

4TH ANNUAL
SOCIAL EMOTIONAL
LEARNING
CONFERENCE

Creating a Climate of
Connectedness

PRESENTED BY



METROPOLITAN
Nashville
PUBLIC SCHOOLS

IN PARTNERSHIP
WITH

ALIGNMENT
NASHVILLE

for successful, healthy children

July 18, 2014
Cane Ridge High School
Nashville, Tennessee

WELCOME

Metro Nashville Public School and the Alignment Nashville Behavioral Health Committee are excited to present the **4th Annual Social Emotional Learning Conference**. Today you will have the opportunity to attend a wide variety of workshops all designed to bring awareness to the district and the community around social emotional learning (SEL). We also hope to inspire more conversation at the school level around this area of understanding.

Participation in today's events will help attendees achieve the following objectives:

- Improved understanding of SEL
- Increased knowledge of common language of SEL
- Increased understanding of how SEL impacts school climate and connectedness

Your **Certificate of Attendance and Participation** is in your conference bag. MNPS employees please remember to sign out at the end of the day.

For your future reference, presentations and handouts will be available at:

<http://portal.alignmentnashville.org/web/behavioral-health/2014-sel-conference>

<https://mnps.blackboard.com/webapps/portal/frameSet.jsp>

5 CORE COMPETENCIES OF SEL

All workshops presented at the SEL Conference are based on the 5 Core Competencies of SEL, which come from the **Collaborative for Academic Social and Emotional Learning (CASEL)***:

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

*For more information on CASEL, see page 38.

WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)?

Social Emotional Learning refers to the process of developing social and emotional competencies in children. SEL programming for children is based on the following principles: the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful; social and emotional skills are critical to being a good student, citizen, and worker; and many different risky behaviors (e.g. drug use, violence, bullying, and dropout) can be prevented or reduced when multi-year integrated efforts develop students' social and emotional skills.

Students are most likely to gain social and emotional skills through classroom, instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation (Bond & Hauf, 2004; Hawkins, Smith, & Catalano, 2004; Nation et al., 2003; Weare & Nind, 2011). Effective SEL programming begins in Pre-K and continues through high school. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies.

SELF-AWARENESS: recognizing one's emotions and values as well as one's own strengths and limitations

RESPONSIBLE DECISION-MAKING: making ethical, constructive choices about personal and social behavior.

RELATIONSHIP SKILLS: forming positive relationships, working in teams, dealing effectively with conflict

SOCIAL AWARENESS: showing empathy and understanding for others

SELF-MANAGEMENT: managing emotions and behaviors to achieve one's goals



AGENDA

PLEASE SEE BACK PAGE OF
PROGRAM FOR A FULL MAP OF
CANE RIDGE HIGH SCHOOL.

7:15 - 8:00 Registration / Exhibits

8:00 - 8:15 **Welcome & Opening Remarks**

Kyla Krengel, MNPS Director of SEL
Sydney Rogers, Executive Director of
Alignment Nashville
Cheryl Mayes, School Board Member for
District 6

8:15 - 9:00 **Morning Keynote Address**

Linda Lantieri, MA

9:00 - 9:15 Break and transition

9:15 - 10:15 Session A

10:15 - 10:30 Break and transition

10:30 - 11:30 Session B

11:30 - 12:00 **Lunch** (*served in the cafeteria*)

Generously sponsored by KIDLINK, Blue Cross
Blue Shield of Tennessee, and Vanderbilt
Behavioral Health

12:00 - 12:30 **Lunchtime Panel Discussion** (*facilitated by Kyla
Krengel*)

Dr. Sara Rimm-Kaufman, Dr. Maury Nation, Dr.
Ted Murcray, Dr. Carlos Comer, Sonia Stewart

12:30 - 1:15 Exhibit viewing time

1:15 - 1:30 Break and transition

1:30 - 2:30 Session C

2:30 - 2:45 Break and transition

2:45 - 3:45 Session D

3:45 - 4:00 Dismissal / MNPS employees sign out

· KEYNOTE SPEAKER ·



Linda Lantieri, M.A.

Linda Lantieri, M.A., is an internationally renowned expert in Social and Emotional Learning, and one of the founding board members of the Collaborative for Academic, Social and Emotional Learning (CASEL). Currently she serves as the Director of The Inner Resilience Program whose mission is to cultivate the inner lives of students, teachers

and schools by integrating social and emotional learning with contemplative practice and is a Senior Program Advisor to CASEL.

With over 40 years of experience in education as a teacher and director of a middle school in East Harlem, and faculty member at Hunter College in New York City, Linda is co-founder of the Resolving Conflict Creatively Program (RCCP), a research-based K-12 social and emotional learning program that has been implemented in over 400 schools worldwide.

