

**6TH
ANNUAL**



SOCIAL EMOTIONAL LEARNING CONFERENCE



JULY 14 & 15

**CANE RIDGE
HIGH SCHOOL**

PRESENTED BY



Social & Emotional Learning

**ALIGNMENT
NASHVILLE**



· WELCOME ·

Welcome to the sixth annual Social Emotional Learning Conference. This conference is a joint venture between the **Metro Nashville Public Schools (MNPS) SEL Department** and **Alignment Nashville**. MNPS is one of eight districts nationwide to receive grant funding from the Collaborative for Academic, Social and Emotional Learning (CASEL). That grant affords us the opportunity to participate in the CASEL Collaborating Districts Initiative (CDI). We are currently beginning our fifth year of participation in this national movement to scale-up social and emotional learning district-wide. In MNPS we are working hard to create engaging, safe and close-knit learning communities for students and adults.



Our district's commitment to social and emotional learning (SEL) has been an anchor for our vision to create positive learning environments in all of our elementary, middle and high schools. The district's current strategic plan, Education 2018, sets SEL on equal footing with academics. We know that in order for students to succeed academically, they must succeed socially and emotionally.

5 CORE COMPETENCIES OF SEL

- SELF AWARENESS
- RESPONSIBLE DECISION-MAKING
- RELATIONSHIP SKILLS
- SOCIAL AWARENESS
- SELF MANAGEMENT

We cannot assume that students come to school with all of the social and emotional tools and competencies that they need to be successful in school, career and life. We recognize that creating the conditions for engaged learning and explicitly teaching SEL skills and competencies throughout the curriculum and throughout the school day is important work.

For students to engage meaningfully in academic work, they need critical SEL skills, like self-awareness, self-management, social awareness, responsible decision-making and relationship skills. When a school environment doesn't feel physically or emotionally safe, learning suffers. Students in MNPS engage in practices like Morning Meeting, Community Gatherings, Advisory, and other restorative circle practices to get to know themselves and others and to build a safe environment for learning and being in community. Skills learned in these SEL-rich practices provide tools

that carry over to every area of learning. For example, a kindergarten child may learn the art and craft of sharing and responding respectfully to classmates' questions in Morning Meeting, and then later in the day use these same skills to engage in rich academic discussions as they share text-to-self connections and wonderings during a class read-aloud.

In middle school, students may learn how to disagree respectfully during a Community Gathering game of "Taking Sides," and then later in the day use these same skills to predict how two elements will interact during a science experiment. In high school advisory, students may share a time when they've felt unsafe or different. Then, later in the day, reconnect with these feelings as they explore issues of intolerance and bias in a Civil Rights unit.

It's hard to overlook the significant role that SEL plays in schools. Whether cooperating and collaborating with a group to solve a challenging math problem, or empathizing with another person's point of view during a social studies discussion, or using self-calming strategies to focus and persist when faced with challenging academic work, we need social and emotional competencies at every turn. Students need these skills and adults need these skills.

What does it look like and sound like when a school is fully integrating quality SEL alongside academics? There is a tone and culture of joyful engagement with learning, where students have voice and choice and are engaged in collaborative, meaningful and appropriately challenging academic work. Teachers take time to build the classroom community and value student voice, and students take an active role in managing the classroom environment. Social emotional learning provides the tools that students need to feel safe and connected at school, whether in the cafeteria or in the biology lab.

Your attendance at today's conference shows your dedication to this work and to the health and success of every student we serve. Thank you for being here.

---Kyla Krengel, MNPS Director of SEL

NEW THIS YEAR: ACE FOCUS

This year's SEL Conference features a major emphasis on Adverse Childhood Experiences (ACEs), due to the significant impact ACEs have on a child's social, emotional, and physical health.

To learn more about this important topic, don't miss Thursday's panel with six renowned ACE experts. Then, be sure to look for workshops on the schedule that cover trauma, ACEs, and/or toxic stress, indicated by **orange text** in the workshop descriptions section (page 20).

· ENGAGE & RESPECT ·



TWEET about your experiences at the conference using the hashtag [#SELConference](https://twitter.com/SELConference)



LIKE the SEL Conference on Facebook at facebook.com/selconference



TAKE THE SURVEY Help us improve the conference by sharing your feedback via the conference survey located at survey.selconference.org



ELECTRONIC DEVICES Please be respectful of speakers, presenters, and your fellow attendees by keeping cell phones turned off throughout the day. Take calls outside or in the cafeteria rather than in hallways or empty classrooms. **THANK YOU!**

· AGENDA ·

· Thursday, July 14, 2016 ·

- 7:15 - 8:00 **Registration** ❖ *Lobby*
- 8:00 - 8:15 **Day One Welcome & Opening Remarks** ❖ *Auditorium*
Kyla Krengel - *Director of SEL, MNPS & Vice Chair of the Behavioral Health Alignment Team*
Melissa Jagers - *CEO, Alignment Nashville*
The Honorable Megan Barry - *Mayor of Nashville*
Kathy Gracey, M.Ed - *Director of Programs, Vanderbilt Psychiatric Hospital & Chair of the Behavioral Health Alignment Team*
- 8:15 - 10:15 **Panel + Q&A: Adverse Childhood Experiences** ❖ *Auditorium*
Chris Peck - *State Director, ACE Awareness Foundation* - moderator
Mary Crnabori, M.Ed., BCBA - *Behavior Analyst, Support Services, MNPS*
Jennifer Drake-Croft, MSSW - *Director of Early Childhood Wellbeing, Tennessee Commission on Children and Youth*
Loraine Lucinski, MPH - *Deputy Director of Child Health, Tennessee Department of Health*
Mathew Portell - *Principal, Fall-Hamilton Elementary School*
Kristen Rector, LAPSW - *CEO, Prevent Child Abuse Tennessee (PCAT)*
① bios located on pages 5-7
- 10:15 - 10:30 **Break and transition**
- 10:30 - 11:30 **Workshop Session A** ❖ *Breakout classrooms*
- 11:30 - 11:45 **Break and transition**
- 11:45 - 12:45 **Workshop Session B** ❖ *Breakout classrooms*
- 12:45 - 1:15 **Lunch** ❖ Served in the cafeteria
Generously sponsored by KIDLINK, Blue Cross Blue Shield of Tennessee Community Trust, and Vanderbilt Behavioral Health
- 1:15 - 1:45 **Exhibit viewing time** ❖ *Exhibitor Alley*
- 1:45 - 2:45 **Workshop Session C** ❖ *Breakout classrooms*
- 2:45- 3:00 **Break and transition**
- 2:45 - 3:45 **Workshop Session D** ❖ *Breakout classrooms*

· AGENDA ·

· Friday, July 15, 2016 ·

7:15 - 8:00 **Registration** ❖ *Lobby*

8:00 - 8:30 **Day Two Welcome & Opening Remarks** ❖ *Auditorium*
Kyla Krengel - *Director of SEL, MNPS & Vice Chair of the Behavioral Health Alignment Team*

8:30 - 10:00 **Keynote Address** ❖ *Auditorium*
Dr. Pedro Noguera, Ph.D - *Distinguished Professor of Education at UCLA Graduate School of Education and Information Studies*
① bio located on page 10

10:00 - 10:15 **Break and transition**

10:15 - 11:15 **Workshop Session E** ❖ *Breakout classrooms*

11:15 - 11:30 **Break and transition**

11:30 - 12:30 **Workshop Session F** ❖ *Breakout classrooms*

• PANEL [THURSDAY] ••

• Adverse Childhood Experiences ••



Chris Peck
Moderator

Chris Peck is State Director of the ACE Awareness Foundation in Memphis.

His goal: establish Tennessee as a national model for culture change around early childhood development. As co-chair of the Building Strong Brains: Tennessee ACEs Initiative, Chris has taken a leadership role in raising public awareness about adverse childhood experiences (ACEs), toxic stress, and the importance of preventing early adversity in life from harming the health and well-being of future generations.

The Building Strong Brains: Tennessee ACEs Initiative is a public-private partnership launched in 2015. The initiative is dedicated to making sure Tennesseans are well-versed in the latest brain science around ACEs and to help ensure both public and private sector leaders use that science as a guide

for shaping the state's philosophy, policies, programs and practices related to early childhood health and wellness.

Prior to joining the ACE Awareness Foundation Peck served 10 years as editor of The Commercial Appeal, the daily newspaper in Memphis. As editor he oversaw all news and editorial operations during a time when The Commercial Appeal was named Best Newspaper in Tennessee.

A graduate of Stanford University and Northwestern University's Executive Management Program, he is a Wyoming native. He has been married 39 years to Kate Duignan, a dress designer and mother of their two grown children. He enjoys sailing, playing the piano, and being a grandfather.



Mary Crnobori, M.Ed., BCBA
Panelist

Mary Crnobori is a Behavior Analyst for the Department of Support Services at Metro Nashville Public Schools, and a Doctoral Candidate in Special Education (concentration in High Incidence Disabilities/Emotional Disturbance [ED]) at Vanderbilt University (Ph.D. anticipated August 2016). She has a passion for educating others about the correlation between adverse childhood experiences and student academic, social/ emotional, and behavioral challenges; and trauma-informed school and classroom practices for building compassionate, strengths-based communities of resilience for all students and stakeholders. Her scholarly activities at Vanderbilt include assisting schools in designing and implementing comprehensive three-tiered models of prevention for meeting academic, social/emotional, and behavioral needs; developing and coordinating

professional development workshops with on-site, follow-up support for educators; culturally responsive teaching; and assessing effectiveness, feasibility, and social validity of functional behavior assessments and behavior intervention plans in general education settings. Ms. Crnobori holds an M.Ed in special education (concentration in emotional and behavioral disorders), and a BA in psychology, and is a Board-Certified Behavior Analyst (BCBA). Prior to her doctoral education, she worked for 5 years as a special education teacher to students with ED and other disabilities in self-contained and inclusionary public school settings, with experience ranging from grades 3 to 12.



