 10 hours of the conference. Recipients must successfully complete a short written examination of the material covered. Successful PLU candidates will receive their PLU credit forms within 4-8 weeks following the conclusion of the conference. These forms may be submitted to employing GA public school systems for 1 credit toward certification renewal. PLU credit is used by employees of Georgia public school systems who currently hold certificates in an approved field (certified teachers, school counselors, administrators, etc.) as credit toward RENEWING their existing certificates.

PLU EXAM & APPROVAL
You must turn in your Prior Approval Form no later than 10 a.m. on Monday, March 7. Those who have turned in a completed PLU Prior Approval Form will be given a copy of the conference’s objectives to review while attending the conference (you will need this form to receive access to the Mastery Test). The Mastery Test will be given on Tuesday at 4:30 p.m. and Wednesday at 12:45 p.m. for those who have already attended 10 hours of the conference. Report to SCARBROUGH 1 for testing. Please allow at least 30 minutes to take the test.

DOWNLOAD THE FREE Guidebook MOBILE APP NOW!
For your convenience, use the Guidebook app to create your own conference schedule and evaluate speakers.
SUNDAY. MARCH 6, 2016

Space may still be available for pre-conference workshops.

Visit on-site registration on the second floor.

www.nationalyouthatrisk.org

SUNDAY PRE-CONFERENCE WORKSHOPS

2:30 – 5:30 p.m.

SCARBROUGH 1

SAFETY AND THE DIGITAL AGE: WHAT’S NEW, WHAT’S NOW, WHAT’S NEXT

Katie Greer, CEO, KL Greer Consulting, Boston, MA

With the constant evolution of technology, it is more important than ever for youth workers and parents to educate themselves on digital safety and the latest social platforms. Katie brings an extensive history of working with the Massachusetts Attorney General’s Office, Massachusetts State Police and the Internet Crimes Against Children Task forces, and is uniquely qualified to help you do just that. Learn about recent issues related to SnapChat, Ask.fm, and Kik, and discuss hot-button topics such as: cyberbullying, sexting, privacy issues, digital responsibility, and more. Take advantage of this insider information on how you can keep your students, your school, and yourself safe in a technology-driven world.

SCARBROUGH 2

PUTTING THE ACTIVE INTO ACTIVITIES: ENGAGING STUDENTS IN THEIR LEARNING

Caryn Ross, Professional Secondary Teacher & Dawn Gafa-Davis, Professional Secondary Teacher; Hazel Park High School, Hazel Park, MI

This interactive session lets the attendee experience student learning as the activities are examined and modeled in a variety of subject matters. The activities have been adapted from traditional learning tools for students to learn cooperatively and kinesthetically. The attendee will leave with several activities that can be adapted into any subject area and immediately implemented into the classroom.

SCARBROUGH 3

IMPACT OF PRINCIPALS’ DECISION MAKING ON YOUTH AT- RISK

Steven W. Edwards, President and CEO of Edwards Educational Services, West Bloomfield, MI

Principals play the role of both the gatekeeper and keymaster in the lives of countless children, especially those who are most at risk. The decisions made by school leaders, the interpretation of policies, rules, and practices have a profound impact on the student’s performance and future educational outcomes. This pre-conference session will provide participants with strategies to create a culture that embraces and meets the needs of all students.
GRAND KEYNOTE BANQUET

REGENCY BALLROOM

6:00 p.m.

Master of Ceremonies
Dan Rea, Chair, NYAR Center, Professor, College of Education, Georgia Southern University, Statesboro, GA

Featuring: BURROUGHS-MOLETTE ELEMENTARY SCHOOL CHOIR
Under the direction of Charles Maley, Music Teacher, Burroughs-Molette Elementary School, Glynn County, GA

Welcome
Stephanie Cutter, City Manager of Savannah, GA

Introduction of Keynote Speaker
Charles Wilson, Superintendent, Bulloch County Schools, Statesboro, GA

KEYNOTE PRESENTATION

7:10 – 8:10 p.m.

EVERY STUDENT IS A STAR: FAILURE IS NOT AN OPTION

Reggie “Showtime” Jones, President and Founder, Showtime for the Stars, Seattle WA

Reggie delivers a blueprint of overcoming adversity in all situations. Using his own traumatic past, he illustrates how he aspired to become a success story rather than a statistic. He lays out the practical steps that others can take as well. He provides bulletin board material that can be implemented into any organization. He also brings forth activities and action steps that educators can introduce to their youth as tools to promote change. This message challenges educators to look at new ways of connecting with the younger At-Risk Generation. Everyone has something that makes them light up inside. If we are able to connect with our youth to find out what makes them “want to learn” then we can provide them with the tools to believe beyond their circumstances.

OUR THANKS TO THE 2016 PLANNING COUNCIL

Dan Rea, Conference Chair
Professor, Curriculum, Foundations, and Reading, College of Education, Georgia Southern University

Melissa Richardson, Conference Coordinator
Division of Continuing Education, Georgia Southern University

Ron Alt (ALTernatives)
Tammy Davis (Bulloch County Public School System)
Roenia Deloach (Savannah State University)
Irene Denmark (First District RESA Safe and Drug Free Schools and Communities)
Mary Felton (Bulloch County Public School System)
John Finney (Economic Opportunity Authority)
Michele Flowers (Northwoods Academy)
Dionne Gamble (Bulloch County Public School System)
Irma Gibson (Albany State University)
Marilyn Hutchinson (Savannah State University)
Carol Jenkins (Duval County Public Schools)
Linda Ann McCall (Armstrong Atlantic State University)
Kimberly Moore (Independent Youth Advisor/Consultant)
Chris Nowicki (Gulfstream)
Aviva Goelman-Rice (Savannah Chatham County Public School System)
Recha Reid (Savannah State University)
Sandra Nethels (Effingham County Board of Education)
Jacqueline (Jackie) Smart (Savannah Chatham School System)
Sherry Smith (Georgia Southern University)
Jason “Mike” Stubbs (Alliance for a Healthier Generation)
MONDAY. MARCH 7, 2016

Continental Breakfast, Ballroom A & B  7:30 - 8:30 a.m.
Check In • Lobby & On-Site Registration • Second floor  8:00 a.m.

OPENING SESSION  8:30 - 9 a.m.

REGENCY BALLROOM

Master of Ceremonies  
Jà Hon Vance, Director and Founder, JV Educational Consultants, LLC, Owings Mills, MD

Featuring: MCA JAZZ COMBO  
Under the direction of Jonathan Thurston, Director of Bands, McIntosh County Academy, McIntosh County, GA

Conferring of High Flying School Awards  
Dr. Thomas Koballa, Dean, College of Education, Georgia Southern University, Statesboro, GA

HIGH FLYING SCHOOLS AWARD CEREMONY

2016 HIGH FLYING SCHOOLS

• Alcova Elementary School, Dacula, GA  
• Carlin Springs Elementary School, Arlington, VA  
• Fairfield Magnet School for Math and Science, Winnsboro, SC  
• Medical Academy for Science & Technology, Homestead, FL  
• Summerour Middle School, Norcross, GA

2016 HIGH FLYING SCHOOLS HONORABLE MENTION

• Brooklyn Community Arts & Media High School  
• Windsor Hills Arts-Infused Elementary  
• Gainesville Exploration Academy  
• Shortridge High School: An IB World School  
• Westside Elementary  
• Lithia Springs High School

Introduction of Keynote Speaker
Dr. John Barge, Superintendent, McIntosh County Schools, GA

MONDAY KEYNOTE PRESENTATION  9:00 - 10:00 a.m.

REGENCY BALLROOM

BE THE DIFFERENCE: AN ACTION APPROACH TO EDUCATING YOUTH IN POVERTY

Dr. Donna Beegle, National Poverty Expert and President of Communication Across Barriers, Tigard, OR

Dr. Donna M. Beegle grew up in generational, migrant labor poverty. Today she will share an insider perspective on how leaders and educators can improve outcomes for students and families who live in the crisis of poverty. A child born into poverty today is less likely to gain an education than a child born into privilege. Donna illuminates practical strategies for changing the statistics that students living in poverty overwhelmingly do not get an education.

10:15 - 11:00 a.m. - Question and Answer Session
### HARBORSIDE CENTER EAST

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

**FEATURED SPEAKER:** Jeremiah Hopes, Community Counselor, The Center of Hopes, Warner Robins, GA

Drug use and abuse among our nation’s youth continues to present as a major concern. Despite our best efforts, illicit drug markets continue to grow, young people continue to poison their brains and bodies, and new synthetic and designer drugs continue to emerge from the lab to the lives of youth. 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.

### HARBORSIDE CENTER WEST

**CREATING A POSITIVE SCHOOL CLIMATE TO SUPPORT STUDENT LEARNING**

**FEATURED SPEAKER:** Steven W. Edwards, President and CEO of Edwards Educational Services, Alexandria, VA

Learning can only take place when the conditions for learning are met. Each child is unique and every school is unique, but there are foundational elements that are essential for student academic success. This session will highlight the core elements necessary to create an optimal school climate for student learning to take place. Participants will learn firsthand specific strategies, techniques, and tools that they can implement in their schools.

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<tr>
<th>SCARBROUGH 1</th>
<th>SAFETY AND THE DIGITAL AGE: WHAT’S NEW, WHAT’S NOW, WHAT’S NEXT?</th>
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<td><strong>FEATURED SPEAKER:</strong> Katie Greer, CEO, KL Greer Consulting, Boston, MA</td>
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<td>Explore how you can keep yourself, your own kids, and those you work with safe in this digital world. This program will cover issues around the latest technology and apps such as SnapChat, Ask.fm, Jott, Kik (and more), and will discuss hot-button issues such as: digital responsibility, privacy, cyberbullying, and sexting.</td>
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<td>This interactive session lets the attendee experience student learning as activities are examined and modeled in a variety of subject matters. The activities have been adapted from traditional learning tools for students to learn cooperatively and kinesthetically. The attendee will leave with several activities that can be adapted into any subject area and immediately implemented into the classroom.</td>
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<th>SCARBROUGH 3</th>
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<td><strong>FEATURED SPEAKER:</strong> Ernest W. Lee, JD, 2016 Georgia Teacher of the Year, International Baccalaureate Academy, Department of Social Studies, Windsor Forest High School, Savannah, GA</td>
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<td>Ernie Lee spent 20 years as a corporate lawyer when in 2010 he started teaching in a public high school where he focused on building relationship with students. In 2016 he became the Georgia Teacher of the Year. His discusses the importance of building good relationships with students.</td>
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### SAVANNAH

**A NEW CHALLENGE FOR AN EVER-EXPANDING GROUP: TRAUMA AND STUDENTS HAVING AUTISM SPECTRUM DISORDERS**

Eric J. Bieniek, PhD, Assistant Professor, Special Education, Matthew Erickson, PhD, Assistant Professor, Special Education, Ashlea Hershey-Rineer, Assistant Professor, Special Education; Slippery Rock University of Pennsylvania, Slippery Rock, PA.

We know there are many students having Autism Spectrum Disorders (ASD) in schools. These students struggle with communication, socializing, and often present odd behavioral patterns. What is the culmination of these challenges? It’s levels of trauma that for some are approaching significant levels. This presentation explores what trauma is for students with ASD, its triggers, and how educators can prevent and reduce trauma.

### VERNON

**FACILITATING LANGUAGE AND LITERACY SKILLS THROUGH HOME, SCHOOL, AND COMMUNITY CONNECTIONS**

Anne Katz, PhD, Assistant Professor, Department of Childhood and Exceptional Student Education, Claire Edwards, Student, Ashley McCurley, Student; Armstrong State University, Savannah, GA

This session will demonstrate research-based activities conducted in family literacy workshops held in local schools and community centers to promote authentic learning experiences at home. In addition, teacher education candidates will model family literacy activities created in a Language Acquisition course to integrate theory with practice. These children’s books and projects were donated to a local community center for Early Childhood Center families.

### SLOANE

**RIGOR DEMYSTIFIED, NOW WHAT- APPLYING AND ALIGNING WEBB’S DEPTH OF KNOWLEDGE TO LITERACY AND MATH INSTRUCTION.**

Barbara Serianni, Assistant Professor, College of Education and Kelly Brooksher, Assistant Professor, College of Education; Armstrong State University, Savannah, GA.

After exploring the four levels of cognitive rigor in Webb’s Depth of Knowledge (DOK) and the alignment to the Common Core, participants will further engage in hands-on activities designed to model the application of DOK in the content areas of literacy and mathematics and to improve instructional alignment, increase student engagement, and ensure appropriate rigor in classroom activities and assessment.

### VERELST

**UNTAPPED POTENTIAL: EMPOWERING URBAN TEENS AS MENTORS**

Elycia Cook, Executive Director, FRIENDS FIRST, Greenwood Village, CO; and Joe Duarte, Lead Program Coordinator, FRIENDS FIRST, Greenwood Village, CO

Fact: High-risk youth are influenced by their peers more than anything else. For this reason, cross-age peer mentoring has incredible potential to positively impact youth that many other programs have a difficult time reaching. During this highly interactive workshop, participants will learn exactly how to implement a research-based, cross-age peer mentoring program in their specific setting.

### PLIMSOLL

**WATCH D.O.G.S. (DADS OF GREAT STUDENTS)**

Keith Schumacher, National Coordinator, WATCH D.O.G.S., Kansas City, MO

WATCH D.O.G.S. is an innovative program focusing on education and safety in schools by using the positive influence of fathers and father figures to provide an unobtrusive fathering presence, and a positive and active role-model for students. Fathers, stepfathers, grandfathers and uncles are asked to spend at least one day volunteering in schools.

### PERCIVAL

**EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR “AT-RISK” LEARNERS**

FEATURED SPEAKER: Aviva Goelman- Rice, Professional Learning Coach, Savannah-Chatham Public School System

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.

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**Monday Concurrent Sessions**

**10:30 - 11:45 a.m.**

<table>
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<tr>
<th>Location</th>
<th>Title</th>
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<td>A NEW CHALLENGE FOR AN EVER-EXPANDING GROUP: TRAUMA AND STUDENTS HAVING AUTISM SPECTRUM DISORDERS</td>
<td>Eric J. Bieniek, PhD, Matthew Erickson, PhD, Ashlea Hershey-Rineer, PhD</td>
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<td>PLIMSOLL</td>
<td>WATCH D.O.G.S. (DADS OF GREAT STUDENTS)</td>
<td>Keith Schumacher</td>
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<tr>
<td>PERCIVAL</td>
<td>EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES FOR “AT-RISK” LEARNERS</td>
<td>Aviva Goelman-Rice</td>
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**Lunch on your own - Visit the NYAR Exhibitors**

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

www.nationalyouthatrisk.org
**HARBORSIDE CENTER EAST**

**“EXPLORING THE REALITIES OF CHILD SEX TRAFFICKING IN GEORGIA”**

FEATURED SPEAKER: Amber McKeen, Child Abuse Prevention Trainer, Stephanie V. Blank Center for Safe and Healthy Children, Atlanta, GA

This presentation is an introduction to the issue of commercial sexual exploitation of children. Issues addressed in the presentation include: the definition and proper language and terminology to use when discussing the issue of sexual exploitation, as well as risk factors and pathways to victimization. We will look at statistics related to child sex trafficking nationally and here in Georgia, as well as a brief overview of Georgia’s response to the problem. Additionally, we will discuss the reporting process when encountering suspected victims and identify resources available to assist high risk youth and victims of trafficking.

**HARBORSIDE CENTER WEST** • This session will repeat @ 3:00 p.m.

**CLOSING THE ACHIEVEMENT GAP FOR MALES OF COLOR IN THE CLASSROOM: TEACHING CREATIVELY**

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

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

**SCARBROUGH 1**

**MOTIVATING AND CHALLENGING AT-RISK YOUTH: IT’S POSSIBLE!**

FEATURED SPEAKER: Abbigail J. Armstrong, Assistant Professor of Middle Level Education, Winthrop University, Gastonia, NC

“At-risk” students are motivated and can thrive in a challenging environment. In this session, we will discuss and practice strategies that effectively motivate students placed at risk and help them learn to think critically and achieve academically. The instructional strategies shared will help increase student engagement, rigor and challenge learners at risk while fostering a supportive learning environment so they meet high expectations and experience success.

**SCARBROUGH 2**

**THE UNPREDICTABLE TEEN: HELPING TEENS DIAGNOSED WITH BIPOLAR DISORDER**

FEATURED SPEAKER: Kenyon C. Knapp, Associate Professor, Penfield College of Mercer University, Atlanta, GA; and Jacqueline Robinson, Associate Professional Counselor, Trillium Springs Counseling, Atlanta, GA

This presentation includes psycho education about effective ways various professionals can interact with a teen diagnosed with bipolar disorder. Specific focus on symptoms of mania and depression that may be misinterpreted by the support system will be discussed. Participants will learn about “cycling” (mood changes) and de-escalation for better interpersonal and academic engagement. Participants will learn warning signs that a teen is in need of a referral to a professional mental health care provider.

**SCARBROUGH 3**

**IMPROVE YOUR ABC’S ACHIEVEMENT-BEHAVIOR-CLIMATE FOR STUDENTS AT RISK**

FEATURED SPEAKER: Robert L. Kirton, Chief Educational Officer, DNA Educational Solutions and Support, Greensboro, GA

This multimedia session provides evidence-based solutions and hands-on knowledge for improving your school’s ABC’s: Achievement-Behavior-Climate for students at risk. Dr. Kirton will share research, evidenced-based strategies and tools he has used to accumulate a more than 90% graduation rate for two decades; graduating 100% of his African-American males in 2012 and having a substantial positive impact on elementary and middle schools. Participants will leave with a framework to improve their school’s ABC’s.

**SCARBROUGH 4**

**NATIONAL YOUTH-AT-RISK JOURNAL: A REVIEW OF YEAR ONE GOALS AND ACCOMPLISHMENTS**

FEATURED SPEAKER: Cordelia Zinskie, Professor of Educational Research, Dan Rea, Professor of Educational Psychology, James C. Jupp, Assistant Professor of Curriculum and Pedagogy, Olufunke Adefope, Assistant Professor of Teaching and Learning; Georgia Southern University, Statesboro, GA

The National Youth At Risk Journal, sponsored by the College of Education at Georgia Southern University, is a publishing outlet where both researchers and practitioners can learn about and share information regarding youth placed at risk. Editors will provide an overview of the journal, highlight recent issues, and share tips on how to get published. As part of this interactive session, attendees are encouraged to ask questions and/or describe ideas regarding possible journal submissions.

