



2008 AREA CONFERENCE

Cleveland, Ohio

Sunday, August 17 – Wednesday, August 20

The Embassy Suites in Independence

The principles themselves seem—indeed are—simple enough: that young people have a tremendous desire to learn and to do well; that their feelings are intrinsically valid and quite as important as their thinking; that destructive and self-defeating behavior must be faced; that young people can help each other sort things out and arrive at good choices; that the world is rich in things to learn; that life is to be savored at each moment; and that decent, caring adults are absolutely essential in the lives of children, if these **children are to grow up strong in body, quick of mind, generous of spirit.**

—Nicholas Hobbs, PhD

Positive Education Program

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INFORMATION FOR PARTICIPANTS

Registration Fee:

- For AREA members—\$360 per person if paid by June 6; \$400 after June 6
- For non-AREA members—\$400 per person if paid by June 6; \$440 after June 6

During the conference, the following meals are included in the conference costs: Monday and Tuesday—lunch and dinner. Overnight guests of Embassy Suites are provided with a complimentary breakfast.

Hotel Reservations:

The guaranteed room rate is \$119 per night plus all taxes and fees for a grand total of \$137.15. To get this rate, you must book your room by Friday, July 18, 2008. When making your reservation, use the group code which is **PEP**. The conference is at **The Embassy Suites in Independence, Ohio**—not the one in Downtown Cleveland.

You may reserve your room at The Embassy Suites in Independence, Ohio by calling 1-800-EMBASSY (362-2779). Or if you prefer, you can book your room online at: www.clevelandindependence.embassysuites.com.

Each suite has a private bedroom as well as a spacious living room with a sleeper sofa. We have asked the hotel to reserve the rooms that have two double beds, although that cannot be guaranteed. If this is your preference, please be sure to make that request when reserving your room.

Location and Transportation:

From the airport to the hotel is less than a 15 minute drive. Hotel shuttles will run on request from the airport to the hotel. To access this service, call 216-986-9900 to request a shuttle. There is no charge, but you may have to wait awhile depending on the timing.

You can also take a taxi, and that usually costs in the range of \$25-\$35.

To return to the airport from the hotel, you can make a reservation at the hotel to reserve the shuttle service for your desired time.

From the hotel to downtown is also less than a 15 minute drive. On Monday night, transportation will be provided from the hotel to Pickwick and Frolic on East 4th Street in Downtown Cleveland.

Transportation will not be provided for the baseball game on Sunday. If you do not have access to a car, you can take a taxi, and that should cost close to \$30.

Baseball Game on Sunday Afternoon:

PEP has reserved a block of tickets in the mezzanine section for AREA conference attendees to purchase to attend the Cleveland Indians vs. Los Angeles Angels baseball game on Sunday, August 17 at 1:05 pm. Tickets can be purchased by completing the baseball tickets order form and attaching a check made payable to Positive Education Program. Order forms and checks must be returned to your agency's AREA conference coordinating representative. Your contact will forward your order to PEP by Friday, June 6 and tickets will be mailed to your contact by July 1. Your agency contact will then distribute your tickets to you.

Continuing Education Credit:

Attendees who desire continuing education credit will receive certificates of attendance documenting clock hours for sessions attended. These certificates can then be submitted to the attendees' respective organizations, licensing entities, or employers in order to receive continuing education credit. While we will verify the hours, please note that we do not have the authority and capacity to determine how the hours will be interpreted by the attendees' respective organizations, licensing entities, or employers.

Opening Keynote Speaker—Ruby Payne, Ph.D.:

Ruby K. Payne, Ph.D., author, speaker, publisher, business owner and career educator, is an expert on the mindsets of economic classes and on crossing socioeconomic lines in education, work, and for social change.

Dr. Payne's work stems from more than 30 years of first-hand experience in the public schools, as school department head, principal, and central office administrator of staff development. She became known for helping students from all economic backgrounds to achieve academic success. She received her B.A. from Goshen (IN) College, earned a master's degree in English Literature from Western Michigan University, and her doctorate in Educational Leadership & Policy from Loyola University in Illinois.

She has written or co-authored more than a dozen books—with her foundational work, *A Framework for Understanding Poverty*, having sold over 1,000,000 copies. As founder and president of aha! Process, Inc., she has published more than 60 books and audio-visual products. Dr. Payne presents her work throughout the United States, Canada, Australia, India and China. She presents a variety of workshops based on her book, *A Framework for Understanding Poverty*, together with her strategies for successfully raising student achievement and negotiating economic class barriers.

Closing Keynote Speaker—Deborah Prothrow-Stith, M.D.

Dr. Prothrow-Stith is a nationally recognized public health leader. As a physician working in inner-city Boston, she broke new ground with her efforts to have youth violence defined as a public health problem; not just a criminal justice issue. Her passion for prevention was not satisfied with the emergency room work of “stitching people up and sending them out.” She turned to public health and, with others, created a social movement to prevent violence that has had an impact on Boston and the nation.

As a chief spokesperson for a national movement to prevent violence and a frequent speaker in national media and public forums, Dr. Prothrow-Stith supports the application of rigorous scientific methods to strengthen violence prevention programs. She developed and wrote *The Violence Prevention Curriculum for Adolescents*, a fore-runner of violence prevention curriculum for schools and communities. She is the author of *Deadly Consequences*, the first book to present the public health perspective on violence to a mass audience.