Jennifer Drake-Croft, MSSW *Panelist*

Jennifer Drake-Croft is the Director of Early Childhood Wellbeing with the Tennessee Commission on Children and Youth. The Tennessee Commission on Children and Youth (TCCY) advocates to improve the quality of life for children and families and provides leadership and support for child advocates. Their vision is that all children in Tennessee are safe, healthy, educated, nurtured and supported, and engaged in activities that provide them opportunities to achieve their fullest potential.

Jennifer holds a Bachelor's Degree in Psychology from Berry College, a Master's degree in Social Work from the University of Tennessee and has expertise in child development, child trauma, and child abuse prevention. Jennifer's clinical background includes child and adult case management, school social work, and therapy with abused and neglected children. Sitting on multiple state and local committees, Jennifer has been involved in leading and shaping macro-level initiatives to promote child welfare. Her passion for improving community response to ACE research has led to participation on state and local collective impact initiatives which seek to address ACEs on a population level. Additionally, she trains other professionals on ACEs and strategies to foster resilience. Jennifer's personal and professional passion is to support parents and communities to nurture and protect children.



Loraine Lucinski, MPH *Panelist*

Loraine Lucinski holds a Bachelor's Degree in Developmental Psychology, a Master's Degree in Public Health and a Graduate Certificates in Child Development and Maternal & Child Health Epidemiology. Her background as a home visitor, developmental specialist, and director of an Early Head Start Program provide her with a strong understanding of state and community level implementation of prevention services and measurement. Ms. Lucinski worked in the Wisconsin Department of Health Services for 12 years where she held numerous roles including that of Early Childhood Comprehensive System Director. From 2011 through 2015, she served as the Administrator of Early Childhood Initiatives in the Tennessee Department of Health where she oversaw state-level operation of

evidence-based home visiting programs, the Welcome Baby Universal Outreach Program, the Help Us Grow Successfully (HUGS) Care Coordination Program, the Early Childhood Comprehensive System Initiative and the Tennessee Young Child Wellness Council.

She currently serves as the Deputy Director of Child Health for the Tennessee Department of Health, providing oversight and guidance to the Early Childhood, the Perinatal, Newborn and Infant Care, and the Children with Special Health Care Needs Sections in the Division of Family Health and Wellness.



Mathew Portell *Panelist*

Mathew Portell currently serves as principal of Fall-Hamilton Elementary School. He has dedicated the past decade to education in his role as a teacher, instructional coach, and school administrator. Relationships are the cornerstone of his educational philosophy and through this he has utilized his experiences to focus on instructional and social emotional change. Mr. Portell holds a bachelor's in elementary education and a master's in curriculum from Tennessee State University, and completed the year-long New Teacher Mentor program at Trevecca Nazarene University.

Mr. Portell is also the founder of local nonprofit Ride for Reading.



Kristen Rector, LAPSW *Panelist*

Kristen Rector is the president and CEO of Prevent Child Abuse Tennessee (PCAT). With the mission of preventing the abuse and neglect of Tennessee's children, PCAT is a statewide, non-profit organization working to create opportunities for every child to have a safe, stable, and nurturing childhood. Kristen believes in the vision of great childhoods. As the organization's CEO, Kristen leads the agency's strategic management, finance, and administrative needs while also serving as a fierce advocate for Tennessee families. She has been instrumental in PCAT's growth from a staff of three to more than 50 team members in three offices across the state.

Kristen has a master's degree in social work from the University of Tennessee, and is a Licensed Advanced Practice Social Worker in the state of Tennessee. Her background in mental health, home visiting, and domestic violence gives her a strong understanding of both the family and community impact on childhood experiences and integrating community programming to prevent abuse and neglect from occurring.

Kristen has provided trainings and workshops regarding the prevention of child maltreatment by reducing adversity and promoting community resilience at a variety of professional events, including the Connecting for Children's Justice Conference, The International Shaken Baby Syndrome Prevention Conference, Tennessee Conference for Social Work, and the National Association of Service Coordinator's Conference. She has played a key role in the creation of statewide Adverse Childhood Experiences initiatives, most notably All Children Excel (ACE) Nashville. ACE Nashville targets reduction of adversity and promotion of resilience through a public health-focused, collective impact approach.

Prior to becoming the CEO, Kristen was the Director of Programs at PCAT for 12 years, and before joining the PCAT team, she provided social work services in Marshall County Schools and led the Child and Adolescent Unit at Peninsula Behavioral Health in Knoxville. Kristen is a certified trainer for a number of national programs, including Healthy Families America, Circle of Parents, and Zero to Three. She serves as an appointed member of the Joint Task Force on Children's Justice and Child Sexual Abuse and the Commissioner's Children's Advisory Council. In 2015, she was recognized as one of *Nashville Business Journal's* 2015 40 Under 40 for her excellence and positive contributions in Middle Tennessee.

Kristen has a spirit for service. She is a member of the Rotary Club of Nashville and is a tireless volunteer with her church. She lives in Nashville with her husband and two children, and most weekends can be found at hiking at Warner Park.

· ACE QUESTIONNAIRE¹ · ·

Prior to your 18th birthday:

1. Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?
No___ If Yes, enter 1 ___
2. Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
No___ If Yes, enter 1 ___
3. Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?
No___ If Yes, enter 1 ___
4. Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?
No___ If Yes, enter 1 ___
5. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
No___ If Yes, enter 1 ___
6. Were your parents ever separated or divorced?
No___ If Yes, enter 1 ___
7. Was your mother or stepmother:
Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
No___ If Yes, enter 1 ___
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
No___ If Yes, enter 1 ___
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
No___ If Yes, enter 1 ___
10. Did a household member go to prison?
No___ If Yes, enter 1 ___

**Now add up your "Yes" answers: _____
This is your ACE Score.**

IMPORTANT: THESE QUESTIONNAIRES ARE FOR REFERENCE AND LEARNING PURPOSES ONLY. THEY ARE NOT INTENDED TO DIAGNOSE MENTAL DISORDERS IN CHILDREN OR ADULTS OR TO BE SUBSTITUTES FOR PROFESSIONAL MEDICAL ADVICE, DIAGNOSES, OR TREATMENTS.

· RESILIENCE QUESTIONNAIRE¹ ·

Please circle the most accurate answer under each statement:

1. I believe that my mother loved me when I was little.

Definitely true Probably true Not sure Probably Not True Definitely Not True

2. I believe that my father loved me when I was little.

Definitely true Probably true Not sure Probably Not True Definitely Not True

3. When I was little, other people helped my mother and father take care of me and they seemed to love me.

Definitely true Probably true Not sure Probably Not True Definitely Not True

4. I've heard that when I was an infant someone in my family enjoyed playing with me, and I enjoyed it, too.

Definitely true Probably true Not sure Probably Not True Definitely Not True

5. When I was a child, there were relatives in my family who made me feel better if I was sad or worried.

Definitely true Probably true Not sure Probably Not True Definitely Not True

6. When I was a child, neighbors or my friends' parents seemed to like me.

Definitely true Probably true Not sure Probably Not True Definitely Not True

7. When I was a child, teachers, coaches, youth leaders or ministers were there to help me.

Definitely true Probably true Not sure Probably Not True Definitely Not True

8. Someone in my family cared about how I was doing in school.

Definitely true Probably true Not sure Probably Not True Definitely Not True

9. My family, neighbors and friends talked often about making our lives better.

Definitely true Probably true Not sure Probably Not True Definitely Not True

10. We had rules in our house and were expected to keep them.

Definitely true Probably true Not sure Probably Not True Definitely Not True

11. When I felt really bad, I could almost always find someone I trusted to talk to.

Definitely true Probably true Not sure Probably Not True Definitely Not True

12. As a youth, people noticed that I was capable and could get things done.

Definitely true Probably true Not sure Probably Not True Definitely Not True

13. I was independent and a go-getter.

Definitely true Probably true Not sure Probably Not True Definitely Not True

14. I believed that life is what you make it.

Definitely true Probably true Not sure Probably Not True Definitely Not True

How many of these 14 protective factors did I have as a child and youth? (How many of the 14 were circled “Definitely True” or “Probably True”?) _____

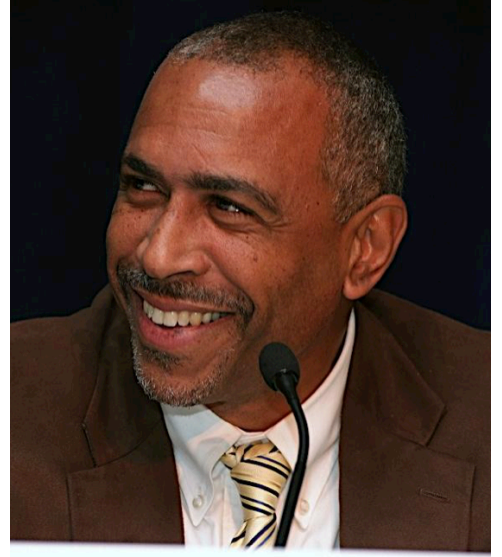
Of these circled, how many are still true for me? _____

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· KEYNOTE [FRIDAY] ··

· Dr. Pedro Antonio Noguera, UCLA ··

Pedro Noguera, Ph.D 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 eleven 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 to 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.