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

www.nationalyouthatrisk.org
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<tr>
<th>Ballroom</th>
<th>Concurrent Session</th>
<th>Time</th>
<th>Featured Speaker</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td><strong>Protecting Students From Bullying In Schools Through In-Depth Data Analysis</strong>&lt;br&gt;FEATURED SPEAKER: Eric Landers, PhD, Associate Professor, Special Education Department of Teaching and Learning, Georgia Southern University, Statesboro, GA</td>
<td>1:15 – 2:30 p.m.</td>
<td>School has a responsibility to protect students from the physical and psychological effects of bullying. 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. The solution to this problem requires dynamic solutions generated through innovative, real-time decision-making. 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.</td>
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<td>B</td>
<td><strong>Supporting Military-Connected Children and Families: What Youth Development Professionals Should Know</strong>&lt;br&gt;FEATURED SPEAKER: Jeremy Van Wyk, Western Region Assistant Program Manager, Army National Guard Child and Youth Program, Des Moines, IA; and Erin Berry, Youth Program Specialist, Operation: Military Kids, Columbus, OH</td>
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<td>Since the Global War on Terrorism first started in 2011, an entire generation of military-connected youth have lived with the constant fear and anxiety of their military loved ones being deployed. While many efforts have been made to address the needs of military youth, the long-term impacts of their experiences require focused resources and continued support. Those in the Reserve Component are at an even greater need, as they often reside in geographically separated locations, removed from their military counterparts and supports. This session will focus on educating and equipping local and state service providers with the tools and resources necessary to be at the front-line in supporting our military-connected youth.</td>
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<td>D</td>
<td><strong>Solving For X: 5 C’S To Capturing The Mathematical Core For “At-Risk” Students</strong>&lt;br&gt;Jelani Jabari Ph.D., Pedagogical Solutions, LLC, Detroit, MI</td>
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<td>Looking for content rich ideas for re-engaging students who seem to have checked-out of the math learning process? You will walk away with a proven 5-C Process, which will help you integrate students’ meaningful experiences with math content standards, position students in situations of success, deepen students’ engagement with math, and increase the likelihood of improved achievement.</td>
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<td>E</td>
<td><strong>Leading In Crisis: When An Active Shooter Centers Your School</strong>&lt;br&gt;Dr. Brian Bolden, Principal, R.E. McNair Discovery Learning Academy, Decatur, GA</td>
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<td>Imagine an active shooter entering your school, what would you do, would your school be prepared? Learn the amazing training strategies that principal Brian Bolden implemented to train the staff of R.E. McNair Discovery Learning Academy, which helped all staff and students arrive home safely. This hands-on presentation will provide leaders with specific strategies that will help prepare schools for the unthinkable- “an active shooter on campus.”</td>
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<td>F</td>
<td><strong>Creating Trauma-Sensitive School Experiences For “At-Risk” Children</strong>&lt;br&gt;Julie A. Beem, Attachment and Trauma Network, Inc., Jefferson, MD; Jen Alexander, Hanson Elementary, Cedar Falls, IA; and Melissa Sadin, Director, Ducks and Lions: Trauma Sensitive Resources, LLC, Somerville, NJ</td>
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<td>Children who have been abused, neglected and exposed to violence often have trauma that interferes with their ability to learn. This workshop is led by an experienced special educator and administrator, a school counselor, and a trauma professional. It will define “trauma-sensitive schools” and give an overview of strategies that educators can use for system-wide change.</td>
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<td>1:15 – 2:30 p.m.</td>
<td><strong>VERELST</strong>&lt;br&gt;SPEAKING POWER TO POSSIBILITY: CRITICAL YOUTH EMPOWERMENT IN A MIDDLE SCHOOL POETRY PROJECT&lt;br&gt;&lt;br&gt;Candace M. Thompson, Associate Professor, University of North Carolina - Wilmington, Wilmington, NC&lt;br&gt;&lt;br&gt;This session will examine how a Critical Youth Empowerment (CYE) model supports disenfranchised youth and their university mentors participating in a poetry project as empowered, active agents, and how serving as mentors can alter undergraduate students’ relationships to marginalized communities. This interactive session begins with a description of the CYE framework and how it informs the poetry program. The audience is then invited to engage in one of the poetry activities used with our youth poets as a performance of the CYE model. Lastly, we engage audience in discussion of a matrix of the CYE model to help those involved in youth programming to consider ways to include elements of CYE in their youth programs. This session welcomes teachers, teacher educators, K12 and university students, and program directors or community workers looking to develop or enhance youth programs through creative approaches.</td>
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<td><strong>SAVANNAH</strong>&lt;br&gt;YOU LIVE, YOU LOSE: SUPPORTING YOUTH ON THEIR JOURNEY IN THE LAND OF THE LOSS&lt;br&gt;&lt;br&gt;Gary W. Mauk, Associate Professor, The University of North Carolina at Pembroke, Pembroke, NC; M. Bruce Garris, Lead Therapist, Coastal Southeastern United Care, Wilmington, NC&lt;br&gt;&lt;br&gt;As youth journey through life, they experience various personally significant losses and associated grief that can negatively impact their physical/mental health, developmental trajectory, and academic success. Framed in a broad-based perspective of loss, this presentation will acquaint participants with various loss-related constructs and events, potential associated physical, intellectual, emotional, and social effects of loss experiences, and supportive interventions and resources.</td>
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<td><strong>SLOANE</strong>&lt;br&gt;WEST AFRICAN DRUM THERAPY AND EDUCATIONAL EMPOWERMENT&lt;br&gt;&lt;br&gt;John Warrington, School Counselor, John Hart, Special Education Teacher, Danny Daniels, Teacher, Phillip Block, Special Needs and Gifted Teacher; Youth Villages @ Inner Harbour, Douglasville, GA&lt;br&gt;&lt;br&gt;This presentation is designed to introduce the benefits of a therapeutic West African drumming program to educators and mental health professionals. Participants will engage in a basic drumming class where they will experience the academic and socio-emotional benefits of drumming while practicing an African rhythm. How to relate American School Counselor Association (ASCA) standards as well as Georgia Performance Standards (GPS) and Common Core Georgia Performance Standards (CCGPS) will be explained and demonstrated by the presentation facilitators.</td>
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<td><strong>PLIMSOLL</strong>&lt;br&gt;DEMYSTIFYING RIGOR: DISSECTING WEBB’S DEPTH OF KNOWLEDGE FOR THE CLASSROOM&lt;br&gt;&lt;br&gt;Barbara Serianni, Assistant Professor, College of Education and Kelly Brooksher, Assistant Professor, College of Education; Armstrong State University, Savannah, GA&lt;br&gt;&lt;br&gt;Explore four levels of cognitive rigor in Webb’s Depth of Knowledge (DOK) in the context of aligning instruction and assessment to Common Core State Standards (CCSS). Participants will engage in hands-on activities designed to model the application of DOK to improve instructional alignment, increase student engagement, and ensure appropriate rigor in classroom activities and assessment.</td>
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**Break - Visit the NYAR Exhibitors**<br>2 – 2:30 p.m.
HARBORSIDE CENTER EAST

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

FEATURED SPEAKER: Jeremiah Hopes, Professional Counselor, Speaker and Trainer, The Center of Hopes, Warner Robins, GA

Drug use and abuse among our nation’s youth continues to be a major concern. Despite our best efforts, illicit drug markets continue to grow, young people continue to poison their brains and bodies, and new synthetic and designer drugs continue to emerge from the lab to the lives of youth. 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.

HARBORSIDE CENTER WEST

CLOSING THE ACHIEVEMENT GAP FOR MALES OF COLOR IN THE CLASSROOM: TEACHING CREATIVELY

FEATURED SPEAKER: Jà Hon Vance, Director and Founder, JV Educational Consultants, LLC, West Bloomingfield, MI

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

Monday Concurrent Sessions 3:00 – 4:15 p.m.

BALLROOM B

WORKING WITH “AT-RISK” YOUTH

FEATURED SPEAKER: Joe Johnson, National Speaker, and Trainer and Student Engagement Technician, Joe Johnson Group, LLC, Gainesville, FL

This session is designed to illuminate the pitfalls of recognizing and maximizing one’s potential. We will address issues and current trends within the “at-risk” community. Further, this session will provide participants with practical strategies to help develop self-awareness, understand identity and purpose, re-evaluate the meaning of “versatility,” and also provide strategies to work more effectively with youth placed at risk.

BALLROOM D

COUNTERING THE NARRATIVE OF OUT-OF-SCHOOL SUSPENSION THROUGH AN ALTERNATIVE EDUCATION MODEL

Dawn X. Henderson, Community Psychologist and Assistant Professor, Winston-Salem State University, Winston-Salem, NC

Lifting up the value of counter stories to out-of-school suspension emphasizes the need to promote school-based interventions designed to address the academic and social needs of students. This presentation focuses on the voice of students, teachers, and assistant principals in describing the relevance of value of alternative learning centers in the lives of youth.

BALLROOM E

FATHERHOOD IS LEADERSHIP: ENGAGING FATHERS IN THE PROCESS

Devon Bandison, Director of Children’s Services at the Visiting Nurse Service of NY (VNSNY), New York, NY

In this unique and dynamic presentation, participants will learn evidence-based practice to engage fathers in the academic career of their children. Educators will learn effective ways to empower fathers in the process which in turn will produce better outcomes for their students. The presenter will present his findings from developing programs for first-time fathers in the Bronx to now working with fathers throughout the country.

BALLROOM F

UNSILENCING THE VOICE WITHIN: EXPRESSIVE WRITING AS A THERAPEUTIC TOOL

Dr. Karla L. Sapp, Nationally Certified Counselor and Licensed Professional Counselor, Federal Bureau of Prisons, Savannah, GA

Written words are a very powerful tool that is used to facilitate self-healing, awareness, and growth through the communication of one’s deepest thoughts, emotions, and desires. The purpose of this workshop session is to provide mental health providers (community, school, criminal justice) with an overview of expressive writing, forms of expressive writing that can be utilized, and implications for professional practice with youth placed at risk.
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<td>PERCIVAL</td>
<td>DE-MYSTIFYING CHILDHOOD ANXIETY DISORDERS: A THREE STEP INTERVENTION APPROACH</td>
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<td>VERNON</td>
<td>DIALOGUE JOURNALING BETWEEN TEACHERS AND STUDENTS WITH BEHAVIOR DIFFICULTIES IN A THERAPEUTIC SCHOOL SETTING</td>
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<td>VERELST</td>
<td>AUTHENTIC MANAGEMENT: STUDENTS OWNING AND CREATING A SAFE AND PRODUCTIVE LEARNING ENVIRONMENT</td>
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<td>SAVANNAH</td>
<td>RAISING THE BAR FOR AFTERSCHOOL PROGRAMS: GEORGIA’S NEW AFTERSCHOOL AND YOUTH DEVELOPMENT QUALITY STANDARDS</td>
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<td>SLOANE</td>
<td>ACADEMIC ACCESS AND ACHIEVEMENT FOR AT-RISK STUDENTS-IMPROVING EDUCATION OUTCOMES</td>
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<td>PLIMSOULL</td>
<td>MONITORING EDUCATIONAL OUTCOMES OF YOUTH AT RISK: A PRACTICAL GUIDE TO SINGLE CASE AND SMALL N INTERVENTION DESIGN</td>
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### Monday Concurrent Sessions

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<td>SCARBROUGH 1</td>
<td>MAXIMIZING YOUR PERSONAL POTENTIAL WITH YOUTH AT RISK</td>
<td>Anthony Outler, EdS, Epic Empowerment Enterprises, Atlanta, GA</td>
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<td>SCARBROUGH 2</td>
<td>PARENT UNIVERSITY AND EARLY LEARNING COLLEGE</td>
<td>Mike O’Neal, Executive Director, Community United Services Inc., Parent University, Savannah, GA</td>
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<td>SCARBROUGH 3</td>
<td>COUNT YOURSELF IN: ENCOURAGING STUDENTS TO TAKE THE 180-DAY CHALLENGE</td>
<td>Takeysha Ray, School Social Worker, Bibb County Public School District, Macon, GA; and Curlandra Lightfoot-Smith, School Social Worker, Bibb County Public School District, Macon, GA</td>
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<td>SCARBROUGH 4</td>
<td>TOP HABITS OF HIGHLY CONNECTED PEOPLE: WAYS TO ENGAGE “AT-RISK” YOUTH NOW!</td>
<td>Sadiq A. Ali, Professor, Coppin State University, Baltimore, MD</td>
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### FILM SCREENING

**4:45 p.m.**

**BALLROOM D & E**

**“LIVING YOUNG BLOOD” MOVIE PRESENTATION**  
*A Film Directed by Bobby Marvin Holmes*

“Live Young Blood” takes a rare look at youth living in Baltimore City. Directors Justin Gladden and Bobby Marvin Holmes examine Baltimore’s violent culture and how it impacts everyone.

This documentary attempts to not only examine some of the ills stifling urban youth, but to capture the progress of people working to change the tide. Featuring an array of interviews with notable figures including Urban Leadership Institute founders David Miller, Annette March-Grier, Executive Director or Roberta’s House, Daniel Webster, Director of Johns Hopkins Center for Gun Policy and Research, and Lori Toscano, Director at the Baltimore City Health Department - Safe Streets. This is a clarion call for everyone to recognize hope and to realize redemption begins with the decisions we choose to make.
Traditional approaches to increasing achievement and success of young African American and Hispanic males are not working. We must change the pattern where finishing high school is the exception and prison is almost routine. A panel of expert educators and parents discuss how to raise and educate academically successful African American and Hispanic males. Come join our town hall meeting on this important topic. This town hall meeting will begin with a panel discussion after which participants break down into small groups to discuss the panel presentations as well as their particular innovation or intervention related to boys of color. Participants may bring with them 50 copies of a one-page summary of their innovation regarding boys of color. Summaries will be discussed and shared at the second half of the town hall meetings.

### SCARBROUGH 1
**T.E.A.C.H.T.O.S. (TEACH EXPECTATIONS SO THAT ALL CHILDREN HAVE THE OPPORTUNITY TO SUCCEED)**

**FEATURED SPEAKER:** Michael Benjamin, Prevention Specialist, Alpha Academy, Conyers, GA

This session reviews techniques and strategies designed to help teachers foster encouragement, empowerment, and excellence in every classroom. Participants will learn how to establish and maintain positive teacher-student relationships, state clear, concise expectations, teach “right” behavior, promote self-regulation, and encourage student engagement. This instructional approach to classroom management yields positive results, more time-on-task, accelerated learning, and happier students and teachers.

### SCARBROUGH 3
**WHAT MAKES A BULLY**

**FEATURED SPEAKER:** Jacqueline Smart, Middle School Educator, Savannah-Chatham County School System, Savannah, GA

The purpose of this session is to share bullying behavior strategies with adults who work with at risk students. We will discuss strategies for dealing with bullying, reasons why educators should be concerned about bullying behavior, and characteristics of students involved in bullying problems. We will also discuss strategies on how to intervene effectively with students who have been bullied, students who bully others, and students who watch bullying happen.

### SCARBROUGH 4
**DISMANTLING BARRIERS: POSITIVELY IMPACTING YOUTH LIVING IN POVERTY AND HOMELESSNESS**

**FEATURED SPEAKER:** Rajni Shankar-Brown, Associate Professor, Director of Education Graduate Programs, Stetson University, DeLand, FL

School-aged children experiencing homelessness are the most vulnerable “at-risk” population in our society. Poverty and instability in housing can have devastating consequences on students’ academic achievement and health. This session will explore the dynamics of poverty and homelessness, will include discussion of strategies to build holistic resilience and support the diverse needs of students in poverty and will provide innovative ideas for promoting academic growth and well-being for economically disadvantaged students.
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<td>BALLROOM A</td>
<td>GANG SIGNS AND SOLUTIONS: ADDRESSING GANG ACTIVITY IN OUR SCHOOLS</td>
<td>8:30 – 9:45 a.m.</td>
<td>Daryl Macaluso, Gang Identification Specialist and Police Sergeant, Durham Police Department, Durham, NC</td>
<td>You have an interest in serving “at-risk” or gang related kids! This program was specifically designed for school professionals, law enforcement, and parents involved or interested in school safety. Participants will gain insight into the criminal gang cultures. You will be able to identify clothing, signs, and symbols associated with gang activity. You will understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to effecting change within gang related and “at-risk” youth. This presentation focuses the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. The presentation contains graphic images of gang violence and strong language.</td>
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<td>BALLROOM B</td>
<td>MAKING CONTENT STICKY: “WHAT TO DO WHEN STUDENTS DON’T GET IT OR CAN’T REMEMBER IT”</td>
<td>8:30 – 9:45 a.m.</td>
<td>Joanne Billingsley, President and Founder, Billingsley Education, San Antonio, TX</td>
<td>Do your students struggle with the mountain of new vocabulary they need to master each year? Do you have difficulty getting students to speak, read, and write using academic language? Years of research confirm a direct link between word knowledge and academic success. However, stark gaps in vocabulary knowledge across ethnic groups and income levels still persist. This session will focus on neuroscience-based strategies that are proven to accelerate the acquisition of core academic vocabulary and dramatically increase student opportunities for listening, speaking, and writing using academic language. Participants will leave with skills to transform vocabulary lessons into a multi-sensory interactive experience. Discover new, proven, practical strategies to build vocabulary, deepen content understanding, and engage students with academic text. Gain the skills you need to teach all students the words they need to succeed! Tap into the power of music, communication, and imagery to enhance literacy skills.</td>
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<td>BALLROOM D</td>
<td>RELATIONAL CULTURAL THEORY: A PERSPECTIVE FOR ADOLESCENT DEVELOPMENT</td>
<td>8:30 – 9:45 a.m.</td>
<td>Dr. Janice M. Davis, Director of Field Education, Dr. Cynthia E. Harris, Special Assistant for Academic and Student Advancement and Assistant Professor, Dr. Janice Berry Edwards, LICSW &amp; Assistant Professor; Howard University School of Social Work, Washington, DC</td>
<td>Relational Cultural Theory focuses on strengthening relationships through mutual engagement, empathy, and empowerment with parents, peers, school, and the greater community. This engagement process will require the active involvement of all stakeholders to produce relationships that are successful and nurturing. These relationships will help connect the adolescent to their environment and serve as a protective factor against at-risk behaviors.</td>
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<td>BALLROOM E</td>
<td>“IT ONLY TAKES FOUR HOURS”: WHY MENTORING IS ESSENTIAL TO CHANGE</td>
<td>8:30 – 9:45 a.m.</td>
<td>Keon M. Merriett, Director, Peachcrest Boys and Girls Club, Decatur, GA</td>
<td>In the current world we live in, having a mentor in a child’s life is necessary. Everyday more and more youth find themselves fighting a battle of acceptance from others, they find themselves dealing with a negative home life, and a lack of interest in education. This workshop will show you why mentoring is essential for changing a child’s life and how to help them find one or become one yourself.</td>
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<td>BALLROOM F</td>
<td>IMPROVING ATTENDANCE, ATTITUDE, AND ACHIEVEMENT FOR “AT-RISK” STUDENTS</td>
<td>8:30 – 9:45 a.m.</td>
<td>Dr. Ramona Garrison, Founder, Educational Support Services, Eugene, OR</td>
<td>Positive relationships between adults and students in a climate of shared concern are key elements in student success. This session examines a formalized, easy-to-follow feedback and monitoring process that the presenter developed as a principal. The system helps disconnected students become connected to adults, other students, and their families.</td>
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<td>8:30 - 9:45 a.m.</td>
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<td>PERCIVAL</td>
<td>BACKING UP FOR THE BIG PICTURE ON CYBERBULLYING, SEXTING, AND ONLINE SHAMING</td>
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<td>Dr. Patricia Agatston, Certified Trainer and Technical Assistance Consultant, Olweus Bullying Prevention Program, Atlanta, GA</td>
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<td>Using research studies and case examples, this session will provide context and perspective for effective handling of social media issues at school. Participants will analyze both problematic, promising, and effective approaches to preventing youth risky behavior online and holistic strategies that promote positive digital citizenship.</td>
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<td>VERNON</td>
<td>COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN: AWARENESS AND PREVENTION</td>
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<td>Casi Knowles, DELTA Clinical Coordinator, Devereux Florida, Orlando, FL; Erin Wirsing, Program Manager, DELTA Program, Orlando, FL.</td>
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<td>This presentation will educate adults and youth on what commercial Sexual Exploitation of Children looks like, how to prevent it from happening, and ways for adults and youth to engage in conversations on the topic. The audience will participate in guided discussion about perception of those identified as victims and exploiters and dispel myths and stereotypes and numerous prevention education resources will be discussed.</td>
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<td>VERELST</td>
<td>CREATING A TRAUMA SENSITIVE SCHOOL</td>
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<td>Jeff Vacek, Department Chair, Counseling Department, Woodrow Wilson Middle School, Council Bluffs, IA; Kim Moore, Middle School Counselor, Woodrow Wilson Middle School, Council Bluffs, IA; Lisa Fisher, School Counselor Woodrow Wilson Middle School, Council Bluffs, IA</td>
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<td>This session will focus on the different disciplines and steps needed to create a trauma sensitive school. Attendees will learn about trauma, Adverse Childhood Experience (“ACE”) scores, potential triggers, and approaches that will help create a safe and supportive learning environment.</td>
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<td>SAVANNAH</td>
<td>SYSTEMS OF CARE FOR ADDRESSING THE TRAUMATIC IMPACT OF VIOLENCE EXPOSURE ON STUDENT WELL-BEING</td>
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<td>Nakeshia Williams, Doctoral Student, Curriculum and Instruction, Tiffany Hollis, Doctoral Student, Curriculum and Instruction, and Laurie Garo, Doctoral Student, Curriculum and Instruction; University of North Carolina at Charlotte, Charlotte, NC</td>
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<td>Our presentation addresses mental health needs of youth from concentrated poverty and exposure to violence. We describe the Systems of Care model and recommend a framework for implementation within school, family and community based settings. Topics include mental health, environmental trauma, poverty, and youth cultural violence. Target Audience: educators, school- and community-based counselors and support staff, social workers, and educational researchers.</td>
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<td>SLOANE</td>
<td>GOLD STONE: A NARRATIVE APPROACH TO DEALING WITH TRAUMA</td>
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<td>Dr. William D. Lane, Professor of Counseling, Mercer University, Macon, GA; and Dr. Donna Lane, Assistant Professor of Counseling, Liberty University, Macon, GA</td>
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<td>A narrative-based model designed to promote recovery from traumatic experiences and assist youth at risk with reclaiming their individual identities as separate from those experiences will be presented. The model can be readily implemented by counselors, social workers, teachers, pastors, or other service-oriented individuals. Participants will experience the model and explore its application in practice.</td>
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<td>PLIMSOLL</td>
<td>GRIEF AND AT-RISK BEHAVIOR: A LOOK AT THE EFFECTIVENESS OF GRIEF COUNSELING GROUPS FOR ADOLESCENTS IN PUBLIC SCHOOLS</td>
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<td>Kiana Battle, Social Worker, Lamar County Board of Education, Barnesville, GA</td>
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<td>This presentation will explore the effect that grief has on adolescents, including at risk behaviors, identity confusion, issues of self-worth, and many more. The presentation will illustrate the positive impact that grief counseling groups have among adolescents (with a special focus in the public school environment). Barriers that hinder the effective delivery of group counseling within the public school arena will also be addressed (such barriers are amount of time in the school day, student caseload, and administrative support). This presentation will also address the critical role that school social workers play in effectively providing group counseling interventions to adolescents who are affected by grief and loss.</td>
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Break - Visit the NYAR Exhibitors 9:45 – 10:15 a.m.
HARBORSIDE CENTER EAST

