

Georgia Southern University

Georgia Southern Commons

National Youth Advocacy and Resilience
Conference

30th Annual NYAR Conference (March 3-6,
2019)

Mar 3rd, 1:00 PM - 1:00 PM

2019 NYAR (Savannah) Program

National Youth At Risk Conference, Savannah

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30th Annual
NATIONAL YOUTH-AT-RISK CONFERENCE
Hyatt Regency | Savannah, GA | March 3-6, 2019



Helping Adults Serve Youth

Hosted by the College of Education at Georgia Southern University



YOUTH TODAY

GEORGE E. MILLER
art studio

YOUTH TODAY

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Dear Conference Attendees:

On behalf of the Planning Council, we welcome you to the 30th Anniversary of the National Youth-At-Risk (NYAR) Conference sponsored by the College of Education in collaboration with the Division of Continuing Education at Georgia Southern University. The conference provides up-to-date comprehensive professional development for adults who serve youth based on the “5H” (Head, Heart, Hands, Health, and Home) strands and is aligned with ESSA, Title I, and Title IIA. Choose from over 120 training sessions providing evidence-based programs and best practices for creating safe, healthy, caring, and intellectually empowering environments that foster the well-being of all youth, especially children and adolescents in poverty. Be sure to attend the Monday afternoon Meet & Greet, featuring the Skyelite Jazz Combo from the Savannah Arts Academy, and the Tuesday afternoon Poster Reception. Furthermore, take time to see the exhibits, network with your colleagues, and enjoy historic Savannah. Thank you for contributing to our 30-year legacy of “Helping Adults Serve Youth” and making the conference a resounding success again!



*Dan Rea and Alisa Leckie
Co-Chairs of the NYAR Conference
College of Education, Georgia Southern University*

Conference Mission

The conference trains adults who serve youth to create safe, healthy, caring, and intellectually empowering educational environments that foster the well-being of all children and adolescents. To accomplish this mission, it offers over 120 presentations by nationally and internationally recognized presenters to over 1,200 conference participants from across the United States. In these presentations, participants learn about current evidence-based educational programs and strategies, which empower young people to overcome at-risk conditions that may threaten their safety, health, emotional needs, and academic achievement. Participants also gain knowledge of proactive solutions and best practices for meeting the serious challenges faced by youth today such as school violence, poverty, learning difficulties, under-achievement, achievement gaps, illiteracy, boredom, apathy, low expectations, misbehavior, dropout, drugs, bullying, gangs, teen pregnancy, sexual harassment, racism, and dysfunctional families. Furthermore, participants gain effective educational tools to build strong caring schools, communities, and families working together to meet the diverse needs of all our young people.

Conference History and Future Vision

In 1990, the NYAR Conference was founded by the College of Education of Georgia Southern University. Past conference speakers have included nationally and internationally recognized educators and youth advocates such as Geoffrey Canada, Ron Clark, Stedman Graham, Dr. Pedro Noguera, Dr. Eric Jensen, Dr. Ruby Payne, Dr. Crystal Kuykendall, Dr. James Comer, Dr. William Glasser, Dr. James Garbarino, Dr. David Hawkins, Dr. Robert Brooks, Pro Football Hall of Fame inductee Jim Brown, TV celebrity Judge Glenda Hatchett, “Peter, Paul, & Mary” folk singer Peter Yarrow, and several National Teachers of the Year. During the past 30 years, the conference has grown from a regional conference of 150 participants to a national conference of approximately 1,200 participants and is beginning to attract participants from several nations. In the next five years, the conference plans to expand to 1,400 to 1,600 national and international participants and to further enhance the quality and diversity of the conference program and presentations. The co-directors envision the conference as providing national leadership, service, and research for the professional development of educators who serve youth placed at risk.

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 Engagement

Developing and enhancing family and community support for all children and youth especially for high-poverty populations.

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 and Dr. Dan Rea, 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 (digitalcommons.georgiasouthern.edu/nyar) for journal policies including submission guidelines. Please email 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 the *NYAR Journal* on Monday, March 4 at 1:15 p.m. to 2:30 p.m. in Ballroom F. 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, 2018, Volume 3(1)

STEM Education in Rural Schools: Implications of Untapped Potential

Rachel S. Harris and Charles B. Hodges, Georgia Southern University

Five Oral Reading Fluency Strategies for Supporting Struggling Adolescent Readers

Kavin M. Ming, Winthrop University

Lessons Learned from a Nontraditional Sports Program: CrossFit Kids for Youth at Risk

Christina M. Gipson, Tamerah Hunt, and Michael T. Moore, Georgia Southern University

Teaching the Way the Brain Is: Working Successfully in an Urban Classroom with Children Who Live in Poverty

Linda Ann H. McCall, Georgia Southern University

“Colors and Kindness”: Nature Photography as a Means to Support Academic Skill Development of Elementary Students at Risk

Wendy L. Chambers, Georgia Southern University

Poem: The Departed Girl

Amber Moore, University of British Columbia

View *National Youth-At-Risk Journal* at digitalcommons.georgiasouthern.edu/nyar





Download the Free AttendeeHub App

Create your personal conference agenda, complete evaluations, and interact with fellow attendees! Available in your app store. Conference password is nyar2019.



Complete Session Evaluations

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



Cancellations

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



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Complementary WiFi

There is complementary WiFi at the Hyatt. No password required.



Silence Your Phones

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



Parking

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



Presenters

We ask that all presenters arrive at their location at least 15 minutes prior to their presentation.



Keynote and Pre-Conference Speakers

Check out the keynote and pre-conference speaker bios on pgs. 54 and 55.



Questions

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

Sunday, March 3

1:00 - 5:15 p.m.

Registration Opens
Exhibitors Located in Balcony & Lobby Areas

2:30 - 5:30 p.m.

Pre-Conference Workshops

6:00 - 8:30 p.m.

Grand Keynote Banquet, Hyatt Regency Ballroom
Speaker: Dr. Joe Hendershott

Monday, March 4

7:30 - 8:30 a.m.

Registration Opens | Continental Breakfast
Exhibits Open at 8 a.m.

8:30 - 10:00 a.m.

High-Flying School Awards

Keynote Presentation, Hyatt Regency Ballroom
Speaker: Dr. Yong Zhao

10:30 - 11:45 a.m.

High-Flying School Showcase (p 9)
Session 1 Breakouts (p 10)

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

Lunch on Your Own | Explore Savannah! 

1:15 - 2:30 p.m.

Session 2 Breakouts (p 15)

1:15 - 3:45 p.m.

Town Hall (p 15)

3:00 - 4:15 p.m.

Session 3 Breakouts (p 19)

4:45 - 6:00 p.m.

Meet & Greet (p 23)

Tuesday, March 5

7:30 - 8:30 a.m.

Registration Opens | Continental Breakfast
Exhibits Open at 8 a.m.

8:30 - 9:45 a.m.

Session 4 Breakouts (p 24)

10:15 - 11:30 a.m.

Session 5 Breakouts (p 28)

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

Poverty Simulation

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

Lunch on Your Own | Explore Savannah! 

1:00 - 2:15 p.m.

Session 6 Breakouts (p 32)

2:45 - 4:00 p.m.

Session 7 Breakouts (p 35)

4:00 - 5:30 p.m.

Poster Session (p 40)

Wednesday, March 6

7:00 - 8:00 a.m.

Continental Breakfast
Registration Opens at 7:30 a.m.

7:45 - 8:00 a.m.

West African Drumming

8:00 a.m.

Exhibits Open

8:00 - 9:15 a.m.

Keynote Presentation, Hyatt Regency Ballroom
Speaker: Dr. Pedro Noguera

9:45 - 11:00 a.m.

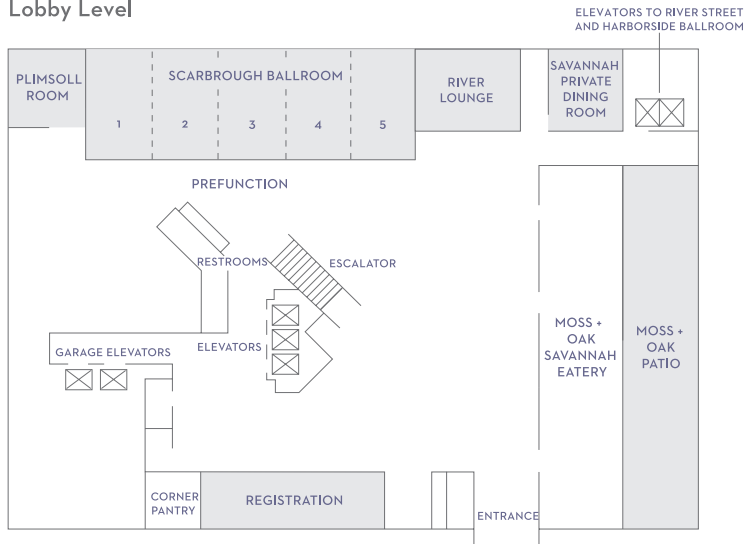
Session 8 Breakouts (p 47)

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

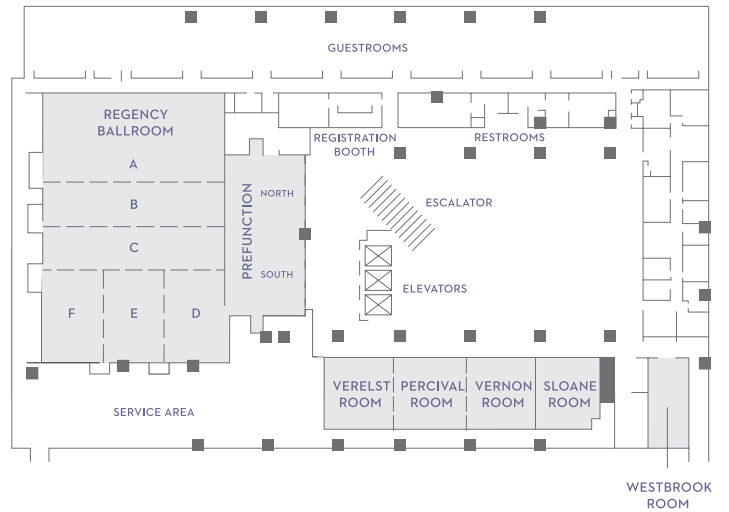
Session 9 Breakouts (p 50)

MAP | EXHIBITORS

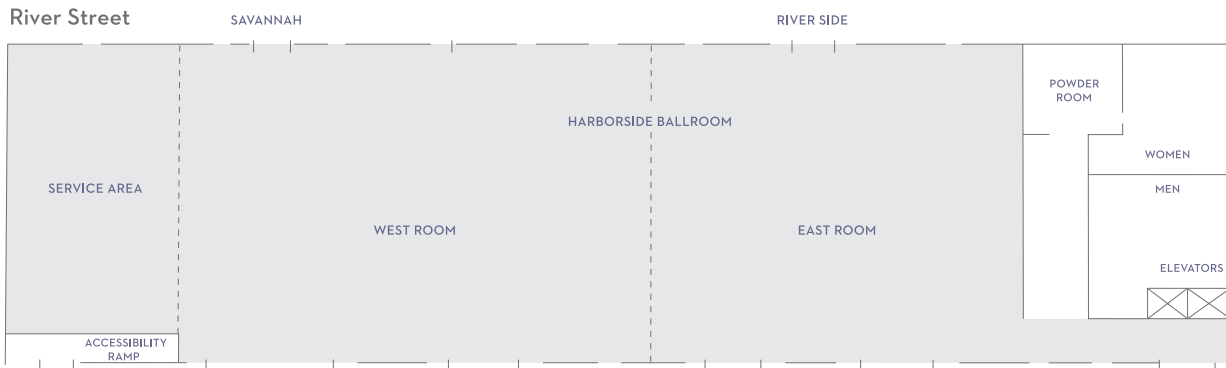
Lobby Level



Second Level



River Street



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Youth Today

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Continuing Education Units

Conference participants will be awarded up to 1.80 Continuing Education Units (CEUs) for up to 18.0 hours of participation through Continuing Education at Georgia Southern University. Certificates will be emailed after the conference upon request via the online conference evaluation form.

This program has been approved by the following:

- Licensed Professional Counselors Association of Georgia (LPCA)
- Georgia Association of Marriage and Family Therapy (GAMFT)
- National Association of Social Workers (NASW)
- Georgia Peace Officers Standards and Training (POST) Prevention Credentialing Consortium of Georgia (PCCG)

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



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

Conference Password: nyar2019

Look for the Strand Icons!

-  **HEAD:** Academic Achievement & Leadership
-  **HEART:** Social & Emotional Skills
-  **HANDS:** Safety & Violence Prevention
-  **HEALTH:** Mental & Physical Health
-  **HOME:** Family & Community Engagement
-  **FEATURED SPEAKERS**

Thanks to the 2019 Planning Council!

Dr. Dan Rea and Dr. Alisa Leckie

Co-Chairs of the NYAR Conference

College of Education, Georgia Southern University

Tammy Davis

Bulloch County Public School System

Roenia Deloach

Savannah State University

Irene Denmark

First District RESA Safe and Drug Free Schools and Communities

Dr. Mary Felton

Evans County Public Schools

Dr. Sandra Nethels

Effingham County Board of Education

Dr. Anne Katz

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Dionne Gamble

Emmanuel County Public Schools

Dr. Irma Gibson

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Dr. Summer Pannell

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Dr. Taylor Norman

Georgia Southern University

Paula Kreissler

Healthy Savannah

Dr. Linda Ann McCall

Georgia Southern University, Armstrong Campus

Sherry Smith

Georgia Southern University

Carol Solomon-Jenkins

Duval County Public Schools

Dr. Deonn Stone

Savannah-Chatham Public Schools

Jason "Mike" Stubbs

Alliance for a Healthier Generation

Dr. Jacqueline Smart

Savannah-Chatham Public Schools

Marilyn Hutchinson

Savannah State University

Sunday, March 3

1:00 – 5:15 p.m.

Registration Opens | Exhibits Open

Check-In (Lobby) | **On-Site Registration** (Second Floor)

Exhibitors and Sponsors are Located in Balcony & Lobby Areas

2:30 – 5:30 p.m.

Pre-Conference Workshops

Scarborough 1



Engaging Students Through Instructional Games

Reginald Carruth, M.Ed., Instructional Coach, Rutherford County Schools, LaVergne, TN

Teachers will be given creative tips and tools to learn how to engage youth at risk through instructional games. Students will enjoy exploring hands-on activities that take from everyday games and lessons by fusing and transforming them into meaningful collaborative grouping exercises.

Scarborough 2



Compassionate Schools: Creating a Systemic Approach

Eliza Hirst, JD, CWLS, Deputy Child Advocate, Office of the Child Advocate, Wilmington, DE

Teri Lawler, M.A., Education Associate, Delaware Department of Education, Wilmington, DE

Jessica Begley, M.S.Ed., Training Consultant, Office of the Child Advocate, Wilmington, DE

This workshop is designed to help attendees understand how to build a sustainable Trauma Informed School Community. We will address strategies, challenges, and ways to create buy-in to help improve student outcomes based on a model in Delaware that started with one school and now has helped launch trauma-informed school communities throughout the state. We will present on professional development that was created to scale up trauma-informed practices in our schools to reduce barriers to learning. More specifically, we will share highlights of our teacher professional development protocol that includes The Brain Architecture Game, a tabletop simulation that builds an understanding of the powerful role of experiences on early brain development—what promotes it, what derails it, with what consequences for society.



6:00 – 8:30 p.m.

Regency Ballroom

Grand Keynote Banquet

Master of Ceremonies

Dan Rea, Ed.D., Conference Co-Chair, Professor, Georgia Southern University, Statesboro, GA

Featuring

Creekside High School Jazz Combo

Under the direction of Mr. Rick Fowler, St. Johns, FL

Presentation of Ron Alt Service Award

Introduction of Keynote Speaker

Randy Shearouse, Ph.D., Superintendent, Effingham County Schools, Effingham, GA



Reaching the Wounded Student

Joe Hendershott, Ed.D., President, Hope 4 The Wounded Inc., Gahanna, OH

Based on the presenter's book, *Reaching The Wounded Student*, this session will look at ways to encourage the wounded student to find academic and life success. By looking at the effects of trauma, Dr. Hendershott will describe methods for boosting esteem, creating empathic connections, and cultivating community. Other topics discussed will include devising alternative discipline to help students remain in the classroom, increase achievement, and ultimately graduate from high school.

Monday, March 4**7:30 a.m.****Registration Opens****Check-In** (Lobby) | **On-Site Registration** (Second Floor)**7:30 - 8:30 a.m.****Continental Breakfast | Exhibits Open at 8:00 a.m.**

Exhibitors and Sponsors are Located in Balcony & Lobby Areas

8:30 - 10:00 a.m.