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Dr. Noguera will offer a breakout workshop directly after his keynote during Session E in the Cane Ridge library, titled *Excellence Through Equity: Principles and Practices*. This session requires prior registration to attend and is denoted on nametags by a ★ symbol.

THURSDAY WORKSHOP SCHEDULE

Full workshop descriptions begin on page 20

Classroom	Session A 10:30 - 11:30am	Session B 11:45am - 12:45pm	Session C 1:45 - 2:45pm	Session D 3:00 - 4:00pm
Auditorium	Screening of documentary film <i>Paper Tigers</i> (102 mins) ◆		Screening of documentary film <i>Paper Tigers</i> (102 mins) ◆	
1100	Behavior Intervention Through the RTII Lens Christopher J. Flor ◆	Triumphs and Challenges: A School's Experience Transitioning to Restorative Practices Christopher J. Flor ◆	An Overview of Response to Intervention: Behavior Cindy Minnis and Brooke Shuster	An Overview of Response to Intervention: Behavior Cindy Minnis and Brooke Shuster
1101	The Good, The Bad, The Ugly of Social Media Monica McLaurine ◆	The Importance of Empathy: Assisting Refugee Students' Academic and Emotional Success Bobette Bouton ◆	The Good, The Bad, The Ugly of Social Media Monica McLaurine ◆	Open
1102	How to Nurture Without Enabling Douglas Granier	How to Nurture Without Enabling Douglas Granier	What a Teen's Heart Wants: And how it is changed by Adverse Childhood Experiences Melony Pugh-Weber	What a Teen's Heart Wants: And how it is changed by Adverse Childhood Experiences Melony Pugh-Weber
1103	Tennessee AWARE: Confronting the Elephant in the Room Sara Smith and Janet Watkins	Tennessee AWARE: Confronting the Elephant in the Room Sara Smith and Janet Watkins	Self, Community and Application: Trauma-informed Training for Schools in Cultivating Social-Emotional Wellness Anya Warburg ◆	
1104	Suicide Prevention Among Lesbian, Gay, Bisexual, and Transgender Youth -- A Workshop for Professionals Who Serve Youth Samantha Nadler, LMSW	Suicide Prevention Among Lesbian, Gay, Bisexual, and Transgender Youth -- A Workshop for Professionals Who Serve Youth Samantha Nadler, LMSW	Inspired Educator, Inspired Learner: Experiential Brain-Based Strategies to Engage, Motivate, Build Community and Promote Social-Emotional Learning Jennifer Stanchfield ◆	

THURSDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session A 10:30 - 11:30am	Session B 11:45am - 12:45pm	Session C 1:45 - 2:45pm	Session D 3:00 - 4:00pm
1105	Helping Traumatized Children Learn: A Tool Kit for Educators Brianna Grant, LCSW, RPT ◆		Self-Care Isn't Selfish...It's Self-Respect Jessica C. Bell, MSW, LSSW	Self-Care Isn't Selfish...It's Self-Respect Jessica C. Bell, MSW, LSSW
1106	Building Social and Emotional Awareness Through Music and Movement David Kisor		Promote Friendship! Prevent Bullying! David Kisor ◆	
1109	A Path to Self-Advocacy: Identifying and Owning our Strengths, Weaknesses, and Diagnoses Mallory Whitmore ◆	GoNoodle Jamie Irwin ◆	ACE Nashville: Developing a Collective Impact Response to ACE's Angie Thompson	ACE Nashville: Developing a Collective Impact Response to ACE's Angie Thompson
1111	Stewards of Children Cary Rayson, MSW ◆		Wired for Resiliency: Understanding the Impact of Trauma on a Developing Brain and Creating Classroom Strategies that Work Amber Stevenson, LCSW, LADAC & Emily Simpson, LPC-MHSP	Wired for Resiliency: Understanding the Impact of Trauma on a Developing Brain and Creating Classroom Strategies that Work Amber Stevenson, LCSW, LADAC & Emily Simpson, LPC-MHSP
1112	Lessons Learned from "Why Do I Have to Work with You?!" Teresa Whitaker & Roger Dinwiddie ◆	Open	Gifted 101: An Overview of Giftedness Takako Jackson-Price	Gifted 101: An Overview of Giftedness Takako Jackson-Price
1114	Promoting Trauma Sensitive Practices through Culturally Responsive Teaching: Integrating Frameworks as an Imperative for Equity Dr. Mona Ivey-Soto & Mary Cmabori, M.Ed., BCBA ◆		How Adverse Childhood Experiences Change the Brain: Implications for Applying a Trauma-Informed Approach in the Schoolhouse Mary Cmabori, M.Ed., BCBA	

THURSDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session A 10:30 - 11:30am	Session B 11:45am - 12:45pm	Session C 1:45 - 2:45pm	Session D 3:00 - 4:00pm
1115	A Year in the NEST: School-Wide Secondary SEL Curriculum in Action Rachael Hunt ◆	Introduction to the Responsive Classroom Approach Alison Henry ◆	Open	Open
1250	Unspeakable Terror: Trauma and the Brain 101 Lori Myers LCSW, RPT-S ◆		Creating an Outdoor Culture of Schools: An Integrative Approach to Developing School Gardens Elias Attea	Creating an Outdoor Culture of Schools: An Integrative Approach to Developing School Gardens Elias Attea
1201	Getting It Right: Steps to Success SEL Program Implementation Penny Willis		Building Resiliency & Mitigating ACEs: The Benefits of Physical Activity in Supervised Group Settings Bonnie Wertelecky ◆	Open
1202	Teaching Practices that Support Social, Emotional and Academic Skill Development Nick Yoder and Kim Daubenspeck ◆		How to Support Students Learning in the Classroom through a Positive Universal Intervention Tracy Long	How to Support Students Learning in the Classroom through a Positive Universal Intervention Tracy Long
1203	Putting Urban Students of Color on a Path to College Using a Culture of Care Shena Sanchez & Donna Y. Ford ◆	Inclusive Teacher Language: Practical Strategies to Improve the Classroom Relationships Joe Tilley ◆	When Loss Comes to Our Schools Dianne Castellano, LCSW	When Loss Comes to Our Schools Dianne Castellano, LCSW
1204	Open		Mindfulness in Education: Tools for 21st Century Learning Mary Agee & Shelly Sowell	Mindfulness in Education: Tools for 21st Century Learning Mary Agee & Shelly Sowell

THURSDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session A 10:30 - 11:30am	Session B 11:45am - 12:45pm	Session C 1:45 - 2:45pm	Session D 3:00 - 4:00pm
1205	kidcentraltn.com: The Central Online Resource for Tennessee Families Jude White	kidcentraltn.com: The Central Online Resource for Tennessee Families Jude White	Open	Open
1206	Open	Open	Safe, Supported and Ready to Learn with the Second Step Program Jennifer Balogh ◆	Open
1207	The Whole Child Approach: Anything Less Undermines our Roles and Restricts our Students Sean Slade ◆	Whole School, Whole Community, Whole Child Model: A Collaborative Approach to Learning and Health Sean Slade ◆	Open	Open
1208	A Taste of Alternatives to Violence Dot Dobbins, Jack Willis, Martha Willis, and Trina Baum		A Taste of Alternatives to Violence Dot Dobbins, Jack Willis, Martha Willis, and Trina Baum	
1209	The GROWTH Cycle vs. the Shame Spiral: Modeling and Teaching Emotional Regulation Abrial Solis		The GROWTH Cycle vs. the Shame Spiral: Modeling and Teaching Emotional Regulation Abrial Solis	
1210	McKinney-Vento 101: Identifying and Supporting the needs of Homeless Children and Youth Jonathan Bolding ◆	Open	Open	Open

THURSDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session A 10:30 - 11:30am	Session B 11:45am - 12:45pm	Session C 1:45 - 2:45pm	Session D 3:00 - 4:00pm
1211	The Restorative Response Renee Malbrough and LeTicia Taylor		The Restorative Response Renee Malbrough and LeTicia Taylor	
1212	Peace Circles Becky Astarita and Denise Yeargin ◆		Open	Open
1213	Passions + Problems = Purpose: A Model for Youth Empowerment Julie Dunlap and Joseph Adeola ◆	Dealing with ACEs in a Stacked Deck! Mary Holland & Tim Drinkwine ◆	The Adolescent Brain: Temporary "Adolescent Insanity" Steph Jensen ◆	Supporting Academics with Social and Emotional Learning Steph Jensen ◆