ADOLESCENCE IN THE DIGITAL ENTERTAINMENT AGE: A CULTURALLY-ENGAGING, LEARNER-CENTERED APPROACH TO HEALTH EDUCATION AND MEDIA LITERACY

FEATURED SPEAKER: Julian D. Owens, Executive Director, Here's 2 Life, Alexandria, VA

Findings are presented from this action research which focused on adolescents attending a summer program serving students at the intersection of economic and race-based disparity. This study assessed the implementation implications reported by teachers, administrators, parents, program staff and students regarding an integrated curriculum called: MusicsEnergy: The Message in the Music™. A discussion of stakeholders’ perceptions about this proposed approach to teaching and learning are followed by recommendations and next steps.

HARBORSIDE CENTER WEST • SESSION TIME: 10:00 a.m. - 12:15 p.m.

POVERTY SIMULATION: COULD YOU SURVIVE A MONTH IN POVERTY?
Facilitated by Aviva Goelman Rice Professional Learning Coach, and the Savannah-Chatham County School District, Savannah, GA

Please join us for a rare opportunity to better understand what many of our youth living in poverty face on a daily basis. Approximately 32.9 million Americans, 11.7 million of whom are children under the age of 18, live in poverty every day. Many more have incomes above the poverty line, but their incomes are still low enough to qualify for programs like Food Stamps and Medicaid. The recent economic downturn has seen unemployment rates rise and the use of emergency food pantries increase. It is difficult for those of us who have enough to truly understand the situations that families living in poverty experience every day; the decisions they have to make; and the fears and frustrations they feel. That is why we are inviting you to walk a mile in the shoes of those facing poverty by participating in the Community Action Poverty Simulation (CAPS). The CAPS provides participants with the opportunity to assume the role of a low-income family member living on a limited budget. The experience is divided into four 15-minute sessions, each of which represents one week in which you must provide for your family and maintain your home. As one participant commented, “This simulation dramatically demonstrates how much time and energy many families have to give just to survive from day to day.” It quickly dispels the myth “that people would do fine if they would only go out and get a job!”

SCARBROUGH 1

“SAFE SCHOOLS: UTILIZING PEER MENTORING PROGRAMS TO ADDRESS RACISM, GANGS, VIOLENCE, AND BULLYING.”

FEATURED SPEAKER: John Vandenburgh, CEO, VANDEN Corporation, Murrieta, CA

Building a peer-mentoring program is a proactive approach, which empowers young people to lead, educate, influence, and support the peers in their school. Participants will learn how to: (1) effectively choose a diverse cross section of peer mentors; (2) plan prevention activities accurately throughout a school year; and (3) gather insight to predict and prevent student behavior impacting a positive school climate.

SCARBROUGH 2

PANEL: UNMASKING MEAN GIRLS

MODOERATOR: Mechelle, Comedienne, Actor, Author, CEO, Meshelle, LLC, Baltimore, MD, Megan S. Holder, EdS, School of Counseling Student, University of South Carolina - Columbia, Columbia, SC; Jaquetta M. Dawkins, Family Engagement Facilitator, Bibb County School District, Macon, GA; Dr. Cheryl A. Clayton-Molina, Adjunct Professor, Lowell, MA; Mary A. Felton, Assistant Superintendent of Curriculum and Instruction, Bulloch County School System, Statesboro, GA; Nancy H. Brasel, Associate Instructor, University of Central Florida, Orlando, FL; Victoria Lockhart, School Counselor, Livingston Elementary School, Covington, GA

This featured panel discusses the prevalence of female juvenile violence, reported incidences of this violence, the life pathways that lead girls to violence, the factors associated with resistance from violent behavior, and implications for families, schools, and communities for ending violent school-girl behavior.

Room Monitors will be collecting evaluations at the end of each session.
### Tuesday Concurrent Sessions

<table>
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<tr>
<th>Room</th>
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| **SCARBROUGH 3** | BENEFITING “AT-RISK” YOUTH THROUGH AN AGRICULTURAL INITIATIVE AT AN ALTERNATIVE SCHOOL  
Dr. Sean Forbes, Associate Professor, Educational Psychology, Auburn University, Auburn, AL; Eric Hogan, PhD Student of Educational Psychology, Auburn University, Auburn, AL; Stephen Powell, Ph-D Student of Educational Psychology, Auburn University, Auburn, AL  
This presentation is designed to demonstrate how an agricultural initiative benefits youth at risk by providing them with essential positive life skills and opportunities. The topics include agriculture, alternative education, and community-university partnerships. |
| **SCARBROUGH 4** | COMBATING ARTIFICIAL MATURITY IN GENERATION IY: LEVERAGING HABITUDES® IN THE CLASSROOM  
Allysse Whatley, Director of Development, The Growing Leaders Initiative  
In this session, Growing Leaders diagnoses today’s high school student and offers a prescription to build social & emotional skills that lead to academic achievement, self-leadership and career readiness. Session segments include: understanding, connecting with, equipping and empowering Generation iY. The session introduces principles from Dr. Tim Elmore’s Habitudes®: Images That Form Leadership Habits and Attitudes, each based on an image, a conversation and an experience. |
| **BALLROOM A** | “GANG SIGNS AND SOLUTIONS: ADDRESSING GANG ACTIVITY IN OUR SCHOOLS”  
FEATURED SPEAKER: Daryl Macaluso, Gang Identification Specialist and Police Sergeant, Durham Police Department, Durham, NC  
You have an interest in serving “at-risk” or gang related kids! This program was specifically designed for school professionals, law enforcement, and parents involved in or interested in school safety. Participants will gain insight into the criminal gang cultures. You will be able to identify clothing, signs, and symbols associated with gang activity. You will understand some of the cultural differences and community dynamics that shape modern street gangs. Understanding these differences is key to effecting change within gang related and “at-risk” youth. This presentation focuses the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. The presentation contains graphic images of gang violence and strong language. |
| **BALLROOM B** | MAKING CONTENT STICKY: “WHAT TO DO WHEN STUDENTS DON’T GET IT OR CAN’T REMEMBER IT”  
FEATURED SPEAKER: Joanne Billingsley, President and Founder, Billingsley Education, San Antonio, TX  
Do your students struggle with the mountain of new vocabulary they need to master each year? Do you have difficulty getting students to speak, read, and write using academic language? Years of research confirm a direct link between word knowledge and academic success. However, stark gaps in vocabulary knowledge across ethnic groups and income levels still persist. This session will focus on neuroscience-based strategies that are proven to accelerate the acquisition of core academic vocabulary and dramatically increase student opportunities for listening, speaking, and writing using academic language. Participants will leave with skills to transform vocabulary lessons into a multi-sensory interactive experience. Discover new, proven, practical strategies to build vocabulary, deepen content understanding, and engage students with academic text. Gain the skills you need to teach all students the words they need to succeed! Tap into the power of music, communication, and imagery to enhance literacy skills. |
| **BALLROOM D** | RELIEVING SUFFERING- APPLYING BUDDHIST PRINCIPLES TO BUILD HOPE IN DESPAIRING YOUTH  
Dr. Kurt L. Kraus, Professor and Chair, Department of Counseling and College Student Personnel, Shippensburg University of Pennsylvania, Shippensburg, PA  
Looking beyond many Western conventions, Buddhist principles offer innovative means of conceptualizing and designing interventions in classrooms (mindfulness practice), in counseling and psychotherapy (suffering and relief from suffering), and with families (compassion). This presentation will ask participants to consider how Buddhist principles can become complementary if not alternative approaches to working effectively with troubled and troubling youth. |

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

www.nationalyouthatrisk.org
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<th>Concurrent Session</th>
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| **BALLROOM E** | BUILDING SUCCESSFUL ACADEMIC AND BEHAVIORAL PROGRAMS FOR “AT-RISK” YOUTH: LOW AND NO COST OPTIONS  
*Jeannette Hallam, EdS, High School Assistant Principal, Coweta County School System, GA*  
To effectively educate all students and make progress in closing the achievement gap, we must look at two areas for school improvement: positive relationships; and school policies and procedures. Participants in this group will walk away with strategies for building positive relationships, reducing the dropout rate, and assisting students in meeting their goals. Participants will also learn how to evaluate current policies and procedures that may be restricting student growth or achievement through data awareness. |
| **BALLROOM F** | GUIDING THE GIFTED: TRADITIONAL AND EMERGING PRACTICES IN SCHOOL COUNSELING  
*Jill Minor, Assistant Professor, University of Cincinnati, Cincinnati, OH; Neil Duchec, Assistant Professor, Northern Kentucky University, Highland Heights, KY*  
An awareness of the unique characteristics of gifted children is important for school counselors. Being gifted does not mean that their self-identities align with their academic strengths. Students need guidance to navigate the murky waters of school, friendship, and the meaning of giftedness. Get activities for small groups to help students with challenges that include perfectionism, isolation, communication, and other intensities. |
| **PERCIVAL** | WORKING WITH VULNERABLE YOUTH: LGBT YOUTH IN FOSTER CARE  
*Justin D. Bucchio, Assistant Professor; Barbara F. Turnage, Professor, Middle Tennessee State University, Murfreesboro, TN*  
This presentation directly discusses the needs of LGBT youth requiring out-of-home placement. In particular, this presentation will provide characteristics of a successful foster placement. The intended audience is anyone who cares about sexual minority youth. This presentation ends with a model for the successful foster placement of sexual minority youth. |
| **VERNON** | USING IPADS AND VIDEO-BASED INSTRUCTION TO TEACH ALGEBRA TO HIGH SCHOOL STUDENTS WITH DISABILITIES  
*Elias Clinton, Assistant Professor, Black Hills State University, Spearfish, SD; Tom Clees, Associate Professor, University of Georgia, Athens, GA*  
This presentation targets a study in which four high school students with disabilities were taught to solve algebraic equations using iPads and video-based instruction. All students showed immediate increases in accurate responding following the introduction of the video-based intervention. This presentation provides practitioners with a flexible technology-based intervention for students with disabilities in need of grade-level academic instruction. The intervention could be used across a variety of subjects and academic tasks. |
| **VERELST** | STANDING AT THE CROSSROADS: NAVIGATING MINDFULNESS, TEACHER SELF-CARE, AND TRANSFORMATIVE SOCIAL JUSTICE PEDAGOGY  
*Marina V. Gillmore, Author, Educator, Coach and Founder of Institute for Educational and Social Justice, Redlands, CA*  
This interactive workshop will take a critically reflective look at who we are as educators and how we show up in our work to serve some of our most underserved students. We will examine some deeply held beliefs about who we are in relation to the work we do and will explore practical strategies for fostering mindfulness, self-care, and wellness in our own lives and the lives of those we serve daily. |
| **SAVANNAH** | RELATIONSHIP-BASED SCHOOL AND CLASSROOM MANAGEMENT  
*Ryan Lucas, Principal, Jeffco Public Schools, Pine, CO; Matt Teegarden, Intervention Services, Arvada High School, Arvada, CO*  
Participants will learn about the four roles of relationship-based classroom and school management in working with students of all ages. Additionally, participants will have the opportunity to reflect on previous interactions with students (some that went well and some that did not go so well,) learn which role is their strength (“go-to” role,) and identify the role with which they need peer support. This presentation is given lecture style with encouraged audience participation and includes plenty of laughter, practical applications, and “just-in-time” ideas to implement the very next day. |
### Tuesday Concurrent Sessions

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<th>Session</th>
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| 10:15 – 11:30 a.m. | **THE KALEIDOSCOPE PROGRAM: EARLY INTERVENTION PROGRAM FOR STUDENTS WITH BEHAVIOR CHALLENGES**
Tianqian Wang, PhD Student, Special Education; Heidi Renee Cornell, Associate Instructor; Jeffrey A. Anderson, Associate Professor; Indiana University - Bloomington, Bloomington, IN
The Kaleidoscope program is an early intervention program for students at-risk for school failure because of behavioral challenges. This presentation will highlight findings from a mixed method study exploring how the program functions, the types of services and supports it provides, and broad program outcomes. Implications are important for school professionals designing programs to address the needs of students at risk. |
|               | **YOUTHBUILD SAVANNAH: HELPING “AT-RISK” YOUNG PEOPLE; REBUILD THEIR COMMUNITIES AND THEIR LIVES**
Shauna-Lee Ruglass, Special Projects Manager, YouthBuild USA, Inc., Somerville, MA
Hear best practices from the YouthBuild Savannah program and learn about how they recruit youth at risk, keep them engaged during 9 months of programming, and what pathways are made available to participants, once they graduate. Current YouthBuild students and/or graduates will share their stories of transformation and you will learn about YouthBuild USA, Inc., the national support center for the YouthBuild movement. Youth workers, government officials, foundation staff, corporate and non-profit employees are all welcomed to join and learn about America’s best kept secret, the YouthBuild program. |

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### Lunch on your own - Visit the NYAR Exhibitors

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<th>Time</th>
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| 11:30 a.m. – 1 p.m. | **SOUTHEAST CONFERENCE ON POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT**
June 5-7, 2016 | Coastal Georgia Center, Savannah, Georgia

CHOOSE FROM THREE STRANDS OF TRAINING!

**ABCs of PBIS Strand**
This Strand is designed for schools in the initial stages of implementing school-wide PBIS. The focus of this strand will be the development and employment of a school-wide PBIS plan.

**PBIS Sustainability Strand**
This strand is designed for schools that are either early in the implementation of school-wide PBIS or have been implementing for multiple years. The focus of this strand will be to provide participants with a framework of sustaining effective PBIS practices in schools.

**PBIS Individualized Intervention Strand**
This strand is designed for schools implementing school-wide PBIS seeking individualized interventions for difficult populations. The focus of this strand will be to develop interventions to be deployed in schools for more students who need more intense interventions.