A pioneer and innovator, Dr. Prothrow-Stith continues to develop programs and nurture partnerships with community-based programs locally, nationally and internationally including the critically acclaimed Partnerships for Preventing Violence satellite broadcast training series. She has authored and/or co-authored over 80 publications on medical and public health issues. She and co-author Howard Spivak, M.D. offer a blue print for community based violence prevention work in their book, *Murder Is No Accident* and a guide for parents of girls in their book *Sugar and Spice and No Longer Nice*.

Dr. Prothrow-Stith currently serves as Associate Dean and Professor of Public Health Practice at the Harvard School of Public Health (HSPH). A Spelman College and Harvard Medical School graduate, she has received ten honorary doctorates, the 1993 World Health Day Award, the 1989 Secretary of Health and Human Service Award, and a Presidential appointment to the National Commission on Crime Control and Prevention.

Monday Night Social Event at Pickwick and Frolic:

Enjoy a relaxed evening of food, fun and drink with your AREA colleagues at Pickwick and Frolic, a large entertainment venue located on East 4th Street in Downtown Cleveland. East 4th Street has seen a real renaissance recently, and is home to Lola, the restaurant owned and operated by Iron Chef Michael Symon.

Tuesday Night Awards Banquet at Embassy Suites:

The evening will begin with cocktails and hors d'oeuvres, followed by dinner and the awards ceremony, then music and dancing. The dinner and awards ceremony component of this event should end by 9 pm. Teacher-Counselor of the Year awards will be presented and Jim Doncaster from Pressley Ridge will receive the AREA Lifetime Achievement Award.

SCHEDULE

SUNDAY, AUGUST 17

1:00 pm Cleveland Indians vs. Los Angeles Angels Baseball Game at Progressive Field, 1:05 pm
(Tickets will need to be purchased in advance—order form is provided.)

3:00 – 9:00 pm Pick up your registration materials at The Embassy Suites

5:30 – 9:00 pm Join us in the lobby for a drink and light hors d'oeuvres
(The hotel provides complimentary drinks for hotel guests during its happy hour from 5:30 – 7:30 pm.)

MONDAY, AUGUST 18

6:30 – 9:30 am A complimentary breakfast is provided for all overnight hotel guests

7:30 – 9:00 am Pick up your registration materials at The Embassy Suites

9:30 am – 12:00 pm Opening Session with Keynote Speaker: Ruby Payne, Ph.D.

12:00 – 1:30 pm Lunch will be provided

1:30 – 3:00 pm Session A

3:00 – 3:30 pm Break

3:30 – 5:00 pm Session B

6:30 – 10:30 pm Food and Fun at Pickwick and Frolic on East 4th Street in Downtown Cleveland
 For hotel guests, transportation will be provided to and from the event

TUESDAY, AUGUST 19

6:30 – 9:30 am A complimentary breakfast is provided for all overnight hotel guests

8:30 – 10:00 am Session C

10:00 – 10:30 am Break

10:30 am – 12:00 pm Session D

12:00 – 1:30 pm Lunch will be provided

1:30 – 3:00 pm Session E

6:00 – 11:00 pm Banquet

WEDNESDAY, AUGUST 20

6:30 – 9:30 am A complimentary breakfast is provided for all overnight hotel guests

8:30 – 10:00 am Session F

10:00 – 10:30 am Break

10:30 am – 12:00 pm Closing Session with a Keynote Speaker—Deborah Prothrow-Stith, M.D.

What excites me most about Re-ED is the people who have committed themselves to it...and their ingenuity in inventing each day what the Re-ED program should become.

Nicholas Hobbs, PhD

SESSION DESCRIPTIONS

Sessions:

When you complete your registration form, please be sure to indicate your first and second choice for each breakout time using the identified code for each session. We will make every effort to accommodate each person's first choice.

The session rooms each have different capacities as to numbers of participants.

- For sessions coded 01 through 04—these rooms have a capacity up to 150 participants.
- For sessions coded 05 and 06—these rooms have a capacity up to 90 participants.
- For sessions coded 07 through 10—these rooms have a capacity up to 25 participants.

If we notice that sessions slated for smaller rooms draw greater interest than current capacity allows, we will make every effort to make changes so that we can accommodate as many first choices as possible.

**The constant challenge is to design a daily program
so engaging so varied and new yet orderly and
stable...so meshed with the growth of the child's
mind, so rich in human interchange...filled with
success in matters small and large, so unconcerned
with failure, so appreciative of individuality and
of common purpose...so joyous so aware...
that the disturbed child finds himself immediately
committed to a new way of living at once more
satisfying to himself and more satisfactory to the
people in his life.**

Nicholas Hobbs, PhD

SESSION A: MONDAY, AUGUST 18 FROM 1:30 TO 3:00 PM

Code: A – 01

Sexuality Education for Clients with Cognitive Impairments

Statistical data indicate that clients with mental retardation and other cognitive disabilities have a higher than average risk of experiencing sexual abuse during their lifetime. This occurs, in part, because of the lack of sexuality education which creates a vulnerability for sexual abuse. To fully understand the problem we must be willing to look at societal myths that surround clients, our own misconceptions about the topic and what behaviors we exhibit that subtly reinforce the risk of abuse. In this training, you will learn how you can create an “abuse-free” environment for clients with cognitive impairments.