FRIDAY WORKSHOP SCHEDULE

Full workshop descriptions begin on page 20

Classroom	Session E 10:15 - 11:15am	Session F 11:30am - 12:30pm
Auditorium	Screening of documentary film <i>Paper Tigers</i> (102 mins)	
Library	Excellence Through Equity: Principles and Practices Dr. Pedro Noguera PRIOR REGISTRATION REQUIRED	Open
1100	Behavior Intervention Through the RTII Lens Christopher J. Flor ◆	Triumphs and Challenges: A School's Experience Transitioning to Restorative Practices Christopher J. Flor ◆
1101	The Good, The Bad, The Ugly of Social Media Monica McLaurine ◆	The Importance of Empathy: Assisting Refugee Students' Academic and Emotional Success Bobette Bouton ◆
1102	How to have ACE Conversations with Parents Jenn Martin & Audrey Sherer	How to have ACE Conversations with Parents Jenn Martin & Audrey Sherer
1103	Self, Community and Application: Trauma-informed Training for Schools in Cultivating Social-Emotional Wellness Anya Warburg ◆	
1104	Inspired Educator, Inspired Learner: Experiential Brain-Based Strategies to Engage, Motivate, Build Community and Promote Social-Emotional Learning Jennifer Stanchfield ◆	

FRIDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session E 10:15 - 11:15am	Session F 11:30am - 12:30pm
1105	Helping Traumatized Children Learn: A Tool Kit for Educators Brianna Grant, LCSW, RPT ◆	
1106	Promote Friendship! Prevent Bullying! David Kisor ◆	
1109	A Path to Self-Advocacy: Identifying and Owning our Strengths, Weaknesses, and Diagnoses Mallory Whitmore ◆	GoNoodle Jamie Irwin ◆
1111	Stewards of Children Cary Rayson, MSW ◆	
1112	Examining Disproportionality in Discipline: The Role of Implicit Bias Cindy Minnis	Lessons Learned from "Why Do I Have to Work with You?!" Teresa Whitaker & Roger Dinwiddie ◆
1114	Promoting Trauma Sensitive Practices through Culturally Responsive Teaching: Integrating Frameworks as an Imperative for Equity Dr. Mona Ivey-Soto & Mary Cmobori, M.Ed., BCBA ◆	
1115	A Year in the NEST: School-wide Secondary SEL Curriculum in Action Rachael Hunt ◆	Introduction to the Responsive Classroom Approach Alison Henry ◆

FRIDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session E 10:15 - 11:15am	Session F 11:30am - 12:30pm
1200	Unspeakable Terror: Trauma and the Brain 101 Lori Myers LCSW, RPT-S ◆	
1201	Building Resiliency & Mitigating ACEs: The Benefits of Physical Activity in Supervised Group Settings Bonnie Wertelecky ◆	Open
1202	Teaching Practices that Support Social, Emotional and Academic Skill Development Nick Yoder and Kim Daubenspeck ◆	
1203	Putting Urban Students of Color on a Path to College Using a Culture of Care Shena Sanchez & Donna Y. Ford ◆	Inclusive Teacher Language: Practical Strategies to Improve the Classroom Relationships Joe Tilley ◆
1204	Applying Positive Psychology to Working with Adolescents Ken Lass, PhD	Applying Positive Psychology to Working with Adolescents Ken Lass, PhD
1205	Creating Mindful Students through Mindful Teaching Cindy Cothran, LPC-MHSP	
1206	Safe, Supported and Ready to Learn with the Second Step Program Jennifer Balogh ◆	Open

FRIDAY WORKSHOP SCHEDULE

(continued)

Classroom	Session E 10:15 - 11:15am	Session F 11:30am - 12:30pm
1207	The Whole Child Approach: Anything Less Undermines our Roles and Restricts our Students Sean Slade ◆	Whole School, Whole Community, Whole Child Model: A Collaborative Approach to Learning and Health Sean Slade ◆
1208	Social Emotional Learning and the Expanded Core Curriculum Mary Endahl	Social Emotional Learning and the Expanded Core Curriculum Mary Endahl
1209	The Adolescent Brain: Temporary "Adolescent Insanity" Steph Jensen ◆	Supporting Academics with Social and Emotional Learning Steph Jensen ◆
1210	McKinney-Vento 101: Identifying and Supporting the needs of Homeless Children and Youth Jonathan Bolding ◆	Examining Disproportionality in Discipline: The Role of Implicit Bias Cindy Minnis
1211	Making Connections between Social Emotional Learning and Project Based Learning Carrie Whittaker	Making Connections between Social Emotional Learning and Project Based Learning Carrie Whittaker
1212	Peace Circles Becky Astarita and Denise Yeargin ◆	
1213	Passions + Problems = Purpose: A Model for Youth Empowerment Julie Dunlap and Joseph Adeola ◆	Dealing with ACEs in a Stacked Deck! Mary Holland & Tim Drinkwine ◆

· WORKSHOP DESCRIPTIONS ·

· alphabetical order ·

A Path to Self-Advocacy: Identifying and Owning our Strengths, Weaknesses, and Diagnoses

Mallory Whitmore, Lipscomb University IDEAL Program

This workshop will cover the relationship between self-advocacy and students' ownership of their own identity, including their strengths, weaknesses, and in some cases, their physical, intellectual, and/or emotional/behavioral diagnoses. Topics addressed will include promoting student vulnerability, reducing shame and stigma around perceived deficits, helping students identify their needs, discussing the pros and cons of diagnosis or disability disclosure, and building a framework for using ownership of identity to inform self-advocacy.

COMPETENCIES: (1) Self-awareness, (4) Social awareness, (5) Self-management

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSION A; CLASSROOM 1109

FRIDAY SESSION E; CLASSROOM 1109

A Taste of Alternatives to Violence (2 hours)

Dot Dobbins, Jack Willis, Martha Willis, and Trina Baum, Alternatives of Violence Project

The Alternatives to Violence Program (AVP) offers a learning workshop, which is implemented by trained local facilitators. Our experiential workshop uses the shared experience of participants, interactive exercises, games, and role-plays to examine the ways in which we respond to situations where injustice, prejudice, frustration and anger can lead to aggressive behavior and violence. Participants will be actively engaged in exercises that help people improve self-awareness, empathy and interpersonal skills needed to transform their lives in a positive way.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID:

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSIONS A/B & C/D; CLASSROOM 1208

A Year in the NEST: School-wide Secondary SEL Curriculum in Action

Rachael Johnson, Pearl-Cohn High School

What do high school circles and community meetings look like? How can teachers create a culturally responsive, unified SEL curriculum? This workshop presents a case study of the framework and curriculum used in Pearl Cohn High School's NEST, a daily schoolwide SEL initiative integrated into advisory blocks. Attendees will be familiarized with SEL core competency aligned secondary circles focused on whole-school "core values" and will leave with concrete examples and tools which can be used to develop similar programs in both individual classrooms and secondary schools.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors

THURSDAY SESSION A; CLASSROOM 1115

FRIDAY SESSION E; CLASSROOM 1115

ACE Nashville: Developing a Collective Impact Response to ACE's

Angie Thompson, ACE Nashville

The Adverse Childhood Experiences (ACE) research establishes child maltreatment as a public health crisis with corresponding medical, social, educational and economic costs to individuals and communities across the lifespan. ACE Nashville is a collective impact approach at the population level that promotes prevention as necessary to address the scale and complexity of the issue. This workshop addresses the processes and strategies used to develop ACE Nashville as a primary prevention, public-private, collective impact initiative to reduce childhood adversity and promote individual, family and community health with broad based community engagement.

COMPETENCIES: (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS C & D; CLASSROOM 1109

An Overview of Response to Intervention: Behavior

Cindy Minnis and Brooke Shuster, MNPS

Response to Instruction and Intervention for Behavior (RTI2-B) is an organized framework to help districts, schools, staff, parents, and students efficiently align social and behavioral supports into one multi-tiered, problem-solving framework. This customizable framework can help schools create a positive culture for students and staff with the goal of improving academic, behavioral, and social outcomes for all students. RTI2-B is beneficial for all schools, even schools without significant discipline concerns. This presentation will provide an overview of RTI2-B and give specific examples from implementing schools.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors

THURSDAY SESSIONS C & D; CLASSROOM 1100

Applying Positive Psychology to Working with Adolescents

Ken Lass, PhD, Centerstone

The deficit, pathological-oriented model of adolescent development has in recent decades been challenged by an alternative paradigm rooted instead in resiliency and what has become known as positive psychology associated with such scientist-practitioners as Martin Seligman, PhD and Nicholas Hobbs, PhD. This workshop will address how to view adolescents in therapeutic and educational settings from a skill-based, resiliency model and applied to life stressors, particularly trauma recovery. Participants will learn the principles of positive psychology and hear case examples of its application to students and clients.

COMPETENCIES: (2) Responsible decision-making, (3) Relationship skills, (5) Self-management

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Teachers, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

FRIDAY SESSIONS E & F; CLASSROOM 1204

Behavior Intervention Through the RTII Lens

Christopher J. Flor, John Trotwood Moore Middle School

Continuing the work of this workshop from the 2015 SEL Conference, John Trotwood Moore strives to interpret behavioral interventions through the RTII Lens. We will discuss the various tiers of intervention as they relate to behavior including a presentation of our own experiences implementing intensive interventions. Such experiences include direct social skills training, targeted emotional supports (check-in/check-out systems, CASEL aligned advisory meetings, and universal systems of behavioral support. We will also explore the idea of social skills training and how it supports students' self-awareness, self-management, decision making, and relationships.