**REGISTER NOW!**
Visit sepbis.com for more information and to register!
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<tr>
<th>Concurrent Session</th>
<th>Title</th>
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<tr>
<td><strong>SCARBROUG 1</strong></td>
<td>CHANGE YOUR LANGUAGE, CHANGE THEIR LIVES: WHAT ADULTS CAN SAY DIFFERENTLY TODAY TO CHANGE THE BRAINS OF TOMORROW</td>
<td>Frank Kros, President, The Upside Down Organization, Baltimore, MD</td>
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<td>This session will repeat @ 2:45 a.m.</td>
<td>Neuroscience discoveries have revolutionized our understanding of how the brains of our children learn and grow. 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 four powerful “languages of the brain” that will transform the lives of the children you serve. Walk away with a new way of talking to youth that builds resilience, promotes intrinsic motivation, enhances cognitive stimulation, and creates kaleidoscope thinkers. What you say matters, more than you ever knew!</td>
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<td><strong>SCARBROUG 2</strong></td>
<td>CHANGING THE PICTURE FOR LOW PERFORMING SCHOOLS GRADUATION AND ATTENDANCE RATES</td>
<td>Frank Brown, ESQ., Executive Director, Communities in Schools of Atlanta, Atlanta, GA</td>
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<td><strong>SCARBROUG 3</strong></td>
<td>A MULTIMODAL APPROACH TO TRUANCY: SMALL GROUPS, NEEDS-BASED PARENTAL RESOURCES, AND NINTH-GRADE RTI STUDENTS</td>
<td>Curlandra Lightfoot Smith, School Social Worker, Bibb County School District, Macon, GA; Ellice P. Martin, Professor, Dewar College of Education, Valdosta State University, Valdosta, GA</td>
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<td>Attendance of students at risk can be significantly improved when students receive small-group counseling and their parents are provided with some necessary resources. A process will be shared that produced positive results. Addressing the process in early high school has the potential to break the cycle of truancy and improve graduation rates.</td>
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<td><strong>SCARBROUG 4</strong></td>
<td>ENGAGING THE DISENGAGED: DEVELOPING RURAL TEENS INTO LEADERS</td>
<td>Mary Edet, Training Coordinator, and Russel Dains, Program Director, FRIENDS FIRST, Littletown, CO</td>
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<td>Engaging rural youth can be an uphill battle. In this highly interactive workshop, participants will learn proven strategies for developing rural youth into leaders by engaging them as peer mentors. Participants will walk away with practical tips and activities to implement in their specific areas.</td>
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<td><strong>BALLROOM A</strong></td>
<td>INCREASING AFRICAN-AMERICAN AND LATINO PARENTAL INVOLVEMENT IN SCHOOL</td>
<td>Timothy Allen, CEO, Gilead Consulting Group, Boston, MA</td>
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<td>Parental involvement is one of the leading indicators of student’s academic achievement. The lack of parental support frequently found within the African-American and Latino communities has often contributed to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies to increase the level of parental involvement and also help parents understand the importance of their role in their children’s academic success.</td>
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<td><strong>BALLROOM B</strong></td>
<td>GAMES CHILDREN PLAY</td>
<td>Mark Fomby, CEO, FTC Prevention services, LLC, Pearl, MS</td>
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<td>There are numerous factors in today’s society that impact a young person’s approach to and outlook on life. As role models and decision-makers in the lives of youth, adults are responsible for helping youth identify and develop proper coping skills. Youth look at events and occurrences in their lives different than adults and, therefore, may respond differently in many cases. It is important that adults know “what” youth are doing and learn to identify potential causes for youth behavioral health issues. In this thought-provoking workshop the facilitator identifies and demonstrates some of the popular coping mechanisms relative to alcohol and drug misuse and abuse, sexual promiscuity chosen by youth to alleviate personal stressors, and social pressures that potentially end in death. Participants will learn how the “games children play” may be key indicators of some significant underlying behavioral health problems.</td>
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### Tuesday Concurrent Sessions  
**1:00 – 2:15 p.m.**

**BALLROOM D**

**PANEL: BULLYING**

**MODERATOR:** Ivan Watts, Associate Professor, Auburn University, College of Education Department of Educational Foundations Leadership and Technology

**PANELISTS:**  
- Patti Agatston, Certified Trainer and Technical Assistance Consultant, Olweus Bullying Prevention Program;  
- Jackie Smart, Middle School Educator, Savannah-Chatham County School System;  
- Anita Sanders, Assistant Professor of Education, Gardner-Web University;  
- Joshua O. Sanders, Recruitment, Retention, Marketing and Student Services Coordinator, PPEP Tech High School, Tucson, AZ;  
- Katie Greer, CEO, KL Greer Consulting;  
- Eric Landers, Assistant Professor, Georgia Southern University

This panel is set to push the boundaries of typical bullying prevention and propose fresh ideas for solutions in schools. Bullying prevention is one of the most pressing topics in education today. With many instances of school violence linked to bullying, schools are actively seeking practical solutions that can curtail this epidemic.

**BALLROOM E**

**S.T.E.M. EDUCATION- CLOSING THE GAP ONE STUDENT AT A TIME**

**Kaija Spencer, S.T.E.M. Coordinator, Ronald E. McNair Discovery Learning Academy, Decatur, GA**

This dynamic presentation from award-winning Kaija Spencer will provide a comprehensive instructional plan for closing the achievement gap. The definition of S.T.E.M. will be discussed and a complete outline of how a traditional school changed from a traditional individual subject schedule to a school that embraces the full integration of all subjects throughout the entire school day will be provided. Participants will understand how to start the process of changing the instructional plan of a school by first building a team, setting realistic SMART (Specific, Measurable, Attainable, Relevant, and Time-bound) goals, and designing a strategic and systematic plan for implementation.

**BALLROOM F**

**TEACH WITH EMOTION: A REVOLUTION IN BRAIN SCIENCE**

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

We can harness emotion in our classrooms to create a passion for learning, make our content more memorable, motivate, and improve problem solving and thinking. Just as fear constricts the ability to think, positive emotions broaden thinking. By experiencing structured instructional strategies that elicit positive emotion, participants in this session walk away with seven tools to release the power of emotion in classrooms to make students measurably smarter!

**PERCIVAL**

**INFORMATION LITERACY AND CRITICAL THINKING: THE POWER OF SUCCESS**

**Dr. Cheryl A. Clayton-Molina, Adjunct Professor, Middlesex Community College, Lowell, MA**

Students and adults cannot just be excellent learners, but lifelong learners to keep pace in today’s world. This information literacy and critical thinking presentation provides skills for individuals to grow and develop as a person and professional. Individuals will learn: higher-order thinking, problem solving, effective and positive communication skills, setting realistic goals, self-development/growth (who are you), and building confidence.

**VERNON**

**A TIME FOR ACTION: A LARGE URBAN SCHOOL DISTRICT’S RESPONSE TO ADVANCING THE SUCCESS OF OUR YOUNG MEN OF COLOR**

**FEATURED SPEAKER: Carmencita Figueroa, District Coach, Orange County Public Schools, Orlando, FL**

This presentation will describe the efforts of one urban school district in response to President Obama’s My Brother’s Keeper. The presenter will share current national, state and district data that supports the need to address the challenges confronting Young Men of Color. The participants will gather information on the pledge adopted by Orange County Public Schools (OCPS) in the state of Florida as well as actions OCPS has taken and will take to bring each component of the pledge to fruition.

**VERELST**

**A SOCIO-CULTURALLY RESPONSIVE PEDAGOGICAL APPROACH TO ADVANCE MIGRANT STUDENTS’ LITERACY**

**Alma D. Stevenson, Assistant Professor, Curriculum, Foundations, and Reading, Georgia Southern University, Statesboro, GA; Scott Beck, Associate Professor, Teaching and Learning, Georgia Southern University, Statesboro, GA**

This presentation describes an innovative summer literacy program for intermediate and middle-level children of migrant farm workers that presented them with over two dozen children’s picture storybooks with migrancy themes, and systematically documented their responses to the books. Using these mentor texts and their responses as scaffolding, the students collaborated to create semi-autobiographical, illustrated narratives about growing up as migrants.
**Tuesday Concurrent Sessions**  
1:00 – 2:15 p.m.

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<td>SLOANE</td>
<td>SPARK MENTORING: CO-CREATING SACRED RELATIONSHIPS WITH YOUTH</td>
<td>Dr. Thomas Peterson, Professor of Social, Cultural and Philosophical Foundations of Education, University of West Georgia, Carrollton, GA; Michael Frazier, PhD Student, University of West Georgia, Carrollton, GA</td>
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This presentation will reveal perspectives from youth who were identified as “high-risk” and participated in the SPARK Mentoring Program. Youth will highlight what supports them in a mentoring relationship. The objective of this workshop is to provide the audience with qualitative research and activities that promote alternative ways in connecting with youth.

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<td>PLIMSOLL</td>
<td>THREAT ASSESSMENT: LESSONS LEARNED AND NEW DIRECTIONS</td>
<td>Dr. Mandy Perryman, Assistant Professor, University of Mississippi, Oxford, MS; Paul Pohoto and Brian Adams, M-Ed Students in Clinical Mental Health Counseling, University of Mississippi, Oxford, MS</td>
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More than ever, schools are concerned about students’ potential for violence. They have a responsibility to reduce and manage risk through threat assessment, which can be complicated by the developmental nature of students’ reasoning skills and often impulsive actions. This presentation will help school teams identify potentially dangerous behavior patterns, utilize a decision-making model, and implement an effective safety plan.

**Break - Visit the NYAR Exhibitors**  
2:15 – 2:45 p.m.

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

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Neuroscience discoveries have revolutionized our understanding of how the brains of our children learn and grow. 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 four powerful “languages of the brain” that will transform the lives of the children you serve. Walk away with a new way of talking to youth that builds resilience, promotes intrinsic motivation, enhances cognitive stimulation and creates kaleidoscope thinkers. What you say matters, more than you ever knew!

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<tr>
<th>Location</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>SCARBROUGH 2</td>
<td>RELIEVING SUFFERING- APPLYING BUDDHIST PRINCIPLES TO BUILD HOPE IN DESPAIRING YOUTH</td>
<td>Dr. Kurt L. Kraus, Professor and Chair, Department of Counseling and College Student Personnel, Shippensburg University of Pennsylvania, Shippensburg, PA</td>
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Looking beyond many Western conventions, Buddhist principles offer innovative means of conceptualizing and designing interventions in classrooms (mindfulness practice), in counseling and psychotherapy (suffering and relief from suffering), and with families (compassion). This presentation will ask participants to consider how Buddhist principles can become complementary if not alternative approaches to working effectively with troubled and troubling youth.

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<tr>
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<th>Speaker(s)</th>
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<tr>
<td>SCARBROUGH 3</td>
<td>JACK’S BRAIN, JILL’S BRAIN: WHY GENDER DIFFERENCES MATTER</td>
<td>Shauna F. King, Educational Consultant, King Professional Development Services, Washington D.C.</td>
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This workshop introduces participants to the rapidly emerging research on how the brains of females and males are developmentally, structurally, and functionally different. Based on these differences, participants will learn academic approaches customized to the distinctly different learning styles of girls and boys.
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<th>Room</th>
<th>Session Title</th>
<th>Speaker/Presenter</th>
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<tbody>
<tr>
<td>SCARBROUGH 4</td>
<td>PREVENTION WORKS: FUN TOOLS FOR THE CLASSROOM</td>
<td>LaKeisha McCormick, Health Educator Specialist and Substance Abuse Prevention Consultant, Center for Prevention Services, Charlotte, NC</td>
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<td>Unique You, (formerly I'm Special,) focuses on developing and nurturing elementary-age children's sense of uniqueness and self-worth through fun and interactive learning. Participants will: (1) identify strategies to encourage group cooperation; (2) discuss techniques to incorporate healthy living skills; and (3) identify two ways substance abuse prevention can be incorporated into existing programs.</td>
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<tr>
<td>BALLROOM A</td>
<td>INCREASING AFRICAN AMERICAN AND LATINO PARENTAL INVOLVEMENT IN SCHOOL</td>
<td>Timothy Allen, CEO, Gilead Consulting Group, Boston, MA</td>
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<td>Parental involvement is one of the leading indicators of student’s academic achievement. The lack of parental support frequently found within the African-American and Latino communities has often contributed to suspensions, expulsions, and truancy. This interactive seminar will provide participants with useful strategies to increase the level of parental involvement and also help parents understand the importance of their role in their child’s academic success.</td>
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<td>BALLROOM B</td>
<td>GAMES CHILDREN PLAY</td>
<td>Mark Fomby, CEO, FTC Prevention services, LLC, Pearl, MS</td>
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<td>There are numerous factors in today’s society that impact a young person’s approach to and outlook on life. As role models and decision-makers in the lives of youth, adults are responsible for helping youth identify and develop proper coping skills. Youth look at events and occurrences in their lives different than adults and, therefore, may respond differently in many cases. It is important that adults know “what” youth are doing and learn to identify potential causes for youth behavioral health issues. In this thought-provoking workshop, the facilitator identifies and demonstrates some of the popular coping mechanisms relative to alcohol and drug misuse and abuse, sexual promiscuity chosen by youth to alleviate personal stressors, and social pressures that potentially end in death. Participants will learn how these “games children play” may be key indicators of some significant underlying behavioral health problems.</td>
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<td>BALLROOM D</td>
<td>PANEL: MEETING THE CHALLENGES OF RURAL EDUCATION</td>
<td>Julie Chance, Title I Director for the Jenkins County School System, Millen, GA; Abby Smith, County Extension Coordinator and 4-H Youth Development Agent, Effingham County, Springfield, GA; Russel Dains, Program Director, FRIENDS FIRST, Littlestown, CO; Sean Forbes, Associate Professor, Educational Psychology, Auburn University, Auburn, AL; Jody Fernandez, Associate Professor of Literacy, Morehead State University, Morehead, KY; Charles Hodges, Associate Professor of Instructional Technology, Georgia Southern University, Statesboro, GA; Torian A. White, Principal, Southeast Bulloch Middle School, Brooklet, GA</td>
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<td>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. The panel shares successful programs, strategies, and tools for meeting the challenges of rural education.</td>
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<td>BALLROOM E</td>
<td>BECOMING A GENERATIONAL CURSE ELIMINATOR</td>
<td>Jason D. Etheridge, Educator/Mentor, Mr. E! The Motivator!, Hampton, GA</td>
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<td>This presentation will challenge the minds of educators to understand truer data about African Americans (males especially) and; accept that the lives of their minority students will undoubtedly be different from other students. Moreover, it will invigorate the efficacy of educators; and spark radical change at their respective locations to eliminate the generational curse of racial misunderstanding.</td>
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<td>BALLROOM F</td>
<td>POWERFUL PARTNERSHIPS: A COMMUNITY PROGRAM FOR LOW-INCOME, HIGH SCHOOL DROPOUTS AND A UNIVERSITY</td>
<td>Dr. Katherine Robbins-Hunt, Assistant Professor, Department of Counseling, School Psychology, and Special Education, Edinboro University, Edinboro, PA; Dr. Beth Hatt, Associate Professor, Department of Educational Administration and Foundations, Illinois State University, Normal, IL; George Flowers, Retired Director, Evansville Housing Authority YouthBuild Program, Evansville, IN</td>
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<td>This session provides community and university staff results of a study examining the partnership between a community development program targeting low-income, high school dropouts and a teacher preparation program. Presenters will describe methods for maintaining partnerships and discuss outcomes of the program in the areas of GED preparation, job skills training, health and wellness programming, and community service opportunities.</td>
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<td>Time</td>
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<td>2:45 - 4 p.m.</td>
<td><strong>PERCIVAL</strong> WAKING UP BUELLER: FIVE AREAS OF STUDENT ACTIVITIES TO IMPROVE SCHOOL CLIMATE</td>
<td>ShaRon Dukes, Graduation Coach, Richmond County School District, Augusta, GA</td>
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<td>This session will give breath to exciting strategies to improve attendance and academic performance and build healthy emotional skills. Through an interactive presentation, participations will learn how to utilize student affairs practices traditionally used on the collegiate level. It will give educators, especially those who work with at-risk high school students at risk, five areas of focus: student leadership, student activities, freshmen transition, academic support, and intervention.</td>
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<td><strong>VERNON</strong> “DON’T SHOOT THE UNICORN!” FINDING TRANSFORMATIVE HAPPINESS AND RESILIENCE THROUGH DEVELOPING YOUR “ANDITUDE”!</td>
<td>M. Bruce Garris, Lead Therapist at Coastal Southeastern United Care, Wilmington, NC; Dr. Gary W. Mauk, Associate Professor, Department of Educational Leadership and Counseling at the University of North Carolina at Pembroke, Pembroke, NC</td>
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<td>As a care provider and leader in your community, you understand the challenge of keeping your own resilience high, and maintaining an attitude of hope. This transformational, uplifting program will introduce you to the power of one simple word, “And” and empower you to lead youths by demonstrating positive approaches in your own life, and impacting them with “infectious resilience” as they learn to adopt your “Antitude!”</td>
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<td><strong>VERELST</strong> “USING COMPUTER GAMES TO MOTIVATE “AT-RISK” STUDENTS TO STUDIOUS LEARNERS”</td>
<td>Dawn M. White, Technology Coach with Gwinnett County Public Schools, Suwanee, GA</td>
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<td>Motivation is the key factor in the academic success of students. Tapping into students’ interests keeps them engaged in learning. One major interest in all students is computer games. Learn about the numerous and free education games available on the Internet and how to use them to transform “at-risk” students into studious learners.</td>
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<td><strong>SAVANNAH</strong> BRIDGING THE GAP BETWEEN SCHOOL AND THE STREET</td>
<td>Jim C. Taylor, Behavior Analyst, Pineland CSB, Statesboro, GA; Conni Wells, Consultant, Axis Group I, LLC., Roan Mountain, TN</td>
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<td>Existing within every society are various cultures and subcultures. This presentation examines the results when the classroom culture comes into contact with the street culture. We will review existing practices designed to address these educational issues both in and out of the classroom and what are possible solutions that can maximize successful student education.</td>
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<td><strong>SLOANE</strong> PARENTING IN DISGUISE: UNRAVELING THE VILLAGE</td>
<td>Martha Nelson Jones, Founder, Successful Motivation in Action (SMIA) Columbus, GA; Sabrina F. Manning-Prince, SMIA, Columbus, GA; Katrina M. Brown, SMIA, Columbus, GA</td>
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<td>This presentation will unravel the meaning of the “village” commonly mentioned in the phrase: “It takes a village to raise a child.” Parents will be identified as the key figures of the village; the community is secondary. Myths about parents will be debunked to reflect the core values of concern that parents hold dear yet are so reluctant to make public. Discussed will be strategies on how to overcome missed opportunities to invest in parents and their talents that can be used to effectively help reach students and to provide a more conducive environment for student academic success and mental health. Ideas on how to engage the rest of the community will be conveyed.</td>
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<td><strong>PLIMSOLL</strong> DEVELOPING AND IMPLEMENTING SMALL- GROUP COUNSELING PROGRAMS FOR THE EMPOWERMENT OF FEMALE STUDENTS</td>
<td>Megan S. Holder, EdS School of Counseling Student, University of South Carolina - Columbia, Columbia, SC</td>
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<td>This presentation explores practical solutions for helping school professionals enrich and empower the rising generations of women. Strategies for implementing comprehensive school counseling programs with a focus on self-esteem, relational aggression, and academic achievement are explored and several existing small-group counseling programs are reviewed.</td>
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**HARBORSIDE CENTER EAST & WEST**

**4 – 5:30 p.m.**

<table>
<thead>
<tr>
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<tr>
<td>Accommodations and Modifications to Support the Learning Environment of Diverse Learners</td>
<td>Joshua O. Sanders, Recruitment, Retention, Marketing and Student Services Coordinator, PPEP Tech High School, Tucson, AZ</td>
</tr>
<tr>
<td>Alternative Switch Access for the iPad Mini</td>
<td>Dessie Clark, Student, Masters Community Development and Action and Natalie Jeannsonne, Student in Masters of Education in Leadership and Organizational Performance, Vanderbilt University, Nashville, TN</td>
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<tr>
<td>Assessing the Impact of Educating Coaches About Healthy Masculinity</td>
<td>Devon Bandison, Executive Coach, New York, NY</td>
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<td>Beware of the Color Coded Chart: Rethinking Consequences in the Classroom</td>
<td>Shawnna Helf, Assistant Professor, Winthrop University, Rock Hill, SC</td>
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<td>Bridging the Achievement Gap Through Student Mentoring</td>
<td>Robin McWilliams, Director, SAY Village, North Carolina State University at Raleigh, Raleigh, NC; Ali Martin, Student, North Carolina State University at Raleigh, Raleigh, NC; Kimberly Jones, Student, North Carolina State University at Raleigh, Raleigh, NC; Abby Mintz, Student, North Carolina State University at Raleigh; Elise Saenger-Heyl, Student, North Carolina State University at Raleigh, Raleigh, NC</td>
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<tr>
<td>Bright Future Program—Shaping the Workforce of Tomorrow Today</td>
<td>Reza Khastou, Founder and Director of Bright Future Program, Seattle Vocational Institute, Seattle, WA</td>
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<td>Building Bridges Academy: Alternative Schools the Right Way</td>
<td>Marcus Scott IV, Center Leader for Building Bridges, Savannah, GA</td>
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<tr>
<td>Building Leadership Skills in Youth</td>
<td>Abby Smith, County Extension Coordinator and 4-H Youth Development Agent, Effingham County, Springfield, GA</td>
</tr>
<tr>
<td>Building Motivation on False Information: Understanding the Environmental and Generational Effects on Family and Community</td>
<td>Dr. Paul Murray-Davis, President and Chief Executive Officer, At-Risk Enterprise, LLC., Columbus, OH; Nicole E. Harris Chief Operations Officer, At-Risk Enterprise, LLC, Columbus, OH; Jerome DeCarlo II, Pastor, G.E.M.C., Columbus, OH</td>
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All the poster sessions are in Harborside Center. These posters provide an opportunity for interaction and one-on-one consultation with highly respected educational experts in a wide variety of areas. These sessions feature visual aids and handouts.

www.nationalyouthatrisk.org
### Poster Session Reception

**Tuesday. March 8, 2016**

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<tr>
<td>HARBORSIDE CENTER EAST &amp; WEST</td>
<td>4:00 – 5:30 p.m.</td>
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#### Building Resilience and Life Skills for “At-Risk” Military Youth Through a Science Mentoring Program

**Kasey Bozeman, 4-H/Youth Extension Agent, Liberty County, GA**

Since the events of Sept 11, 2001, military service members have experienced frequent war-zone deployments, causing issues of separation, anxiety, and stress in military youth. Using established learning models and curriculum development tools, learn how to plan, implement, and evaluate after-school programming for military youth, enabling them to build resiliency and develop life skills to deal with these challenges.