She is the coauthor of *Waging Peace in Our Schools* (Beacon Press, 1996), editor of *Schools with Spirit: Nurturing the Inner Lives of Children and Teachers* (Beacon Press, 2001), and author of *Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children* (Sounds True, 2008, 2014).

· PANELISTS ·



Sara Rimm-Kaufman, Ph.D.

Dr. Sara Rimm-Kaufman is a Professor of Education in the Educational Psychology Applied Developmental Science Program at the Curry School of Education, University of Virginia.

She has spent the last two decades conducting research on elementary school classrooms with the goal of developing roadmaps for administrators and teachers making decisions for

teachers and children. Rimm-Kaufman received her Ph.D. in Developmental Psychology from Harvard University in 1996. She directs the Doctoral Training Program in Educational Psychology-Applied Developmental Science. Her research on the *Responsive Classroom* approach has earned her national recognition and awards, ranging from the Joseph Zins Award for Early Career Contributions from CASEL and the Curry School of Education Outstanding Professor Award.



Maury Nation, Ed.D.

Maury Nation is an Associate Professor of Human and Organizational Development at Vanderbilt University's Peabody College of Education. His research is focused on preventing school violence and bullying, and developing ways to promote positive educational and development outcomes for children and adolescents. His research emphasizes supporting administrators' and teachers' the utilization of curricula and pedagogical innovation to student social, emotional, and academic

success. Also, his research promotes leveraging parents community stakeholders to address school needs and promote school improvement. His current projects include providing technical assistance through the Safe and Supportive Schools initiative, which engages more than 100 public middle and high schools to improve school climate and related student outcomes.

· PANELISTS · · *continued*



Carlos L. Comer, Ed.D.

Carlos L. Comer, Ed.D. is the Executive Principal of JE Moss Elementary School. His seventeen-year professional tenure with Metropolitan Nashville Public Schools has been maximized by opportunities to serve in various instructional and leadership and capacities. His adjunct teaching experiences include current affiliations with Cumberland University, Middle Tennessee State University, and Trevecca Nazarene University. His professional interests and talents include educational consulting, curriculum design, and teacher development.



Ted Murcraay, Ed.D.

Dr. Ted Murcraay is the principal of Creswell Middle Prep School of the Arts. He has worked as a school administrator, teacher, and district level coach and has spent time in all three K-12 tiers – elementary, middle, and high. He earned his doctorate in Educational Leadership, Policy and Organizations from Vanderbilt University's Peabody College in 2011.



Sonia Stewart, M.A.

Sonia Stewart, M.A. serves as the Executive Principal at Pearl-Cohn Entertainment Magnet High School, the only Entertainment Magnet High School in the country. Sonia has a Masters in Educational Leadership from Trevecca University, a Bachelors in Mathematics from Biola University, and is currently working on her doctorate in Educational Leadership and Policy at Vanderbilt University. She has lead and taught at the high school level in both the public and private school setting. Sonia has extensive experience investing in the lives of marginalized youth from a variety of cultural and socio-economic backgrounds. At the heart of every endeavor Sonia is committed to providing just opportunities for youth who are deprived of the education, resources and support they need to reach their potential.