COMPETENCIES: (1) Self-awareness

PYRAMID: Tertiary Prevention

TARGET AUDIENCE: Teachers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A; CLASSROOM 1100

FRIDAY SESSION E; CLASSROOM 1100

Building Resiliency & Mitigating ACEs: The Benefits of Physical Activity in Supervised Group Settings

Bonnie Wertelecky, Tennessee Department of Health

This workshop will present information on how supervised physical activity in a group setting like a run/walk club can help mitigate the detrimental consequences of ACEs by building resiliency, fostering group cohesion and offering a safe after school environment with access to a trusted adult. This workshop will also present and distribute information how to set up a physical activity club like a run/walk club.

COMPETENCIES: (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators

THURSDAY SESSION C; CLASSROOM 1201

FRIDAY SESSION E; CLASSROOM 1201

Building Social and Emotional Awareness Through Music and Movement (2 hours)

David Kisor, Growing Sound

Using the C.A.S.E.L. model in regards to specific competencies related to school and life readiness, attendees in this session will explore songs, movement and stages of learning for each stage of social and emotional development from birth to age 6, with key focus on early childhood specifically PreK-K. As a child's physical coordination and language increase, the ability to internalize social and emotional awareness increases as well. This interactive session features LIVE music, singing, movement, research, activity and discussion.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parent, Mental Health Providers

THURSDAY SESSION A/B; CLASSROOM 1106

Creating an Outdoor Culture of Schools: An Integrative Approach to Developing School Gardens

Elias Attea, University of Tennessee's University-Assisted Community Schools

A tool is only as good as the user. By cultivating a school culture that is open to the idea of an outdoor classroom and school garden, a school is then able to expand on a garden's creative possibilities. This workshop will detail the expansive potential for the utility of a school garden both as a classroom and as a thread that weaves a school's culture by addressing the topics of food justice, academic integration, and therapeutic and recreational value.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS C & D; CLASSROOM 1200

Creating Mindful Students through Mindful Teaching (2 hours)

Cindy Cothran, LPC-MHSP, Centerstone

Mindfulness means increasing our awareness of ourselves living and experiencing this present moment, without getting caught in past events or future wants and worries. Research has shown that teachers who increase mindfulness are less prone to stress, more responsive to students, and more able to create a warm, safe classroom environment. Students taught mindfulness have been shown to have better concentration, less test anxiety, improved class participation, and improved social/ emotional skills. This workshop will present some of the science behind mindfulness, how to begin personal mindfulness practices and hands on methods for teaching mindfulness in the classroom.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

FRIDAY SESSION E/F; CLASSROOM 1205

Dealing with ACEs in a Stacked Deck!

Mary Holland and Tim Drinkwine, Eakin Elementary

Students with ACEs, Adverse Childhood Experiences, are inherently going to play their "Ace" cards throughout their school day. Their behavior many times is an outward expression of internal turmoil. This session is designed to help stakeholders identify and eliminate a stacked deck against students of adverse experiences. We must reshuffle our strategies as administrators, teachers, and counselors to minimize the impact of behaviors while supporting students. We MUST unstack the deck and understand the important role we can play to assist students of ACEs. You will learn to discard reactive responses for proactive strategies.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION B; CLASSROOM 1213

FRIDAY SESSION F; CLASSROOM 1213

Examining Disproportionality in Discipline: The Role of Implicit Bias

Cindy Minnis, MNPS

Research is showing that disproportionality in school discipline is related to implicit (unconscious) bias. This session will provide an overview of this concept and describe promising approaches for reducing the effects of implicit bias in discipline decision making.

COMPETENCIES: 1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors

FRIDAY SESSION E; CLASSROOM 1112

FRIDAY SESSION F; CLASSROOM 1210

Excellence Through Equity: Principles and Practices

Dr. Pedro Noguera

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, and how to support and cultivate effective teaching in schools. This presentation will describe principles and practices that have proven effective in meeting the needs of a wide variety of learners. It will also explore how schools can develop effective partnerships with parents and community groups to further efforts to raise achievement.

COMPETENCIES: (2) Responsible decision-making

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors

COVERS TRAUMA-INFORMED PRACTICES

FRIDAY SESSION E; LIBRARY ★ PRIOR REGISTRATION REQUIRED

Getting It Right: Steps to Success SEL Program Implementation (2 hours)

Penny Willis, Lions Quest Lions Clubs International Foundation

Ever wonder why your SEL or character education programs get shelved at some point during the first year of implementation? This interactive workshop will provide participants the opportunity to explore common barriers to SEL program implementation. Participants will gain knowledge about proven successful pre- first-year- and second-year implementation approaches. Tools and strategies will be shared that address program launching, gaining teacher and student buy-in, lesson pacing during the academic calendar, messaging, fidelity monitoring, schoolwide integration, parent and community involvement, etc. Participants will be exposed to a toolkit designed to support successful implementation at the classroom, school and district levels including sustainability planning. This is a session you will not want to miss.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSION A/B; CLASSROOM 1201

Gifted 101: An Overview of Giftedness

Takako Jackson-Price, MNPS Encore/Gifted and Talented Education

Wondering what to do with the gifted and talented students in your classroom? This session explores the nature and needs of academically talented and gifted students. Walk away with strategies to differentiate the curriculum and keep your top students engaged.

COMPETENCIES: (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSIONS C & D; CLASSROOM 1112

GoNoodle

Jamie Irwin, GoNoodle

GoNoodle is a free interactive website with games and videos that classroom teachers and students can use throughout the day for physical activity breaks and mindfulness activities. Learn about the content available and how to customize GoNoodle for your school or classroom. (GoNoodle Plus is free and sponsored for K-5 schools statewide in Tennessee through a grant from BlueCross BlueShield of Tennessee).

COMPETENCIES: (1) Self-awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSION B; CLASSROOM 1109

FRIDAY SESSION F; CLASSROOM 1109

Helping Traumatized Children Learn: A Tool Kit for Educators (2 hours)

Brianna Grant, LCSW, RPT, Mental Health Cooperative and Private Practice

Educators work with a wide range of student abilities and behaviors in their classrooms and often are already employing positive strategies with those students. However, for the students who have experienced trauma, the impact on their self-perception, the world around them, the impact on their brain development and their ability to safely connect with others can get carried into the classroom. This can interfere with their ability to process information and maintain control over behaviors and emotions. Students who have experienced trauma continuously react to the world as if they are in danger. They are unable to regulate heightened levels of arousal and emotional responses. Their bodies and brains have been conditioned to survive and they can easily be triggered. These student can benefit greatly from relationships with supportive adults at school, including teachers, support staff, and administrative staff who are aware of the impact of trauma and who are able to facilitate trauma-sensitive interventions in the classroom.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A/B; CLASSROOM 1105

FRIDAY SESSION E/F; CLASSROOM 1105

How Adverse Childhood Experiences Change the Brain: Implications for Applying a Trauma-Informed Approach in the Schoolhouse (2 hours)

Mary Crnabori, M.Ed., BCBA, MNPS

Trauma is not just a mental health problem; it is an educational problem that must be addressed. In this interactive presentation we first explore groundbreaking research on adverse childhood experiences (ACEs); the impacts of sustained, pervasive stress on the developing brain; and how ACEs can affect student learning, behavior, and social-emotional outcomes. Next we explore practical trauma-informed strategies to promote compassionate communities of resilience for students. Increased awareness about the impacts of ACEs on students, and enhanced knowledge about trauma-informed school and classroom practices, will empower educators to promote stronger teacher-student relationships and improve school outcomes for all students.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION C/D; CLASSROOM 1114

How to have ACE Conversations with Parents

Jenn Martin and Audrey Sherer, The Family Center

We all know the impact a parent has on a child's learning, but do you know the impact that a parent's ACEs can have on that same child? This workshop will focus on how Adverse Childhood Experiences can impact a parents' relationship with their children and their education. We will talk about trauma-informed tools anyone can use when talking to a parent affected by ACEs. The tools will encourage ways to build a partnership with parents, create a safe meeting environment for families, and to effectively talk about the hard stuff. So join us, as we talk about our experiences in working with the most vulnerable parents in Middle Tennessee and their most valuable lessons to us.

COMPETENCIES: (1) Self-awareness, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

FRIDAY SESSIONS E & F; CLASSROOM 1102

How to Nurture Without Enabling

Doug Granier, MNPS

Students who suffer from trauma need teachers who are strong, caring, compassionate, and unrelenting. These characteristics allow educators to cultivate relationships with their students that empower them to grow in a positive, focused direction. This session will offer strategies for developing productive teacher/student relationships that are based on mutual acceptance, respect, trust, and support.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS A & B; CLASSROOM 1102

How to Support Students Learning in the Classroom through a Positive Universal Intervention

Tracy Long, American Institutes for Research

This workshop will include an overview of AIR's Good Behavior Game (GBG), a team-based classroom behavior management strategy designed for elementary grades. We will review the research that illustrates how this preventive intervention helps children master the role of learner and be successful at the key task demands of the classroom. You will also learn about the unique structure of our training and support model that leads to sustainability over time. Finally, during the workshop we will discuss how GBG fits within a school's positive behavior model and supports students' social and emotional learning throughout their earlier lives into adulthood.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS C & D; CLASSROOM 1202

Inclusive Teacher Language: Practical Strategies to Improve the Classroom Relationships

Joe Tilley, Creswell Middle Prep

The workshop will cover the basics of inclusive teacher language and how it can be used in the classroom to improve relationships and the classroom environment. Participants will leave the workshop with practical strategies to take back into their own classrooms and implement.