#### Building Student Assistance Teams: Improving Student Achievement

**Linda Kopec, Principal and Beth Atkins, School Counselor, Onslow County Schools, Jacksonville, NC**

The Student Assistance Team model provides a comprehensive school counseling program and serves as a catalyst for improving student achievement. Tools for monitoring student progress and intervention will be shared. This poster is appropriate for K-12 educators, specifically administrators and school counselors.

#### Bullying: Can Empathy Training Help?

**Anika Futch, MSW Student, Rashuanna Taylor, MSW Student, Dr. Shinaz Jindani, MSW Student Advisor, Savannah State University, Savannah, GA**

Empathetic behavior will not just reduce bullying in our schools; it will also help our children build healthy relationships. Empathy as a skill is a learnt behavior and, therefore, it can be taught to the school children to help respond to the situation of bullying. Along with a hands-on training on empathy, participants will learn to implement the training in their own schools. Our comparison group, using a post-test only questionnaire found that children with empathy training were less likely to bully or engage in bullying than those who had not completed empathy training. The authors believe that empathy is essential to developing and maintaining healthy relationships.

#### Caffeine Intake Among Youth: Is It a Cause for Concern?

**Supriya Immaneni, Northwestern University, Evanston, IL; Dr. Padmini Shankar, PhD, RD, Professor of Nutrition and Food Science, Georgia Southern University, Statesboro, GA**

Available in a plethora of forms, caffeine when consumed beyond the recommended level can lead to jitteriness, insomnia, and even obesity. In today’s world, there are more caffeinated options available and easily accessible to youth. Children and young adults must thus be properly educated on the dangers associated with caffeine intake. Parents and schools should help children recognize products with excess caffeine and limit consumption.

#### Charter Schools: Choice But at What Cost?

**Alfonzo Porter, managing partner, Vertex Learning, Denver, CO; Dr. Mary Jane Kirby, Faculty, Walden University, Fayetteville, NC**

This program is designed to take a probing look at the performance of charters versus traditional schools. The guiding questions revolve around whether charters contribute to the re-segregation of public schools? Further, does the luring of the best and brightest students away from traditional schools broaden their systemic, financial instability and jeopardize valued programming; thereby exacerbating the crisis facing students at-risk?

#### Cognitive Behavioral Therapy (CBT) for Depressed Adolescents

**Kathy Puskar, DrPH, RN, FAAN and Marilyn Davies, PhD, RN, University of Pittsburgh, Pittsburgh, PA**

Cognitive Behavioral Therapy is an effective intervention for treating a multitude of psychiatric disorders. Through delivery with a multidisciplinary team that emphasizes the supportive role of the Psychiatric Mental Health Advanced Practice Nurse (PMH-APN), CBT can be used as an effective way to improve resilience and health promotion in adolescents diagnosed with depression.

#### Building Motivation on False Information: Understanding the Environmental and Generational Effects on Family and Community

**Dr. Paul Murray-Davis, President and Chief Executive Officer and Nicole E. Harris Chief Operations Officer, At-Risk Enterprise, LLC, Columbus, OH; Jerome DeCarlo II, Pastor, G.E.M.C., Columbus, OH**

Limiting the negative exposure of all the forms of media a child or youth is exposed to is essential to their success academically, socially, and emotionally. Identifying community resources that can be provided to the family is important; however, drawing families to these resources can prove difficult and overwhelming. So, how can media be a resource? We will let you know how to use today’s trends to your advantage to benefit young people in high-poverty areas.
**CONNECTIONS-4-LIFE: BUILDING RELATIONSHIPS THAT SUPERSEDE CIRCUMSTANCES!**
Le Andrea C. Ware, Director of Secondary Schools and Priority Programs, Hamilton County Department of Education, Chattanooga, TN

“Connections-4-Life” is an interactive and engaging session designed to empower participants to discover and cultivate the components necessary to create a learning environment conducive for all! Join us as we explore promising practices and researched-based strategies that moved a high priority, Title I middle school into a thriving culture with sustainable gains in three years.

**CREATING CLASSROOM-READY SPECIAL EDUCATORS USING A RESIDENCY-BASED MODEL**
Dr. Traci Tuttle, Associate Professor, Special Education, West Liberty University, West Liberty, WV

This presentation, geared for school administrators and higher-education faculty, reviews a residency-based model for special education preparation at West Liberty University. The program provides intensive preparation in special needs classrooms in lieu of traditional classroom instruction resulting in increased exposure to Individualized Education Program (IEP) writing, meetings, eligibility, and collaboration with families/paraprofessionals resulting in classroom-ready special educators.

**CAREER AND TECHNOLOGY EDUCATION: UNCOMMON TO THE CORE**
Christopher Dinkins, Director, Fairfield Career & Technology Center, Fairfield County School District, Winnsboro, SC; Lee Green, Director, Chester County Career Center, Chester, SC

Career and Technology Education (CTE) has, for quite sometime, been regarded as an alternative career path to college education. However, recent shifts in instructional methodology, curricular realignment, labor market demands, and an increasing emphasis on STEM opportunities have sparked a renewed interest in high school CTE courses and programs. Learn how to realize student academic growth through participation in CTE programs.

**CULTURALLY RESPONSIVE INSTRUCTION**
Nancy D. Charles, District Resource Teacher, Minority Achievement Office, Orange County Public Schools, Orlando, FL

This session considers communication, classroom management, and instructional strategies that are intellectually rigorous and engaging for easy classroom implementation to help all students learn. Participants will learn easy to apply approaches that engage students and help make learning connections to their real life experiences.

**DEVELOPING ETIQUETTE SKILLS FOR YOUTH AT RISK**
Dr. Paulette Proctor Harris, Senior Graduate Faculty, Augusta State University, Augusta, GA

This presentation will address how the overall development of etiquette skills impacts youth at risk in terms of their social and emotional skill development while interacting with their families and their communities. Methods, strategies, and practices for developing etiquette skills in youth at risk will be available for “take home” learning opportunities.

**FYI FOR TEENS & PARENTS: RESULTS FROM A SCHOOL-BASED SEX EDUCATION PROGRAM**
Susan C. Dollar, PhD, LCSW; Carrie Lines, MPH, Emily Norris, MA, and Josh Leet, Graduate Assistant

This presentation explains the limitations of abstinence-only sexual education and proposes guidelines for improving teen sexual health education within federally-funded guidelines. Research-based alternatives are offered to improve the effectiveness of teen sexual health education.

**EMPOWERING YOUTH LEADERSHIP THROUGH SERVICE**
Kimberly Townsend, Program Coordinator, buildOn, Chicago, IL

This workshop will aim to provide youth development professionals with tools to empower the youth they work with to become leaders not only in the classroom but also within their communities. By empowering young people to find solutions to community problems, they not only become the solutions but they also develop their leadership abilities and encourage other youth to do the same. Youth become more than just passive bystanders to violence and poverty but are empowered to be leaders and agents of positive and effective change.
**HARBORSIDE CENTER EAST & WEST  4:00 – 5:30 p.m.**

**EXPLORING THE LEARNING BY DESIGN APPROACH IN A PROFESSIONAL DEVELOPMENT WORKSHOP DESIGNED TO INTEGRATE TECHNOLOGY IN DIFFERENTIATED MATH INSTRUCTION FOR ELEMENTARY TEACHERS**

*Jackie King and Ardyth Foster, Armstrong State University, Savannah, GA*

This presentation will discuss the Learning by Design approach of professional development. The purpose of the study is to: (a) develop an instructional design model (the Differentiation-IDDIRR model) for teachers’ learning in a professional development workshop; (b) apply the model to investigate its effects when used in an actual teacher training setting; and (c) plan to improve the model.

**FAR FETCHED BUT TRUE, HOW PARENTS CAN HELP STUDENTS IN JUST ONE MINUTE**

*Patricia A. Witt, Principal, Morningside Elementary and Houston County Board of Education, Perry, GA; Pamela Harper, Parental Involvement Coordinator, Morningside Elementary, Warner Robins, GA*

Educators teach parents how to teach their children/students to read with fluency and comprehension in just one minute per evening. The objective of this program is to increase student achievement, promote parental involvement, and bridge the gap between home and school. The “Ticking For Fluency” reading strategy is the missing piece that has been discovered to make a difference in the lives of our youth.

**FOSTERING THE SOCIAL AND EMOTIONAL DEVELOPMENT OF STUDENTS EXPERIENCING PARENTAL INCARCERATION**

*Megan S. Holder, EdS, School of Counseling Student, University of South Carolina - Columbia, Columbia, SC*

Nearly two million children in the US have incarcerated parents. Research shows that these children do not receive the same level of social and emotional support as children whose parents are absent for other reasons. This presentation addresses the risk factors that these children face and provides practical solutions for educators to develop a more supportive school environment.

**FRUIT AND VEGETABLE INTAKE AMONG YOUTH: A PUBLIC HEALTH CONCERN**

*Padmini Shankar, PhD, RD, Professor of Nutrition and Food Science, Georgia Southern University, Statesboro, GA; Suman Ahuja, Assistant Professor of Nutrition Lincoln University - Jefferson City, MO*

Fruits and vegetables (F/V) constitute an important part of the Dietary Guidelines for Americans. These recommendations provide specific guidelines on serving sizes for children and young adults. The nutrients in F/V are essential for promoting health and preventing disease. This presentation will provide nutrition education for youth and their caregivers on how to increase intake of F/V with practical tips on easy preparation of comfort foods that include substantial servings of these plant-foods.

**GRADING: PROVIDING ACCURATE DATA TO SUPPORT THE COMMON CORE TO CREATE COLLEGE AND CAREER READY STUDENTS**

*Kelly Brooksher, Assistant Professor, Department of Childhood and Exceptional Student Education, Armstrong State University, Savannah, GA*

Deepen your understanding of grading practices and learn how grades provide accurate data reporting of student achievement to create students that are college and career ready. Participants will engage in a self-evaluation, rich discussions, and hands-on activities designed to model research-based effective grading practices.

**HELP-SEEKING BEHAVIORS OF STUDENT ATHLETES**

*Linda F. Stafford, Graduate Student, Savannah State University, Savannah, GA; Brittney Lollis, Savannah State University, Savannah, GA; Dr. Shinaz G. Jindani, Professor of Social Work, Savannah State University, Savannah, GA*

The objectives of our presentation are to reveal the stigma that exists among athletes regarding seeking help for mental health issues and promote the reduced stigmatization of this behavior within this population. We are advocating for a safer environment for athletes. We hope to communicate this idea to coaches and teachers who have a great likelihood of interacting with student athletes.

**BUILDING MOTIVATION ON FALSE INFORMATION: UNDERSTANDING THE ENVIRONMENTAL AND GENERATIONAL EFFECTS ON FAMILY AND COMMUNITY**

*Dr. Paul Murray-Davis, President and Chief Executive Officer and Nicole E. Harris Chief Operations Officer, At-Risk Enterprise, LLC, Columbus, OH; Jerome DeCarlo II, Pastor, G.E.M.C., Columbus, OH*

Limiting the negative exposure of all the forms of media a child or youth is exposed to is essential to their success academically, socially, and emotionally. Identifying community resources that can be provided to the family is important; however, drawing families to these resources can prove difficult and overwhelming. So, how can media be a resource? We will let you know how to use today’s trends to your advantage to benefit young people in high-poverty areas.
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<tr>
<td>I CAN SOLVE A QUADRATIC EQUATION, BUT I CAN'T COUNT TO TEN</td>
<td>Sybil Keesbury, EdD, Assistant Professor, Misty S. Salter, PhD Student, Emma S. Thomas, PhD Student, Mercer University, Macon, GA</td>
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<td>Students with significant cognitive disabilities require many specialized instructional strategies to aid them in achieving academic goals similar to their same aged peers. While students with significant cognitive disabilities are held to the same standards, many times these students are unable to perform basic pre-primer skills required for skill mastery. But there is hope!!</td>
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<td>IMPACT OF A CROSSFIT INTERVENTION AS AN AFTERSCHOOL PROGRAM FOR THE BOYS AND GIRLS CLUB</td>
<td>Christina M. Gipson, Assistant Professor of Sport Management, Michael Moore, EdD, Professor of Literacy Education, Trey Burdette, EdD, Associate Professor of Coaching Education, Charles Hal Wilson, Jr., PhD, Assistant Professor of Coaching Education, Georgia Southern University, Statesboro, GA</td>
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<td>Research has shown that middle school youth are vulnerable to disconnection from school, family, and communities as they experience changes in their bodies, minds, and emotions or encounter comprehensive shifts in their life-structures. CrossFit's framework was used to assist the participants by addressing physical and personal challenges and changes. The presentation will highlight how the intervention was used to address potential disconnections.</td>
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<td>IMPORTANCE OF COMMUNITY CONNECTIONS: STRATEGIES FOR INTERVENTION AND PREVENTION</td>
<td>Mary R. Langenbrunner, PhD, Professor of Human Services, Jamie Branam Kridler, PhD, Professor of Human Services, Teresa Brooks Taylor, Instructor, Department of Counseling and Human Services, East Tennessee State University, Nashville, TN</td>
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<td>Community connections play a vital role in strategies for intervention and prevention. This presentation will focus on successful collaborations involving holistic approaches, service learning, and a comparison and contrast of communities (East Tennessee and the LA Watts District).</td>
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<td>INCORPORATING PATHWAYS OF LEARNING, ESTEEM, AND CONFIDENCE FOR ACADEMIC EXCELLENCE: GIRLS WITH PEARLS</td>
<td>Jaquetta M. Dawkins, Family Engagement Coordinator, Bibb County School District, Macon, GA; Violetta Hudson, Founder, Girls with Pearls, Miller Magnet Middle School, Macon, GA; Eundra Brown-Mattox, School Counselor, Miller Magnet Middle School, Macon, GA</td>
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<td>Today, more than ever before, young girls are faced with various peer pressures and social issues that can very easily make it hard for them to cope. Girls with Pearls offers an educational and experiential approach to improving decision making, developing coping resources, and increasing self-esteem by creating opportunities for empowerment in young girls.</td>
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<tr>
<td>INTEGRATING TEACHING LITERATURE AND WRITING</td>
<td>John J. Hobe, Faculty, Armstrong Atlantic State University, Savannah, GA</td>
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<td>Come and learn how we can better understand each other through reading and writing about literature. Participants will see and participate in integrated literature and writing lessons for all age students. They will receive references and lessons for integrating literature and writing lessons.</td>
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<tr>
<td>INTEGRATING THE ARTS: USING VISUAL ARTS TO FEED EXPRESSION AND PROMOTE STUDENT ENGAGEMENT</td>
<td>Jessica Hood, Teacher and Monique Nelson, Teacher, Savannah Chatham County Public School System, Savannah, GA</td>
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<td>Our presentation will consist of an informational session joined with hands-on activities teachers can employ in their classroom using visual arts. Using the visual arts in your classroom not only promotes student engagement and student retention, it also gives students chances to be expressive. This presentation will encompass lessons to incorporate in both primary and secondary classrooms.</td>
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<tr>
<td>IT TAKES A VILLAGE: EDUCATION MAJORS MENTORING TITLE I STUDENTS IN SOUTHEAST LOUISIANA</td>
<td>Celina V. Echols, Professor and Gerlinde G. Beckers, Southeastern Louisiana University, Hammond, LA</td>
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<td>This presentation shares the results of a mentoring program between a predominantly white university’s education majors and students at a Title I school. The mentoring program was developed to show that culturally mismatching Title I students with university student as mentors can strengthen the knowledge of the learners, while also, honing information directed towards reading comprehension, building high cognitive vocabulary, and honing essay development.</td>
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<td>IT’S A LEARNING EQUITY ISSUE: CREATING AN EXPERIENTIAL LEARNING ECOSYSTEM AND WHY IT MATTERS</td>
<td>Dr. Carolyn Gery, Chief Officer of Support Services, Research and Development, GOAL Academy, Colorado Springs, CO</td>
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<td>This session is designed to explore in-depth the learning framework of an experiential learning ecosystem. Research, specific to at-promise students, will present the case for this mode of learning and will connect the dots between research specific to early trauma, poverty, and cognition. Actual case studies of school-wide efforts will be examined, and participants will have the opportunity to dissect culturally relevant learning-modules representing multiple grade sectors.</td>
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</table>
### I'M NOT GOING TO CHANGE! UTILIZING MOTIVATIONAL INTERVIEWING WHEN WORKING WITH RESISTANT AND OPPOSITIONAL YOUTH

**Allen Lipscomb, LCSW, California State University - Northridge, Northridge, CA**

This presentation is designed for professional and paraprofessionals working with resistant and oppositional youth. The goal of this workshop is to teach helping professionals Motivational Interviewing (MI) techniques to assist youth in resolving ambivalence in making changes in their lives. It is a directive, non-confrontational approach, which explores the youth’s own motivation to change.

### MASTERING ORGANIZATION: PRACTICAL STRATEGIES TO HELP CHILDREN GET ORGANIZED

**Roben Taylor, Dalton State College, Dalton, GA; Josh Pfester, Teacher, Dalton, GA**

In schools, students are bombarded with information and materials they are expected to remember, build upon, and organize. Some students seem to be innately well organized. Students with learning differences often have difficulty meeting the organizational and study demands of school. The objectives of this presentation are to apply research-based instructional strategies to close achievement gaps and address individual learning differences. This presentation will provide participants with sound practical strategies suitable for teacher and parents.

### PROJECT ROAR: REDISCOVERING OPPORTUNITIES AND ATTITUDES FOR READING

**Gerlinde G. Beckers and Celina V. Echols, Professor, Southeastern Louisiana University, Hammond, LA**

Project ROAR advances the opportunities for and attitude towards adolescent literacy through the use of Kindle e-Readers in book clubs. 4th–6th grade, students attending a high-poverty school. Book clubs take place on the school campus facilitated by middle school preservice teacher candidates from the local University. Program start-up procedures and outcome data will be shared.