Regency Ballroom

Opening Session and Keynote**Master of Ceremonies***Jà Hon Vance, Ed.S., Executive Vice President, JV Educational Consultants, Owings Mill, MD***Featuring**

Esther F. Garrison School of Visual and Performing Arts, K-8

Under the direction of John Tisbert, Savannah, GA

National High-Flying Schools Award Presentation*Thomas Koballa, Ph.D., Dean, College of Education, Georgia Southern University, Statesboro, GA***2019 High-Flying Schools**

- Gertrude K. Edelman Sabal Palm Elementary from Miami, FL
- Glenarden Woods Elementary from Glenarden, MD
- Salem Elementary School from Fredericksburg, VA

2019 High-Flying Schools Honorable Mention

- Pace Charter School of Hamilton from Hamilton, NJ
- PS 138 - The Core Knowledge School from Brooklyn, NY
- Woodley Elementary School from Hattiesburg, MS

Keynote Presentation**Introduction of Keynote Speaker***Richard Smith, Executive Director, First District RESA***Reach for Greatness: Personalizable Education for All Children***Yong Zhao, Ph.D., Globalization and Education Expert, University of Kansas, Lawrence, KS*

Dr. Zhao calls for a paradigm shift in education and brings extensive evidence to show that every child has both the potential and the need to become great. He advocates that the goal of education is to help each child discover and develop their unique strengths and passions so that they can be best prepared to meet the challenges of the modern world including globalization, technology, smart machines, and the need to create value for others. To do so, parents and educators need to make education personalized by the child, instead of personalized for the child. Together, we need to help each child find what uniquely makes them great.

10:30 - 11:45 a.m.

Session 1 Breakouts

Ballroom A

**Increasing African-American and Latino Parental Involvement in School***Timothy Allen, BS, CEO, Gilead Consulting Group, Dorchester, MA*

Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support often 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 that can be used to increase the level of parental involvement and also help parents understand the importance of their role in their children's academic success.

Don't Worry if You Miss This Session, There's an Encore at 1:15 p.m.!

Ballroom B

**Improving Education Outcomes for Youth in Foster Care***Eliza Hirst, JD, CWLS, Deputy Child Advocate, Office of the Child Advocate, Wilmington, DE*

Youth in foster care have significantly worse educational outcomes than most of their peers. This session will provide an overview of how trauma impacts learning, the importance of focusing on the educational needs of such youth, and will highlight innovative practices to reverse poor educational outcomes of youth in foster care.

Ballroom D

**Academic Success and Stability in High School and Beyond for Youth Experiencing Homelessness***Leslie Hattmer, M.Ed., School Counselor, Project Connect/Cincinnati Public Schools, Cincinnati, OH**Rebeka Beach, School Counselor, Project Connect/Cincinnati Public Schools, Cincinnati, OH*

This presentation will focus on best practices for increasing graduation and post-secondary outcomes for youth experiencing homelessness. Presenters will provide strategies for working with school and community partners to build resilience in high school students. They will also focus on working with community partners and local post-secondary institutions to provide support beyond high school for homeless unaccompanied youth.



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

Ballroom E

**Recognizing and De-Escalating Violent Situations***Matt Eldridge, Ed.S., Master Instructor, Certified Restraint Training, Livingston, TN*

The presenter will address issues that are common when dealing with youth. He will cover early warning signs and the causes of stress and anger in individuals. He will also discuss effective verbal and non-verbal de-escalation techniques used to resolve violent situations as well as personal safety techniques.

Ballroom F

**Winning with Youth at Risk***Patti Huffman, MS, School Counselor, Wilson County Adult High School, Lebanon, TN**Mary Ashby, M.Ed., Principal, Wilson County Adult High School, Lebanon, TN*

This non-traditional high school empowers youth placed at risk to earn a high school diploma as well as revive their dreams that await them beyond high school. Learn what tools and strategies have engendered hope and restored dreams in youths and adults alike. This school welcomes youth at risk and inspires cohorts to graduate college and be career ready on time. By fostering a sense of belonging, safety, success, and hope, “can’t” is transformed into “can” as students realize their dreams. Come and witness how we are winning with youth at risk!

Scarborough 1

**Question-and-Answer Session with Keynote Speaker Yong Zhao***Yong Zhao, Ph.D., Globalization and Education Expert, University of Kansas, Lawrence, KS*

Scarborough 2

**High-Flying Schools Showcase**

Learn how the 2019 National High-Flying Schools are attaining high-academic performance with high-poverty and minority student populations. Participant will have an opportunity to interact with the staff of the high-flying schools and ask them questions about the secrets of their success.

Scarborough 3

**Igniting a SPARK in “Dead-Eyed” Youth***Thomas Peterson, Ed.D., Professor, University of West Georgia, Carrollton, GA**Mileigh Rabun, BS, Teacher, Spark Mentoring Program, Carrollton, GA**Rebecca Gaylor, BS, Graduate Assistant, University of West Georgia, Carrollton, GA**Thomas Parmer, JD, Judge, Juvenile Court of Carroll County, Carrollton, GA**Stephanie Love, MS, Juvenile Parole and Probation Specialist, University of West Georgia, DJJ, Carrollton, GA*

Far too many youths, known as being “high-risk,” are not faring well at life and in school. To accompany this problem, most educators lack the ability to effectively respond to these youths. Motivated by a desire to provide educators and those working with youth at risk with a much-needed alternative to emotionally draining conventional classroom cultures, our intent is to move beyond the deforming rhetoric of behaviorism and lay claim to moral and spiritual foundations that bring both groups together in a setting that promotes a culture of dialogue, openness, trust, and caring.

Scarborough 4

**Grief and Loss: Shedding Light on Our Youth***Kiana Battle, Ph.D., LMSW, Assistant Professor of Human Services and Sociology, Gordon State College, Barnesville, GA*

This presentation will expose the hidden impact that grief and loss have on both youth and adolescents, such as at-risk behaviors, trauma, mental health issues, issues of low self-concept and many more. The presentation will also provide participants with best practices for supporting youth impacted by grief and loss, such as group counseling, youth development practices, and other interventions.



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Scarborough 5

**Move to M.I.S.T.: Power Tools to Engage Youth***Eric Rowles, MS, CEO, Leading To Change, Huntersville, NC*

Get ready to move! This session is unlike any other as we hit the ground running with new hard-hitting tools and proven methods to engage even the most resistant students. Fast, music, and laughter-filled, this session will provide you with immediately replicable techniques and tactics to raise your game!

Harborside
Center East**Closing the Achievement Gap for Males of Color***Jà Hon Vance, Ed.S., Executive Vice President, JV Educational Consultants, LLC, Owings Mill, MD*

This presentation focuses on contemporary educational frameworks used to understand instructional quality, student engagement, youth development, parenting, and leadership in racially diverse communities. The presenter shares guiding principles and practices that have led males of color to achieve 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.

Harborside
Center West**Addressing the Poverty Mindset***Hotep, BA, MBA, PMP, Educational Success Strategist, Hustle University, Atlanta, GA*

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

Percival

**“It Starts with Me!”: Creating a Culture of Emotional Intelligence***Ed Blackwood, M.Ed., Retired Principal, Clayton County Public Schools, Jonesboro, GA**Kim Blackwood, BA, Training Specialist, Clayton County Public Schools, Jonesboro, GA*

This enlightening, fun and interactive session, designed for everyone, and presented by a husband and wife team of educators, focuses on domains of emotional intelligence quotient (EQ), along with evidence-based strategies for increasing personal EQ and using one’s scope of influence to inspire increased EQ in our colleagues and students. The link between positivity and productivity/learning will be explored along with proven methods for increasing personal levels of positivity and motivating employees, colleagues, and students toward the same goal.

Vernon

**United Way Youth Institute: A Youth Empowerment and Service Learning Initiative***Diana Santangelo, M.Ed., Director, United Way of Miami-Dade, Miami, FL**Vivienne Vicera, Education Program Officer, United Way of Miami-Dade, Miami, FL**Michelle Espinosa, BA, Program Officer, United Way of Miami-Dade, Miami, FL*

The United Way of Miami-Dade initiative is a yearlong student-centered leadership and service program that incorporates a youth empowerment framework in which local high school students from under-resourced communities come together to combat what they determine to be the most pressing issue in their community. Topics include service learning, youth gun violence, leadership development, project management, and partnership building.

Verelst



Tools and Techniques to Foster Restorative Outcomes

Lou Fletcher, Ph.D., Director of Culture and Services, School District 49 (Colorado), Peyton, CO
Kim Boyd, Ph.D., Director of Community Care, School District 49 (Colorado), Peyton, CO

Restorative practices are proactive approaches to creating a fair process and providing students with a voice in their classrooms, schools, and school district. This presentation focuses on the practical skills that are used to facilitate restorative practices. The presenters will pose scenarios and facilitate discussions to increase the attendees' ability to use restorative tools and techniques.

Sloane



Resilience and Self-Care for the "At-Risk" Community: A Mindfulness-Based Approach

Trina Pulliam, BS, BA, President, Trainnovations, Jupiter, FL
Beth Ryan, M.S., Director, Trainnovations, Jupiter, FL

The presenters will deliver strategies for mindfulness-based interventions through educational and experiential exercises. The session includes an introduction to mind-body skills within a group context and focuses on approaches for self-care and integration into communities at risk. Attendees have an opportunity to learn and share while making use of personal strengths, encouraging experimentation, enhancing a sense of control, and allowing joy in the process.

Plimsoll



T.R.A.I.N.ing: Equipping Parents to Be Intentional and Excellent Role Models

Jo Crosby, M.Ed., LPC, Counseling Director, Five Stones Counseling, Savannah, GA

Parenting is a 24/7 responsibility. Parents need practical tools for identifying and implementing healthy communication skills. Parents need guidance toward behavioral interactions that promote positive self-regard and unconditional love. The T.R.A.I.N. approach is a fresh look at some of the basics of intentional, positive parenting. It is an acronym for Teaching, Responding, Awareness, Intentionality, and Nurturing. This workshop is designed for both professionals in the field and attending parents. It is a practical approach to identifying, refreshing, and implementing communication tools and behavioral interactions that foster healthy relationships between children and youth and parents and/or caregivers.

Westbrook



Table of a Second Chance

Jean Belizaire, Pastor, Brockton High Point Drug Treatment Center, Brockton, MA

This presentation will help to empower those who work with individuals that suffer from drug addiction to identify, increase, and incorporate better means of services. The topics included are mental health, public safety, drug treatment, recovery, trauma and counseling, and mentorship.

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

Lunch on Your Own - Explore Savannah!

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

NOTES

1:15 - 3:45 p.m.

Harborside
Center West**Town Hall**

Moderator: *Anthony Outler, Ph.D., Speaker and K-12 School Leader, Epic Empowerment Enterprises, Snellville, GA*

Panelists:

Crystal LaVoullle, Ph.D., Education Consultant, LaVoullle Group, LLC, Atlanta, GA; Quinn Gentry, Ph.D., MBA, Behavior Scientist, Messages of Empowerment Productions, LLC, Atlanta, GA; Eric Brown, Ed.S., Principal, Orangeburg Consolidated District 5, Orangeburg, SC; Bryan Gillis, Ph.D., Associate Professor of English Education and Literacy, Kennesaw State University, Kennesaw, GA; Ivan Page, Ph.D., Professor, Albany State University, Albany, GA; Paul Forbes, Executive Director, NYC Department of Education, New York, NY; John Nwosu, Ed.S., Professional School Counselor, Garrett Middle School, Austell, GA; Wesley Montoya, Ph.D., Principal, Gilliam School, Denver, CO; and Jà Hon Vance, Ed.S., Executive Vice President, JV Educational Consultants, LLC, Owings Mill, MD

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 will break down into small groups to discuss the panel presentations as well as their particular innovation or invention 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 meeting.

1:15 - 2:30 p.m.

Session 2 Breakouts

Ballroom A

**Increasing African-American and Latino Parental Involvement in School**

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

Parental involvement is one of the leading indicators of students' academic achievement. The lack of parental support often 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 that can be used to increase parental involvement and also help parents understand the importance of their role in their children's academic success.

Ballroom B

**Dinner with Colleagues: A Round Table Discussion on Working with Students Considered "At-Risk"**

Reginald Carruth, M.Ed., Instructional Coach, Rutherford County School, LaVergne, TN

The discussion will allow educators to collaborate with others and participate in an intentional extended discussion on working with students considered "at risk" among a small group/peers. Discussions will include topics such as student engagement, creating a safe culture, managing behavior, promoting social and emotional learning, and building a positive relationship for students to excel. During the discussion, attendees will participate in layers of conversations where they can share or gain effective strategies among colleagues.

Ballroom D

**Choices and Consequences: A Mind is a Terrible Thing to Waste**

Ian Elmore-Moore, BA, M.Ed., Empowerment Coach, Noble Truth Project, LLC, Atlanta, GA

This presentation highlights the functionalities of the human brain. Attendees will be able to identify the four main components of the human brain that control our emotions and behaviors. We will provide evaluation-based techniques to strengthen self-awareness. It is our goal that attendees will grasp scientific information of the human brain as well as learn a new skill set to improve social-emotional learning and restorative practices in order to de-escalate conflicts.

Ballroom E

**Taking Time to B.R.E.A.T.H.E. Strategies for Strengthening Staff and Student Well-Being***Joelle Hood, Ed.D., CEO, Speaker, Educator, Success Coach, Joelle Hood, LLC, Murrieta, CA*

When students and staff experience chronic stress, it negatively impacts their motivation, performance, and well-being. Participants in this engaging workshop will walk away with simple research-based practices from the fields of Mindfulness and Positive Psychology, which they can utilize with both themselves and students to reduce stress and anxiety, improve attention and performance, and strengthen overall physical and psychological well-being.

Ballroom F

**National Youth-At-Risk Journal: Overview and Opportunities***Cordelia Zinskie, Ed.D., Professor of Educational Research, Georgia Southern University, Statesboro, GA*
Dan Rea, Ed.D., Conference Co-Chair, Professor, Georgia Southern University, Statesboro, GA

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

Scarborough 1

**Building Cultures of Hope in High-Poverty and Trauma-Impacted Schools***Emily Gibson, Ed.D., Social-Emotional Learning Specialist, Bend LaPine School District, Bend, OR*
Robert Barr, Ph.D., Emeritus Dean of Education, Boise State University, Boise, ID

Effective high-poverty schools address the challenges of students' learned helplessness and an external locus of control by surrounding students with optimism and high expectations. In this session, participants will learn how schools use surveys and staff collaboration to reveal staff perceptions and beliefs, monitor school culture, and help students develop essential social-emotional assets important for success in school and life including: optimism, belonging, pride, and purpose.

Scarborough 2

**The Science of Learning: What to Do When Students Struggle or Progress Plateaus***Joanne Billingsley, M.Ed., President, Billingsley Education, LLC, San Antonio, TX*

With over 100 billion neurons available to be used, students do not lack the intellectual “hardware” to succeed. Yet, students that struggle often believe they lack the *capacity* to learn, when in fact, science tells us that they lack in connections to understand. This session invites you along on a journey to model basic principles and strategies to facilitate construction of new neural connections and build powerful webs of knowledge. We will discuss learning zones and performance zones, how to build focus skills, and how to overcome the fear of failure. We will explore century-old techniques for imprinting memory, developing language, and constructing schemas...and have fun while we are doing it!

Scarborough 3

**Never Give Up: Take Charge of Your Life, School, and Community Before It's Too Late***Victor Woods, National Speaker, Author, and CNN Contributor, Bloomington, IL*

Victor Woods will share many heartfelt life lessons learned from his journey during his middle-class upbringing with two college-educated parents—his mother, a school teacher—to a troubled childhood, which led to him to two prison terms. This session will concentrate on how Victor turned his life around and became a published author at Simon & Schuster. Victor's life story is currently in production with Warner Bros. Studios in Hollywood. He will share his philosophy of “never giving up on yourself, students, and family members.” Victor's message is clear: there is something special in everyone, sometimes we just have to look a little harder to find it. School systems, cities, and communities are failing because, in many instances, people have simply given up hope.

Don't Worry if You Miss This Session, There's an Encore Tuesday!

Scarborough 4



Beyond Bingo: Activities to Increase Student Engagement

Dawn Gafa, MA Education, Teacher, Warren Woods Schools, Warren, MI

Caryn Ross, Ed. S., Consultant, Best Brains Bloomfield Hills Learning Center, Bloomfield Hills, MI

Help motivate your students to increase their understanding of what they are learning by getting them involved in the process. This interactive session lets the attendee experience learning as their students will as the different activities are examined and modeled in a variety of subject matters. These learning activities create a greater understanding of the material for the students because the students have become part of the lesson. The attendee will leave with at least a half-dozen different activities that can be adapted into any subject area and immediately implemented into the classroom. The presenters have created new activities that have been tested in their classrooms. These activities produce a higher engagement level in students! Come have fun and learn along the way!