COMPETENCIES: (1) Self-awareness, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers

THURSDAY SESSION B; CLASSROOM 1203

FRIDAY SESSION F; CLASSROOM 1203

Inspired Educator, Inspired Learner: Experiential Brain-Based Strategies to Engage, Motivate, Build Community and Promote Social-Emotional Learning (2 hours)

Jennifer Stanchfield, Vermont Learning Collaborative, Experiential Tools

Join this interactive workshop and fill your toolbox with experiential, brain-based techniques to engage and motivate learners, create a positive and supportive learning community, and maximize social-emotional learning and academic outcomes.

We will explore:

- New research from the field of educational neuroscience and its impact on learning, teaching, and social-emotional skills development
- Strategies for increasing buy-in, and ownership of learning
- Interactive activities to cultivate communication, social problem-solving, relationship skills, collaboration, self-regulation, decision-making, self-awareness, emotional expression, and reflection
- Techniques for developing responsive and nurturing relationships teacher to student, and peer to peer
- Embedding instruction in play and using games and activities to teach and reinforce content
- Reflective tools to help students find meaning, increase depth of understanding, and application to future learning

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION C/D; CLASSROOM 1104

FRIDAY SESSION E/F; CLASSROOM 1104

Introduction to the Responsive Classroom Approach

Allison Henry, Responsive Classroom

Responsive Classroom is a research-based approach to K–8 education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. Learn about the four domains of effective teaching—positive community, engaging academics, effective management, and developmentally appropriate practices—and about teaching social and emotional skills, such as cooperation and responsibility, that will set students up for success, in school and in life. Give students meaningful choices in their education and create a joyful learning environment where children are achieving at high levels and developing both strong academic and social skills.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators

THURSDAY SESSION B; CLASSROOM 1115

FRIDAY SESSION F; CLASSROOM 1115

kidcentraltn.com: The Central Online Resource for Tennessee Families

Jude White, Governor's Children's Cabinet

The Governor's Children's Cabinet created kidcentraltn.com as a one-stop shop for Tennessee families and professionals to find information about children's health, education, development, and support. The website pulls content from across state government and organizes it so families can more easily find what they need. The website includes a directory of state services for children and families. By educating, engaging, and empowering Tennessee families, kidcentraltn.com supports the prevention, mitigation, and recovery from ACEs.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS A & B; CLASSROOM 1205

Lessons Learned from “Why Do I Have to Work with You?!”

Teresa Whitaker and Rodger Dinwiddie, STARS Nashville

Differences in styles, personalities, philosophies and belief systems create challenges for organizations and individuals, which can stifle organizational and professional growth. In the era of high tech, low touch communications, this session will help school leaders focus on having crucial conversations and build relationships with colleagues (supervisors and direct reports), clients, community relationships, and collaborative partners. Sharing lessons learned from conducting sessions with schools leaders will be a part of the presentation. Effective and productive relationships in an organization are critical to positive culture and climate. Building trust, establishing respect, valuing differences, and effective conversations are anchoring components necessary for creating a purposeful work environment.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A; CLASSROOM 1112

FRIDAY SESSION F; CLASSROOM 1112

Making Connections between Social Emotional Learning and Project Based Learning

Carrie Whittaker, MNPS

Participants will engage in activities that will allow them to identify the connections between Social Emotional Learning and Project Based Learning. The session will highlight the SEL core competencies which include self-management, self-awareness, social awareness, responsible decision-making, and relationship skills and the Project Based Learning Gold Standard Teaching Practices and Design Elements.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

FRIDAY SESSIONS E & F; CLASSROOM 1211

McKinney-Vento 101: Identifying and Supporting the needs of Homeless Children and Youth

Jonathan Bolding, Tennessee Department of Education

In this session, participants will have an opportunity develop an understanding of the McKinney-Vento law. The session primarily focuses on how the law makes provision for students to enroll, remain, and achieve success in school. Additionally, attendees will participate in hands on activities, focused discussion, and collaborate on group tasks to build capacity to assist children and youth in transition.

COMPETENCIES: (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A; CLASSROOM 1210

FRIDAY SESSION E; CLASSROOM 1210

Mindfulness in Education: Tools for 21st Century Learning

Mary Agee and Shelly Sowell, Center For Integrative Learning and Teaching (CILT Nashville)

Schools across the country are embracing mindfulness practices as a powerful tool for personal and social transformation. This session will explore the Mindfulness in Education movement, the rising need for mindfulness practices in the digital age, research on benefits for schools, and a practical plan for getting started in creating mindfulness opportunities for a school community.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS C & D; CLASSROOM 1204

Passions + Problems = Purpose: A Model for Youth Empowerment

Julie Dunlap and Joseph Adeola, Fathom PBC

In this workshop, we will present a model merging topics of social justice and entrepreneurial problem-solving to promote social emotional and project-based learning in the classroom. We will introduce activities from Fathom's Change Agents program to provide tools for educators and community stakeholders to help young people explore their passions, solve problems affecting their communities and find meaningful opportunities to earn a living while making positive change. Participants can expect to walk away with tools to promote a collaborative and personalized learning environment that will enhance youth's potential to become leaders of innovative and sustainable communities, companies and commodities.

COMPETENCIES: (1) Self-awareness, (4) Social awareness

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSION A; CLASSROOM 1213

FRIDAY SESSION E; CLASSROOM 1213

Peace Circles (2 hours)

Becky Astarita and Denise Yeargin, Peace Circles

The Peace Circle Workshop offers a fun, interactive, experiential opportunity for participants to identify what increases/decreases peace, and how it effects their connections/relationships (with themselves, their families, communities and others). The workshop helps participants, practice mindfulness and become aware of its effects/influences on others/their environments, what steals/increases one's calmness and ways to maintain wellbeing. Participants will also recognize that to be peaceful is a conscious choice that becomes the foundation for the decision making process.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A/B; CLASSROOM 1212

FRIDAY SESSION E/F; CLASSROOM 1212

Promote Friendship! Prevent Bullying! (2 hours)

David Kisor, Growing Sound

Attendees who work with school-age children (K-5) will learn songs of Acceptance, Friendship, Teamwork, Empathy and Responsibility...all the skills that lead to pro-social behavior. Research content provided in this workshop is based on the model outlined by CASEL. Information gathered will promote a positive school climate, but can also be applied beyond the classroom, thus helping to create caring communities. Now more than ever we need to teach these social skills not only to prevent bullying, but even on a larger scale of creating a world of compassion and understanding.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSION C/D; CLASSROOM 1106

FRIDAY SESSION E/F; CLASSROOM 1106

Promoting Trauma Sensitive Practices through Culturally Responsive Teaching: Integrating Frameworks as an Imperative for Equity (2 hours)

Dr. Mona Ivey-Soto and Mary Crnabori, M.Ed., BCBA, Belmont University and MNPS

This interactive workshop will provide participants with an understanding of culturally responsive teaching (CRT) and how it provides a critical framework for empowering marginalized students within the classroom. CRT, when implemented effectively, cultivates a dynamic learning environment where students who may have experienced trauma find their voice and are given an opportunity to see, hear and feel how their racial, ethnic, religious and SES identities are understood and celebrated. This workshop will provide tangible strategies for how CRT can be implemented and how it can serve as a protective factor in cultivating safe, supportive learning environments for students experiencing trauma.

COMPETENCIES: (1) Self-awareness, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A/B; CLASSROOM 1114

FRIDAY SESSION E/F; CLASSROOM 1114

Putting Urban Students of Color on a Path to College Using a Culture of Care

Shena Sanchez and Donna Y. Ford, University of California, Los Angeles and Vanderbilt University

Using a Culture of Care framework alongside current research, this workshop will discuss the ways in which a school's caring environment shapes student achievement, particularly college-going engagement at the secondary level. This session will provide high school educators, who work with urban students of color and from low-income backgrounds, with empirical knowledge, theories/frameworks, strategies, and resources to build a caring environment that is culturally relevant and sustaining for their students. It focuses on the SEL Core Competency of relationship skills, providing educators with strategies for establishing caring relationships with students that will significantly impact their academic engagement and achievement.

COMPETENCIES: (3) Relationship skills

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSION A; CLASSROOM 1203

FRIDAY SESSION E; CLASSROOM 1203

Safe, Supported and Ready to Learn with the Second Step program

Jennifer Balogh, Committee for Children

Research tells us that supporting a child's Social Emotional Learning shows higher academic achievement, increased well-being, and greater engagement. And we know that children who feel safe and supported can focus on learning, make friends, and feel connected to their school. In this session, learn how the Second Step program for Early Learning - Grade 8 supports whole child success through teaching universal social-emotional skills and self-regulation, building a positive school-wide culture while reducing problem behavior and bullying.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION C; CLASSROOM 1206

FRIDAY SESSION E; CLASSROOM 1206

Screening of documentary film Paper Tigers (102 mins)

Vanderbilt Behavioral Health

MOVIE OVERVIEW: More than two decades ago, two respected researchers, clinical physician Dr. Vincent Felitti and CDC epidemiologist Robert Anda, published the game-changing Adverse Childhood Experiences Study. It revealed a troubling but irrefutable phenomenon: the more traumatic experiences the respondents had as children (such as physical and emotional abuse and neglect), the more likely they were to develop health problems later in life—problems such as cancer, heart disease, and high blood pressure. To complicate matters, there was also a troubling correlation between adverse childhood experiences and prevalence of drug and alcohol abuse, unprotected sex, and poor diet. Combined, the results of the study painted a staggering portrait of the price our children are paying for growing up in unsafe environments, all the while adding fuel to the fire of some of society's greatest challenges.