### PROMOTING CREATIVITY TO STIMULATE LEARNING

**Dawn M. White, Technology Coach with Gwinnett County Public Schools, Family Impact Restoration Ministries, Suwanee, GA**

Creativity among children is declining due to the pressure of high-stake testing but has proven to be a necessary thinking skill to boost students’ learning. In this session, participants will learn how to promote creativity and entrepreneurship, a crucial 21st century skill, through the power of creative play. Participants will receive a list of creative techniques that are quick and easy to implement in the classroom for the core subject areas.

### PROMOTING SELF-DETERMINATION STRATEGIES FOR YOUTH AT RISK IN ALTERNATIVE EDUCATION SETTINGS

**Weke Andrews, David Houchins, Kristen Varjas; Georgia State University, Atlanta, GA**

The presentation will highlight findings from a single-case study on self-determination. The presentation will also feature other empirically based strategies shown to be effective for students at risk. Participants will have the opportunity to learn how self-determination has been used to improve challenging behavior and academic skills. Furthermore, participants will learn how promoting self-determination empowers youth to make learning more student-directed.

### RAMBASSADORS: MAKING STUDENT LEADERSHIP THE CORNERSTONE OF SCHOOL CLIMATE

**Chris Williams, RAMbassadorS Advisor, Andre Byrd, PBIS Coach & RAMbassadorS Advisor, Adrienne Boisson, Graduation Coach, Communications Liaison, RAMbassadorS Advisor, Newton High School, Covington, GA**

The goal of this presentation is to share the impact of a successful Positive Behavioral Interventions and Support (PBIS) student advisory organization. Presenters will give an in-depth explanation of the development of their program to include: We are RAMS covering the history of PBIS at Newton High School and how it influences school culture; RAMbassadorS for modeling the ideal RAMS; using students to exemplify school expectations of success focusing on mindset, service, and appearance; and laying the groundwork for preparing student leaders for service from application process to active duty.

### REDUCE REFERRALS, REVERSE CHAOS, AND RESTORE SANITY: DISCIPLINE STRATEGIES THAT CREATE A POSITIVE LEARNING CLIMATE

**Dell N. Brabham, Principal, Midway Elementary School, Kershaw County, SC**

Are you out of ideas for managing discipline? Have you exhausted every reasonable consequence but not changed unacceptable behaviors? In this high-energy session, PK–12 learning practitioners will acquire practical, easily implemented strategies for: shaping appropriate behavior through positive interactions, teaching to expectations that hold students accountable, and maintaining a productive learning climate where students want to be successful.
TUESDAY. MARCH 8, 2016

HARBORSIDE CENTER EAST & WEST

SCHOOL COUNSELOR CONSIDERATIONS FOR THE FOUR-DAY SCHOOL WEEK
Joseph P. Akpan, Professor and James T. McGahey, Professor, Jacksonville State University, Jacksonville, AL

The four-day system is an alternative that many systems are embracing and many are considering implementing in their school systems across the country. There are many advantages and disadvantages to consider using this implementation.

SHEDDING PERCEPTIONS AND CONNECTING WITH “AT-RISK” STUDENTS
Bruce R. McColumn Sr., Newton County Schools (retired), Covington, GA

How does a student earn the label of “at-risk”? Is it possible that the label can come from the perception of the teacher? Teachers should be encouraged to get “connected” to students to get a better understanding of their students and to build better relationships. As educators, it is our responsibility to get connected to our students.

STAKEHOLDER-IDENTIFIED BARRIERS TO COMPUTER SCIENCE EDUCATION IN RURAL SCHOOLS
Charles B. Hodges, Associate Professor of Instructional Technology, Georgia Southern University, Statesboro, GA

This presentation will inform educators, policy makers, and researchers on barriers to rural science, technology, engineering, mathematics, and computer science (STEM+C) education so that these barriers can be addressed. This study utilizes qualitative interviews to gain insight to the perspectives of what teachers, principals, curriculum directors, and parent representatives feel are barriers to STEM+C education in their rural settings.

STRATEGIES FOR TEACHING “AT-RISK” STUDENTS: SMALL GROUPS, TUTORING, WHOLE GROUPS, AND DIFFERENTIATED INSTRUCTION
Brenda Logan, Associate Professor, Armstrong State University, Savannah, GA

The presenter will target novice teachers and administrators looking for teaching strategies to engage learners placed at risk. This presentation will provide the following: (1) basic definition for each method, (2) a synthesis of the research for each method, (3) steps for implementing and/or recommendations for success, (4) examples to show how, and (5) relevant questions (to engage the audience) on what teachers need to consider.

STUDENT ENGAGEMENT: A CLOSE LOOK INTO THE PHENOMENON AND ITS IMPORTANCE FOR ALL STUDENTS
Helen H. Avis, PhD Student, University of North Carolina at Chapel Hill, Chapel Hill, NC

Student engagement is a multi-domain phenomenon that emerged as a theoretical model for understanding and structuring interventions to prevent student dropouts. Researchers are interested in the phenomenon for all students to increase the quality of education. This paper seeks to create a comprehensive understanding of the phenomenon of student engagement, connect it to the student learning process, and uncover factors that both promote and inhibit student engagement within the classroom.

TEENS FOR LITERACY: A LITERACY LEADERSHIP PARTNERSHIP
Anne Katz, PhD, Assistant Professor, Department of Childhood and Exceptional Student Education, Armstrong State University, Savannah, GA

Teens for Literacy is a partnership between Armstrong State University and East Broad Street School. A leadership team of middle school students in grades 6–8 generates creative ideas for promoting literacy among their peers. Armstrong students serve as volunteers for implementing research-based initiatives and mentor middle school students as they empower their school community regarding the importance and value of literacy.

THE “FORGOTTEN” AT RISK
Tate Wilson, Clifton Ridge Middle School, Jones County Board of Education.

Quality educational experiences or school-wide experiences should not just be for those who attend the classroom and school. What about those students who physically cannot attend because of a medical condition? Are not these students important and deserve the same academic achievement and emotional attachment as their peers who attend school everyday? Find out about these forgotten students placed at risk and learn ways that you can make their school years “normal.”

www.nationalyouthatrisk.org
THE AT-RISK DEPARTMENT OF AN EAST HARLEM HIGH SCHOOL FOCUSES ON INNOVATIVE STRATEGIES FOR STUDENT SUCCESS  

Jesse Matthews, Manager of At-Risk Programs, Renaissance Charter High School for Innovation, New York, NY  

The At-Risk Department of an East Harlem high school is composed of four innovative programs that overlap and create a safety net supporting the entire school. Programs for underclassmen are based on behavioral strategies and family engagement. Programs for upperclassmen are focused on credit recovery and state-mandated tests. Innovative strategies like interval learning, spaced learning, and student data walls foster student ownership and awareness.

THE COLOR OF MY SKIN AND HOW IT AFFECTS ME  

Melissa Kimble and Brenda Roberts, Chatham County Public Schools, Savannah, GA  

The presentation will include pertinent information for today’s educators who are dealing with students in challenging social situations. It will include how to become a culturally responsive educator and also provide participants with classroom strategies to become reflective educators.

THE DESTRUCTION OF OUR YOUTH: HOW MENTAL AND PHYSICAL INACTIVITY AFFECT IMPOVERISHED STUDENTS  

Dr. Quail Arnold, High School Support Teacher for Gifted Education, Atlanta Public Schools, Atlanta, GA; Dr. Melissa Eades, Assistant Principal and Educational Consultant Okemos Public Schools, Lansing, MI; Dr. Nicole Gibbs, Vice Provost for Access and Enrollment Services, University of the Virgin Islands, St. Thomas, USVI; Dr. Edward Williams, Assistant Principal, Cascade Elementary School, Atlanta, GA  

Having effective evidence-based programs to promote mental wellness and social-emotional development amongst children in poverty will significantly help children overcome obstacles that could impact them for their entire life. The presentation will serve as a forum to dissect various factors that influence mental and physical health amongst students in poverty in addition to enlightening and discussing with attendees various programs that will improve these areas.

THE EDUCATIONAL RIGHTS OF ADJUDICATED YOUTH  

Helen H. Avis, PhD Student, University of North Carolina at Chapel Hill, Chapel Hill, NC  

Teachers, administrators, and other service providers are often unaware of the federal education rights of students in residential detention facilities. This paper explores the educational rights maintained by adolescents under court supervision within residential facilities and how to improve that system of education to lower rates of recidivism.

THE IMPACT OF A SPORT-BASED AUTHENTIC ADOLESCENT LEADERSHIP PROGRAM ON SCHOOL CLIMATE  

Jesse Mala, Doctoral Student and Michael D. Corral, Doctoral Student, University of Connecticut - Storrs, Storrs, CT  

Can a sport-based authentic leadership program have an effect on school climate, specifically with a group of males in the 6th–8th grade in a high-poverty school? Utilizing a sport-based youth development framework, life skills were taught to the youth over 12 weeks during this in-school intervention. Results from the intervention can help practitioners and teachers further engage youth at risk.

THE IMPACT OF CLASSROOM PERFORMANCE SYSTEM TECHNOLOGY UPON STUDENT MOTIVATION AND ACHIEVEMENT IN THE 11TH GRADE ADVANCED ALGEBRA CLASSROOMS  

Michael Nguyen-Quan, Secondary Mathematics Teacher, Forest Park High School, Clayton County Public Schools, Forest Park, GA  

The implementation of the Classroom Performance System (CPS) in Advanced Algebra classrooms offered a different perspective in how classroom teacher and students interacted in the discourse of teaching and learning. Students felt more eager to answer the questions anonymously, and the teacher could provide instant feedback to students. Furthermore, the implementation of CPS into daily lessons required teacher to prepare with rigorous questions at the end of each lesson. Doing so allows teachers to maintain the rigor of the mathematics curriculum and to meet the mathematical objectives at the end of the year. At the same time, the implementation of CPS from this study in teaching and learning allows the researchers and teachers to continue exploring other strategies to implement along with the use of CPS in the classrooms.

THE IMPACT OF RACIAL SOCIALIZATION ON RACIAL IDENTITY OF “AT-RISK” AFRICAN AMERICAN FEMALE EIGHTH GRADE STUDENTS IN MIDDLE SCHOOL  

Rudo Tsemunhu, Associate Professor and Ronny Green, Professor, Valdosta State University, Valdosta, GA; Lantry Brockmeier, Kathy Nobles, Victoria Lockhart, School Counselor, Livingston Elementary School, Covington, GA  

New research on the impact of racial socialization on student achievement can provide valuable data for decreasing behavioral problems and increasing academic achievement of African American female students at risk. The researchers will share these findings and in turn share important insights and techniques for reducing behavioral issues and improve academic performance.
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<tr>
<th>Title</th>
<th>Speakers</th>
<th>Abstract</th>
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<tr>
<td>The Jenkins County Innovative Technology Teacher Project: Building Instructional Technology Leadership in Rural Schools</td>
<td>Julie Chance, John P. Hearn, Donna Boone, Wayne Burke, Tim Parker, Renee Hearn, Jean Gay, Jenkins County School System, Millen, GA; Charles Hodges, Georgia Southern University, Statesboro, GA</td>
<td>Integrating technology in teaching and learning is necessary in today’s society. Learn how a small, rural school system is implementing technology professional development to build technology capacity, ownership, and leadership. A panel of central office staff, administrators, teachers, and a university professor will describe the system’s ongoing instructional technology professional development. The panel will respond to questions from attendees.</td>
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<td>The Leap: Going from Ordinary to Extraordinary</td>
<td>Jeffon L. Seely, Author and Speaker, Three Key Life, Atlanta, GA</td>
<td>When we look out across our globe, nation, and community, we are surrounded by “average.” Average grades, average goals, and average expectations, yet it seems the majority of students have an above average amount of doubt, frustration, anxiety, and fear. Making the leap from ordinary to extraordinary requires students to drop the “average beliefs” and embrace the exceptional qualities dwelling within.</td>
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<td>The Maze to Recovery: Navigating your Way Through Resources for “At-Risk” Clients</td>
<td>Tia Fletcher, MSW Student, Shonta Hazel, MSW Student, Dr. Shinaz Jindani, Advisor Master of Social Work, Savannah State University, Savannah, GA</td>
<td>This presentation is an in-depth look at the world through the eyes of a transitional age youth. As former direct service professionals, we will introduce the Transition to Independence Model and the competencies and tools associated with facilitating young adults through their transition to independence.</td>
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<td>The Republic of Creative Thought: How to Incorporate Creativity in Your Work and Everyday Life</td>
<td>Jerry Jones, Graduate Faculty in Leadership, Fayetteville State University, Fayetteville, NC</td>
<td>A systematic approach to encourage others to be creative. It focuses on how to create a meaningful ecology and further it describes, evaluates, and rewards creativity. It empowers others to lead others to the waters of creativity and explores their capacity to think inside and outside the world we share.</td>
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<td>The Stories of Students Who Attend an Alternative High School</td>
<td>Carrie Kane, Zachary Johnson, Mora Pressley, Kristen Varjas, David Houchins, Georgia State University, Atlanta, GA</td>
<td>In this presentation, the researcher will present qualitative and quantitative data regarding the personal stories of students attending a therapeutic services school as well as data regarding their sense of school membership, perspective of teacher-student relationship, and perception of locus of control.</td>
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<td>Use of Early Warning Systems to Identify and Program for Students at Risk</td>
<td>John Kniseley, High School Principal and Jay Hirst, Special Education, Kent School District, Kent, WA</td>
<td>Learn how to use early warning systems to design programs, identify students at risk, and create interventions to remove risk factors allowing for greater school success. These systems may be new or already part of your current school system.</td>
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<td>Using Intergenerational Learning to Improve School Outcomes for “At-Risk” Adolescents</td>
<td>Lorraine De Jong, Associate Professor of Education, Furman University, Greenville, SC</td>
<td>See how one teacher used intergenerational learning with senior citizens to motivate adolescents at risk for academic failure to enjoy learning, develop skills, stay in school, and experience academic success like they never have before! This presentation summarizes the research supporting the strategy and will offer a nuts and bolts approach with recommendations for infusing intergenerational learning into any academic program.</td>
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TUESDAY. MARCH 8, 2016

HARBORSIDE CENTER EAST & WEST 4:00 – 5:30 p.m.

**USING NARRATIVE THERAPY TO SUPPORT "AT-RISK" HIGH SCHOOL STUDENTS TRANSITIONING FROM ALTERNATIVE TO TRADITIONAL SCHOOL**

Dr. Natoya Haskins, Assistant Professor, University of Georgia; Dr. Lee Grimes, Assistant Professor, Valdosta State University, Valdosta, GA; Dr. Leonissa Johnson, Assistant Professor, Clark Atlanta University, Atlanta, GA

This session presents the topics of narrative therapy and providing support to students transitioning from alternative settings to traditional school environments and experiencing difficulties. Intended for a target audience of school personnel, participants will: (1) learn the foundations and applications of narrative therapy and (2) apply through case study the steps of narrative therapy.

**VISUAL TRANSFORMATION—USING ART AS THERAPY**

Claudia D. Chamber, Art Educator, Alfred Ely Beach High School, Savannah, GA

See how art therapy can enhance brain activity of youth that have experienced trauma, stress, and emotional or mental disorders and help them to develop interpersonal skills, manage behavior, reduce stress, and increase self-esteem and identity for effective functioning within school.

**VOICES OF STUDENTS AT RISK**

Judy H. Ward, Chemistry and Physics Teacher, Academy of Richmond County in Augusta, GA

Students who drop out of school are given a venue to tell their stories, so that we as teachers and professionals working in public schools can better understand and do what we can do to break the cycle of school dropout. Through the use of written and visual narratives, professional educators working in public schools are encouraged to read and listen to what students at risk of dropping out are saying in order to understand what if anything can be done to stem this tide.

**WAYNE PREPARATORY ACADEMY’S SUCCESSFUL PROGRAMS FOR “AT-RISK” HIGH/JUNIOR HIGH SCHOOL STUDENTS**

Karen M. Burkhart and Annie Brown, Teachers, Wayne Preparatory Academy, Indianapolis, IN

Wayne Prep high school has made dramatic improvements in attendance, graduation, and success in earning credits in a high-poverty school system. Blended classroom instruction, programs, mentoring, smaller setting, and discipline will be topics discussed. The junior high “Steps for Success” helps students modify their own behavior and report home to parents daily, successfully returning to their junior high school. The program is tailored for teachers and administrators.

**WHAT ABOUT ME?**

Quail T. Arnold, Edward Williams Jr., Melissa D. Eades, Lakisha N. Gibbs, Clark Atlanta University, Atlanta, GA

The impoverished child is the guinea pig of education reform. While impoverished students may face different obstacles than their non-impoverished peers, they deserve optimal academic opportunities and educational consistency. Many companies such as College Board, Success for All Foundation, and Scholastic have packaged and sold millions of dollars in curriculum to urban and impoverished school districts under the guise that their product will improve reading and close the achievement gaps. This session that will examine current attempts at closing achievement gaps and propose practical solutions such as early literacy and academic exposure, community involvement, and talent trajectory programs for students in high-poverty situations.

**WHO AM I, WHO ARE THEY, AND DOES IT EVEN MATTER?**

Alondra K. Poindexter, Texas Wesleyan University, Fort Worth, TX

Who are you? Why are you here? Does it even matter? “All I want to do is teach” is what is being said by many teachers as they are being ask to do more and more. Although the academic gap is closing among African American, low social-economic students versus Caucasian students, it’s still not closing fast enough. Could it be because of who we are or who they are?

**POSTER SESSION RECEPTION**

**FILM SCREENING** 6:00 – 7:30 p.m.

**BALLROOM D & E**

“END GUN VIOLENCE”: STEP FORWARD, MOVIE PRESENTATION

Sponsored by: National Youth-At-Risk Conference in collaboration with the Savannah Police Department
Master of Ceremonies
Ron Alt, President ALTernatives and NYAR Planning Council Member, Savannah, GA

Introduction of Keynote Speaker
Dr. Kevin Judy, Superintendent, Emmanuel County Schools, GA

REGENCY BALLROOM
ENGAGE ME OR ENRAGE ME: SAVING OUR BLACK AND BROWN BOYS FROM ACADEMIC AND SOCIAL SUICIDE
Dr. LaMarr Darnell Shields, Executive Change Agent and CEO of The Cambio Group, Baltimore, MD

Dr. LaMarr Darnell Shields has helped schools across the nation close gender gaps and re-engage boys and young men through creating a supportive school culture and climate that embraces the very nature of boys and young men. This high-energy keynote address will provide practical, strengths-based strategies for increasing boys’ sense of connectedness, competency, and confidence in school.

Book Talk and Signing - 9:45 a.m. - 11:00 a.m.

Break - Visit the NYAR Exhibitors

HARBORSIDE CENTER EAST • This session will repeat @ 11:15 a.m. - 12:30 p.m.
FLIPPING THE SWITCH: KEYS TO CREATING A RESILIENT SCHOOL CLIMATE
Christian Moore, LCSW and Founder, WhyTry, Provo, UT

Drawing from the vital skills of resilience in WhyTry Founder Christian Moore’s book, “The Resilience Breakthrough: 27 Tools for Turning Adversity into Action,” this engaging presentation empowers participants to learn resilience and to deliver these skills to students of any background and learning style, enabling them to thrive both in school and in life.