Presenter:

Tricia Underwood, M.Ed., Trainer with FamilyLinks

Code: A – 02

PEP’s Intervention-Based Bibliotherapy Program

PEP’s Intervention-Based Bibliotherapy Program was designed within a pure Re-ED model, utilizing an integrated programming structure: social-emotional instruction, literacy instruction, and therapeutic groupwork. With rigorous academic objectives drawn from Ohio’s English Language Arts Academic Content Standards, and social-emotional objectives drawn from student Individual Service Plans, this innovative program has been enthusiastically received by both students and teacher-counselors. This workshop is designed to give participants hands-on experience in using PEP’s bibliotherapy model.

Presenters:

Cynthia P. Edwards, Literacy Coach with PEP
Felicia Demchuk, Educational Services Director with PEP

Code: A – 03

Use of Visual Supports in the Classroom and Home Environment

Visual supports are things that we see that enhance our organization, communication and ability to understand the world around us. Visual supports can be objects, printed words, pictures, body language, or other environmental clues. Visual supports are a research-based intervention for students with Pervasive Developmental Disorders as well as children with cognitive delays. Visual supports are critical tools that provide the necessary support to allow students to increase their levels of positive communication, participation, and independence in the home, school, and community environments.

Presenters:

Wendy Jewell, Assistant Program Coordinator with PEP Harbor
Marypat Hanna, Speech Language Pathologist with PEP Harbor

Code: A – 04 and B – 04 (Double Session)

Nine Stages and Experiential Education: How Do They Fit?

In this workshop we will examine the work of Nicholas Long around the 9 Stages of Re-EDucation and how it connects with the therapeutic intervention/curriculum of Experiential Education (EE). We know behaviors of troubled children present in a fairly predictable pattern. In a predictable way, we use therapeutic interventions at each of these stages to address the real issues around the behaviors. We will explore, through EE, tools we can use at each stage.

Presenters:

Mike Oliver, Program Facilitator at Renton Academy in the Renton School District and Trainer/Member with WAREA
Tricia Jump, Special Education Teacher with Bethel School District and Trainer/Member with WAREA

Code: A – 05

Re-EDucation IS an Evidence-Based Practice!

As we communicate with staff, families, community members, and funding agencies about Re-EDucation it is critical that we highlight the fundamental ideas at the heart of Re-ED. But it is equally important that we help to highlight the many ways that Re-EDucation is already deeply connected to evidence-based practices. This presentation was developed as an orientation to Re-ED that builds on its rich history, while demonstrating how Re-ED is firmly connected to the future.

Presenters:

Bridget Walker, Ph.D., Assistant Professor with Seattle University and WAREA
Lisa Hoyt, M.Ed., Director, WAREA Renton Academy

Code: A – 06

Interventions for the Digital Age: Using Video and Photos with Children

This workshop will explore and teach creative ways to incorporate video and photos into treatment plans for the clients we serve. Minimal experience with technology is necessary. If you can take a picture, you can use these techniques. Participants will receive materials detailing several intervention plans that include examples covering a diverse set of learning objectives and leave with the skill and knowledge to implement similar strategies at their agency.

Presenters:

David Schindler, Teacher-Counselor with PEP West Shore
Paula Jones, Assistant Program Coordinator with PEP West Shore
Evon McClure-Buynack, Teacher-Counselor with PEP West Shore
Christine Zaroni, Teacher-Counselor with PEP Willow Creek

Code: A – 07

Creating or Fine Tuning a Re-ED Focused Program

This session will provide the audience with a basic understanding of the necessary components used and involved in making a successful Re-EDucation program. Whether developing a program for the first time or making adjustments in an already running program, these components will help guide all staff in ensuring that the tenets of Re-EDucation are part of working with troubled and troubling youth and families.

Presenters:

Mark Freado, Teacher-Counselor, Executive Director for AREA, Director of Re-EDucation Training with Pressley Ridge
Gino DeSalvatore, MS, Director of Residential Treatment and Academy Services with Centerstone

Code: A – 08

Making Moral and Ethical Choices

This presentation will focus on the topic of morality. Various aspects of this topic will be explored including the origins of the development of morality as well as teaching and fostering morality in our students. Participants will be lead through some discussion as well as exercises to experience firsthand how issues of morality can be addressed.

Presenter(s):

Kelly Ehlers, Educational Specialist/Liaison, with SECEP
Dolores Gabriel-Ledbetter, Educational Specialist with SECEP
Kristina Elkins, Educational Specialist with SECEP

Code: A – 09

Engaging and Empowering Parents

Professionals that genuinely embrace the Re-ED philosophy understand that engagement and empowerment of parents is integral to the ecological treatment process. One critical element is operating and engaging parents in an ongoing group. If you are seeking strategies on how to best engage parents, particularly through parent groups, this is the workshop for you.

Presenters:

Lasandra Whitney, Family Support Liaison with PEP Phoenix Place
Cossondra Williams, Family Support Liaison with PEP Phoenix Point

SESSION B: MONDAY, AUGUST 18 FROM 3:30 TO 5:00 PM

Code: B – 01

Tourette Syndrome and Associated Disorders

This workshop will discuss the criteria for diagnosis of Tourette Syndrome (TS) and will include an in-depth description of all the symptomology. It will also deal with the most common neurological disorders associated with TS, in particular, Obsessive Compulsive Disorder, Attention Deficit Hyperactivity Disorder, Learning Disabilities and the impact of all of these disorders on social emotional well-being, classroom performance, family interaction, and behavior. It will include specific strategies and techniques for working with children with TS and its associated disorders in a variety of settings.