Don't Worry if You Miss This Session, There's an Encore at 3 p.m.!

Scarborough 5



Rockstars and Revolutionaries: Training Your Staff for Success

Eric Rowles, MS, CEO, Leading To Change, Huntersville, NC

Is your staff inspired...or in pain? How have you built a base of excellence with the rockstars and revolutionaries that work with the young people in your program? This hands-on, tool-focused workshop will showcase multiple strategies and techniques that can be used to spark the passion of your people. Follow the music, listen for the laughter, and get ready to walk away with over a dozen free, replicable ideas that you can use with your team.

Harborside
Center East








Gang Signs and Solutions: Addressing Gangs Activity in Our Schools

Daryl Macaluso, Sergeant, Durham Police Department, Durham, NC

You have an interest in serving kids who are gang affiliated or placed at risk! This program was specifically designed for school professionals, law enforcement personnel, 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 affecting change within youth placed at risk by gang affiliation. This presentation focuses on the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. This presentation contains graphic images of gang violence and strong language.

Don't Worry if You Miss This Session, There's an Encore at 3 p.m.!

NOTES

- Percival  **Reaching Potential Through Manufacturing: Strategies to Help “At-Risk” Students Graduate and Become Career Ready**
Jason Moore, Ed. D., Principal, Richmond County School System, Augusta, GA
 Reaching Potential through Manufacturing (RPM) is a partnership between the Richmond County School System and Textron Specialized Vehicles (EZ-GO). The program mission is to motivate students to stay in school, graduate, and become career ready by providing classroom instruction, on-the-job training, key work/life skills, mentoring, and employment opportunities. Session participants will hear about a community and business partnership that re-engages students at risk of dropping out of high school and provides true work based learning opportunities.
- Vernon  **Learning to Listen: Engaging Students in Critical Reflection and Courageous Conversations**
Christen Clougherty, Ph.D., Executive Director, Nobis Project, Savannah, GA
 How do we teach democracy when participation was historically limited and when people are still disenfranchised by the system put in place to give them voice? A challenging part of service-learning is exposing students to the world’s imperfections and then guiding them to be change agents. This workshop provides participants with tools for engaging students in critical reflection and critical conversations around citizenship, human rights, race, class, power, and social justice by introducing the Nobis Global Action Service-Learning Model. Participants hear detailed stories on how educators use this model in their classrooms.
- Verelst  **The 21st Century Crisis of Intimate Partner Violence: The K-12/Bullying Connection**
Irma Gibson, Ph.D., Associate Professor of Social Work, Albany State University, Albany, GA
 This presentation will address the connection between intimate partner violence (IPV) and bullying, the number one discipline problem reported within school systems. Discussion will include an examination of theoretical frameworks, the precursors and dynamics of IPV specific to at-risk and aggressive childhood behaviors, including identification of the risk and protective factors associated within the environment and evidence-based micro, mezzo, and macro interventions that can be implemented within the K-12 educational culture by staff and administrators. Statistical data regarding this public health issue, IPV, and teen dating violence (TDV) will also be presented.
- Sloane  **Trauma-Informed Pedagogy: A Hidden Dimension of Cultural Competence**
Regina Rahimi, Ed.D., Professor, Georgia Southern University Armstrong Campus, Savannah, GA
Amee Adkins, Ph.D., Professor, Georgia Southern University Armstrong Campus, Savannah, GA
 This presentation introduces teachers, counselors, and administrators to a hidden dimension of culturally competent practice: trauma-informed pedagogy to meet the needs of the growing numbers of youth who have experienced adverse childhood experiences (ACEs).
- Westbrook  **Building Family Engagement Through the Fathers and Father-Figures of Your Students Volunteering a Full School Day**
Keith Schumacher, AAS, National Family and Community Engagement Coordinator, Watch D.O.G.S (Dads of Great Students), Springdale, AZ
 WATCH D.O.G.S. ® is a family engagement educational initiative that utilizes the influence of fathers and father-figures to provide active, positive, adult male role-models for the students. Come learn how to successfully launch the WATCH D.O.G.S. program in your school(s) to support education, safety, and increase family engagement.

Plimsoll

**Educators and Community Partners Support for Youth in (and Aging Out of) the Foster Care***Cindy Conley, Ed.S., School Counselor, Tennessee Technological University, Cookeville, TN*

This presentation is the result of a qualitative research study in central Tennessee regarding the aging-out process and the unique challenges these youth face. Participants will leave with insights regarding some of the personal struggles faced by these individuals and how providers and educational systems responded to their needs. Discussion will address how the educational system can positively support these youth and their futures.

3:00 - 4:15 p.m.

Session 3 Breakouts

Ballroom A

**It's Getting Hot in Here: Brain-Based Strategies for Regulating Students and Staff***Jessica Begley, MS Ed., Training Consultant, Office of the Child Advocate, Wilmington, DE**Teri Lawler, MA, Education Associate, Delaware Department of Education, Wilmington, DE*

Have you reached your boiling point? Join us to explore a framework for emotional regulation that will soothe you and your students. In this interactive learning experience, participants will practice brain-based strategies that will help them to maintain safety, strengthen relationships, and be the thermostat instead of the thermometer.

Ballroom B

**A Teen Activist Takes on Sex Trafficking and Social Media***Isabelle Schwartz, High School Student, Davidson Fine Arts School/Augusta University, Augusta, GA**Martha Anne Tudor, M.Ed., Graduate Student, Augusta University, Augusta, GA*

Sex trafficking is a crisis happening in every community in the U.S., with predators primarily targeting those 12 to 14 years old. This presentation features the research and perspective of a 16-year-old who has grown up in our public school system. She gives staggering statistics about sex trafficking activity, with special focus on how traffickers use social media apps to lure young people.

Ballroom D

**Building Impactful Instructional Leadership Teams that Bolster Student Growth and Achievement***Jason Stamper, Ed.D., Principal, Fulton County Schools, Atlanta, GA**Shatavia Elder, M.Ed., Literacy Instructional Coach, Fulton County Schools, Atlanta, GA*

Are you a K-12 educational leader that has been searching for a high leverage initiative that will thrust your student growth and achievement to the next level? After attending this session, you will leave with a clear blueprint for establishing and maintaining a strong Instructional Leadership Team focused on the right work and equipped for unprecedented student growth and achievement.

Ballroom E

**Student Well-Being Matters! Use Positive Psychology Interventions to Help Your Students Achieve and Succeed***Andrea Francis, Ph.D., School Counselor and Psychotherapist, Marietta City Schools, Marietta, GA*

This Positive Psychology Interventions (PPI) workshop provides tools critical for fostering "authentic happiness" and life satisfaction. The interventions are evidence-based, applicable across cultures, cheap, easy to use, and very effective in changing ways of thinking and being. PPI provide protective and rebound strategies to cope with life's challenges. The theory of well-being is summed up by P.E.R.M.A.: positive emotions, engagement, positive relationships, meaning, and accomplishment. PPI align to the achievement of PERMA and focus on practical actions that increase optimism, reduce feelings of disconnection and hopelessness, and identify character strengths and purpose to foster student well-being and life success.

Ballroom F



WOW (The World of Work): Are You Ready?

Trina Pulliam, BS, BA, President, Trainnovations, Jupiter, FL

Beth Ryan, MS, Human Resources Director, Trainnovations, Jupiter, FL

This session offers strategies to fill the gap between academics (at any level) and full-time, sustainable employment by building soft-skills for success. It provides attendees an opportunity to engage in discussions using the World Café format. Each participant will receive tools for their community and work with others to generate innovative ideas to add to this toolbox.

Scarborough 1



Building Resilient Schools: Combating Poverty Through Meeting the Needs of Students, Staff, and Families

Emily Gibson, Ed.D., Social-Emotional Learning Specialist, Bend LaPine School District, Bend, OR

Robert Barr, Ph.D., Emeritus Dean, Boise State University, Boise, ID

Resilient Schools provide a model of successful schools in communities impacted by poverty and trauma. The “net of resiliency” provided by these schools reduces the impacts of poverty by stabilizing families, continuously re-invigorating staff, and helping students find success in school and beyond. Participants will develop an understanding of the model and identify next steps in their school’s journey towards resiliency at a school-wide level.

Scarborough 2



The Science of Fear: How to Reduce Fear and Create a Safe Place to Learn

Joanne Billingsley, M.Ed., President, Billingsley Education, LLC, San Antonio, TX

Many students experience fear of embarrassment and failure when faced with academic challenges. The fear they experience is real, and powerful enough to block learning and impede success in school. When students and teachers understand how fear (and its cousin, anxiety) obstructs problem solving, they are better able to manage these emotions. First, we will examine the science of fear. Next, we will examine a list of common student stressors that activate the fear response. Finally, we will offer creative, effective techniques for mitigating fear in the learning environment. Discover simple tips that have a powerful impact on learning!

Scarborough 3



Dispelling Myths and Advancing Justice: Creating Equitable Learning Environments for Students Living in Poverty and Experiencing Homelessness

Rajni Shankar-Brown, Ph.D., Jessie Ball duPont Chair of Social Justice Education, Stetson University, DeLand, FL

As poverty continues to increase in the United States, educational stakeholders must collectively work to address growing disparities and support the well-being of diverse learners. This session will illuminate social and educational inequalities from global, national, and local contexts, and provide high-impact practices to tackle the challenges of poverty and homelessness. Strategies to address systemic oppression and actively build equitable learning environments for diverse students will be shared through multimodal research, including narrative storytelling. Participants will explore critical factors to enhance learning and support the social-emotional well-being of low-income families and children and leave with deeper insights, practical strategies, and new ideas.

NOTES

Scarborough 4

**Beyond Bingo: Activities to Increase Student Engagement***Dawn Gafa, MA Education, Teacher, Warren Woods Schools, Warren, MI**Caryn Ross, Ed. S., Consultant, Best Brains Bloomfield Hills Learning Center, Bloomfield Hills, MI*

Help motivate your students to increase their understanding of what they are learning by getting them involved in the process. This interactive session lets the attendee experience learning as their students will as the different activities are examined and modeled in a variety of subject matters. These learning activities create a greater understanding of the material for the students because the students have become part of the lesson. The attendee will leave with at least a half-dozen different activities that can be adapted into any subject area and immediately implemented into the classroom. The presenters have created new activities that have been tested in their classrooms. These activities produce a higher engagement level in students! Come have fun and learn along the way!

Scarborough 5

**You Must Know Them Before You Can Grow Them***Bea Lewis, MS, CEO, Consultant, Author, BEAHIVE, LLC, Jacksonville, FL*

It is an inescapable truth that schools must learn as much about their students and their experiences in order to create a culture built on relationships, which is the cornerstone to student learning. The dynamics and complexities of building positive relationships with students are impacted when teachers' attitudes, values, and biases conflict with school culture. In this interactive "real talk" session, participants will examine their own biases and attitudes that may be hindering the cultivation of positive relationships. Participants will be introduced to a variety of approaches that can be used to evaluate the values, beliefs, and attitudes that are necessary to promote a stable and nurturing learning environment which impacts student performance.

Harborside
Center East**Gang Signs and Solutions: Addressing Gangs Activity in Our Schools***Daryl Macaluso, Sergeant, Durham Police Department, Durham, NC*

You have an interest in serving kids who are gang affiliated or placed at risk! This program was specifically designed for school professionals, law enforcement personnel, 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 affecting change within youth placed at risk by gang affiliation. This presentation focuses on the gang mindset giving the participant tools to begin to reach and teach youth touched by gang violence and culture. This presentation contains graphic images of gang violence and strong language.

Percival

**If They Would Just Hush and Pay Attention***Quinton Granville, MSW, MA Ed., Educational Consultant, Real to Life Lessons, Atlanta, GA*

Two challenges that teachers face throughout a school year are students talking about things that are not related to learning goals and attempting to engage students in lessons that compete with their personal lives. This session addresses how gradually releasing power and practice to students enables one to overcome these challenges. The presenter demonstrates how to plan standards-based instruction that incorporates students' voice as a tool for empowering students to apply their verbal and written communication skills to complete content-specific (i.e., social studies, ELA, science, etc.) assignments.

Vernon

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

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

Verelst

**Connecting Bullying and School Dropout***June Jenkins, M.Ed., Training Coordinator, Clemson University, Clemson, SC**Jan Urbanski, Ed.D., Director, Clemson University, Clemson, SC*

The social-emotional climate in schools matter and directly impact the ability of students to learn and develop positive relationships. Schools free from bullying, where students feel safe, connected, and have a sense of belonging, provide environments that encourage a higher rate of student achievement. In addition to emotional and social risks for youth, exposure to violence in schools has been associated with absenteeism and poor school performance. A recent study by Dewey Cornell at the University of Virginia shows the link between teasing and bullying and a school's dropout rate. Many risk and protective factors of bullying parallel those for vulnerable youth having thoughts of dropping out of school. To address bullying in school, a comprehensive school-wide approach to prevention is the most effective. Intervening in school bullying may also be a challenge since some educators do not understand the importance of addressing all youth involved, including the bystanders.

Sloane

**"We Getting L.I.T.!: Crossing the Bridge to Mental Healthiness***Christopher Conner, BA, W.I.L.D. Program Coordinator, Jacksonville Zoo and Gardens, Jacksonville, FL*

"You can't change the narrative, until you hire new writers." That is why "We Getting L.I.T.!" We Getting L.I.T. (Literacy Interpretation Training)! is a resource that was created for educators but written in the voice of and taught by students. Imaginatively using literacy, it provides a better understanding and introduction to emotional intelligence, academic motivation and leadership, cultural diversity and representation, sex education and empathy, teen advocacy, identity development and affirmation, and social resilience and intervention. Join us as we "Get L.I.T." and build the bridge from stigma to standard to support the young leaders our community deserves.

Plimsoll

**From Deterrence to Support: Shifting the Paradigm on Compulsory Attendance***Gregory Ecks, Ph.D., Director, Colorado Springs School District 11, Colorado Springs, CO**Brian Blanc, M.Ed., Assistant Director, Colorado Springs School District 11, Colorado Springs, CO**Thomas Hunt, MS, IT Project Manager, Colorado Springs School District 11, Colorado Springs, CO*

The presentation presents how to facilitate a district paradigm shift related to school attendance. Areas of focus include winning stakeholder support for policy change, how to use data to impact students at various levels of intervention, and shifting away from punitive truancy processes to a more comprehensive student support model. Academic professionals, counselor educators, counselors, and social workers will discover the best practices when partnering with faith-based organizations. Everyone will have an opportunity to engage in discussions regarding the resources and services needed for youth at risk.

Westbrook



Solving the School Discipline Dilemma: An Examination of the Effectiveness of Emerging Alternatives to Exclusionary Disciplinary Approaches

Richard Welsh, Ph.D., Professor, University of Georgia, Athens, GA

This study provides a comprehensive review of the extant literature on the contributors to the disparities in disciplinary outcomes. The target audience is policymakers and educators.

4:45 - 6:00 p.m.

Harborside

Meet & Greet

Master of Ceremonies

Jà Hon Vance, Ed.S., Executive Vice President, JV Educational Consultants, Owings Mill, MD

Featuring

Skyelite Jazz Combo

Under the direction of Micahel Nestor, Director of Bands, Savannah Arts Academy

Get to know your fellow attendees and network with the speakers! Please bring a pen or pencil to participate in the "Getting to Know You NYAR BINGO".



Southeast Conference on
Positive Behavior
Interventions and Support

June 3-5, 2019 | Coastal Georgia Center, Savannah, Georgia

Conference Strands



PBIS Sustainability



School Safety



ABCs of PBIS



PBIS Individualized
Intervention



PBIS Mental Health

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DON'T MISS OUT ON KEY THOUGHT LEADERS AND EMERGING TRENDS!

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Tuesday, March 5

7:30 a.m.

Registration Opens

Check-In (Lobby) | On-Site Registration (Second Floor)

7:30 – 8:30 a.m.

Continental Breakfast | Exhibits Open

Exhibitors and Sponsors Located in Balcony & Lobby Areas

8:30 – 9:45 a.m.

Session 4 Breakouts

Ballroom A



Giving a Fish a Bath: The Untold Story of the Adolescent Mind

Frank Kros, MSW, JD, President, Transformation Education Institute, Baltimore, MD

Ever think the adolescent mind was impossible to understand? You will learn the “four secrets” of the adolescent brain and why these unique developmental features predict so much of the behavior exhibited during this period of life. This “inside knowledge” about the adolescent brain reveals why teens are especially vulnerable to drug use, high-risk peer influences, and depression as well as the proactive measures adults can take to minimize a teen’s exposure to these dangers. We will also address the often mystifying role of hormones on adolescent development and focus on the importance that stress and sleep have on adolescent learning. This workshop offers strategies compatible with the concept of “adaptive adolescence” and the many strengths and opportunities available during this miraculous developmental period, including helping teens to develop positive character traits.