HARBORSIDE CENTER WEST • This session will repeat @ 11:15 a.m. - 12:30 p.m.
STUCK BETWEEN MANAGING THE MAGICAL, MANIC, MAJESTIC MIDDLE SCHOOL YEARS: STRATEGIES TO ENGAGE GIRLS OF COLOR
FEATURED SPEAKER: Mechelle, Comedienne, Actor, Author, CEO, Meshelle, LLC, Baltimore, MD

In this interactive workshop, Meshelle “The Indie-Mom of Comedy” will share her personal humor and insight about how to engage girls of color. She will explore ways to insure that we reach all children, particularly tween girls of color, in intellectually, socially, and culturally appropriate ways.

An evaluation of the keynote speakers and the conference sessions will be accessible via the guidebook or via an email announcement following the conference.
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<tr>
<th>Concurrent Session</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tr>
<td>SCARBROUGH 1</td>
<td>TRANSITIONAL PROGRAM FOR OVERAGE STUDENTS IN ELEMENTARY SCHOOL</td>
<td>Shelia Garcia, Principal, Turn-Around Leader; Arrika Tunstell, School Improvement Specialist,</td>
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<td>Former District Interventionist; Twanna White, School Counselor; Deborah White-Bailey, Literacy</td>
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<td>Coach, Former District Title I Coordinator; Dolores Gordon, Math Coach; Paula Johnson, Math Coach;</td>
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<td>LaJeune Williams, Literacy Coach; Ervin Clowers, Transitional Coach; Matilda Hartley, Elementary</td>
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<td>School, Macon, GA</td>
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<td>Learn how—under the direction of a transformational leader using distributive leadership—a low</td>
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<td>performing “priority school” made significant academic gains within three years and received</td>
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<td>recognition from the Georgia Department of Education and Georgia Public Broadcasting as a Turnaround</td>
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<td>Leader.</td>
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<td>SCARBROUGH 2</td>
<td>EFFECTIVE IMPLEMENTATION OF A FAMILY CENTERED TREATMENT APPROACH WITH “HIGH-RISK” YOUTH AND THEIR FAMILIES</td>
<td>Tim Wood, Executive Director, Family Centered Treatment Foundation, Charlotte, NC</td>
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<td>This presentation is intended to show best practices and innovative approaches for implementing</td>
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<td>home-based treatment methods that emphasize working with families and creating sustainable change.</td>
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<td>Anyone with a vested interest in learning more about the how’s and why’s of home-based approaches</td>
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<td>is encouraged to attend.</td>
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<td>This interactive workshop will connect the Positive Behavioral Interventions and Supports (PBIS)</td>
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<td>three-tiered approach to managing and motivating student behavior in the classroom. Educators will</td>
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<td>recognize the importance of identifying the function of student behavior as well as role play</td>
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<td>hands-on strategies for motivating student behavior, creating appropriate consequences, and avoiding</td>
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<td>student power struggles.</td>
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<td>SCARBROUGH 4</td>
<td>INCORPORATING TECHNOLOGY FOR LITERACY DEVELOPMENT IN AN AFTERSCHOOL PROGRAM</td>
<td>Sheliah G. Durham, Project Director, GoalPOST 3, Clemson University, Clemson, SC; Melanie Lewis,</td>
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<td>Project Director, GoalPOST 4, Clemson University, Clemson, SC; Dr. David Fleming, Associate</td>
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<td>Professor, Clemson University, Clemson, SC; Cindy Coker, Resource Teacher, West Pelzer Elementary</td>
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<td>School, West Pelzer, SC</td>
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<td>School districts around the country have been introducing iPad rollout to K-12 students since before</td>
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<td>2012. iPads are slowly taking the place of textbooks, offering teachers and students more up-to-date</td>
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<td>information and an interactive experience with the information. This presentation will provide an</td>
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<td>overview of implementation in an afterschool program, training, examples of student work, and easy</td>
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<td>to follow lesson plans for digital projects.</td>
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<td>BALLROOM D</td>
<td>BRAIN-BASED TEACHING AND LEARNING IN TODAY’S DIVERSE CLASSROOMS: A PERFECT FIT... BUT BE CAREFUL!</td>
<td>Linda Ann H. McCall, Ed.D, Associate Professor, College of Education, Armstrong State University,</td>
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<td>Savannah, GA</td>
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<td>Recent discoveries in cognitive neuroscience are presented. Cautions to consider before applying</td>
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<td>these discoveries in the classroom are also described. Strategies, which reflect these ideas, are</td>
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<td>offered. Target audiences for this presentation include teachers (i.e., Title I teachers), teacher</td>
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<td>educators, and instructional designers. Handouts will be given, and participants are encouraged to</td>
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<td>ask questions and dialogue with the presenter.</td>
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<td>BALLROOM E</td>
<td>BUILDING MEANINGFUL RELATIONSHIPS WITH DIVERSE CHILDREN</td>
<td>M. Donnell Tenner, CEO and Urban Turnaround Administrator, 240 ways, LLC., Saint Paul, MN</td>
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<td>This presentation gives applicable strategies to build meaningful relationships with today’s urban</td>
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<td>youth who are at risk and screaming for structure, love, parenting, and guidance. I will also speak</td>
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<td>to emotional health issues as they relate to building relationships with diverse students. With this</td>
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<td>presentation, attendees will be able to better build a solid and long lasting relationships with</td>
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<td>diverse students that heals broken bonds and trust across all ethnic lines.</td>
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<td>BALLROOM F</td>
<td>STRONG AFRICAN AMERICAN FAMILIES PROGRAMMING: FROM DEVELOPMENT TO DISSEMINATION</td>
<td>Megan Sperr, Intervention Coordinator, University of Georgia’s Center for Family Research, Athens,</td>
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<td>GA; Dr. Tracy Anderson, Assistant Director, University of Georgia’s Center for Family Research,</td>
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<td>Athens, GA</td>
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<td>Interventionists from the Center for Family Research will present research and proven outcomes of</td>
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<td>the Strong African American Families (SAAF) Programs that help African American youth avoid risky</td>
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<td>behaviors associated with drugs, alcohol, and sexual involvement. The interactive presentation is</td>
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<td>relevant to professionals working with this population and will include information from development</td>
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<td>to dissemination of the SAAF Programs and the core values that guide them.</td>
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<td>Room</td>
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<td>PERCIVAL</td>
<td>PASS (PORTABLE ASSISTED STUDY SEQUENCE): EXPANDING SUCCESS OPPORTUNITIES</td>
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<td>Robert Lynch, Director (retired), National PASS Center, Leicester, NY and Norma Cregan, Consultant, National PASS Center, Leicester, NY</td>
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<td>The PASS program provides a means of closing achievement gaps and promoting learning for all students. Administrators, guidance counselors, teachers, outreach workers, and parents will gain hands-on experience with this alternative means of gaining academic credit toward graduation, as well as supplemental skill-building, remediation, and course completion options designed to address an array of program and student needs.</td>
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<td>VERNON</td>
<td>MAKING PARENTS, STUDENTS, AND THE SURROUNDING COMMUNITY ACCOUNTABLE FOR DAILY STUDENT ATTENDANCE</td>
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<td>Melanie Mitchell, Principal, Humphries Elementary School, Atlanta, GA; Benita Grant, Assistant Principal, Humphries Elementary School, Atlanta, GA</td>
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<td>Two elementary school administrators in a low socio-economic setting will share strategies used to increase daily attendance rates in just one school year. If your school needs to increase daily attendance rates, this session is for you! This session is recommended for elementary and middle school teachers, counselors, and administrators.</td>
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<td>VERELST</td>
<td>BULLYTICS</td>
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<td>Anita Sanders, Assistant Professor of Education, Gardner-Webb University, Boiling Springs, NC; Joshua O. Sanders, Recruitment Retention, Marketing and Student Services Coordinator, PPEP Tec High School, Tucson, AZ</td>
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<td>With challenging and packed teacher preparation curriculums, it is not surprising to find bullying minimally addressed within the preparatory experience. Many university professors reported spending less than one class session to discuss this monumental issue. Bullying has a significant impact for all school stakeholders whether it is dealing with the bully, life as the victim, workplace bullying, or the middle of the road bystander. This crash course session will address all aspects of bullying and empower stakeholders with creative ways to encourage their faculty to address bullying. A visit from the university classroom realistic character, “Little Anita,” will provide a pragmatic experience about how bullying impacts the learning environment and the need for educators to advocate for more proactive and additional resources.</td>
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<td>SAVANNAH</td>
<td>THE EFFECTIVENESS OF PREVENTATIVE AFTERCARE IN PRODUCING ESSENTIAL CHILD, FAMILY, AND COMMUNITY OUTCOMES</td>
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<td>David N. Pugh, Chair of the Social Work Department and Professor, University of Pennsylvania, Edinboro, PA</td>
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<td>Out-of-home placements for children and adolescents commonly cause trauma that is associated with uncertainty, disrupted family relationships, separation from the supports of their social network, and their school. Preventative aftercare has been found effective in preventing these traumatic events. This program could easily be even stronger by establishing more effective relationships with schools that participants attend.</td>
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<td>SLOANE</td>
<td>BUILDING POSITIVE IDENTITY DEVELOPMENT THROUGH THE USE OF AUTHENTICALLY CULTURALLY DIVERSE CHILDREN’S LITERATURE</td>
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<td>Nancy Brasel, Associate Instructor, University of Central Florida, Orlando, FL; Judith N. Levin, Faculty, University of Central Florida, Orlando, FL</td>
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<td>Join us to understand how the lack of representation in schoolbooks of children from a variety of ethnicities and families can result in bias in all children. Then explore a collection of authentically culturally diverse picture books that represent families from many backgrounds and allow all children to “see themselves” within the pages. We will also share resources to find such wonderful books.</td>
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<td>PLIMSOll</td>
<td>TEEN DATING VIOLENCE AND ACADEMIC ACHIEVEMENT</td>
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<td>Dr. Adair F. White-Johnson, PhD, Founder of The Empowerment House, CEO of The Johnson Tribe Publishing House, Atlanta, GA</td>
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<td>Girls ages 16-24 experience the highest per capita rate of intimate partner violence. This session will provide details about the psychological, emotional, physical and social effects that teen dating violence has on youth and relationship to academic achievement of the students. Middle and high school educators will learn specifics about the scope of the problem and unique strategies/techniques created to assist these students.</td>
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Room Monitors will be collecting evaluations at the end of each session.
THE IMPACT OF TEACHER/STUDENT RELATIONSHIPS ON STUDENT DROPOUT DECISIONS OF AFRICAN AMERICAN MALES
Andrea R. Baugh, Assistant Principal, Glen Hills Middle School, Augusta, GA; Rosalyn M. Cadle, Instructional Coach, Glen Hills Middle School, Augusta, GA
Disengagement from school usually starts in elementary school is perpetuated throughout middle and high school and eventually leads to dropout. The presentation consists of interviews of African American males who were asked to recall their middle school teacher/student relationships. They shared the impact of those relationships on their school performance and future school and life decisions.

RELATIONSHIP-BASED INTERVENTION: THE HARD WAY IS THE ONLY WAY
Chad G. Rowell, Assistant Principal, Milton High School, Milton, FL
Imagine your school with a 50% reduction in referrals, a 25% reduction in dangerously truant students, and a 50% increase in at-risk graduation rate. What might this mean to your overall school rating? Milton High School enjoys this level of improvement through relationship-based intervention. Teachers, deans, guidance counselors, and administrators will benefit from these proven strategies.

ARE YOU REAL? FAKE? WHAT’S THE DEAL? EFFECTIVE PARENT INVOLVEMENT REQUIRES REALATIONSHIPS
Ange Anglade, MSW, Girls INPOWERED, Upper Marlboro, MD; LaShaune Lee, LICSW, Christ Child Society, Washington, D.C.; Evelyn Vasquez, Program Coordinator at Christ Child Society Girls on the Rise, Washington, D.C.
This session is for administrators, teachers, counselors, and social workers interested in developing true partnerships with parents to increase involvement and engagement in student achievement. After-school programs and schools are always looking for the “magic” activity that will guarantee interest and increase parental involvement; however often times, they overlook an important element, which is how they are showing up in their relationship with parents. This session will challenge participants to look at their communication and relationship with parents, acknowledging their feelings about families, and identifying how these feelings help or hinder their work with families. Participants will receive proven strategies and tools that will help them create true partnerships, gain parent support, and increase involvement.

FLIPPING THE SWITCH: KEYS TO CREATING A RESILIENT SCHOOL CLIMATE
Christian Moore, LCSW & Founder, WhyTry, Provo, UT
Drawing from the vital skills of resilience in WhyTry Founder Christian Moore’s book, “The Resilience Breakthrough: 27 Tools for Turning Adversity into Action,” this engaging presentation empowers participants to learn resilience and to deliver these skills to students of any background and learning style, enabling them to thrive both in school and in life.

STUCK BETWEEN MANAGING THE MAGICAL, MANIC, MAJESTIC MIDDLE SCHOOL YEARS: STRATEGIES TO ENGAGE GIRLS OF COLOR
Mechelle, Comedienne, Actor, Author, CEO, Meshelle, LLC, Baltimore, MD
In this interactive workshop, Meshelle “The Indie-Mom of Comedy” will share her personal humor and insight about how to engage girls of color. She will explore ways to insure that we reach all children, particularly tween girls of color, in intellectually, socially, and culturally appropriate ways.
### Wednesday Concurrent Sessions

#### BALLROOM A  
**Dismantling Barriers: Positively Impacting Youth Living in Poverty and Homelessness**  
*Rajni Shankar-Brown, Associate Professor, Director of Graduate Education Programs and the Jessie Ball du Pont Endowed Chair of Social Justice at Stetson University*

School-aged children experiencing homelessness are the most vulnerable and at-risk population in our society. Poverty and instability in housing can have devastating consequences on students’ academic achievement and health. This session will explore the dynamics of poverty and homelessness, will include discussion of strategies to build holistic resilience and support the diverse needs of students in poverty, and will provide innovative ideas for promoting academic growth and well-being for economically disadvantaged students.

#### BALLROOM B  
**How Teachers Can Use Storytelling in Classrooms to Enhance Literacy Skills**  
*Chang’aa Mweti, Associate Professor, Department of Education and Sociology, University of Minnesota, Duluth, Minnesota*

To improve oral language, reading comprehension, and writing, teachers can use storytelling in classrooms as an effective pedagogical strategy that can be woven into instruction to increase students’ competencies in all areas of learning. Storytelling in classrooms breaks abstract concepts into concrete. Even the most reluctant reader or writer will be motivated when engaged in storytelling activities that enhance the use of creativity and imagination. Learn storytelling tips and techniques for motivating underachieving students. Examine ways in which stories can illustrate and reinforce concepts to improve students’ oral skills and comprehension.

#### BALLROOM D  
**Using Technology with Justice Involved Youth to Learn Emotion Regulation, Self-Control, and Problem Solving Skills**  
*Leena K. Augimeri, Director, Scientific and Program Development and Centre for Children Committing Offences, Child Development Institute, Toronto, ON; Margaret Walsh, Manager, Research and Evaluation, Child Development Institute Toronto, ON; Sarah Woods, Coordinator SNAP® Youth Justice and Research, Child Development Institute, Toronto, ON; Che Latchford, Lead Trainer-Consultant, SNAP Youth Justice - SNAP Implementation, Child Development Institute, Toronto, ON*

Justice and mental health professionals will learn about a newly adapted SNAP® Youth Justice intervention implemented within a custody/probation/community collaboration framework to ensure continuity of services. Using interactive digital technology, the program enhances emotional regulation/self-control/problem solving to reduce further contact with the law. Objectives include: overview of an adapted evidence-based intervention, demonstration of digital modules, and presentation of preliminary outcomes.

#### BALLROOM E  
**From the Principal’s Desk: Inclusive School Environments for Students and Families**  
*Teresa Rishel, Ball State University, Muncie, IN*

As a principal, I witnessed the difficulties and frustrations many families endured when interacting with school personnel to comply with rules, procedures, and expectations. Sometimes subtle and often obvious, the disheartening mistreatment cast additional burdens as they navigated schooling. For all audiences, this presentation will highlight how community ideology defines expectations, provide examples of silencing and alienating, and offer suggestions for improvement through culturally relevant pedagogy.

#### BALLROOM F  
**“It’s Nothin’ Personal!” Resisting the Lure of Angry Power Struggles with Challenging Youth**  
*Steve B. Parese, EdD, Speaker and Author, SBP Consulting, Inc., Danbury, NC*

“At-risk” children and youth frequently (and expertly) engage adults in fruitless power struggles when emotionally threatened. Inexperienced or unprepared staff may find themselves overreacting personally instead of responding professionally to such situations. This intriguing workshop explores the dynamics of conflict, identifying five common adult anger traps and offers specific strategies for staying professional during crisis.
PLU Exam in Scarbrough 1 (see page 7 for details)

Wednesday Concurrent Sessions

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<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Speaker(s)</th>
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<tbody>
<tr>
<td>11:15 a.m. - 12:30 p.m.</td>
<td>ACHIEVING EQUITY THROUGH PERSONALIZED LEARNING</td>
<td>Avis Williams, Assistant Superintendent of Curriculum and Instruction for Tuscaloosa City Schools, Tuscaloosa, AL</td>
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<td>Schools and districts that focus on equity must work to establish learning environments and instructional practices that meet the needs of all learners. With an emphasis on students in poverty and the African American male, this session will delve into some of those practices and make connections so that participants understand the role that personalized learning plays in the academic success for all. During this session, participants will define personalized learning, establish an understanding of how personalized learning may impact achievement of African American males and students in poverty, and develop an action plan for achieving equity through personalized learning.</td>
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<td>11:15 a.m. - 12:30 p.m.</td>
<td>POVERTY: A SOCIETY OF HIDDEN RULES, BEHAVIORS, AND EXPECTATIONS THAT INFLUENCE STUDENT ACHIEVEMENT IN URBAN SCHOOLS</td>
<td>Sherie-Lyn Sirois, Doctoral Candidate, American International College, Springfield, MA</td>
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<td>This interactive research-based workshop, designed for general and special education teachers, social workers, educational administrators, and other school professionals that service students living in poverty or with English as a second language, is designed to provide information on how the hidden rules of educationally disadvantaged students differ from the hidden rules of most United States classrooms. Additionally, participants will be exposed to strategies, using case studies, interactive activities, as well as research based interventions that can increase the success of these students in the general education setting, and assist in preventing unnecessary referrals to special education.</td>
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<td>11:15 a.m. - 12:30 p.m.</td>
<td>CLOSING THE “GREAT DIGITAL DIVIDE” FOR “AT-RISK” STUDENTS</td>
<td>Carolyn Craddock, Instructional Technology Specialist, Chestatee Elementary School in Forsyth County, GA; Polly Tennies is the Principal of Chestatee Elementary School in Forsyth County, GA; Meghann Farmer, Instructional Technology Specialist on Special Assignment, Chestatee Elementary School, Forsyth County, GA</td>
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<td>Do you want to learn how to close the Great Digital Divide for students at risk at your school? Come join Chestatee Elementary School (2015 Family Friendly Partnership Award Winners) as we explore ways to give all children a chance to stay connected digitally and academically in the 21st Century School.</td>
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<td>11:15 a.m. - 12:30 p.m.</td>
<td>EMPOWERING FAMILIES TO REDUCE THE “RISK” FOR “AT-RISK” CHILDREN</td>
<td>Cheryl S. Turner, Assistant Project Director and Lead Trainer, Georgia State University Best Practices Training Initiative, Augusta, GA</td>
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<td>Families often face challenges that compromise their ability to put the needs of children first. We must discard the “us versus them” mentality and adopt productive ways to work differently with families. Educators and agency leaders will examine a practical framework for promoting the healthy development of young children that incorporates factors for strengthening the families we serve.</td>
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<td>11:15 a.m. - 12:30 p.m.</td>
<td>THE HEAD AND HEART OF CLARKE MIDDLE SCHOOL: EFFECTIVE PRACTICES FOR SERVING “AT-RISK” YOUTH</td>
<td>Tad MacMillan, Principal, Clarke Middle School, Athens, GA; Ashlee Perry, Counselor, Clarke Middle School, Athens, GA; Kristin Spencer, Special Education Team Leader, Clarke Middle School, Athens, GA</td>
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<td>At Clarke Middle School, an innovative attitude has created change for our youth at risk. If you are a district representative, administrator, teacher, or a support staff member who desires to learn effective but tangible ways to improve practices in your building, then this presentation is for you! We will use a “speed dating” format to teach you about eight programs/initiatives that have positively impacted the culture of our school and the likelihood of success for youth placed at risk.</td>
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<td>11:15 a.m. - 12:30 p.m.</td>
<td>CURRICULUM DEVELOPMENT WITH 3D PRINTERS FOR IMPROVING VISUAL-SPATIAL SKILLS OF AT-RISK HIGH SCHOOL STUDENTS</td>
<td>Samuel Y. Choo, University of Kentucky</td>
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<td>The purposes of this presentation are (1) to present a developed curriculum using 3D printers and computer-aided drafting software for those who have not been benefited from traditional instructional approaches and (2) to show how the curriculum improved visual-spatial skills of at-risk high school students.</td>
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Beyond Tour everyone of us can take to better our education systems as well as bring people been studying, writing about, and implementing change in schools and non-
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the Special Advisor to the Blue Ribbon Commission on Educational Equity and
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FEATURED SPEAKER: JoAnne Billingsley, President & Founder, Billingsley Education, San Antonio, TX

JoAnne Billingsley is a dynamic, national presenter, author and award-winning teacher. She is acclaimed for her expertise in creating student-centered, language-rich, interactive classrooms that meet the needs of a wide range of students, including ELLs & diverse learners. JoAnne’s work combines current neuroscience research with best practices in teaching. She has developed exciting, NEW learning strategies and tools that have a lasting positive impact on school performance.