Presenter:

Susan Conners, Education Specialist, Tourette Syndrome Association, Inc.

Code: B – 02

What to do? When to do it? Building Executive Skills in Children

Executive function deficits are associated with ADHD, and increasingly, with Autism Spectrum Disorders, Acquired Brain Injury and Sleep Disorders. These deficits affect a person's ability to plan, organize, manage time, store and retrieve information, regulate emotions, and summon the mental energy for a task at hand. They interfere with success in school, social relationships, and self management. Participants will learn about the development of executive skills across the first two decades of life, the role of language, and will have the opportunity to examine instruments and tools to help them make accommodations in their learning environments and better assess and build students' executive skills.

Presenters:

Nina Lorch, MS, CCC-SLP, Speech Language Pathologist with Wright School
Elaine Fields, Ph.D., Assessment and Evaluation Coordinator with Wright School

Code: B – 03

Teaching Reluctant Learners: Tips for Teaching Low Functioning Adolescent Learners

Do your students put more energy into resisting learning than they do in trying to learn? Do they sleep during the entire academic bells and wake up for PE class? Or perhaps they act out to avoid completing class work? This workshop will present strategies for teaching adolescents whose academic functioning levels range from 1st to 4th grade in reading and 2nd to 6th grade in math. Participants will learn techniques and strategies designed to increase student engagement in classwork.

Presenters:

Tony Cross, Teacher-Counselor with SECEP Norfolk Re-ED
LaDonna Celestine, Associate Teacher-Counselor with SECEP Norfolk Re-ED

Code: B – 04 and A – 04 (Second part of double session—full description on page 6 for A – 04.)

Nine Stages and Experiential Education: How Do They Fit?

Code: B – 05

Supporting Youth and Families Utilizing the Strengths, Needs, Culture and Vision Discovery

This presentation introduces the participant to the wraparound planning process and in particular to the Strengths, Needs, Culture and Vision Discovery (SNCVD). It examines how the SNCVD is used to: 1) identify strengths, assets and resources that may be mobilized to meet family needs for support; 2) learn about and understand a family's unique values, ideas and customs; and 3) support a treatment plan that includes strength-based options for meeting the unique needs of the youth and family.

Presenters:

Teri Maurer, LISW, Staff Development Associate with PEP Connections and PEP Tapestry
Nancy Lowery-Bregar, LPCC, Program Director with PEP Connections and PEP Tapestry
Andrena Jones-Sharpe, MSW, Case Manager with PEP Connections
Lea Ogard, Care Manager with PEP Tapestry

Code: B – 06

Introduction to Response Ability Pathways

Response Ability Pathways (RAP) is a training program based on resilience research, brain science and values. It is an excellent complement to Re-ED Principles. RAP is a training designed to be presented to staff throughout a program or organization to support a sound foundation of beliefs, create common sense about the needs of youth and teach basic interaction/ intervention skills to create common practice.

Presenters:

Mark Freado, Teacher-Counselor, Executive Director for AREA, Director of Re-EDucation Training for Pressley Ridge

Code: B – 07

Motivating and Inspiring Staff from a Re-ED Perspective

In a Re-ED organization, modeling the Re-ED principles must be cultivated by administrative and supervisory staff. Every staff person, regardless of their position can have a positive impact on kids and families. Building a cohesive team and creating a positive work environment decreases staff burnout and increases retention. High turnover rates not only cost an agency financially, but negatively impacts youth outcomes. In this presentation we will discuss techniques to keep your staff motivated and inspired.

Presenters:

Mary Beth DeMartino, LCSW-C, Program Director with Pressley Ridge
Rhonda Alkire, Program Supervisor with Pressley Ridge, Western Maryland

Code: B – 08

DBT + AT = Powerful Therapeutic Intervention for Troubled Youth in Residential Treatment

Attendees will be taken on a journey into a residential treatment setting where they will witness the transformational effects of DBT (Dialectical Behavioral Therapy) when combined with AT (Art Therapy) using a CBT model, and the pioneering theoretical works of Re-EDucation, to create a systems approach which incorporates a trauma-sensitive model. A five-month clinical study illustrates the use of creative expression and skills development to furnish structure and promote “Self-Mastery.”

Presenters:

Tom Kelley, MA, MFT, Treatment Services Coordinator, Child and Family Therapist with ChristieCare
Jamie Waters, MA, Treatment Services Coordinator, Child and Family Therapist with ChristieCare

Code: B – 09

I’m Only One Teacher! How Much Difference Can I Make?

Primarily relevant for classroom instructors and direct supervisors, this presentation will be an overview of the meta-analysis of research done by Robert Marzano. Focus will be on one of the factors within the teacher domain—instructional strategies. Examples of these strategies will be shared and discussed. Emphasis will be placed on the impact each individual teacher can have on his or her students’ achievements.

Presenters:

Sherri Denish, Assistant Program Coordinator with PEP West Bridge
Debbie Anderson, Program Coordinator with PEP West Bridge

SESSION C: TUESDAY, AUGUST 19 FROM 8:30 TO 10:00 AM

Code: C – 01 and D – 01 (Double Session)

Reactive Attachment Disorder and Fetal Alcohol Spectrum Disorder: Interventions and Outcomes for a Spectrum of Behaviors

Children diagnosed with reactive attachment disorder (RAD) and fetal alcohol spectrum disorder (FASD) represent an increasing percentage of our students and represent a population that does not respond to traditional behavioral strategies. This session will focus on the possible causes, characteristics, and identification of children with RAD and FASD. It will provide participants with positive, strengths-based, and proactive interventions designed to help children who have RAD and FASD succeed.