Ballroom B



Do You Know What YPAR Is? You Should—It is Evidence-Based to Increase Student Engagement!

John Vandenburg, MA Ed., Executive Director, Protect Connect Educate Solutions, Murrieta, CA

In this session, participants will learn the value of Youth-Led Participatory Action Research (YPAR) as a youth development program model to effectively increase student engagement and build a safe school climate. Recent research on student leadership classes utilizing YPAR as their program model revealed significant evidence that attendance and academic rates each increased when students engaged in YPAR activities. So, what is YPAR? Simply put, “Stop doing the research on the kids and let the kids do the research on themselves!”

Don’t Worry if You Miss This Session, There’s an Encore at 10:15 a.m.!

Ballroom D



Ensuring Academic Success for “At-Risk” Students in Title I Schools

Andrew McGee, Ed.S., Director of Federal Programs, Georgia Department of Juvenile Justice, Decatur, GA

This session will focus on guidance and best practices to provide LEAs and schools with information on identifying barriers and risks facing economically disadvantaged students. The presenter will assist participants with devising a plan to effectively and successfully support students who may be academically challenged. Emphasis will be placed on: (1) the coordination of services; (2) need assessments; (3) the equal opportunity to succeed in school; and (4) eliminating barriers to academic resources.

NOTES

Ballroom E

**The Third Wave of Educational Reform: Fostering the Development of the Whole Child***Dan Rea, Ed.D., Professor, Georgia Southern University, Statesboro, GA**Leigh Colburn, Ed.S., Consultant, Exemplar Education Consultancy, Marietta, GA**Linda Beggs, BBA, Consultant, Exemplar Education Consultancy, Marietta, GA*

The third wave of educational reform goes beyond narrowly focusing on student achievement (first wave) to also recognizing the need for social-emotional learning (second wave), and now including wraparound services for health, safety, and family/community engagement to equitably meet the holistic needs of all students, especially those in poverty. Contributing to the third wave, the “5H” Holistic Framework (5HHF) provides five protective/promotive factors to meet students’ needs and promote their holistic well-being: Head (academic achievement), Heart (social-emotional care), Hand (safety/security), Health (physical/mental health), and Home (family/community engagement). We will introduce educators to current vocabulary, processes for gathering student voice, a readiness inventory, an assessment rubric, a whole school improvement template, and funding opportunities needed to turn the 5HHF into action.

Ballroom F

**Educators’ Toolkit: Working with Students in Foster Care***Sarah Jones, Ph.D., Assistant Professor Counselor Education and College Student Affairs, University of West Georgia, Carrollton, GA*

This program will emphasize promising practices for professionals working with students who experience foster care in schools and/or the community. Based on data collected from one-on-one interviews with students, this presentation will emphasize the role professionals have in create opportunities for youth to engage in academics, increase their peer relationships, and embrace their unique identities.

Scarborough 1

**Black Girl Magic: Understanding Our Misunderstood Black Girls Through Therapeutic Relationship Building***Phylicia Anderson, MSW, LCSW, District Behavior Interventionist, P. Anderson Consulting, Port Wentworth, GA*

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

Don’t Worry if You Miss This Session, There’s an Encore at 10:15 a.m.!

Scarborough 2

**Never Give Up: Take Charge of Your Life, School, and Community Before It’s Too Late***Victor Woods, National Speaker, Published Author, and CNN Contributor, Bloomingdale, IL*

Victor Woods will share many heartfelt life lessons learned from his journey during his middle-class upbringing with two college-educated parents—his mother, a school teacher—to a troubled childhood, which led to him to two prison terms. This session will concentrate on how Victor turned his life around and became a published author at Simon & Schuster. Victor’s life story is currently in production with Warner Bros. Studios in Hollywood. He will share his philosophy of “Never Giving Up on Yourself, Students, and Family Members.” Victor’s message is clear: there’s something special in everyone, sometimes we just have to look a little harder to find it. School systems, cities, and communities are failing because, in many instances, people have simply given up hope.

Scarborough 3

**Humanity in the Black: Understanding the Strategy of Risk-Producing Machines***M. Christopher Pugh, M.Ed., Doctoral Candidate, Georgia Southern University, Statesboro, GA*

This presentation investigates the various distractions, barriers, and pipelines to prison that many young people face today. Participants will examine how these negative practices affect the self-respect and self-love students need to maintain their focus during their academic journey. Once these risk-producing machines are identified, students will be able to understand the purpose of the distractions weaponized against them and effectively create a personal code of conduct that will counter the assault on their humanity. The code of conduct will equip them with the tools to protect their passions while simultaneously building their futures. This presentation will also examine words used to categorize and label students for the purpose of the dehumanizing machine.

Scarborough 4

**Count Yourself In: Bridging Schools and Communities Together to Combat Truancy***Curlandra Smith, MSW, Ed.S., District PBIS Coordinator, Bibb County School District, Macon, GA**Takeysha Lewis, MSW, Ed.S., District School Social Worker, Bibb County School District, Macon, GA*

Participants will focus on the importance of a holistic approach addressing chronic student absenteeism through education, motivation, communication, and collaboration. Participants are provided with low-cost or no-cost strategies to bring awareness to regular, punctual school attendance. Knowledge and strategies will be provided to identify and address students with trends of school absenteeism as well as how to communicate with teachers, parents, students, and the “new age” family unit. We will provide exciting, interactive experiences on initiatives and creative strategies. Attendees will leave with take-home practices to implement directly in the learning environment and in their community.

Scarborough 5

**Using a Trauma-Informed Approach to Help Teens Become Effective Leaders in their Lives***Adair White-Johnson, Ph.D., Executive Director, The Empowerment House, Powder Springs, GA*

Using the main tenets from an evidence-based program, “21 Ways to Get Over It for Teens,” this session will focus on teaching participants specific activities that can be done with students who have been traumatized. This model program is based upon a curriculum designed to motivate, empower, inspire, and teach teens how to be effective leaders in their lives despite (and in spite of) whatever they have been through.

Harborside
Center East**Is America Ready to Talk About Equity in Education?***LaMarr Darnell Shields, Ph.D., Executive Change Agent, The Cambio Group, Baltimore, MD*

For more than a decade, the debate around student achievement has been limited by the narrow parameters of No Child Left Behind, almost completely shutting out any real discussion about the deep economic inequalities that hold back millions of students across the country. Despite district and school leaders’ best efforts, students of color, low-income students, English learners, students with disabilities, and those who are homeless or in foster care are more likely to fail math and reading and are less likely to graduate. During this hands-on workshop, Dr. Shields will provide strategies to help educators and youth service providers explore culturally responsive classroom interaction practices to ensure that all students experience a positive, consistent, safe and equitable classroom.

Percival

**Taking the “TE” in “STEM” to the Next Level***Kasey Bozeman, MS, County Extension Agent, University of Georgia, Athens, GA*

There is a myth that STEM programming is expensive, particularly when it comes to funding technology and engineering projects. During this workshop, learn how educators took inexpensive materials and taught STEM programming to low-performing and low-income schools. Participants will build electric circuits with playdough and make batteries using fruit. Taking the “TE” in “STEM” to the next level is simple and fun!

Vernon

**CREATES: How New York City (NYC) is Building and Sustaining Culturally Responsive School Environments***Paul Forbes, Executive Director, NYC Department of Education, New York, NY**Camille Kinlock, Director of the Expanded Success Initiative, NYC Department of Education, New York, NY*

Through partnerships with school communities, the NYC Department of Education is seeing systemic and transformative changes within a school community as fundamental and operational shifts occur in three interrelated areas: school culture, academics, and youth development. This has led to C.R.E.A.T.E.S.: Culturally Responsive Environments Attaining Transformative Equitable Solutions. Learn how 14 schools in NYC, in partnership with New York University's Metropolitan Center for Research on Equity and the Transformation of School, are using the CRE Framework to ensure that policies, practices, and procedures that exist (and those that are created) are filtered through a culturally responsive and equitable lens. Using this framework, learn how these schools are supported on their collective journey towards equitable outcomes for all students, particularly for some of our most vulnerable: our young men of color.

Verelst

**Some Secrets Should be Shared: Implementing an Evidence-Based Suicide Prevention Program***Meghan Diamon, LCSW, Consultant, Riverside Community Care, Dedham, MA*

Addressing suicidal behavior and the risk of violence in youth is more relevant than ever for school communities. We will examine the correlation between the risk for suicide and depression and the risk of violence. Then, we will introduce how universal suicide prevention education can be an approach to address these concerns by reviewing published research on the complex interplay of suicide risk factors.

Sloane

**Building Youth Resilience to Adverse Childhood Experiences: Small Group Therapy in an Urban School-Based Health Center***Anne-Marie Conn, Ph.D., M.Ed., Research Assistant Professor, University of Rochester Medical Center, Rochester, NY*

Chronic adverse childhood experiences (ACEs) can result in lifelong impairments. Resiliency skills, such as self-regulation, are teachable and can mitigate the negative impact of ACEs. Educational settings are optimally positioned to address ACEs; however, little research guides our understanding of effective models for ACEs mitigation. Within an urban school-based health center (SBHC), we provided small group therapy and evaluated the impact on youth resilience.

Plimsoll

**An Intergenerational Drama Program Utilizing Community-Based Learning***Bennett Harrell, MA, Teacher/Teaching Artist, NYC Department of Education, New York, NY*

Participants in this workshop will engage in ensemble-building drama activities, which can be integrated into academic subject areas such as social studies, history, and language arts. These activities will lead to the creation of multiple pieces of drama. The participants will also develop a list of interview questions for grandparents and community members, which they can use to implement the program at their schools or organizations. Many of the activities are from Augusto Boal's "Theatre of the Oppressed," a genre of theatre born out of the necessities of people who experience oppression. It provides them tools to explore the oppression and ways to face it in the real world.

Westbrook

**Beyond Student Discipline: Engaging School Communities to Support Highly Disruptive Students***Mary Dempsey, M.Ed., Director, Appeals/Transfer Team, Montgomery County Public Schools, Rockville, MD**Shari Perry, M.Ed., Instructional Specialist, Appeals/Transfer Team, Montgomery County Public Schools, Rockville, MD*

This presentation is geared towards secondary school administrators, student services staff, parents, and advocates to examine school discipline in the global context of student wellness and school safety. Topics to be discussed include: philosophy of discipline, disciplinary responses, hierarchy of interventions, restorative justice opportunities, decision making through data collection, and utilizing available resources.

10:15 - 11:30 a.m.

Session 5 Breakouts

Ballroom A



Becoming a Mental Health Sleuth: The “Sherlock Holmes Skills” Every Program Needs

Frank Kros, MSW, JD, President, Transformation Education Institute, Baltimore, MD

Our students’ mental health significantly impacts their school attendance, academic performance, social-emotional development, and school safety. This workshop provides the tools for establishing and developing expertise in these “Sherlock Holmes Skills” by providing participants exposure to the key symptoms, causes, and interventions for common mental health concerns in school-age youth including depression, anxiety disorders, trauma and stress-related disorders, oppositional disorder, conduct disorder, and attention disorders. Participants will also receive a workbook of course materials and a matrix outlining the background, causes, symptoms, and foundational interventions for each mental health concern.

Ballroom B



Do You Know What YPAR Is? You Should—It is Evidence-Based to Increase Student Engagement!

John Vandenburg, MA Ed., Executive Director, Protect Connect Educate Solutions, Murrieta, CA

In this session, participants will learn the value of Youth-Led Participatory Action Research (YPAR) as a youth development program model to effectively increase student engagement and build a safe school climate. Recent research on student leadership classes utilizing YPAR as their program model revealed significant evidence that attendance and academic rates each increased when students engaged in YPAR activities. So, what is YPAR? Simply put, “Stop doing the research on the kids and let the kids do the research on themselves!”

Ballroom D



M&Ms: The Importance of Mathematical Mistakes

Stephanie Leggett, Ph.D., Instructional Coach, Jones County School System, Gray, GA

Most people love M&Ms! This presentation will highlight the importance of welcoming “mathematical mistakes,” as opportunities for growth within the classroom. There are various ways to promote growth by way of a risk-free environment that welcomes and uses mistakes to clarify misconceptions, build student confidence, create self-regulated learners, and remove barriers so that all students can be successful. Mathematical mindsets will be shared whereby student potential in mathematics will be enhanced through inspiring messages and innovative teaching.

Ballroom E



Powering Up! Saturday Super Reader Academy

Leslie Kelly, M.Ed., Director of Curriculum, Columbus City Schools, Columbus, OH

Amber Bernal, M.Ed., Elementary Curriculum Specialist, Columbus City School District, Columbus, OH

As the largest school district in Ohio, and with a 100 percent Free/Reduced Lunch designation, we strive to provide opportunities to extend student learning outside of the walls and hours of the school day. During our session, we will share the strategies, templates, and resources we utilized to design, develop, and implement the “Saturday Super Reader” program. Participants will have the opportunity to engage with our digital tools as well as interact with a variety of resources that were utilized. At the conclusion of the presentation, participants will leave with the program manual, templates for the certificates, bookmarks, and a list of resources to support the program.

NOTES

Ballroom F

**Nurturing the Whole Student: Using Literacy to Develop Social and Emotional Skills***Jennifer Dunn, M.Ed., LPC-A, School Counselor, Pate Elementary, Darlington, SC**Wendi Beattie, M.Ed., Curriculum Coordinator, Pate Elementary, Darlington, SC*

During this session, attendees will gain knowledge on how to connect literacy with social and emotional skills for the elementary student. Presenters will explore different social and emotional themes, give examples of different books and resources to use with each, and share literacy-based activities to use with your students. Read aloud strategies will also be demonstrated. This session is ideal for school counselors looking for whole group classroom lessons and small group counseling ideas as well as teachers searching for ways to incorporate social and emotional development in their English/Language Arts curriculum.

Scarborough 1

**Black Girl Magic: Understanding Our Misunderstood Black Girls Through Therapeutic Relationship Building***Phylcia Anderson, MSW, LCSW, District Behavior Interventionist, P. Anderson Consulting, Port Wentworth, GA*

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

Scarborough 2

**Bullying Panel****Moderator:** *Jacqueline Smart, Ed.D., Teacher, Savannah Chatham County School System, Savannah, GA***Panelists:***Irma Gibson, Ph.D., Associate Professor of Social Work, Albany State University, Albany, GA; Jan Urbanski, Ed.D., Director, Clemson University, Clemson, SC; Katie Greer, BS, CEO, KL Greer Consulting, Andover, MA*

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.

Scarborough 3

**What Educators Need to Know About the Opportunity Gap and Educating Latino Students***Wesley Montoya, Ph.D., Principal, Denver Public Schools, Denver, CO*

Dr. Montoya will discuss the challenges facing Latino education and the difference between the achievement gap and the opportunity gap for Latino students. Issues such as assimilation, familialism, prejudice, discrimination, and language barriers will be covered. Montoya will discuss expectations of Latino boys and girls, how they differ culturally, and how creating classes for parents can help students achieve at higher rates. Professional development will be discussed and why a school’s teaching model needs to be examined to support Latino students.

Scarborough 4

**Our Cultural Filters Construct Our World View***Chang’aa Mwetii, Ph.D., Associate Professor, Director, African and African American Studies Program, University of Minnesota, Duluth, Duluth, MN*

Demographics indicate that America has and will continue to have diverse family structures. The challenge for educators is how to welcome family diversity in the classroom. We cannot see the picture while we are in the frame. As teachers and educators, we need to get out of the frame and engage all students. This presentation will introduce innovative approaches and strategies that help motivate kids. Teaching as storytelling, when combined with humor, will thaw kids’ brains. Even the most reluctant reader or writer will be motivated when engaged in narrative activities that enhance the use of creativity and imagination.

Scarborough 5

**There's Nothing Wrong With Me...I Just Don't Learn the Way You Teach***Patrick Phillips, MSW, Senior Trainer, Educational Empowerment Group, Atlanta, GA*

Have you ever heard the statements “I got mines, you better get yours” or “these type of students don't want to learn”? Teaching students from challenging backgrounds requires a different level of intentionality. In this session, participants will learn strategies to create a culture and climate conducive to high-level learning, as well as strategies to incorporate culturally relevant instructional practices and use of restorative justice practices to build relationships with students in an effort to improve student achievement. This session is useful for school administrators, teachers, school social workers, and community practitioners.

Harborside
Center East**Dismantling the School-to-Prison Pipeline: Removing Policies and Practices that Favor Incarceration Over Education***LaMarr Darnell Shields, Ph.D., Executive Change Agent, The Cambio Group, Baltimore, MD*

The establishment of zero tolerance policies in public schools has resulted in the creation of a school-to-prison pipeline where low-income and minority students are disproportionately subjected to extreme disciplinary measures including referrals to local law enforcement agencies and expulsion. Data also indicates many youth suspended or expelled from school are committing delinquent acts and do not graduate from high school, disrupting their education often permanently. In recognition of the deleterious effects of these policies, Dr. Shields is advocating that schools implement early interventions that emphasize positive behavior training strategies and, during his interactive workshop, he examines several campaigns and strategies seeking to address the school-to-prison issue. He will also discuss the relationships between zero-tolerance school discipline practices, dropout rates, and prison populations.