However, this very same study contains the seed of hope: all of the above-mentioned risk factors—behavioral as well as physiological—can be offset by the presence of one dependable and caring adult. It doesn't need to be the mother or the father. It doesn't even need to be a close or distant relative.

More often than not, that stable, caring adult is a teacher.

It is here, at the crossroads of at-risk teens and trauma-informed care, that Paper Tigers takes root. Set within and around the campus of Lincoln Alternative High School in the rural community of Walla Walla, Washington, Paper Tigers asks the following questions: What does it mean to be a trauma-informed school? And how do you educate teens whose childhood experiences have left them with a brain and body ill-suited to learn?

In search of clear and honest answers, Paper Tigers hinges on a remarkable collaboration between subject and filmmaker.

Armed with their own cameras and their own voices, the teens of Paper Tigers offer raw but valuable insight into the hearts and minds of teens pushing back against the specter of a hard childhood.

Against the harsh reality of truancy, poor grades, emotional pain, and physical violence, answers begin to emerge. The answers do not come easily. Nor can one simply deduce a one-size-fits-all solution to a trauma-informed education. But there is no denying something both subtle and powerful at work between teacher and student alike: the quiet persistence of love.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSIONS A/B & C/D; AUDITORIUM

FRIDAY SESSION E/F; AUDITORIUM

Self, Community and Application: Trauma-informed Training for Schools in Cultivating Social-Emotional Wellness (2 hours)

Anya Warburg, Move This World

In this session, participants will receive an experiential introduction to each of the five (5) key teaching components of the Move This World approach and methodology (Ritual, Embodiment, Validation, Processing/Reflection and Building an Action Plan). Additionally, participants will gain an understanding of the theory underpinning Move This World's embodied tools and strategies used to develop Social-Emotional learning and wellbeing through immersion in these core processes and walking through exercises for mindfulness, stress management and self-awareness to practice in their lives and work.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION C/D; CLASSROOM 1103

FRIDAY SESSION E/F; CLASSROOM 1103

Self-Care Isn't Selfish....It's Self-Respect

Jessica C. Bell MSW, LSSW, MNPS

Did you feel overly stressed or overwhelmed this past fiscal year? Do you still feel overloaded with things to do and the pressures of life or not aware of ways to rejuvenate? If you answered yes to any of these questions, self-care may be one of the solutions just for you! In this session, you will be given the opportunity to identify your own stressors both personally and professionally, define self-care for yourself and learn what it means from others, and discover ways to practice realistic self-care in the reality of life.

COMPETENCIES: (1) Self-awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSIONS C & D; CLASSROOM 1105

Social Emotional Learning and the Expanded Core Curriculum

Mary Endahl, Vanderbilt

Social emotional learning (SEL) for students who are blind or visually impaired may be covered with explicit instruction in the Expanded Core Curriculum (ECC) content areas. While the ECC has nine areas the interrelated competencies of SEL appear to be best aligned with social interaction skills, and self-determination skills as framed in the ECC. The ECC was originally framed in 1996 for students with visual impairments and our understanding of these key content areas has continued to grow. This session will explain how SEL is covered in the current framework for the ECC.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers

FRIDAY SESSIONS E & F; CLASSROOM 1208

Stewards of Children (2 hours)

Cary Rayson, MSW, Prevent Child Abuse Tennessee

Stewards of Children is the only nationally distributed, evidence informed, child sexual abuse prevention training proven to increase both adult knowledge and protective behaviors so that children are protected from sexual abuse in all settings. The two hour action oriented program leads adults through five steps that they can take as individuals to protect children: learn the facts, minimize opportunity, talk about it, recognize the signs and react responsibly. The training is appropriate for use in schools, faith communities and child/youth serving settings—anywhere that adults care for and about children and youth.

COMPETENCIES: (2) Responsible decision-making, (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A/B; CLASSROOM 1111

FRIDAY SESSION E/F; CLASSROOM 1111

Suicide Prevention Among Lesbian, Gay, Bisexual, and Transgender Youth -- A Workshop for Professionals Who Serve Youth

Samantha Nadler, LMSW, Tennessee Suicide Prevention Network

This training session will explore the factors that make LGBT youth particularly prone to suicide. It will also demonstrate how to recognize the warning signs of suicide, prevent depressed and suicidal people from hurting themselves or others, and connect them with available mental health resources.

COMPETENCIES: (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSIONS A & B; CLASSROOM 1104

Supporting Academics with Social and Emotional Learning

Steph Jensen, Boys Town

Social and Emotional Learning should never detract from academics, instead it should serve as the foundation for learning, giving teachers more time to spend on academics because students have the skills they need to be successful. In this workshop we will discuss the benefits of adding social skill teaching to your current academic lessons as well as share tips on how to create a positive school culture when you implement a Social and Emotional Learning curriculum throughout your school.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSION D; CLASSROOM 1213

FRIDAY SESSION F; CLASSROOM 1209

Teaching Practices that Support Social, Emotional and Academic Skill Development (2 hours)

Nick Yoder and Kim Daubenspeck, Center on Great Teachers and Leaders

How can you incorporate the development of student social and emotional skills in your academic instruction? By ensuring that your practices support social and emotional skill development through routine practices. In this session, we will provide a preview of online learning modules based on the toolkit developed by the Tennessee Department of Education, Incorporating Social and Emotional Learning in Classroom Instruction and Educator Effectiveness. Two of the practices that we will review include student-centered discipline and teacher language through the lens of SEL.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators

THURSDAY SESSION A/B; CLASSROOM 1202

FRIDAY SESSION E/F; CLASSROOM 1202

Tennessee AWARE: Confronting the Elephant in the Room

Sara Smith and Janet Watkins, Tennessee Department of Education

Participants will learn about Tennessee AWARE, a state capacity-building initiative designed to expand youth access to mental health resources and promote resilience and positive behavioral functioning among school-age youth in Tennessee.

Tennessee AWARE supports local implementation of direct services within Anderson County, Lawrence County, and Lauderdale County school systems. Local districts, in partnership with parents, youth, and community stakeholders, design and implement a multi-tiered, interconnected systems framework (ISF) that guides delivery of universal prevention, targeted intervention, and intensive school-based mental health services. In addition, the mental health adult literacy program, Youth Mental Health First Aid, will introduce workshop participants to the unique risk factors and warning signs of mental health problems in adolescents.

COMPETENCIES: (1) Self-awareness, (4) Social awareness

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS A & B; CLASSROOM 1103

The Adolescent Brain: Temporary "Adolescent Insanity"

Steph Jensen, Boys Town

In many ways teenager's brains are just like an adult's-except one important area; the pre-frontal cortex. As the rational, governor of the brain continues growing teens may exhibit behaviors adults see as challenging; but to teens seem perfectly logical. Join us for 10 tips to deal with this developmental roller-coaster.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSION C; CLASSROOM 1213

FRIDAY SESSION E; CLASSROOM 1209

The Good, The Bad, The Ugly of Social Media

Monica McLaurine, Nashville Public Library - Totally Outstanding Teen Advocates for the Library (T.O.T.A.L.)

Attachment theory is often understood as a vital piece to infantile development. However its long term relational, biological, and cerebral effects are not often discussed. This session will identify the link between attachment and neurological development. The session will also focus on the long term effects that attachment relationships at home and in the community may have on cognitive and relational abilities.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

THURSDAY SESSIONS A & C; CLASSROOM 1101

FRIDAY SESSION E; CLASSROOM 1101

The GROWTH Cycle vs. the Shame Spiral: Modeling and Teaching Emotional Regulation (2 hours)

Abrial Solis

Are you frustrated when efforts to intervene in a student or child's difficult behavior results in meltdown or shutdown? In this workshop, we'll learn six simple steps that you can use to de-escalate a challenging situation and promote emotional regulation and self-management. We'll explore key principles of nervous system development that explain this swing between extremes, and how we can adapt the GROWTH model for children with traumatic backgrounds. We'll learn why it's essential to model these skills, as well as teach them, and how we can shift from adversary to ally and enlist students to support their own self-interest.

COMPETENCIES: (1) Self-awareness, (5) Self-management

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Teachers, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS A/B & C/D; CLASSROOM 1209

The Importance of Empathy: Assisting Refugee Students' Academic and Emotional Success

Bobette Bouton, Austin Peay State University

Refugee students face a myriad of difficult obstacles when arriving into a new country and entering a new educational setting. This presentation uses Maslow's (1970) ideas to explain how meeting the basic needs of refugee students is a fundamental first step prior to academic learning; introduces the idea of empathy to foster both basic needs and academic learning in the classroom; explores three research studies to support the importance of empathy in the classroom; and gives practical application ideas to meet the unique needs of students from refugee backgrounds.