Presenters:

Mary Ellen Fecser, Consultant/Trainer with PEP Assist
Felicia Demchuk, Educational Services Director with PEP

Code: C – 02 and D – 02 (Double Session)

Intelligence Can Be Taught: Teaching Kids to Break the Code

Participants will review literature regarding effective reading instruction and how it relates to instruction for students with emotional and behavior disorders. The group will look at the data (baseline and after intervention) from reading assessments administered to PEP students (DIBELS, WADE and KTEA). We will focus on intervention techniques and strategies for building phonemic awareness, understanding and applying the alphabetic principle, utilizing decoding and encoding skills, and sight word acquisition. Emphasis will be placed on the Wilson Reading System including Foundations and the modifications and adaptations used successfully with students enrolled at PEP.

Presenters:

Carole Sever, Staff Development Associate with PEP
Sharon Caine, Literacy Coach with PEP

Code: C – 03

Spirituality and Re-ED: At the Heart of It All

This highly experiential presentation will explore both the nurturing and neglecting of spirituality in children and adolescents. Parallels between spirituality and resiliency theory will be demonstrated. The session will emphasize skills based on the principles of Re-ED and the encouragement of spiritual development in youth.

Presenter:

John Amato, Director of Training and Consultation Services with FamilyLinks

Code: C – 04

Street Gangs 101

This presentation will give the teacher-counselor an inside look at gang culture and offer exploration of gang mentality. It will address reasons why people join street gangs, a brief history of the American Street Gang, the changing role of the female gang member, and common identifiers for some of the most well known American Street gangs. The presentation will also focus on ways to establish rapport with these individuals and will discuss effective interventions.

Presenters:

Crystal Henson, LPC/MHSP, School-Based Therapist/Case Manager with Centerstone

Code: C – 05

Empowering Families in SOC Through the Wraparound Process

At the MuleTown Family Network, we don't just coach our families through the Wraparound Process; we educate them on how to do it for themselves. Our strategy is to empower our families to become self-sufficient and better able to access the supports and services as the need arises; to create their own support teams. Empowerment is the key to healthy families, and it is our responsibility to provide an abundance of opportunities for them.

Presenters:

Sonya T. Beasley, Social Marketing Manager with MuleTown Family Network
E. Ann Ingram, Project Director with MuleTown Family Network
Dawn Carter, Family Support Provider Supervisor with MuleTown Family Network

Code: C – 06**Changing Hats: Counselors in Leadership Roles**

Counselors, case managers and direct care staff have the experiential knowledge of what is needed by disruptive youth. As such, they are often candidates to lead programs and organizations that care for troubled youth. While some counseling skills are a perfect fit, paradigms have to be shifted in other areas. Learn how to blend counseling skills with leadership theories to become the most effective and impactful leaders in treatment agencies.

Presenters:

Demarcus Davis, Campus Director with Youth Villages Dogwood Campus

Code: C – 07 and D – 07 (Double Session)**Supervising for Success**

Working with our youthful clients can be a tremendous challenge. Sometimes the physical and psychological challenges can be overwhelming. Yet many teacher-counselors would not hesitate to take on the challenge and fight tooth and nail to be successful. However, when that same teacher-counselor graduates into the supervisory role, the first thing they want to do is go back to the classroom. An often heard comment among new supervisors is “the clients are no problem at all, it is the staff that drive me nuts!” Well, if that sounds familiar, then this workshop is for you! We will focus on how to use Re-ED principles in creating successful supervisory relationships.

Presenters:

John Page, Senior Vice President, Child and Adolescent Family Division with Centerstone

Gino DeSalvatore, MS, Director of Residential Treatment and Academy Services with Centerstone

Code: C – 08**Successful Collaboration for Families**

This interactive session is designed to assist participants to creatively and successfully collaborate with families and other supports in the child’s ecological system. Participants will learn specific strategies for the creation and maintenance of successful teams, and have an opportunity, through experiential activities, to assess their own teams and practice creative collaboration.

Presenter:

Mary Ann Lyons, LMFT, Child Mental Health Specialist with WAREA

Code: C – 09**Serving High-Risk Children and Youth Through Ecological Interventions in the Northwest**

Many of the children we serve in the Pacific Northwest are high risk for suicide and assault or violence toward others. We use a risk assessment tool from the Forensic Institute in Oregon and developed by Eric Johnson, Ph.D. This session will share treatment modalities that have been successful in working with these children, many of whom are in our Re-ED day treatment program, such as Multi-Dimensional Therapeutic Foster Care, (MTFC), instead of children’s long-term inpatient programs, Intensive Children’s Services, (ICS), involuntary hospitalization and/or Dialectic Behavior Therapy (DBT). I will share results of the positive effects of these interventions in our area.

Presenter:

John Perona, MSW, LMFT, Supervisor of the Children’s Crisis Team, WAREA Trainer

Code: C – 10**Jailer vs. Healer: Which One are You?**

This is just one of many questions that will be answered during this interactive and exciting session! Participants will explore how the views of everyday society can potentially conflict with the Re-ED philosophy and sometimes create more problems within a program. Various ways to apply the twelve Re-ED principles will be discussed to ensure the participant has an understanding of just how easy it is to create a Re-ED program. After attending this session & further implementing the Re-ED philosophy into the various programs, participants are certain to see positive changes in the children and families we serve.