Percival

**You Want Me to Reach Them All by When? How?***Amy Rhyne, Ed.S., Principal, East Iredell Elementary School, Statesville, NC**Angela Burgess, Instructional Facilitator, East Iredell Elementary School, Statesville, NC*

Blended Individualized Learning combines the best of online learning with traditional teaching. Presenters will share step-by-step how we designed an easy to follow K-5 school-wide blended learning model to engage and empower students through the use of playlists and “leveling up.” Participants will also have access to view the daily implementation manual, classroom videos, and sample playlists created by teachers. These best practices led our Title I inner-city school from an F (23 percent) to a C School while cutting our teacher turnover rate in half and changed the school's image in the community for the better.

Vernon

**Creating, Innovating, and Imagining***Eric Brown, Ed.S., Principal, Orangeburg Consolidated District 5, Orangeburg, SC**Curshina Hilliard, M.Ed., Lead Teacher, Co-Founder of Orangeburg Leadership Academy, Orangeburg Consolidated District 5, Orangeburg, SC**Darien Woods, BS, Educator, Orangeburg Consolidated District 5, Orangeburg, SC*

The most difficult task facing educators in the United States is expanding the focus beyond intervention and prevention programs to conceptualizing and implementing empowerment processes for males. Increasing reading and math scores is not good enough. This session focuses on a systematic approach to addressing the unique needs of males and their families using strategies directed at closing the achievement gap. Moreover, it will provide a framework of understanding to assist in engaging educators in discussions and help all stakeholders share a common purpose for the growth, development, and achievement of males.

Verelst



Flipping the Switch: Prosecutors Keeping Youth Out of the Criminal Justice System

Hunter Taylor, JD, Deputy District Attorney, Riverside County District Attorney’s Office, Riverside, CA
Gerry Lopez, JD, Managing Deputy District Attorney, Riverside County District Attorney’s Office, Riverside, CA

Evelyn Essenwanger, JD, Deputy District Attorney, Riverside County District Attorney’s Office, Riverside, CA
Ideal for law enforcement, educators, and all citizens working with youth at risk, this unique presentation explains how prosecutors in one of the nation’s largest counties have engaged local school districts, community-based organizations, and even ex-gang members to create an award-winning Crime Prevention Unit designed to keep youth in the classroom and out of the criminal justice system.

Sloane



Trauma and the Adolescent Brain

L. Marinn Pierce, Ph.D., LPCC, NCC, RYT-200, Associate Professor, Program Director, Winthrop University, Rock Hill, SC

During adolescence, individuals encounter key developmental processes and tasks. When understood and harnessed positively, these processes can support adolescents exposed to trauma. These key developmental processes will be reviewed, as well as the neurophysiological implications of trauma. Specific trauma-informed approaches for use with adolescents, with and without family involvement, will be provided.

Plimsoll



“Rules of Engagement”: Five Golden Rules for Increasing and Maintaining Family Engagement

Tamara Morgan, Ed.S., Academic Coach, Cobb County School District, Smyrna, GA
Tania Watson, BA, Academic Coach, Cobb County School District, Smyrna, GA
Michelle W. Curry, Ed.S., Principal, Cobb County School District, Smyrna, GA

“Too busy!” “Hectic work schedule!” Have you heard these before? Administrators, teachers, stakeholders, you hold the key that unlocks parent and community engagement! But how? From school events and resources to parent support and community partnerships, let’s explore five golden rules that create high levels of parent and community engagement—ultimately investing into the success of our youth at risk.

Westbrook



Perspectives on Keeping Kids in Classrooms Not Courtrooms

Gerard Lawson, Ph.D., Professor, Virginia Tech, Blacksburg, VA
Laura Welfare, Ph.D., Associate Professor, Virginia Tech, Blacksburg, VA
Tameka Grimes, Ph.D., NCC, Assistant Professor, Virginia Tech, Blacksburg, VA
Ariann Robino, LPC, NCC, Doctoral Candidate, Virginia Tech, Blacksburg, VA

The school-to-prison pipeline begins with school disciplinary incidents that result in suspensions and/or referrals to law enforcement. With the support of the National Institutes of Justice, the presenters explored factors that inform decision-making about exclusionary discipline practices and law enforcement referrals in Virginia. Educators and school resource officers are invited to discuss strategies for promoting the well-being of youth at risk.

NOTES

**10:00 am -
12:15 p.m.**
Harborside
Center West

Poverty Simulation

Facilitated by: *Deonn Stone, Ed.D., Lead Professional Learning Coach and Induction Specialist, Savannah-Chatham County Public School System, Savannah, GA*

Join us for an intimate opportunity to understand what many of our youth living in poverty face on a daily basis. Approximately 32.9 million Americans—11.7 million of whom are children under the age of 18—live in poverty every day. Many more have incomes above the poverty line, but their incomes are still low enough to qualify for programs like Food Stamps and Medicaid. The recent economic downturn has seen unemployment rates rise and the use of emergency food pantries increase. It is difficult for those of us who have enough to understand fully the situations that families living in poverty experience every day; the decisions they have to make; and the fears and frustrations they feel. That is why we are inviting you to walk a mile in the shoes of those facing poverty by participating in the Community Action Poverty Simulation (CAPS).

The CAPS provides participants with the opportunity to assume the role of a low-income family member living on a limited budget. The experience is divided into four 15-minute sessions, each of which represents one week in which you must provide for your family and maintain your home. As one participant commented, “This simulation dramatically demonstrates how much time and energy many families have to give just to survive from day to day.” It quickly dispels the myth “that people would do fine if they would only go out and get a job!”

Please note: *The Poverty Simulation Session starts at 10 a.m. and continues until 12:15p.m. Space is limited so please register ahead and arrive at the simulation at least 10 minutes before start time.*

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

Lunch | Explore Savannah!

Show your NYAR badge at participating locations to receive special discounts

1:00 - 2:15 p.m.

Session 6 Breakouts

Ballroom A



Technology and Addiction: How to Have a Healthy Relationship With Tech

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

Studies show that kids ages 8-18 are spending an average of 7.5 hours a day in front of screens. Additional studies show that the amount of time kids are spending on devices is negatively impacting their performance in school, along with social and emotional consequences. Brain activity while using devices has been compared to that of a heroin user, as schools and families struggle to find an appropriate balance. Learn the impact that devices, social media, and gaming are having on kids, and how we can help strike a healthy balance.

Don't Worry if You Miss This Session, There's an Encore at 2:45 p.m.!

Ballroom B



For Principals and Administrators Only!

Hotep, BA, MBA, PMP, Educational Success Strategist, Hustle University, Atlanta, GA

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

Ballroom D

**Four Pillars to Reducing Achievement Gaps in Urban Schools***Gastrid Harrigan, Ed.D., Principal, Broward County Public Schools, Ft. Lauderdale, FL**William Valmyr, Ph.D., CEO and Professor, Transformational Leadership, LLC, Coral Springs, FL*

The culture of a school has far-reaching impacts over every aspect of the organization. Participants will be exposed to evidenced-based strategies, and ideas to revitalize their school culture for minorities in urban schools. Participants will learn ways to make positive shifts, build relational trust, and recharge their students, staff, and school culture.

Ballroom E

**Mindfulness: The 21st Century Superpower for Teachers and Students***Erin Tashian, M.Ed., RYT, Teacher, Ridgewood Public School, Ridgewood, NJ*

This experiential workshop meets teachers where they are on their journey to creating a mindful classroom so that they can support their emotional needs as well as the needs of their students. Participants will explore mindfulness by definition and understand the value of mindfulness as a superpower for both teachers and students. We will uncover the science behind mindfulness and its ability to change the brain by decreasing stress, improving mood, and increasing focus and performance. Quick, easy to implement, mindfulness practices for both teachers and students will be reviewed.

Ballroom F

**Leave with a Plan: Effective, Proven Strategies to Promote Family Engagement***Heath Heron, Ed.D., Principal, Camden County Schools, Kingsland, GA*

Since 2012, the faculty and staff of Matilda Harris Elementary School (MHES) have worked hard to promote and engage family participation in their students' education. MHES has implemented evidence-based practices to engage families with great success. In 2014, MHES was a Georgia Department of Education Family-Friendly Partnership School Award finalist. Since then, MHES has earned a Five-Star Climate Rating on the College and Career Ready Performance Index (CCRPI). In this engaging session, participants will learn the strategies MHES used to successfully build relationships, promote participation, and welcome families. Participants will also learn how MHES has promoted increased parental involvement in tracking their students' academic progress throughout the year.

Scarborough 1

**Bullying Comes in Different Looking Packages***Jacqueline Smart, Ed.D., Teacher, Savannah Chatham County School System, Savannah, GA*

The purpose of this session is to share bullying behavior strategies with adults who work with youth at risk. We want teachers, administrators, parents, and community leaders to leave this interactive presentation with a comprehensive approach to prevent and intervene against bullying and cyberbullying as part of a broader strategy to create a safe environment for all students.

Scarborough 2

**Unmasking "Mean Girls" Panel***Moderator: Mary Felton, Ed.D., Assistant Principal, Claxton Elementary School, Claxton, GA*

Panelists:

*Irma Gibson, Ph.D., Associate Professor of Social Work, Albany State University, Albany, GA; Quinn**Gentry, Ph.D., MBA, Behavior Scientist, Messages of Empowerment Productions, LLC, Atlanta, GA;**Reinette Arnold, MSW, LCSW, MAC, Executive Director, G.E.M.S., Inc.; Stephanie Leggett, Ph.D.,**Instructional Coach, Jones County School System, Gray, GA; and Shavon Richardson, AS, Sister Circles/Hustle University, Sanford, FL.*

This featured panel discusses the prevalence of female juvenile violence; reported incidences of this violence; factors associated with violent behavior; and implications for families, schools, and communities for ending violent schoolgirl behavior.

Scarborough 3

**20 Years of Parent University: Going from the Grassroots to Long Term**

Michael O'Neal, Executive Director CUSI, Community United Service Inc. and Savannah Early Childhood Foundation, Savannah, GA

Parent University of Savannah is a 20-year-old community collaborative that supports families. This initiative encourages parent involvement and participation in the education of our community's children and youth. In this session, we will describe how we have stitched together various community elements to create a capacity-building model in which the parents have an opportunity to play a major role in directing what our program does and how it does it. We will discuss how we have maintained a vitality that has attracted stakeholders and service providers to collaborate and make us more capable than ever to serve our families.

Scarborough 4

**“What Were You Thinking?”: Using Cognitive Behavioral Interventions to Influence Antisocial Attitudes and Actions**

Steve Parese, Ed.D., Founder, SBP Consulting, Inc., Danbury, NC

This intriguing workshop explores the thinking and behavior that sabotages youth at risk in the community and propels them toward incarceration. We will first establish the rationale for cognitive-behavioral interventions (CBI), then delve into cognitive skills training, a CBI approach to help youth gain self-control skills, social skills, and/or problem-solving skills. Then, we will examine common distortions in thinking, and explore cognitive restructuring, a CBI approach used to challenge the false logic that youth at risk use to justify their actions. Participants will leave with new insights and skills for helping this challenging population develop a more prosocial mindset.

Scarborough 5

**A Teen Activist Takes on Sex Trafficking and Social Media**

Isabelle Schwartz, High School Student, Davidson Fine Arts School/Augusta University, Augusta, GA
Martha Anne Tudor, M.Ed., Graduate Student, Augusta University, Augusta, GA

Sex trafficking is a crisis happening in every community in the U.S., with predators primarily targeting those 12 to 14 years old. This presentation features the research and perspective of a 16-year-old who has grown up in our public school system. She gives staggering statistics about sex trafficking activity, with special focus on how traffickers use social media apps to lure young people.

Percival

**Reading, Writing, and Learning with Incarcerated Youth**

Mary Styslinger, Ph.D., Associate Professor, University of South Carolina, Columbia, SC

Janie Goodman, Ph.D., Assistant Professor, University of South Carolina, Columbia, SC

Victoria Oglan, Ph.D., Clinical Associate Professor, University of South Carolina, Columbia, SC

Timothy Bunch, M.Ed., District Program Coordinator, South Carolina Department of Juvenile Justice, Columbia, SC





This interactive, panel presentation will challenge deficit perspectives as four teacher-researchers share their experiences reading and writing with incarcerated youth. Evidence-based curriculum and pedagogy that expands literacy instruction in correctional facilities will be shared, and the voices of students and teachers will be validated.

Vernon

**Promoting Sensitivity and Understanding in Classrooms with Undocumented Latinx Students**


Bryan Gillis, Ph.D., Associate Professor of English Education and Literacy, Kennesaw State University, Kennesaw, GA

Participants will learn critical engagement strategies that, when paired with selected young adult novels, will expand perspectives from within Latinx communities and demonstrate ways for teachers to humanize classroom experiences. Participants will gain pedagogical approaches for cultivating inclusive classrooms where experiences of undocumented youth are honored and engaged, and the voices of Latinx students are amplified through literature and classroom experience.

- Verelst  **Georgia Department of Juvenile Justice School System: Building a Better Future**
Zane Shelfer, Ed.S., LPC, NCC, NCSC, Assistant Superintendent, Georgia Department of Juvenile Justice, Decatur, GA
 Come see how the Georgia Department of Juvenile Justice (DJJ) School System is building a better future for students who enroll. The DJJ School System provides academic and career services to students from middle school through high school and up to enrollment in technical college and four-year universities. Highlights will include an overview of these services and best practice information for creating a similar school system.
- Sloane  **Breaking the Cycle of Addiction: Lessons from the Frontline of the Opioid Epidemic**
Brian Maus, MA, LMFT, Director of Addiction Prevention and Mentoring Programs, Eluna, Philadelphia, PA
 This presentation will provide an overview of the opioid epidemic, with an emphasis on the impact on children. Participants will learn about Camp Mariposa, a proven addiction prevention model, and strategies they can adapt to meet the needs of youth in both urban and rural community settings. It is intended for professionals working with youth and families impacted by substance use disorders.
- Plimsoll  **Ventaja (Advantage) STEM Programs: Bringing STEM to Underrepresented Second Language Learners**
Beverly King Miller, Ph.D., Assistant Professor, Georgia Southern University, Statesboro, GA
 This presentation will focus on the strategies used by the Ventaja Educational Services to support second language learners in STEM education. These strategies include: teaching academic content through culturally relevant pedagogy in alternative educational settings (i.e., after school); the use of experiential learning and field trips to support the academic content; and providing nutritional meals. This presentation will include the outcomes of the program as a result of these components.
- Westbrook  **Attachment-Seeking Behaviors: How Children Who Need Love Ask for It in Unloving Ways**
Samuel Marion, LCSW, Managing Director, Family Recovery of Southwest Georgia, Moultrie, GA
Elizabeth Marston, LCSW, Therapist, Family Recovery of Southwest Georgia, Moultrie, GA
 Attachment is a vital aspect of human development. Without healthy attachment, a child will often engage in behaviors that are off-putting and difficult as they attempt to connect. This workshop will present attachment theory and attachment styles. We will discuss how these styles manifest in challenging behaviors and propose interventions that target healing attachment wounds through empathy and connection.

2:45 – 4:00 p.m.

Session 7 Breakouts

- Ballroom A  **Technology and Addiction: How to Have a Healthy Relationship With Tech**
Katie Greer, BS, CEO, KL Greer Consulting, Andover, MA
 Studies show that kids ages 8-18 are spending an average of 7.5 hours a day in front of screens. Additional studies show that the amount of time kids are spending on devices is negatively impacting their performance in school, along with social and emotional consequences. Brain activity while using devices has been compared to that of a heroin user, as schools and families struggle to find an appropriate balance. Learn the impact that devices, social media, and gaming are having on kids, and how we can help strike a healthy balance.

Ballroom B

**Stop Beating Around the Bush and Get to the Root!: An Examination of How Racist and Classist Structures Produce “At-Riskness” for Poor Students of Color***Anthony Outler, Ph.D., Speaker, and K-12 School Leader, Epic Empowerment Enterprises, Snellville, GA*

It is no mystery that statistics related to school failure, suspension rates, dropout rates and every other indicator used to identify youth at risk reveal that poor students of color are disproportionately represented. In spite of legislation, school reforms, and intervention programs, these statistics remain the same, or worsen, year after year. This is due to a reluctance to address the root of the problem. How can we truly remedy the epidemic of “youth at risk” if we do not recognize, critique, and dismantle the systemic, classist, and racist structures that perpetuate “at-riskness” for poor students of color? In this session, we will examine the forces that reproduce inequities and discuss strategies for empowering ourselves, our students, schools, and organizations to be champions for social justice.