COMPETENCIES: (3) Relationship skills

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors

THURSDAY SESSION B; CLASSROOM 1101

FRIDAY SESSION F; CLASSROOM 1101

The Restorative Response (2 hours)

Renee Malbrough and LeTicia Taylor, MNPS

Effectively strengthening relationships, Supporting Students and families, Empowering all stakeholders in communities to reflect and connect to the whole person... Coming together: Principals, Teachers, Students, Parents, and Communities engaging participants in building safe communities using Restorative Practice. A proven effective way to achieve lasting whole school culture and climate change. Learn how strategic organizational change and explicit messaging create communities built on caring and relationship building.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS A/B & C/D; CLASSROOM 1211

The Whole Child Approach: Anything Less Undermines our Roles and Restricts our Students

Sean Slade, ASCD

A Whole Child approach to education ensures that each child, in each school, and in each community, is healthy, safe, engaged, supported, and challenged. This interactive session will outline the premise and core understandings of the ASCD Whole Child framework, including its philosophical underpinnings, alignment to Maslow's Hierarchy of Needs, establishment of the five tenets, and the development of the corresponding five sets of indicators. The session will highlight conversations you can initiate in your school setting and preliminary first steps to help move your school toward a more holistic approach.

COMPETENCIES: (1) Self-awareness, (3) Relationship skills, (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A; CLASSROOM 1207

FRIDAY SESSION E; CLASSROOM 1207

Triumphs and Challenges: A School's Experience Transitioning to Restorative Practices

Christopher J. Flor, John Trotwood Moore Middle School

In the 2014-2015 school year, JT Moore's leadership team completely revised its mission and vision to re-emphasize social emotional learning, build more worldly students, and better value the dignity of our diverse communities. Part of that effort was to shift more closely to Social Emotional Learning and Restorative Practices. In doing so, we implemented CASEL aligned advisory meetings and reformed our discipline system as measures of universal supports. Throughout that continuing transition, we have encountered many triumphs and challenges and would like to share those experiences with schools who are approaching similar transitions.

COMPETENCIES: (2) Responsible decision-making

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers

THURSDAY SESSION B; CLASSROOM 1100

FRIDAY SESSION F; CLASSROOM 1100

Unspeakable Terror: Trauma and the Brain 101 (2 hours)

Lori Myers LCSW, RPT-S, Nashville Children's Alliance

Brain functioning ... Brain development ... Interpersonal Neurobiology... Trauma Informed system. These are all terms infiltrating our field. Do you ever think ... what do they mean? I didn't learn that in grad school? I'm not a scientist? This training will focus on the basics of trauma and how it affects the developing brain. We will discuss how brain development must inform practice and how a basic understanding of the brain can aid anyone in achieving a more complete practice.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION A/B; CLASSROOM 1200

FRIDAY SESSION E/F; CLASSROOM 1200

What a Teen's Heart Wants: And how it is changed by Adverse Childhood Experiences

Melony Pugh-Weber, Touchstone Youth Resource Services, Inc.

We all struggle with the effects of other people's unkindness. We have all been done wrong. Most teens have no idea of the long-lasting emotional damage that results from this. Possibly the greatest damage is that they don't even remember what their heart wanted in the first place. In this session, we'll look at the fundamental longings of a teen's heart - how to help them to remember what their heart is looking for and healthy ways to find it.

COMPETENCIES: (1) Self-awareness, (3) Relationship skills, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS C & D; CLASSROOM 1102

When Loss Comes to Our Schools

Dianne Castellano, LCSW, Alive Hospice Grief Support Services

Objectives of this workshop will be to provide education on the impact loss and grief can have on children in the schools academically, socially and emotionally. To provide information on the most effective interventions for children affected by loss and grief.

COMPETENCIES: (1) Self-awareness, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

THURSDAY SESSIONS C & D; CLASSROOM 1203

Whole School, Whole Community, Whole Child Model: A Collaborative Approach to Learning and Health

Sean Slade, ASCD

The Whole School, Whole Community, Whole Child Model (WSCC) was launched in 2014 by ASCD and the US Centers for Disease Control (CDC) as the next iteration of Coordinated School Health. Responding to the call for greater alignment, integration, and collaboration between education and health to improve each child's cognitive, physical, social, and emotional development the model is now in use across 18 states and over two dozen large school districts. This presentation will outline the rationale for WSCC, tools available and examples of use across states.

COMPETENCIES: (1) Self-awareness, (2) Responsible decision-making, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion

TARGET AUDIENCE: Teachers, Administrators, School Counselors, Parents, Mental Health Providers

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSION B; CLASSROOM 1207

FRIDAY SESSION F; CLASSROOM 1207

Wired for Resiliency: Understanding the Impact of Trauma on a Developing Brain and Creating Classroom Strategies that Work

Amber Stevenson, LCSW, LADAC and Emily Simpson, LPC-MHSP, Sexual Assault Center

Presenters will discuss the impact of trauma on the developing brain and explore what this looks like in behavior, thinking, emotions, and relating to others. Additionally, this session will provide practical ways to help and support healing and foster resiliency within the elementary school setting.

COMPETENCIES: (1) Self-awareness, (3) Relationship skills, (4) Social awareness, (5) Self-management

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Teachers, School Counselors, Parents

COVERS TRAUMA-INFORMED PRACTICES

THURSDAY SESSIONS C & D; CLASSROOM 1111



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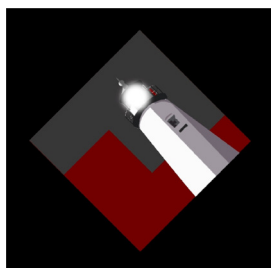
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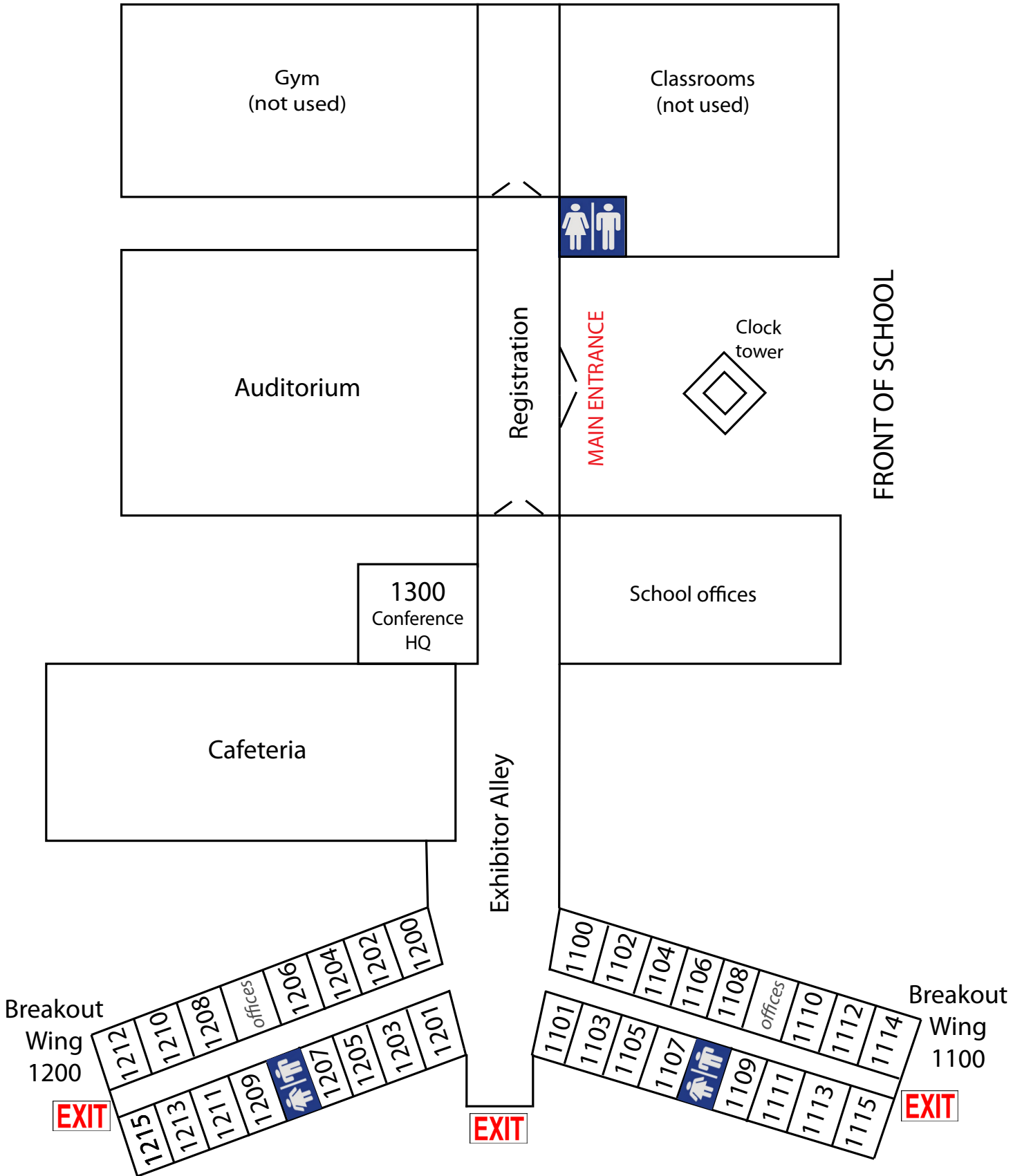
·NOTES·



·NOTES·



Cane Ridge High School





Children's pro-social behaviors , such as helping, sharing, and cooperating exhibited by students in the classroom [are] better predictors of academic achievement than their standardized test scores.



*- Kathryn R. Wentzel,
University of Maryland
Does Being Good
Make the Grade?
Social Behavior and
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