Presenters:

Jamie Hart, Clinical Liaison with Youth Villages Dogwood Campus

Candice Batson, Clinical Liaison with Youth Villages Dogwood Campus

SESSION D: TUESDAY, AUGUST 19 FROM 10:30 AM TO 12:00 PM

Code: D – 01 and C – 01 (Second part of double session—full description on page 10 for C – 01.)

Reactive Attachment Disorder and Fetal Alcohol Spectrum Disorder: Interventions and Outcomes for a Spectrum of Behaviors

Code: D – 02 and C – 02 (Second part of double session—full description on page 10 for C – 02.)

Intelligence Can Be Taught: Teaching Kids to Break the Code

Code: D – 03

Cultural Competence in Social Research

Cultural competence relates to being aware and appropriately responding to differences such as values, morals, and beliefs across diverse cultures. In social research these cultural factors directly impact what is being investigated, how it is being investigated and how the findings are being interpreted. Attendees will be able to assess the impact of cultural bias on their perceptions of data and findings, and apply the concept of measurement equivalence to various research examples.

Presenters:

Michael Kaelin, Director of Training with Pressley Ridge
Shobha Mittal, Research and Evaluation Specialist with Pressley Ridge

Code: D – 04

Self-Esteem, Depression, and Mindfulness Practices

This presentation will review the current literature on the relationship between self-esteem, depression, and mindfulness practices. Personal case studies of clients who are being taught mindfulness practices will be shared and discussed. The session will end with a brief exercise in mindfulness, and yoga will be demonstrated.

Presenter:

Kate Swiderski, MA, RYT, Therapist/Case Manager with Centerstone

Code: D – 05

Do What?? Teaching Students to Think for Themselves—Using Project Based Learning as an Intervention Tool

This session addresses the importance of engaging adolescents in the learning process through the use of fun, educational projects. Project based learning is a systematic teaching method that engages students in learning knowledge and skills through a research process centered around real-life questions and carefully designed products and tasks. Projects designed to help foster academic competence, self-esteem, individuality, and creativity will be discussed. Participants will also engage in several “hands on” activities during this session.

Presenter:

Aimee Alberd, Responsible Parenting Parent Educator with Centerstone Maury Clinic

Code: D – 06

No Such Thing as “Down Time”

This workshop was created with frontline staff in mind. Often our frontline staff wear many hats, which cause them to get caught up in problems and/or issues rather than having fun with their group. A fun activity does not always need to be scheduled. Too often groups struggle during times of transition leading to the group being derailed by “down time” mischief. These creative and short activities help staff utilize “down time” to their advantage. Be prepared to be a participant, be creative, have some fun and share experiences.

Presenter:

Jeremy Waugaman, Residential Coordinator with Pressley Ridge

Code: D – 07 and C – 07 (Second part of double session—full description on page 11 for C – 07.)

Supervising for Success

Code: D – 08

Partners in Education

This workshop will provide an overview of the process taken in order to make Pressley Ridge School at White Oak a “School of Excellence.” The West Virginia Schools of Excellence Program was established by the WV legislature as a means of identifying and recognizing the most outstanding schools in the state. In addition, it provides schools with an evaluation tool for current and future use.

Presenter:

Angela Zinn, Family Liaison Supervisor with Pressley Ridge

Code: D – 09

Trust: Keeping it Within the Family

“Trust between a child and adult is essential...” This principal is a foundation for which the relationship between the child and adult (e.g. teacher-counselor, guardian) is built. However, at the end of residential treatment, how is this trust carried over to the child’s family?

Presenters:

Catherine Loke, Performance Improvement Specialist with Youth Villages

Linda Welch, Assistant Director with Youth Villages

SESSION E: TUESDAY, AUGUST 19 FROM 1:30 TO 3:00 PM

Code: E – 01

Functional Assessment and Behavior Support for Challenging Behaviors

The objective of this presentation will be to provide participants with practical information and tools to conduct a functional behavior assessment and develop behavioral supports. The presentation will focus on various methods of data collection, data analysis, generating hypotheses for the functions of challenging behaviors, and the initial steps in the development of behavioral support interventions based upon hypotheses derived from the functional assessment.

Presenters:

Karl Ruppelt, M.Ed., Clinical Supervisor with PEP Harbor
Linda Downing, Ph.D., Clinical Supervisor with PEP Harbor

Code: E – 02

T.E.C.H.: Technology Education Builds Competence and Brings Hope

This presentation will provide participants with information on how to gain a learner's attention (e.g. child, guardian, or staff) and maintain their interest in a variety of educational activities by using technology. Technology can be used to present information in a way that captivates their attention, encourages participation, and creates successful learning experiences. Presenters will provide participants with lessons for using creative tutorials to teach computer skills, creating and using Webquests for instructional purposes, ideas for incorporating video and digital photography into instructional plans, and resources for finding more ways to use technology on a daily basis.