Ballroom D

**Implementing Youth Programs with Excellence: From Concept to Sustainability***Quinn Gentry, Ph.D., MBA, Behavior Scientist, Messages of Empowerment Productions, LLC, Atlanta, GA*
Reinette Arnold, MSW, LCSW, MAC, Executive Director, G.E.M.S., Inc.,

This presentation addresses eight key areas that must be addressed to create, scale up, and sustain high-performing programs implemented in collaboration with after-school programs. The program draws heavily from seven years of successful federal funding and local support to reach and engage approximately 5,000 youth throughout Georgia through the use of 16 modules for comprehensive youth development. The presenters integrate lessons learned in program leadership and management.

Ballroom E

**Stop, Look, and Listen to What Your Data is Telling You!***Simone Danielson, M.Ed., Education Research & Evaluation Specialist, Georgia Department of Education, Atlanta, GA**James Barnett, M.Ed., Education Research & Evaluation Specialist, Georgia Department of Education, Atlanta, GA**J. Lamont Harris, BA, President, Curtis-Harris Education Foundation, Dacula, GA*

Join us for a ride on the Data Train where you will stop, look, and listen to what your data is telling you and use that information to develop a process of continuous improvement in your afterschool program. Discover how to be an effective co-collaborator in closing the achievement gap. This workshop will provide information and strategies to be used in K-12.

Ballroom F

**Youth Experiencing Homelessness: Five Things They Want You to Know***Corbin Hannah, MSW, Youth Development Coordinator, Safe Place Services, YMCA of Greater Louisville, Louisville, KY**Tricia Eskridge, BA, Program Director, Safe Place Services, YMCA of Greater Louisville, Louisville, KY*

This workshop will invite participants to identify their current knowledge and biases related to youth who are experiencing homelessness. Presenters will share information gathered from focus groups of youth in Louisville, KY, who have utilized the services of the YMCA Safe Place Services. The presenters will walk the participants through the top five things that youth want the adults in their lives to understand, highlighting resiliency factors for this specific population. Finally, presenters will work with participants in developing the skills of understanding and expressing empathy with this population. Participants will gain a greater knowledge for working with this population.

Scarborough 1

**Georgia's School Turnaround Approach: A Partnership Involving all Stakeholders***Eric Thomas, Ph.D., Chief Turnaround Officer, Georgia State Board of Education, Atlanta, GA*

The presentation will provide an overview of Georgia's approach to addressing low-performing schools. This effort was launched with the hiring of a Chief Turnaround Officer. This position was created to develop and effectively execute an evidence-based model to implement the First Priority Act (HB 338). The strategy is designed to not only impact a set of schools, but also to impact the remaining turnaround-eligible schools and their districts. Additionally, as envisioned in HB 338, this comprehensive model is an opportunity to inform the state's overarching approach to addressing low-performing schools.

Scarborough 2

**Rural Education Panel***Moderator: Robert Lake, Ed.D., Professor, Georgia Southern University, Statesboro, GA***Panelists:**

Gina Williams, Ed.D., Superintendent, Tattnall County Schools, Reidsville, GA; Torian White, Ph.D., Principal, Southeast Bulloch Middle School, Brooklet, GA; Kim Morgan, Ed.D., Superintendent, Brantley County Schools, Nahunta, GA; Summer Pannell, Ph.D., Assistant Professor and Ed.S. Program Coordinator, Georgia Southern University, Statesboro, GA; and Ansley Rogers, Ed.D., Assistant Professor, College of Education, Georgia Southern University, Statesboro, GA

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 presentation will also share successful programs, strategies, and tools for meeting the challenges of rural education.

Scarborough 3

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

The presenter will show a 60-minute, condensed version of their film, "Walking While Black: L.O.V.E. Is The Answer," followed by a 15-minute question-and-answer of the L.O.V.E. Is The Answer principles that make up the foundation of the film.

Scarborough 4


**"Kids These Days!" Preparing "At-Risk" Youth with Social-Emotional Skills for Workplace Success***Steve Parese, Ed.D., Founder, SBP Consulting, Inc., Danbury, NC*


A good job is an essential stepping stone into adulthood. It provides not only a paycheck, but a sense of pride and purpose as well. Unfortunately, troubled teens who had difficulty getting along with peers and authority figures in school typically find themselves struggling to get along with co-workers and supervisors as well. This interactive workshop for teachers, counselors, and community staff explains why youth at risk have trouble adapting to workplace culture. It explores employers' unspoken expectations, and offers cognitive behavioral strategies for teaching social-emotional skills to adjust successfully to the world of work.


Scarborough 5


**Revolutionary Tools to Transform "At Risk" Youth***Jeff Dane, MS, International Educational Trainer, Kagan Professional Development, Bedford, TX*

Students dealing with poverty, homelessness, behavioral issues, learning disabilities, learning English, or incarceration can present severe teaching challenges. Meet the challenge with the structures, activities, and procedures you'll learn in this workshop. Combining tools from Cooperative Learning, Win-Win Discipline, and Brain-Friendly Instruction, this workshop empowers you with knowledge and strategies you will put to work immediately in your classroom. You will reach and support your hardest to reach and teach students. While individual teachers benefit greatly from this workshop, it is even more powerful when the entire school (or a school team) implements these powerful tools to transform the school experience for high-risk students.

Percival  **Reach the Heart to Teach the Head: Bringing Resilience to Your School!**
Ayesha Fawzi, Ed.S., School Counselor, McEachern High School, Powder Springs, GA
Reginald Hurns, School Counselor, McEachern High School, Powder Springs, GA
 Resilience is the ability to cope from negative events, challenges, difficult situations, adversity, and knowing how to return to an appropriate level of emotional well-being. We have connected being resilient to academic success because if the student is doing well in the heart, it helps us teach the head. The objective of the presentation is to present how to teach resilience to the school through creative mediums. The target audience is high school but the strategies can also be duplicated at all levels.

Vernon  **Windows and Mirrors Literacy Experience: Open Books, Open Minds**
Bethany Scullin, Ph.D., Assistant Professor, University of West Georgia, Carrollton, GA
Jennifer Allen, Ph.D., Assistant Professor, University of West Georgia, Carrollton, GA
 Are you hoping to create an inclusive classroom and school environment where families of all backgrounds feel welcome and valued? In this session, you will learn how you can invite educators, students, families, and caregivers to read “window and mirror” books and create a virtual discussion space where they are able to have genuine and open conversations surrounding those books that celebrate the differences and similarities that make us all human.

Verelst  **Examining Teen Suicide, Then and Now: Research Prevention Among Special and General Educators and Counselors**
Renitta Goldman, Ph.D., Professor, University of Alabama at Birmingham, Birmingham, AL
Sharyn Hillin, M.Ed., District Special Education Supervisor, University of Alabama at Birmingham, Birmingham, AL
 The presenters will discuss educators’ progress over a 30-year period to recognize high-risk behaviors for teenage suicide, will compare identified factors, what still is lacking among educators’ knowledge and training, and indicate effective programs, methods, and practices to assist professionals in developing comprehensive intervention plans.

Sloane  **Unveiling the Mask: Sexual Trauma’s Impact on Academic Achievement, Behavior, and Self-Identity**
Teshaunda Hannor-Walker, Ph.D., NCC, LPC, CPCS, Assistant Professor/ Licensed Clinical Therapist, Liberty University, Walker & Hannor-Walker, LLC, Albany, GA
Sarah Kitchens, Ph.D., Core Faculty and Instructional Mentor, Liberty University, Lynchburg, VA
Lacey Ricks, Ph.D., Assistant Professor, Liberty University, Lynchburg, VA
 Sexual trauma is an unfortunate but common, and often masked, experience for many students in America. While sexual trauma in itself is not a mental health disorder, it can become a risk factor for many academic and mental health problems. Trauma-informed schools can play an important role in helping students deal with the aftercare of a traumatic experience.

NOTES

Plimsoll



Reaching English Learner (EL) Families Through a Family Literacy Program

Samantha Shuler, BS, MS, ESL Specialist, Tuscaloosa City Schools, Tuscaloosa, AL

Katie Harrison, Ed.S., ESL Specialist, Tuscaloosa City Schools, Tuscaloosa, AL

Kristen Milligan, Director of the Good Deed Team, Northwest Exterminating, Cumming, GA

We will discuss the development, implementation, and impact of our Bilingual Family Literacy Program, highlighting the importance of the home and school connection through relationship building. This bilingual literacy program offers parents and students a structured, safe environment to acquire the necessary skills to support their child's learning. It is designed to validate parents as active participants in their students' academics. Participants will begin planning their own family literacy program and leave with planning guides and next steps for putting a program in place.

Westbrook



The Valencia Horizon Program: The Village Approach to College Access and Readiness

Kelly Astro, M.S., Director, Valencia College, Orlando, FL

Lindsay Regruit, BA, Assistant Director, Valencia Horizon Scholars Program, Orlando, FL

This session will focus on the design, development, and implementation of a college access and readiness program that includes a mentor and a two-year college scholarship for every student. We will discuss how we turned around a program that had only 85 percent of high school seniors graduating and 78 percent starting college to 100 percent doing both for the past two years. We will also share the successes and lessons learned of tripling the size of our program in under three years. Participants will have a chance to brainstorm ways to replicate all or parts of our program within their own schools/communities.



4:00 - 5:30 p.m.

Harborside

Poster Session

Master of Ceremonies

Keith Brown, BA, Professional Speaker, Consultant, 2020 Enterprises, Fayetteville, GA

Bridging the Gap Between Students in Foster Care and Academic Success Through Mentorship

Spencer O'Grady, BA, Student, Mercer University, Macon, GA

Youth in foster care are subject to unique challenges that affect their ability to experience healthy relationships with adults which in turn hinders their motivation to succeed and their academic success. Experimental research in this area is scarce, however, a theme emerges throughout the literature giving hope for academic success through mentorship.

Evaluating Predictors of Treatment-Seeking Behaviors Across Race

Cyndey Schleiden, MA, Therapist, Texas Tech University, Lubbock, TX

This study evaluated differences across race in utilization of substance use treatment and emotional counseling, the level at which designated factors are experienced across race, and the moderating effect said factors have on treatment-seeking behaviors across race. Results of this study showed that the Black and the Asian group sought treatment at a decreased rate as compared to the White group.

Importance of Consultation

Moya A. Pope, M.Ed., NCC, School Counselor, Louisville Middle School, Louisville, GA

Monica Y. Pace, Ed.S., School Counselor, Swainsboro High School, Swainsboro, GA

Consultation is an important part of the comprehensive school counseling model. It is important to a student's academic success that teachers know the whole child—social, personal, and academic—so that they can be best served. Counselors are able to use consultation to assist parents in learning more about their children and with teachers for student achievement.

Don't Let a Tie Tie Up Your Success

Derrick Hayes, Educational Consultant, WOE (Words of Encouragement) Enterprises, Columbus, GA

Knowing the steps to success from wearing no tie all the way up to an ascot will give you a great chance to be able to get in the game and give it all you've got. This session is a great tool for every youth in school as it gives them something that, with simple practice, will offer them a strategic purpose.

Preparing Children, Birth-Five Years for Successful School Experiences

John Hobe, Ed.D., Elementary and Special Education Department Chair, Georgia Southern University, Statesboro, GA

Come and discuss activities that will assist young children, birth-to-five years of age, to develop more mature oral language and improved perceptual and intellectual functions. These functions better prepare children for successful school achievement and reduce the achievement gaps. In this session, teachers and parents are shown how to help children demonstrate the new behavior and how to talk about their experiences.

Identifying the Impact of Poverty and Helping Students Overcome Barriers

Sarah Kitchens, Ph.D., Core Faculty & Instructional Mentor, Liberty University, Lynchburg, VA

Teshaunda Hannor-Walker, Ph.D., NCC, LPC, CPCS Assistant Professor, Licensed Clinical Therapist, Liberty University, Walker & Hannor-Walker, LLC, Albany, GA

Lacey Ricks, Ph.D., Assistant Professor, Liberty University, Lynchburg, VA

In this presentation we answer the question, "How does poverty impact student achievement?" and identify steps that school counselors can take to help students living in poverty overcome barriers and increase student success.

Preparing Our Students to be College and Career Ready

Linda Kopec, NCP, NCCC, NCSC, LPC, Principal, Onslow County Schools, Jacksonville, NC

Ann Stutler, Media Specialist, Onslow County Schools, Jacksonville, NC

This poster session will highlight how the use of Habits of Mind help to develop the skills necessary to be college- and career-ready. It will also document how Habits of Mind help to increase student achievement.

Advocating for Students with Mental Health Disorders in Grades K-12

Hillary Ellerman, M.S., Doctoral Student, Auburn University, Auburn, AL

Lindsay Harrell, M.S., ALC, NCC, Doctoral Student, Auburn University, Auburn, AL

This poster will provide teachers and administrators with counseling and educational strategies for working with students who have a mental health disorder. Strategies will be specific to each school level (elementary, middle, and high) and will emphasize acceptance, advocacy, and community support.

The After-School Escape Room: Providing Engaging Activities for All Students

Sharon Walters, Ed.S., Director, Fayette County School System, Fayetteville, GA

Pam Leinberger, Operations Specialist, Fayette County After School Program, Fayetteville, GA

Lindsey Moore, Operations Specialist, Fayette County After School Program, Fayetteville, GA

Are you looking for an activity that incorporates problem-solving and the collaboration of students? We will provide you with specific steps needed to set up an “escape room” activity in the after-school program environment.

P.B.I.S.: The Second Time Around

Courtney Randle, Ed.S., Instructional Coach/PBIS Coach, Newton County Schools, Covington, GA

Keisa Vincent, Principal, Newton County Schools, Covington, GA

Malcolm Brown, Assistant Principal, Newton County Schools, Covington, GA

This poster session details the metamorphosis of Liberty Middle School’s Positive Behavioral Interventions and Supports (PBIS) program. It will also highlight the fidelity implementation process of universal procedures and expectations, positive interventions, student champions, teacher and student incentives and school-wide celebrations.

Why Do So Many Children, Teens, and Adults Have Reading Problems? And, What Can Be Done About It?

Dee Tadlock, Ph.D., Director of Research and Development, Central Washington University and Read Right Systems, Ellensburg, WA

“If we are to achieve things never before accomplished, we must employ methods never before attempted” –Francis Bacon. Learn about a paradigm shift in reading that quickly eliminates reading problems—for even the most challenged readers. How is this possible? Unleash the power of the brain to focus on figuring out how to make excellent reading happen by aligning intervention with what the brain needs to learn any process.

NOTES

Saving Our Daughters: Impact and Challenges of Teen Pregnancy on High School Completion and College Attendance

Ivan Page, Ph.D., Professor, Albany State University, Albany, GA

This session will examine the impact of teen pregnancy on a group of 20 girls (15-18 years old) and how their lives were affected academically, socially, and economically. The specific objectives of this presentation are to discuss: (1) the need for a positive parental guidance during the teen years, (2) the impact of being pregnant on high school completion and college attendance, and (3) the social, psychological and economic factors associated with teen mothers. Some challenges, solutions, and best practices will be presented as a result of data from this focus group.

Moving Students from Potential to Performance

Dorothy Moore, Th.D., MA, BS., Educational Consultant, National Association of School Principals, Milwaukee, WI

This poster session will explore practical applications and strategies that the attendees can take home. Having worked many years with youth at risk, the presenter will share stories and discuss something they call TOMS: Tips on Moving Students to perform. Just as tums can be used to treat the feeling of pressure and discomfort in the stomach, TOMS can be used to treat the feeling of pressure and discomfort in the classroom and the educational system.

Developing Assistive Technology Teams in the Public School System

Larry Beard, Ed.D., Professor, Jacksonville State University, Jacksonville, AL

This poster will describe a way to develop assistive technology teams for each individual school to help all students learn.

Reach Children by Teaching Children, Not Content: A Road Map to the Whole Child

Christopher Williams, BA, Lead Educational Consultant, E.P.I.C. Educators, Covington, GA

Participants will experience what it is like to be in a positive learning environment as well as tips and tools on how to create a positive learning environment in three easy steps. Participants will also get an understanding of the importance of creating positive culture within the classroom and how that leads to an increase in student engagement.

Transforming School Leaders Through Meaningful Partnerships

Leann Taylor, Ph.D., Lecturer, Tennessee Tech, Cookeville, TN

As the Upper Cumberland area is growing, establishing strong leadership in schools is imperative to improve and sustain academic achievement. Tennessee Technological University serves as a higher education institution for 14 counties in the Upper Cumberland area, impacting an estimate of 328 schools. In 2008, Tennessee State Department of Education adopted the Learning Centered Leadership Policy that created a framework for effective school leadership. Since research supports the development of such standards to bolster educational outcomes, Tennessee Tech University's Instructional Leadership program has aligned field experiences and curriculums for the purpose of developing school leaders' career trajectories.