FEATURED SPEAKER: Frank Brown, Executive Director, Communities in Schools of Atlanta, Atlanta, GA

Frank Brown, Esq. is the Executive Director of Communities In Schools of Atlanta. The organization’s mission is to surround students with a community of support, empowering them to stay in school and achieve in life. Brown succeeded Patty Pilum in 2014, who in addition to serving the past 18 years as executive director, has been affiliated with CIS since its founding in 1972. CIS of Atlanta is part of the nation’s largest and most effective organization dedicated to keeping kids in school and helping them succeed in life. CIS site coordinators work within local schools to improve attendance, behavior and academic performance while connecting students and their families to basic and critical resources. During the current academic year, CIS of Atlanta has programs at 15 schools within the City of Atlanta, Fulton County, Clayton County and DeKalb County public school systems.

FEATUREED SPEAKER: Mark Fomby, CEO, FTC Prevention services, LLC, Pearl, MS

Marc Fomby is a Certified Prevention Specialist and the founding CEO of FTC Prevention Services, LLC in Pearl, MS. He is also a past Prevention Services Coordinator for DREAM, Inc. in Jackson, MS and coordinator and founding member of the Mississippi School for Addiction Professionals, the first statewide educational hub for prevention, intervention and treatment specialists in the state of Mississippi.

FEATUREED SPEAKER: Carmencita Figueroa District Coach, Orange County Public Schools, Orlando, FL

Carmencita Figueroa works for Orange County Public Schools in the state of Florida, the 10th largest school district in the United States and winner of the Broad Prize for Urban Education. She has a Bachelor’s degree in Elementary Education, a Master’s degree in Educational Leadership and is currently pursuing a doctoral degree in Organizational Leadership. With 17 years of experience as an educator and coach, Carmencita has helped teachers in the implementation of successful intervention strategies that have impacted student achievement.

FEATUREED SPEAKER: Paul Fisher, President, Savannah Early Childhood Foundation, Savannah, GA

Paul Fisher was born and raised in South Dakota. He was graduated from South Dakota School of Mines and Technology with a B.S. degree in Chemical Engineering in 1968. Mr. Fisher was hired by The Dow Chemical Company where he spent a 30 year career. During his career, he held positions in Sales, Marketing, product development, Human Resources and Purchasing. He lived on the East Coast, West Coast, the South, and many times in the Midwest. He also advanced from front line management to business management and retired from an Executive Management position.

FEATUREED SPEAKER: Joe Johnson, National Speaker & Trainer and Student Engagement Technician, Joe Johnson Group, LLC, Gainesville, FL

Joe Johnson is a former standout college athlete who understands the importance of education and mentoring our youth in as many ways as possible. As a Licensed School Counselor, he has worked in a variety of K-12 school settings but has also done extensive work in higher education serving as a Recruitment & Program Coordinator in the College of Education and an Assistant Director in the Office of Academic Support at the University of Florida. In 2012 he started his company, “Joe Johnson Group” and has quickly become one of the fastest growing speakers and educational consultants in the country. Known around the country as “Joe Johnson Speaks” and the “Student Engagement Technician”, Johnson continues his work with youth in the Midwest and Florida through an organization called Future 4 Teens (F4T), established by him and F4T partners.

FEATUREED SPEAKER: James C. Jupp, Assistant Professor of Curriculum and Pedagogy, Georgia Southern University, Statesboro, GA

James C. Jupp works as Assistant Professor of Curriculum and Pedagogy at Georgia Southern University. He worked in rural and inner-city Title I settings for eighteen years before accepting a position working with teachers, administrators, and researchers at the university level. A public school teacher in diverse rural poor and inner-city Title I schools, his first line of research focuses on White teachers’ understandings of race, class, language, and difference pedagogy. Drawing on his experiences as teacher and researcher, he is currently the lead editor of a special issue of the International Journal of Qualitative Studies on “Second-wave White Teacher Identity Studies.”

FEATUREED SPEAKER: Jeremiah Hopes, Community Counselor, The Center of Hopes, Warner Robins, GA

Jeremiah Hopes is a professional counselor, keynote speaker, and professional trainer. He speaks across the country on topics including ADHD, anger, addictions, diversity and innovative clinical approaches. In 2007, he founded The Center of Hopes™ - a counseling, speaking, and training organization committed to the prevention of juvenile delinquency. Jeremiah has learned that keeping youth off the path to delinquency is a collective effort. Therefore, he offers cutting-edge training to parents, professionals, and other partners who work directly or indirectly with youth.

FEATUREED SPEAKER: Robert L. Kirton, Chief Educational Officer, DNA Educational Solutions & Support, Greensboro, GA

After more than 3 decades of dedicated community, military and public education service, Dr. Robert L. Kirton has retired from public service and is now nationally available and committed to working with and supporting educational institutions to increase student achievement and success. Dr. Kirton served as the Chief Education Officer, architect and one of the founders of the nationally acclaimed Richland One Middle College (ROMC) and the DNA Educational Solutions and Support System. He is also the founder of the Brotherhood of Achievers Determined and Dedicated aka “The Brotherhood”. Dr. Kirton served as a Post Graduate Professor, Chief Education Officer, Executive Director of Schools, Principal, Coach and Teacher.

FEATUREED SPEAKER: Kenyon C. Knapp, Associate Professor, Penfield College of Mercer University, Atlanta, GA

Kenyon C. Knapp, Ph.D., LPC, NBCC, CPCS, is the Coordinator for the Doctoral Counseling Program and tenured Associate Professor of Counseling at Penfield College of Mercer University, Atlanta campus, where he teaches Masters and Ph.D. level counseling courses. He has had a part-time private practice for over 18 years, and has worked in numerous counseling settings. He currently serves as a board member for CACREP, the national accreditation body for the counseling field. He has specialties in the areas of crisis counseling, sexual addiction counseling, and Christian counseling.

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

Frank is a career child advocate, who has served as a childcare worker, child abuse investigator, children’s home administrator, consultant, college professor, attorney, writer and speaker. Frank currently serves as president of The Upside Down Organization (UDO), Director of the National At-Risk Education Network (NAREN) and executive vice president of The Children’s Guild, a multi-service children’s organization headquartered in Maryland.

FEATURED SPEAKER: Eric Landers, Assoc. Professor, Special Education, Georgia Southern University, Statesboro, GA

Dr. Eric Landers earned his Ph.D. from the University of Florida with an emphasis on children with Emotional and Behavioral Disorders (EBD). He has worked as a classroom teacher for students with EBD, a professor at West Virginia University and Georgia Southern University, and as an independent consultant for supporting school-wide behavioral systems. Dr. Landers has given hundreds of presentations and authored more than a dozen publications regarding bullying, responding to challenging behaviors, teacher job satisfaction, and school-wide PBIS. He is the founder/director of the Southeast Conference on Positive Behavior Intervention and Supports. Dr. Landers is also the creator of My-Behavior-Resource.com, a free online behavior resource for schools.
FEATURED SPEAKER: Daryl Macaluso, Gang Identification Specialist & Police Sergeant, Durham Police Department, Durham, NC

Daryl Macaluso is a native of Baychester Housing Projects in the Bronx, New York. He is 15 year veteran of Durham Police Department. He Currently Supervisors a Patrol Unit and is and Police Academy Instructor. Daryl has spent 4 years as an School Resource Officer in middle and high school, and 6 years supervising the Gang Resistance Education and Training Unit and the Violent Incident Response Team. He also was an instructor for the North Carolina Military Academy (Fort Bragg NC). Daryl is certified as a "Gang Identification Specialist" with the National Gang Crime Research Center (Chicago IL). He presents gang awareness/ intervention training sessions for Law enforcement agencies, School districts, and Youth groups nationwide. He was featured in the North Carolina Justice Academy's state mandated law enforcement training on gangs and presents regularly for national organizations and associations. He has served as the Southeastern Representative for the International Latino Gang Investigators Association.

FEATURED SPEAKER: Amber McKeen, Child Abuse Prevention Trainer, Stephanie V. Blank Center for Safe and Healthy Children, Atlanta, GA

Amber McKeen is the Child Abuse Prevention Trainer at the Children's Healthcare of Atlanta Stephanie V. Blank Center for Safe and Healthy Children. In this role, she develops and implements child maltreatment prevention programs; she also creates and delivers multidisciplinary training sessions on various child maltreatment topics, including: Mandated Reporting, Teen Dating Violence, Cyberbullying, Child Neglect, and the Commercial Sexual Exploitation of Children. She is the creator and director of the Center's webinar online education program and in her time at Children’s has educated more than 20,000 professionals and community advocates via webinars, in-person trainings, and major child advocacy conferences. She also serves on several committees with a focus on planning child abuse prevention initiatives.

FEATURED SPEAKER: Chang'aa Mweti, Ph. D., Associate Professor, Department of Education/Sociology, University of Minnesota, Duluth, MN

Chang’aa, a native of Kenya, earned his B.S in English/Drama and his M.S in teaching English in High School from the University of Wisconsin at Whitewater. He earned his Ph.D, from the University of Wisconsin at Madison and his doctoral research dealt with “The Power of Narratives in Education.” Chang’aa presents storytelling workshops across the country and his humorous presentations inspire and inform audiences of all ages.

FEATURED SPEAKER: Mike O’Neal, Executive Director, Community United Services Inc., Parent University, Savannah, GA

Michael is a founder of Parent University and now serves as the Executive Director of Community United Services Inc., which is the entity that manages the Parent University program. O’Neal has been the chief steward of this grass roots community based program since its inception here in Savannah in 1999. O’Neal has given talks about Parent University and community building many places in the United States and several countries. Currently Michael is facilitating Parent University and its new component “Early Learning College” program for the parents of children birth to five years old.

FEATURED SPEAKER: Anthony E. Butler, Ed. S., Epic Empowerment Enterprises, Atlanta, GA

Anthony E. Butler characterizes himself as a ‘change agent’ and ‘social justice educator’ whose life’s purpose is to use his many talents to educate, uplift, and inspire youth and the adults who serve them to actualize the greatness invested within them. Anthony has been afforded a wealth of knowledge and experience from his formal education, as well as his 15 years of grassroots experience in education, mentorship, and school administration. He has a BS in Middle Childhood Education, an MS in Urban Teacher Leadership, and is currently a PhD Candidate in Educational Policy Studies at Georgia State University. His research interests are urban education, culturally responsive pedagogy, and popular culture. He is the co-founder of B.E.S.T Men, Inc. which is a youth development organization that seeks to develop leadership, character, and critical awareness in young men. This organization falls under the auspices of his educational consulting company—Epic Empowerment Enterprises.

FEATURED SPEAKERS: Takeshya Ray, School Social Worker, Bibb County Public School District, Macon, GA; Curlandra Lightfoot-Smith, School Social Worker, Bibb County Public School District, Macon, GA

Takeshya Ray and Curlandra Lightfoot-Smith are School Social Workers with the Bibb County Public School District which is also the District in which they are both Proud Products of! Ms. Ray and Mrs. Smith also graduated from Fort Valley State University with Bachelors Degrees in Social Work and from Valdosta State University where they received Masters Degrees in Social Work. Ms. Ray holds an Education Specialist degree in Educational Leadership and Ms. Smith holds and Educational Specialist degree in Teacher Leadership; both from Valdosta State.

This duo has an array of experience from working in public education in the classroom and in the field to working directly with families and children within the Child Protection and Foster Care system in Georgia. Other theory-based work experience has been within the hospice sector, community activism, youth counseling, sex offender/family violence counseling, independent living training, and teaching students with an array of disabilities from the Autistic spectrum to SEBD. It is their passion to engage and inspire EVERY child on the importance of obtaining an education in order to be successful that drives the work that they perform on a daily basis both in the schools and within the community.

FEATURED SPEAKER: Dan Rea, Professor of Curriculum, Foundations and Reading, Georgia Southern University, Statesboro, GA

Dr. Dan Rea earned his MAT in teaching secondary mathematics from Howard University and Ed.D. in educational psychology from the University of Massachusetts, Amherst. He has worked as a secondary mathematics teacher in public and alternative schools and as a professor of educational psychology at Doane College, University of Wisconsin at Whitewater, and Georgia Southern University. Dr. Rea has served as a co-chair of the National Youth-At-Risk Conference since 1994 and published numerous articles and edited books on fostering the well-being of youth placed at risk, motivating student underachievers, and building learning communities in schools. Presently, he is the Professor of Educational Psychology in the College of Education at Georgia Southern University.

FEATURED SPEAKER: Aviva Goelman Rice, Professional Learning Coach, Savannah-Chatham Public School System, Savannah, GA

Classroom Teacher in Title 1 schools for 17 years Site-Based and District-Level Professional Learning Coach for 11 years. Developed multiple courses on the topic of Classroom Management for in-service educators, including face-to-face, blended, and online courses. Provide direct service coaching to teachers who have set goals for improving their classroom management. Guest Speaker at Armstrong State University in Classroom Management courses.

FEATURED SPEAKER: Jacqueline Robinson, Associate Professional Counselor, Trillium Springs Counseling, Atlanta, GA

Jacqueline Robinson obtained a Master of Arts degree in Marriage and Family Therapy from Richmont Graduate University (Formerly the Psychological Studies Institute) and a BA in psychology from Spelman College. She is an Associate Professional Counselor and is currently pursuing credentials as a Nationally Certified Counselor and licensure in Marriage and Family Therapy. Jacqueline has worked extensively in the field of counseling and mental health and is in practice at Trillium Springs Counseling under the direction and supervision of Vilda S. Brannen, M.S., LPC in Atlanta. &nbsp;Theoretical orientations used by Jacqueline in practice are integrative and may include cognitive behavioral therapy, Structural and Behavioral Family Therapy, and Solution Focused therapy. Jacqueline specializes in Marriage and Family Therapy and the treatment of Bipolar Disorder.
Jacqueline Smart has been employed with the Savannah Chatham County School System since 2000. She is a graduate of California State University and she has earned her Doctor of Education in Educational Leadership from Cambridge College School of Education. Dr. Smart has taught at the elementary, middle, high school and adult levels in inner city as well as suburban schools. She is also a certified reading endorsement teacher through North Georgia College.

FEATURED SPEAKER: Jacqueline Smart, Ed. D., Middle School Educator, Savannah-Chatham County School System, Savannah, GA

Jacqueline Smart has been employed with the Savannah Chatham County School System since 2000. She is a graduate of California State University and she has earned her Doctor of Education in Educational Leadership from Cambridge College School of Education. Dr. Smart has taught at the elementary, middle, high school and adult levels in inner city as well as suburban schools. She is also a certified reading endorsement teacher through North Georgia College.

FEATURED SPEAKER: Monica Thatte, Special Education Coordinator, Elwood Public School, Elwood, NY

Monica Thatte is a Special Education Coordinator at Elwood Public School. She has significant experience in special education, including developing and implementing effective educational programs for students with special needs. She is known for her dedication to educating individuals with special needs and her commitment to creating inclusive learning environments. Monica’s expertise includes areas such as behavior management, assistive technologies, and individualized education programs. Her work has been influential in improving the educational experiences of students with special needs in the Elwood community.

FEATURED SPEAKER: John Vandenburgh, CEO, VANDEN Corporation, Murrieta, CA

John Vandenburgh has spent his career working in the fields of violence prevention, youth development, safe schools and internet safety. He has served as a high school teacher, school site administrator and a district safe schools coordinator. He is now a nationally recognized program developer, trainer and speaker on the latest youth trends and critical issues that are impacting the next generation of young people. John’s experience includes pioneering the first internet safety social reporting tool for youth to utilize to address online harassment. He is the author of the PLUS Program, a youth based curriculum that is being utilized by schools nationwide to address bullying, cyberbullying and building safer environments for all students to be included in. His most recent work includes developing the Direction Survey and Resource Database for schools and communities to utilize to trend youth behavior. John’s work has been shared on media outlets that include, but are not limited to: USA Today, New York Times, NBC News, and FOX News.

FEATURED SPEAKER: Jeremy Van Wyk, Western Region Assistant Program Manager, National Guard Child and Youth Programs, West Des Moines, IA

Jeremy Van Wyk has been around the Army National Guard Child and Youth Program, in various capacities, for over 10 years. During his time, Jeremy has worked as a contractor for National Guard Bureau, served as the Lead Child and Youth Program Coordinator for the Iowa National Guard and now as the Western Region Assistant Program Manager for the Child and Youth Program. In addition to his years spent working with military-connected youth, Jeremy has also spent time teaching in the public school sector at the middle school level. Jeremy holds a B.A. in Elementary Education and Special Education as well as a M.Ed. in Educational Leadership.

FEATURED SPEAKER: Cordelia Zinskie, Professor of Educational Research, Georgia Southern University, Statesboro, GA

Cordelia Zinskie serves as a Professor of Educational Research at Georgia Southern University. She served as chair of the Department of Curriculum, Foundations, and Reading from 2006 until 2013. She teaches graduate courses in research methods (quantitative and qualitative), statistics, and proposal writing, and her most recent research efforts have focused on online teaching and learning (e-learning). She has significant experience mentoring graduate student research at the Ed.S. and Ed.D. levels and has served as an evaluator on a number of funded grants. She has served as the editor of the National Youth At-Risk Journal since 2014.
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