Presenters:

Mandy Sitz, Lead Day Teacher-Counselor with The Wright School
Jennifer Poorbaugh, Lead Day Teacher-Counselor with The Wright School
Brian Shaffer, Liaison Teacher-Counselor with The Wright School

Code: E – 03

Effective Treatment for Adolescent Substance Abuse

A large percentage of the students served at the Whitaker School present with a history of being offspring of substance abusing parents and/or personally having a history of using drugs and alcohol. Whitaker has developed weekly treatment groups to address the needs of these students. This presentation will provide an overview of the program utilized at Whitaker for the screening and treatment of adolescents who present with a history of being affected by substance abuse.

Presenters:

Gloria Paschall, Social Worker with DHHS Whitaker School
Kevin Kester, Unit Psychologist with DHHS Whitaker School

Code: E – 04

Therapeutic Mindfulness: The Healing Power of Love

How can we become an instrument of healing power in our classrooms, our schools, our cities, and in our world? How can we maintain a therapeutic approach in stressful situations on a daily basis? How can we become more effective in our work with fellow staff, students, our families, and everyone we come in contact with? Learn how to heal yourself so you can heal others through the healing power of Therapeutic Mindfulness.

Presenters:

Carol Adams, MA, CCC-SLP with PEP Phoenix Point
Mark DiDonato, Teacher-Counselor with PEP Phoenix Point
Frank T. Sgro, Associate Teacher-Counselor with PEP Phoenix Point

Code: E – 05**Competence Makes a Difference: Meeting the Needs of Struggling Readers**

SECEP is in the fourth year of its reading initiative. This session discusses this district's literacy initiative for students with emotional or behavioral disabilities. A brief history from the early pilot project to the current reading initiative is included. Discussion continues on the curriculum supported by the findings of the NRP related to best practices in literacy instruction as well as with specific literacy software used to provide additional practice and tutoring required by struggling readers.

Presenters:

Cynthia Blakeslee, Reading Specialist with SECEP
Emily Ural, Reading Specialist with SECEP

Code: E – 06**Gen Y: Effective Training for the New Generation of Employees**

Have you been frustrated with getting this new generation of staff to participate in trainings? Did you ever wonder, "how can I get them interested in this information that is so important for them to have?" Or better yet "did they even walk away learning anything?" Have you ever started training this new generation of staff and wonder "is it me or do they have glassy stares and bored to death looks on their faces?" This training is for all those leadership staff who are in a position to train the "new generation" of employees. A how to guide on effective training that is efficient, entertaining, and remembered by your staff.

Presenters:

Alice Stricklin, Performance Improvement Specialist with Youth Villages
Nhung Hurst, Performance Improvement Specialist with Youth Villages

Code: E – 07**The Benefits of Chess in Education**

The ancient game of chess is known around the world and in many cultures for building intellectual discipline, patience, and interpersonal engagement through orderly and civil competition. This presentation will describe how chess can be used as a special tool for developing thinking skills while building trust and competency into the lives of troubled children. It will examine specific ways that teacher-counselors can use the intrinsic cognitive appeal of chess, along with the intellectual status that chess carries in our society to reach around academic induced emotional barriers of children to help them experience the pure delight of cognitive success.

Presenters:

John Saade, Team Associate with PEP Phoenix Place
Todd Ray, Program Coordinator with PEP Phoenix Place

Code: E – 08**Social Skills Instruction—Teaching Pro-Social Skills in the EBD Classroom**

Current research will be presented, highlighting effective interventions that promote the acquisition and use of new pro-social behaviors in our troubled students. This session will focus on six assumptions necessary to build a comprehensive program, as well as the four key elements of social skill instruction. Attendees will come away with the tools to build a program, the knowledge on how to structure the lesson, and the importance of generalizing social skills across the curriculum.

Presenters:

Samantha Arons, Child Therapist with WAREA/Overlake Hospital
Teresa Fogarty, Behavior Facilitator with WAREA/Renton School District

Code: E – 09**Partnering With Parents: Trust is Essential—The Glue That Holds Professionals and Parents Together**

Over forty years ago, Nicholas Hobbs proclaimed that "parents are the true experts on their children"—a radical concept at the time, and one that at times, is still difficult for some to accept. Come hear a presentation by some of AREA's own "true experts," parents of children served in a PEP program. Gain a greater awareness of how the Re-ED principles and Hobbs' philosophy can be applied to your work with parents (yes, even the "difficult" ones). This session will explore some of the reasons why this can be challenging and will give participants an opportunity for group discussion and exercises designed to illustrate the parent perspective.

Presenters:

Valarie Rudar, Family/Community Liaison with PEP
Stacey Bush, Family Support Liaison with PEP Willow Creek
Norah Joseph, Family Support Liaison with PEP Connections

SESSION F: WEDNESDAY, AUGUST 20 FROM 8:30 TO 10:00 AM

Code: F – 01

Let's Take This Show on The Road!

Making new learning meaningful and fun to learners with disabilities can be a tremendous challenge! In addition, once skills are learned, they can easily become “so what” skills unless they have real life value for the learner. This presentation will work from current research to show the value and importance of teaching in environments where skills need to be used and how to plan for instruction in these alternative settings.

Presenters:

Pam Spinner, Assistant Program Coordinator with PEP Harbor
Wendy Jewell, Assistant Program Coordinator with PEP Harbor

Code: F – 02

Healing Through Academics: Planned and Purposeful Instruction

This presentation is meant to provide teachers with practical guidance and suggestions using the academic content areas to impart specific skills, learning opportunities and supportive exploration of feelings and behaviors of children and youth. Presenters will also discuss evidence of student success using data and anecdotal contributions from TC's and students. We will discuss how to develop and incorporate mindful instruction related to development of both intellect and spirit, and help students approach emotional wounds from a more wholistic perspective to allow for personal healing and growth while working outside of formal mental health structures.