"I Am Because We Are"

Jennifer Baker, M.Ed., CEO, UBUNTU RELOADED, Soperton, GA

Many people do not spend "relatable" time with youth. During Baker's time with youth, the best rapport she developed was during conversations that were accepting and understanding. So, she started hosting youth groups to see if the dynamics between the youth would change. It did!

A Qualitative Case Study of How a Title I High School Principal Strategized for Student Achievement*Andrew Cooper, Ed.D., Assistant Principal, Henry County Schools, McDonough, GA**Robert Green, Ph.D., Professor, Valdosta State University, Valdosta, GA*

This poster presentation outlines how a Georgia Title I high school improved significantly under the leadership of a principal who participated in school improvement efforts and school-wide student achievement. The chosen principal led his school to improvements in student achievement, including a 20 percent increase in graduation rate and an 18-point increase in the Georgia CCRPI score. The study's findings determined numerous methods the principal used to increase student achievement at the Title I high school.

Growing the Youth of Tomorrow: Applying Leadership Skills in a Hands-On Effort for Food Security*Chasity Tompkins, MAEE, Program Evaluator, University of Georgia, Athens, GA*

The objective of the poster presentation is to highlight the development of student leadership and goal setting skills through 4-H. The collaborative effort with local school systems and the County Extension Offices provides a strong foundation to pursue student growth outside of the classroom. This presentation benefits school officials and community partners.

Counseling Techniques for Working with "At-Risk" Youth in Residential Settings*David Scott, Ph.D., Associate Professor, Clemson University, Clemson, SC*

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

The Key to Assess and Correct*Sharlonne Rollin-Smith, Ph.D., Assistant Professor, Dalton State College, Dalton, GA*

The purpose of this poster session is to explore the idea of meaningful collaboration between teacher candidates and mentor teachers as they plan, discuss, share,, and implement strategies that aid in assessing math misconceptions, correcting error patterns, and increasing the math confidence of low-performing students. During these experiences, both educators collaboratively take the time to learn student misconceptions and find student error patterns.

Implementing a Fast Track Credit Recovery Program for "At-Risk" Students*Ahmand Tinker, Ed.S., Assistant Principal, Coweta County School System, Newnan, GA*

The poster will show how East Coweta High School effectively implemented and monitors a fast-track credit recovery program for youth at risk.

Examining Transition and Vocational Counseling Practices Through the Lens of Emerging Adulthood*Vanessa Hinton, Certified Special Education Teacher, Ph.D. in Special Education, Associate Clinical Professor, Auburn University, Auburn, AL**Danny Owes, Special Education Teacher/ Doctoral Student, Auburn University, Auburn, AL*

With the Workforce Innovation and Opportunity Act of 2014, career readiness and post-secondary services have been expanded. The objective of this poster is to educate individuals on strategies to improve transition and post-secondary services within the lens of emerging adulthood. This presentation is appropriate for vocational rehabilitation counselors, teachers, or administrators who implement transition instruction or post-secondary services.

Don't Try to "Make" Me, Motivate Me: Strategies for Intrinsically Motivating Students in Title I Schools

Rhonda Amerson, Ed.D., Assistant Professor, Middle Georgia State University, Macon, GA

Marlene Dietz, Student, Middle Georgia State University, Macon, GA

Brittany Johnson, Student, Middle Georgia State University, Macon, GA

If teachers want to close the achievement gap and reach all students, they must be willing to adopt strategies/practices that motivate and inspire. In this session, we will provide elementary educators in Title I schools with information about the development of intrinsic motivation and motivational strategies/practices that honor and value students' race, ethnicity, gender, class, religion, and family.

Hoops with Heroes: Lessons Learned from a Law Enforcement and Middle School Youth Collaboration

Charles Wilson, Ph.D., Assistant Professor, Georgia Southern University, Statesboro, GA

This program reinforces life skills and builds positive relationships between middle school youth and local law enforcement through basketball and relationship building activities. The kids learn about the importance of being a H.E.R.O.: Honest, Enthusiastic, Responsible, and Optimistic. This session will also provide tips for helping students learn about law enforcement careers, and interact with local law enforcement officers, Georgia Southern University student-athletes, and other student volunteers.

Puppetry Path to Early Intervention for Children Through Partnerships

Paulette Harris, Ed.D., Professor and Director, Augusta University, Augusta, GA

This poster presentation will include partnership ideas where collaboration makes a difference in meeting children's needs from all walks of life. A variety of partnerships—used to benefit children who attend the Augusta University (AU) Literacy Center—will be addressed. A handout will be provided that lists those partnerships, which best benefitted K-12 children seeking academic tutoring at our AU Literacy Center.

Micromessages: Reach and Teach

Joe Sweet, Ph.D., 21st Century Site Coordinator, Bainbridge College/Decatur County Schools, Bainbridge, GA

Collective efforts to increase the participation of students in STEM areas have shown little acumen to bolster underrepresented populations. Educators, both secondary and post-secondary, must understand the power of positive micro-messages to achieve arduous goals.

An Assignment Policy and Student Academic Performance: Lessons Learned from Students' Narratives

Jackie Kim, Ed.D., Associate Professor, Georgia Southern University Armstrong Campus, Savannah, GA

This presentation discusses the idea that the educator's cultural deficit view may contribute to the student's academic struggles. These stories highlight ways in which reframed classroom policy may contribute to the success of African-American students when a conscious effort is made to meet these students' particular needs.

Building Grit Week by Week: Grades 4-6

Robin McWilliams, MS, Counselor Education, Director, SAY Village and Community Youth Partnerships, North Carolina State University, Raleigh, NC

SAY Village students at North Carolina State University will demonstrate how they build resiliency skills in the disadvantaged youth with whom they work one-on-one every week.

Sink or Swim: Socio-Cultural Immersion for Preservice Teacher Understanding*Harriet Strahlman, Ph.D., Lecturer, Dalton State College, Dalton, GA*

Challenged to “teach outside the box,” the presenter passed the challenge on to their teacher candidates, sending them into the field for a sink-or-swim cross-cultural immersion experience. This presentation offers some details of their experiences, with answers about how this benefits teacher candidates and their future students, and current teachers and administrators in schools with high student populations who are at risk.

Green Devil’s Pantry and Closet: Free Shopping Today!*Tracey Keim, MS, Teacher, St. Petersburg High School, St. Petersburg, FL*

What do you buy with only \$5 in your pocket: milk or socks, detergent or macaroni and cheese, ramen or deodorant, and tampons or spaghetti and sauce? These are tough choices to make. Learn how my project serves many in our school family. Fellow students, alums, community members, and former “shoppers” contribute. Students organize. Being reproduced in our state—and down under!

Yesterday, Today, and Tomorrow: Leave it, Live it, Make it Happen!*Tracey Keim, MS, Teacher, St. Petersburg High School, St. Petersburg, FL*

Participants examine days gone by, the here and now, and the days to come. Anything is possible when you let go, live today, and look forward, upward, and within! Project is hands-on and takes place outdoors—perfect for team building or field trips.

Populations of Youth at High Risk for Sex Trafficking*Karen Lambie, Ph.D., Retired Teacher, Shared Hope International, Savannah, GA*

While any child or young person can become a victim of sex trafficking, there are certain populations of youth that are at a higher risk than others. For example, youth living in poverty or who may be homeless can easily fall prey to human traffickers. In addition, youth, such as those in foster care can be lured by traffickers due to feelings of being unloved and/or having low self-esteem.

The Benefits of all Stakeholders of a Positive School Climate and Culture*Wendell Span, M.Ed., Assistant Principal, Clayton County Public Schools, Jonesboro, GA*

This poster describes how a positive school culture and climate can benefit all stakeholders and how it has a direct correlation to students and school success.

A, B, C, D, Schwa: Improving Literacy Instruction for Struggling Readers*Anita Sanders, Ed.D, Assistant Professor, Georgia Southern University, Statesboro, GA*

Every year, practicing educators learn a new term called “schwa.” They learn the term, but it is not new. Rather, it has been an integral part of their lives. This session will allow for interactive engagement and instruction where participants will leave with proven literacy instructional strategies aimed at assisting struggling readers. This presentation will be an unforgettable phonological experience where you will engage with the “schwa” and other phonological awareness experiences.

Get it Done: Post-Secondary Prep for Our Generation 1 and “At-Risk” Students

Andrea Dinan, Ed.D., Director, Princeton Public Schools; Fulbright DAT, Princeton, NJ

Christine Carbone, Teacher, Princeton Public Schools, Princeton, NJ

Sarah Ayad, Teacher, Princeton High School, Princeton, NJ

Our program aims to change the mindset of “at-risk” students and their families regarding college. Too many students have been told or believe that they are not college material and many families believe that they cannot afford it. Through school programming and evening meetings including community organizations, we have assisted three cohorts of students with completing applications and attending two- to four-year colleges. Our poster will include steps to creating a program that assists with changing mindset and normalizing help-seeking behavior, two key elements of a college prep program. We will share our best practices and resources for schools interested in creating their own college application boot camp.

The Streets Are Still Preying: Urban Black Female Youth at the Intersection of Street-Life Involvement and Personal Experiences of Violence

Tia Armour, Ed.D., Literacy Specialist and Educational Consultant, Statesboro, GA

The streets are still preying expands on my earlier research about urban Black female youth’s violence victimization and perpetration. Many urban Black female youth fall prey to the street-life subculture often identified as “the hustle.” The fractured stories of these female youth have been and still go untold. An in-depth analysis of the tragic stories of their lives provides convincing evidence and insightful explanations of the intersection of street-life involvement and personal experiences of violence (i.e., fatal violence perpetrator, fatal violence victim, family violence victim, school fighting perpetrator, and street-fight involvement).

“CPR”: Conscientiously Participating in Reflecting, Redirecting, and Realizing Appropriate Behavior

Terecia Gill, Ed. S., Principal, John J. Wright Educational and Cultural Center Alternative Education, Spotsylvania, VA

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

This poster encapsulates our school-based program to provide positive behavior supports and rewards that encourage students to take responsibility for their actions, choices, and behavior. Students determine their own success!

Put Some “RESPECT” in Mentoring Programs for Young Men

Quinn Gentry, Ph.D., MBA, Behavior Scientist, Messages of Empowerment Productions, Atlanta, GA

This poster highlights seven modules that serve as the foundation for the “R.E.S.P.E.C.T.” mentoring program aimed at enhancing community-based mentoring programs for young boys ages 10-15.

R.E.S.P.E.C.T. is a (male) gender-specific, and culturally responsive programmatic framework for addressing mental health for Black boys within the context of broader life skills development and community connectivity.

Wednesday, March 6

7:00 - 8:00 a.m. Continental Breakfast | Exhibits Open

Registration Opens at 7:30 a.m.

7:45 - 8:00 a.m. Therapeutic Drum Call*Tom Harris, Therapeutic Drumming Manager, Youth Villages at Inner Harbour, Douglasville, GA***8:00 - 9:15 a.m.**Regency
Ballroom**Keynote Presentation****Mistress of Ceremonies***Alisa Leckie, Ph.D., Conference Co-Chair, Associate Professor, College of Education, Georgia Southern University, Statesboro, GA***Introduction of Keynote Speaker***Ann Levett, Ed.D., Superintendent, Savannah-Chatham County Public School System, Savannah, GA***Excellence Through Equity: Five Essential Ingredients for Creating Conditions that Promote Achievement for All Children***Pedro Noguera, Ph.D., Distinguished Professor of Education, University of California Los Angeles, Los Angeles, CA*

While the movement for standards and accountability has largely succeeded in bringing greater attention to disparities in student achievement, surprisingly little attention has been given to what it takes to create conditions in schools that will make achievement for all students more likely. Missing from much of the policy debate related to achievement is how to place “equity” at the center of education reform efforts, and how to support and cultivate effective teaching in schools. This presentation will describe five principles and practices that have proven effective in helping schools to meet the needs of a wide variety of learners. Strategies that make it possible to avoid zero-sum scenarios—leading some educators to believe that they must choose between the pursuit of excellence and equity—will also be presented. Drawing upon research and several case studies, the presentation will show why an equity framework is essential for promoting achievement among all children.

9:45 - 11:00 a.m.**Session 8 Breakouts**

Ballroom A

**Just Level the Playing Field and Watch Me Excel***Baruti Kafele, M.A., Consultant, Principal Kafele Consulting, LLC, Jersey City, NJ*

This engaging, interactive, and self-reflective session focuses on equity at the classroom level. It challenges teachers to look within themselves relative to how they relate with all students. It challenges teachers to confront whatever biases they bring to students that may be either blatant, subtle, undetected or unacknowledged. It argues that high performance is an impossibility in classroom environments where equity fails to exist.

Don't Worry if You Miss This Session, There's an Encore at 11:15 a.m.!

Ballroom B

**Working with “At-Risk” Youth: Self-Check***Joe Johnson, Ph.D., Owner, Joe Johnson Group, Bloomfield Hills, MI*

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 professionals reassess their current strategies of working with this population and more ways to build relationships, engage, and provide creative approaches to impact the “at-risk” population.

Don’t Worry if You Miss This Session, There’s an Encore at 11:15 a.m.!

Ballroom D

**Pre-Teaching Vocabulary with “At-Risk” Elementary Students***Leslie Cowell, Ph.D., Dean and Associate Professor, Faulkner University, Montgomery, AL*

Educators are continually seeking ways to improve reading comprehension among youth at risk. Pre-teaching vocabulary is one way to make the connection of vocabulary knowledge to support reading comprehension. This presentation details how pre-teaching may help students in recalling prior knowledge of terms and enables increased-brain capacity to focus on comprehending the text and not on determining the meaning of individual words.

Ballroom E

**Can I Have Five Minutes of Your Time? The Art of Mindfulness***Jennifer Feldmann, BA, BS, Student, Augusta University, Augusta, GA*

This presentation focuses on simple, five-minute mindfulness activities that can be used with any population or any age group.

Ballroom F

**Research and Applications in Video-Based Social Skills Instruction***Sarah Babcock, Teacher, Barnett Shoals Elementary School, Athens, GA**Arwa Alamoudi, Doctoral Student, University of Georgia, Athens, GA**Tom Clees, Ph.D., Associate Professor, University of Georgia, Athens, GA**Todd Stephens, Ph.D., Professor, University of Wisconsin-Eau Claire, Eau Claire, WI*

This presentation will demonstrate how to design and implement video modeling (VM) interventions to teach social skills. Attendees (teachers, support staff, clinicians, and administrators) will be able to describe the “how to” of these elements, evaluation of the intervention, and how to plan for generalization of skills. A study will be presented that employed VM to teach greeting skills to students with learning/behavioral challenges.

Scarborough 1





**The Importance of Advocating for LGBT+ Youth in Schools and the Community***Stefanie Hassing, M.Ed., Graduate Student, Augusta University, Augusta, GA*





This presentation is aimed at providing professionals who work with children, including educators, administrators, counselors, and adult volunteers, information regarding the increased risks and needs for the LGBT+ population between the ages of 10–19, and how to advocate for them within community and school settings.

Scarborough 2

**Resilience Can Be Taught 10 Tools to Motivate Any Student***Jason Johnson, Ed.S, Program Director, Why Try Organization, Provo, UT*


This session will demonstrate 10 strategies proven to strengthen relationships, grab attention, inspire, and build resilience in all ages and learning types. Participants will receive insights into teaching social and emotional life skills in ways anyone can understand, relate to, and remember. These strategies have helped over two million youth in 20,000 K-12 schools, mental health, and correctional organizations in the areas of academic success, dropout prevention, class management, and bullying prevention.