Presenters:

Christine Zaroni, Teacher-Counselor with PEP Willow Creek
Nancy Gecking, Assistant Program Coordinator with PEP Willow Creek
Matthew Joyce, Teacher-Counselor with PEP Willow Creek
Don Krueger, Team Associate with PEP Willow Creek

Code: F – 03

From Risk to Resiliency

This workshop provides participants with knowledge about resiliency research, implementation strategies that work with at-risk youth, and resources. The learning goals of this workshop will provide participants with: current research in the field; understanding of resiliency vs. risk reduction; program strategies that work with at-risk youth; and resources to enable participants to successfully implement a resiliency-based program.

Presenters:

John Page, Senior Vice President, Child and Adolescent Family Division with Centerstone
Tommy Murdock, Training Manager for Child and Family Services Division with Centerstone

Code: F – 04

Helping to Heal

The best teaching and treatment of young people with complex trauma does not always occur within the four walls of a classroom. This workshop will focus on how healing of complex trauma can begin by having the young people give of themselves to help others that are in need of special assistance.

Presenters:

Matt Dugovics, Vocational Resource Manager with PEP
Pam Walker, Teacher-Counselor with PEP West Shore
David Schindler, Teacher-Counselor with PEP West Shore
James Harper, Teacher-Counselor with PEP Hopewell

Code: F – 05

Leadership Development—What One Organization Learned about Implementation, Obstacles, Lessons Learned, and ROI

Non-profits cannot afford to ignore the challenge of developing leaders—current and future. Pressley Ridge met this challenge through a Leadership Development Enterprise Project. Explore our rollout of the finished product, utilization of senior leadership, training of new and future middle managers, and managing to keep on course despite inevitable hurdles. Examine our leadership competencies, comprehensive talent management review process, professional development planning protocol, mentoring program, and training. Learn what they meant for us, and what they can mean for you.

Presenters:

Paul Tedesco, State Senior Director with Pressley Ridge

James Doncaster, Senior Director of Organizational Development with Pressley Ridge

Code: F – 06

Tomb Raider Legend

Creative interventions are used by teacher-counselors that have established positive, trusting relationships with the clients that they serve, and want to maintain a positive, fun, and safe environment. Teacher-counselors should feel empowered and supported by their supervisors, and feel confident in their decision making while thinking “outside the box” when using creative interventions with our clients.

Presenters:

Ryan Bennett, Program Operations Supervisor with ChristieCare

Katherine Fox, Teacher-Counselor Supervisor with ChristieCare

Brian Chavez, Teacher-Counselor with ChristieCare

Code: F – 07

Using Art Therapeutically In and Out of the Classroom

Doing therapeutic art activities with students is a quick way to develop a trusting relationship that will serve as a foundation for treatment. This is a hands-on session designed for anyone who provides social-emotional training to young people. Learn techniques for encouraging children to open up and discuss their feelings, personal histories, and what drives their behavior. Learn techniques designed to increase group cohesion that will teach concepts like acceptance and diversity. This session involves participation in art activities and group discussion. All participants will receive a reproducible workbook.

Presenter:

Lolita Silva, Associate Teacher-Counselor for Art with PEP

Code: F – 08

Team Approach to Service Delivery: Healing Through a Collaborative, Ecologically-Based Model

Participants will gain a better understanding of the collaborative, ecologically-based model and how use of the model can improve service delivery, as well as improve outcomes for children and families. Building an effective, collaborative team will be discussed and participants will go away with tools that can help not only build an effective team, but improve service delivery and outcomes. Finally, participants will be able to see examples of families that have benefited from the use of the collaborative, ecologically-based model.

Presenters:

David Weiss, Occupational Therapist with PEP Harbor

Nicole Slivinski, Teacher-Counselor with PEP Harbor

Sandra Curran, Teacher-Counselor with PEP Harbor

Code: F – 09

Developing Strong Group Cohesion Through Four Interrelated Interventions

In a strongly cohesive group, the students are able to trust and rely on one another. This presentation focuses on four sequential interventions that develop that cohesion within a self-contained ED setting including, but not limited to students with mild to moderate developmental delays. The first intervention creates an awareness of the concepts of compassion and empathy through the use of the Compassion/Empathy Board. The second intervention teaches students to recognize subtle non-verbal cues of others. The third intervention develops the students' mediation skills through the use of the Talk Board. The final intervention is participation in the CEP (Compassion, Empathy and Planning) peer mediation model, where students assist others in mediating concerns.

Presenters:

Brian Roberts, Teacher-Counselor with PEP Phoenix Place
Dennis Pinciotti, Ph.D., Clinical Coordinator with PEP

Code: F – 10

Effective Supervision: Re-ED Style

Effective supervision provides essential support and guidance to teacher-counselors. Time and focus on direct supervision can be diminished by pressures to perform administrative supervision tasks. Providing a mandate, a process and sets of skills to supervisors helps them maximize impact of opportunities. Well prepared and supported supervisors have direct impact on the morale and effectiveness of teacher-counselors and make programs better.

Presenters:

Lisa Shepard, Senior Director for Clinical Services with Pressley Ridge
Mark Freado, Teacher-Counselor, Executive Director for AREA, Director of Re-EDucation Training with Pressley Ridge