- Scarborough 3  **Putting the “L.O.V.E. Is The Answer” Principles into Action**
A.J. Ali, Director, Producer, L.O.V.E. Is The Answer, Santa Monica, CA
 A discussion about the film “WALKING WHILE BLACK: L.O.V.E. Is The Answer” and where do we go from here to put the L.O.V.E. Is The Answer principles into action to improve police-community relations and public safety for the benefit of our students.
- Scarborough 4  **Leading from the Heart: Personalization as the Foundation of Successful Schools**
Steven Edwards, Ph.D., President and CEO, Edwards Educational Services, Inc., Alexandria, VA
 This session will address the core elements of building a successful school climate and culture based on a foundations of personalization. Participants will learn key behaviors and strategies they can use to create a school environment that values the unique talents of every child. Attendees will leave with ideas and concepts that they can immediately implement in their schools.
- Don't Worry if You Miss This Session, There's an Encore at 11:15 a.m.!*
- Scarborough 5  **Question-and-Answer Session with Keynote Speaker Dr. Pedro Noguera**
Pedro Noguera, Ph.D., Distinguished Professor of Education, University of California Los Angeles, Los Angeles, CA
- Harborside Center East  **A Percussion Discussion**
Tom Harris, M.S., Therapeutic Drumming Manager, Youth Villages, Inner Harbour Campus, Douglasville, GA
 Facilitators will explain the purpose and results of therapeutic drumming for youth at risk and allow attendees to actually learn and perform a West African rhythm. Current research on the outcomes of therapeutic drumming will be included in the presentation.
- Harborside Center West  **Let the Stage Minimize the Rage and Cage: Innovation Through Fine Arts to Reduce Violence, Truancy, and Delinquency in Youth**
Keith Brown, BA, Professional Speaker, Consultant, 2020 Enterprises, Fayetteville, GA
 This relevant, innovative, high-octane, extremely interactive session will illustrate how advocates for youth can utilize the fine arts—primarily speech, spoken word, theatre, and music—to increase attendance, student ambition, and achievement, while minimizing violence and bullying, truancy, delinquency, and low expectations. Furthermore, this session will give tangible tools on how to create a role for each pupil to excel, whether through writing, speaking, performing, graphic arts, or social media. Moreover, this session will be a “slice of life” for conflict resolution, leadership, college- and career-readiness, and lifelong learning.
- Don't Worry if You Miss This Session, There's an Encore at 11:15 a.m.!*
- Percival  **Stage-to-Page: Performing Arts Education and Academic Identity Development for Youth at Risk**
Calvin Walton, Ph.D., Lecturer, Georgia Southern University Armstrong Campus, Savannah, GA
 During this presentation, Dr. Walton will provide a research-based examination of how school and community-based performing arts experiences can help improve academic outcomes and school experiences for youth placed at risk. He will use the existing body of literature and his own research to share with participants how the performing arts can enhance cognitive development, strengthen academic performance, and improve school experience for youth at risk. Additionally, he will provide examples of effective strategies and practices for developing and implementing performing arts initiatives for students in this population.

- Vernon  **Meeting the Needs of Diverse Gifted Learners**
Karen Gorman, NBCT, M.Ed., Academic Facilitator, Charlotte-Mecklenburg Schools, Charlotte, NC
Maranda Thornburg, IB Coordinator, Charlotte-Mecklenburg Schools, Charlotte, NC
 Come learn how to support your gifted learners from Piedmont IB Middle School in Charlotte, North Carolina, one of the first schools to be named an MSA-Certified-Demonstration School! As a magnet school with over one-third of our population identified as gifted, we have several ideas and strategies, including scheduling and project-based learning, which we would love to share. Our principal was recently named the National Association of Gifted Children's administrator of the year and will share much of what happens in our school from the leadership perspective as well.
- Verelst  **Creating a Safe School Environment for Trans- and Gender-Nonconforming Students**
Shayna Medley-Warsoff, JD, Attorney, American Civil Liberties Union, New York, NY
 This session will provide an introduction to some of the major challenges facing transgender, nonbinary, and gender nonconforming youth in schools, and the increased health and safety risks these students face when marginalized at school. We will cover some best practices and guiding principles for creating a more welcoming school environment for gender diverse youth, as well as introduce the legal landscape protecting trans and gender nonconforming students' rights in school.
- Sloane  **Willowcreek Middle School Alternative Program: Successfully Working Through Trauma**
Debra Ekdahl, BS, Teacher, Willowcreek Middle School, Portage, IN
Taria Taylor, M.Ed., Assistant Principal, Willowcreek Middle School, Portage, IN
Michelle Stewart, MA, Principal, Willowcreek Middle School, Portage, IN
 Not your typical alternative school, Willowcreek Middle School offers trauma-informed practices in place of student expulsions. A safe structured environment, reduced class time, academic strategies, mindfulness, yoga, and community service, all help to provide the educational and social-emotional supports necessary to help youth at risk reach their potential and eventually transition back to the traditional classroom.
- Plimsoll  **Emergency Housing and Social Service Options for Children Who Have Been Commercially Sexually Exploited**
Danielle Groton, Ph.D., Assistant Professor, Florida Atlantic University, Boca Raton, FL
 For agencies providing housing and other services to Commercial Sexual Exploitation of Children (CSEC) programs, there is limited information on promising practices. We present findings from surveys completed with 16 programs serving CSEC, including common program components, promising practices, and recommendations for future housing programs.

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

Session 9 Breakouts

- Ballroom A  **Just Level the Playing Field and Watch Me Excel**
Baruti Kafele, M.A., Consultant, Principal Kafele Consulting, LLC, Jersey City, NJ
 This engaging, interactive, and self-reflective session focuses on equity at the classroom level. It challenges teachers to look within themselves relative to how they relate with all students. It challenges teachers to confront whatever biases they bring to students that may be either blatant, subtle, undetected, or unacknowledged. It argues that high performance is an impossibility in classroom environments where equity fails to exist.

- Ballroom B  **Working with “At-Risk” Youth: Self-Check**
Joe Johnson, Ph.D., Owner, Joe Johnson Group, Bloomfield Hills, MI
 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 professionals reassess their current strategies of working with this population and more ways to build relationships, engage, and provide creative ways to impact the “at-risk” population.
- Ballroom D  **Transforming Literacy Learning: Action Research Through the Lens of a Reading Specialist**
Anne Katz, Ph.D., Associate Professor of Reading, Georgia Southern University Armstrong Campus, Savannah, GA
Mitchell Sexton, M.Ed., Educator, Georgia Southern University Armstrong Campus, Savannah, GA
 A teacher completing a Reading Specialist M.Ed. degree developed an action research plan centered around literacy instruction throughout the course of the semester. The student analyzed the validity, reliability, and personal bias inherent in his action research study; developed a literature review on a research topic; implemented a plan for conducting action research; and applied evaluation criteria to his own project.
- Ballroom E  **TEACH! Tirelessly Educating and Changing Habits**
Rochelle Lowery, Ed.D., Independent Education Consultant, Hampton, GA
 Learn strategies for effective classroom management that will end the student-teacher power struggles, improve academic performance, and greatly reduce the need for discipline referrals. Find out how your beliefs, teaching style, and even your classroom arrangement could be contributing factors to classroom misbehavior. Learn techniques and strategies that work for teaching and learning and do not cause extra work for the teacher. Regain your interest to teach, reserve your energy for teaching while, at the same time, learn strategies that will minimize disruptive behavior, empower students to take ownership of their misbehavior, and make your classroom an actual teaching and learning environment.
- Ballroom F  **Using Hip-Hop Texts to Unpack Social Justice**
Crystal LaVoullé, Ph.D., Education Consultant, LaVoullé Group, LLC, Atlanta, GA
 Teaching is a political act and, education, the way it is traditionally presented, tends to oppress. Education is clouded by teachers’ points of view and students’ prejudices. In this presentation, hip-hop discourse and critical literacy are demonstrated as tools to help students disrupt the balance of power, dismantling the idea that the teacher is all knowing and the student is an empty vessel, devoid of knowledge. This presentation presents critical literacy and hip-hop discourse as tools to close the achievement gap and promote learning for all children and youth.
- Scarborough 1  **The Power of One: A Continuing Dialogue Between PBIS and Title I**
Brian Mincey, Ed.S., School Psychologist, Henry County Schools, McDonough, GA
 This session will review the effects of a three-year implementation of Positive Behavioral Interventions and Supports (PBIS) at a Title I elementary school. Presented under a social justice lens, participants will learn specific strategies to promote a positive school climate through the following individuals: students, faculty/staff, and community members. Additional discussions will address empowerment techniques that will transform students into global-minded advocates.

Scarborough 2



Populations of Youth at High Risk for Sex Trafficking

Karen Lambie, Ph.D., Retired Teacher, Shared Hope International, Savannah, GA

This presentation focuses on the sex trafficking of special populations of youth who are at high risk of falling prey to the tactics used by traffickers to lure targeted victims into the commercial sex industry. Although any child can become a victim, there are certain populations that are at greater risk. For example, youth who are in foster care, who are homeless, or who feel unloved or neglected are more vulnerable to tactics used by traffickers to entrap victims.

Scarborough 3



The Sweet Side of Middle School

Cary Holman, Ed.S., Principal, Rutherford County Schools, LaVergne, TN

This session is designed with teachers and administrators in mind. Participants will review and share creative practices and strategies used in middle school to foster a culture and climate tailored to enhance positive interactions for successful teams.

Scarborough 4



Leading from the Heart: Personalization as the Foundation of Successful Schools

Steven Edwards, Ph.D., President and CEO, Edwards Educational Services, Inc., Alexandria, VA

This session will address the core elements of building a successful school climate and culture based on a foundation of personalization. Participants will learn key behaviors and strategies they can use to create a school environment that values the unique talents of every child. Attendees will leave with ideas and concepts that they can immediately implement in their schools.

Scarborough 5



Meeting the Needs of “At-Risk” Youth Populations with Relationship Smarts Programming

Rebecca Stackhouse, CFLE, Family and Consumer Science Extension Agent, University of Georgia, Cordele, GA

Kasey Bozeman, MS, County Extension Agent, University of Georgia, Hinesville, GA

Wanda McLocklin, MS, County Extension Coordinator, University of Georgia Extension and 4-H, Winder, GA

Kris Peavy, BA, 4-H Agent, University of Georgia Cooperative Extension, Cuthbert, GA

Kasey Hall, MS, County Extension Coordinator, University of Georgia and 4-H, Monticello, GA

Cindy Sheram, BS, 4-H Agent, University of Georgia Cooperative Extension, Sandersville, GA

Lynn Davis, M.Ed, 4-H Extension Agent, University of Georgia CAES Extension, Ashburn, GA

Healthy relationship development is vital to the promotion of positive youth development, especially for “at-risk” youth populations. Since 2006, the University of Georgia Extension personnel delivered Relationship Smarts Plus programming to 5,500+ youth, teaching self-awareness, dangerous relationships, and communication and conflict. Educators from all areas can learn how to implement the Relationship Smarts Plus program, review the program’s impact, and hear about lessons learned along the way.





Harborside
Center West



Let the Stage Minimize the Rage and Cage: Innovation Through Fine Arts to Reduce Violence, Truancy, and Delinquency in Youth

Keith Brown, BA, Professional Speaker, Consultant, 2020 Enterprises, Fayetteville, GA

This relevant, innovative, high-octane, extremely interactive session will illustrate how advocates for youth can utilize the fine arts—primarily speech, spoken word, theatre, and music—to increase attendance, student ambition, and achievement, while minimizing violence and bullying, truancy, delinquency, and low expectations. Furthermore, this session will give tangible tools on how to create a role for each pupil to excel, whether through writing, speaking, performing, graphic arts, or social media. Moreover, this session will be a “slice of life” for conflict resolution, leadership, college and career readiness, and lifelong learning.

- Percival  **Math and Movement: Using Movement to Reach Youth “At-Risk” Learners**
Jeremy Ezell, M.Ed., Vice Principal, Lakeway Christian Academy, Morristown, TN
 Are you looking for ways to get the youth you work with active while simultaneously teaching math concepts? Math and Movement is your answer! M&M is a kinesthetic approach to teaching and practicing math concepts. It incorporates a variety of movements to help youth learn math skills. During this session, participants will learn specific movements they can use immediately!
- Vernon  **Unearthing and Protecting the Gem Within**
Ruth Chapman, Ph.D., Author and Speaker, Philadelphia, PA
 This fast paced, interactive workshop will compel adults working with young children viewed as difficult or hard to reach to develop new perspectives on how to see and protect the “gem within the child.” Participants will emerge with effective strategies, methods, and resources to reach the “heart and the home” of the children they serve.
- Verelst  **Safety to Struggle, Safety to Succeed**
Samuel Marion, LCSW, Managing Director, Family Recovery of Southwest Georgia
Elizabeth Marston, LCSW, Therapist, Family Recovery of Southwest Georgia
 Safety is a core element of success in any arena. A child’s perception of safety impacts how they interact in the world. An empathic understanding of safety allows for an exploration of vulnerabilities and their impact in various settings. Drawing from experience and literature from varying disciplines, from trauma treatment and education to parenting and theater, we will delineate types of safety. Language from these fields will be shown to be a proxy for safety. This workshop allows attendees to gain both a cognitive and visceral awareness of one’s perceptions of safety and implement interventions that foster safety for self and others.
- Sloane  **How to Make School-Based Mental Health Work**
Jenny Wilhoite, LAPC, M.Ed., Director of School Based Mental Health, Georgia Hope, Chattanooga, TN
 This session is designed to give an overview of how to create a school-based mental health program that benefits students on all tiers, providing universal prevention, early intervention, and intensive services for youth at risk. Meeting the needs of students with mental health challenges impacts student attendance, behavioral and academic outcomes, and discipline in a positive way.

KEYNOTE SPEAKER BIOS



Joe Hendershott

Ed.D., President, Hope 4 The Wounded Inc., Gahanna, OH

Joe Hendershott, Ed.D., is a sought after speaker about the effects of trauma on learning and behaviors and working with wounded students. As president of Hope 4 The Wounded, Inc. he also provides consulting, staff training, an online course, and has authored *Reaching The Wounded Student* and *7 Ways to Transform the Lives of Wounded Students*. Joe has over 30 years in education and is the recipient of the 2015 National Crystal Star Award for dropout prevention and the 2016 Bixler Award, which recognizes excellence in education. His ongoing research, along with his practical experiences as both a teacher and administrator, and his personal experiences as an adoptive father, give him a unique perspective that is engaging, thought-provoking, and inspiring.



Pedro Noguera

Ph.D., Distinguished Professor of Education, University of California Los Angeles, Los Angeles, CA

Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional, and global contexts. He is the author of 11 books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA, he served as a tenured professor and holder of endowed chairs at New York University (2003-2015) Harvard University (2000-2003) and the University of California, Berkeley (1990-2000). From 2009-2012, he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. In 2014, he was elected to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.



Yong Zhao

Ph.D., Globalization and Education Expert, University of Kansas, Lawrence, KS

Yong Zhao currently serves as a Foundations Distinguished Professor at the University of Kansas and is the Global Chair of Education at East China Normal University. He is also a professorial fellow at the Mitchell Institute for Health and Education Policy, Victoria University in Australia. His works focus on the implications of globalization and technology on education. He has published over 100 articles and 30 books, including *Reach for Greatness: Personalizable Education for All Children* and *Counting What Counts: Reframing Education Outcomes*. He is a recipient of the Early Career Award from the American Educational Research Association and was named one of 2012's 10 most influential people in educational technology by the *Tech & Learn Magazine*. He is an elected fellow of the International Academy for Education. His latest book, *World Class Learners*, has won several awards including the Society of Professors of Education Book Award (2013), Association of Education Publishers' (AEP) Judges' Award, and the Distinguished Achievement Award in Education Leadership (2013).



Jessica Begley

M.S.Ed., Training Consultant, Office of the Child Advocate, Wilmington, DE

Jessica Begley is a dynamic educator and training specialist. She began her career in education as a teacher in the Philadelphia School District. After leaving the classroom, she transitioned into the field of training and performance improvement where she provided consultation on bullying and violence prevention to schools and youth-serving organizations. In her current role, Jessica serves as an educational consultant for the Delaware Compassionate Schools Initiative, training professionals regionally and nationally on trauma, resilience, and self-care.



Reggie Carruth

M.Ed., Instructional Coach, Rutherford County Schools, LaVergne, TN

Reginald Carruth currently serves as a Title/RTI Coach. He served as Dean of Students and Math Department Head at Whitworth-Buchanan Middle School, an MTeach teacher-partner at Middle Tennessee State University, and hosted Parent Engagement Nights at LaVergne Middle School, where he was a site-based presenter. He was chosen as Teacher of the Year, 2015–2016, and has presented at several conferences including the Rutherford County Schools Summer Conference, National Youth-At-Risk Conference, and the AMLE Conference.



Eliza Hirst

JD, CWLS, Deputy Child Advocate, Office of the Child Advocate, Wilmington, DE

Eliza Hirst is a Deputy Child Advocate with Delaware's Office of the Child Advocate. In that position, she has represented children in dependency/neglect proceedings since 2010. In addition to direct representation, Eliza is currently partnering with Casey Family Programs and local school districts to increase education supports and opportunities for youth in foster care. She also provides systemic advocacy, training, and advice on child welfare matters, education, and disability issues at the local and national level. Eliza has published articles in many journals including articles in the *American Bar Association Child Law Practice*, and the *Juvenile and Family Court Journal*.



Teri Lawler

MA, Education Associate, Delaware Department of Education, Wilmington, DE

Teri Lawler is a results-driven educator, passionate about making equity of opportunity available to all students regardless of zip code. Current projects include socioemotional competence, universal behavior screening, strengthening multi-tiered systems of support, and the creation of trauma-informed systems of care for schools, out-of-school providers, and youth-serving organizations. Teri is a founding member of Delaware's Compassionate Schools Learning Collaborative and the City of Wilmington's Advisory Council for Youth Gun Violence Prevention. Current passions include expanding awareness of the impact of developmental trauma and toxic stress on learning and the implementation of neurosequential intervention strategies for healing the brain and body.



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