WORKSHOP SESSIONS SCHEDULE

SEE PAGES 10-28 FOR FULL DESCRIPTIONS

Classroom	Session A 9:15-10:15	Session B 10:30-11:30	Session C 1:30-2:30	Session D 2:45-3:45
1100	Complex Trauma <i>Suzanne Cameron</i>	Complex Trauma <i>Suzanne Cameron</i>	The Best Kept Evidence-Based Secret in MNPS <i>Melanie Scott & Sandy Schmahl</i>	The Best Kept Evidence-Based Secret in MNPS <i>Melanie Scott & Sandy Schmahl</i>
1101	Introducing Kidcentraltn.com <i>Jude White</i>	Introducing Kidcentraltn.com <i>Jude White</i>	Resiliency CAN Be Learned! <i>Cindy Ayala & Trish Estes</i>	Resiliency CAN Be Learned! <i>Cindy Ayala & Trish Estes</i>
1102	Bullying, How Does This Affect My Student <i>Monica McLaurine</i>	Bullying, How Does This Affect My Student <i>Monica McLaurine</i>	Bullying, How Does This Affect My Child <i>Monica McLaurine</i>	Bullying, How Does This Affect My Child <i>Monica McLaurine</i>
1103	Preventing Bullying Through SEL <i>Veronica Clark</i>	Preventing Bullying Through SEL <i>Veronica Clark</i>	Wedging in Social Emotional Learning <i>Melissa Binkley</i>	Wedging in Social Emotional Learning <i>Melissa Binkley</i>
1104	2 HOUR SESSION Teaching Self-Regulation to Students with Autism <i>Misty Vetter</i>		2 HOUR SESSION Teaching Self-Regulation to Students with Autism <i>Misty Vetter</i>	
1105	Using Data to Promote Responsible Decision-Making <i>Annette Little</i>	Social Skills Instruction for Children and Young Adults <i>Annette Little</i>	Using Data to Support Students' Social Emotional Learning Needs <i>Shunna McBroom & Margie Johnson</i>	Using Data to Support Students' Social Emotional Learning Needs <i>Shunna McBroom & Margie Johnson</i>
1106	2 HOUR SESSION Seeking Safety – Grounding <i>Richard Boyd & April Anderson-Vizcaya</i>		2 HOUR SESSION Grit, A Predictor of Academic and Personal Success <i>Monica Coverson and Ashley Smith</i>	
1109	Responding to and Preventing Childhood Sexual Abuse <i>Kim Janecek</i>	Responding to and Preventing Childhood Sexual Abuse <i>Kim Janecek</i>	BE! Empowered – A Research-Based Sexual Assault Primary Prevention Curriculum for Teens <i>Sharon Travis</i>	BE! Empowered – A Research-Based Sexual Assault Primary Prevention Curriculum for Teens <i>Sharon Travis</i>
1111	Sex, Drugs, and the Teen Brain <i>Chris Parrott</i>	Sex, Drugs, and the Teen Brain <i>Chris Parrott</i>	5 Characteristics of Happy Children and How to Instill Them <i>Chris Parrott</i>	Open
1112	Restorative Justice – Building Safer, Saner Schools <i>Roger Dinwiddie</i>	Restorative Justice – Building Safer, Saner Schools <i>Roger Dinwiddie</i>	Building Strong(er) Working Relationships <i>Teresa Whitaker & Roger Dinwiddie</i>	Building Strong(er) Working Relationships <i>Teresa Whitaker & Roger Dinwiddie</i>

WORKSHOP SESSIONS SCHEDULE

(CONTINUED)

Classroom	Session A 9:15-10:15	Session B 10:30-11:30	Session C 1:30-2:30	Session D 2:45-3:45
1114	Peace Areas <i>Sherrie Raven</i>	Peace Areas <i>Sherrie Raven</i>	Creating Adult School Communities to Facilitate Student SEL – Lessons Learned from Current Research in Education <i>Sara Rimm-Kaufman</i>	Creating Adult School Communities to Facilitate Student SEL – Lessons Learned from Current Research in Education <i>Sara Rimm-Kaufman</i>
1115	The Tale of Three -- Students' Social Emotional Needs and Challenges as They Face Trauma and Stress <i>Jenn Martin & Jennifer Drake-Croft</i>	The Tale of Three -- Students' Social Emotional Needs and Challenges as They Face Trauma and Stress <i>Jenn Martin & Jennifer Drake-Croft</i>	Beyond Thorny Behaviors: Keeping Connections Alive <i>Don Breedwell & Tiffany Curtis</i>	Beyond Thorny Behaviors: Keeping Connections Alive <i>Don Breedwell & Tiffany Curtis</i>
1200	2 HOUR SESSION The 5 Steps to Protecting Our Children <i>Alison Brown & Bev Whalen-Schmeller</i>		SEL and Adults in the Professional Learning Community <i>Carlos Comer</i>	SEL and Adults in the Professional Learning Community <i>Carlos Comer</i>
1201	2 HOUR SESSION Working with Children and Youth Exposed to Violence <i>Sarah Martin</i>		2 HOUR SESSION Working with Children and Youth Exposed to Violence <i>Sarah Martin</i>	
1202	Mindful Awareness Practices with Children: Simple Techniques to Build Attention, Balance, and Compassion <i>Babs Freeman-Loftis</i>	Three Simple Tools to Introduce Mindfulness into Your <i>Mary Agee</i>	Mindfulness without Borders: Boost Wellbeing, Build Connections and Be an Education All Star <i>Theo Koffler & Jasmin Zeger</i>	Mindfulness without Borders: Boost Wellbeing, Build Connections and Be an Education All Star <i>Theo Koffler & Jasmin Zeger</i>
1203	Resiliency and Connection through Positive Discipline Tools <i>Molly Henry</i>	Resiliency and Connection through Positive Discipline Tools <i>Molly Henry</i>	How Do You Get to Happy from Here? <i>Denise Yeargin</i>	How Do You Get to Happy from Here? <i>Denise Yeargin</i>
1204	Teacher Language and Academic Choice <i>Leah Dalrymple & Kayleigh Wettstein</i>	Teacher Language and Academic Choice <i>Leah Dalrymple & Kayleigh Wettstein</i>	Simple Techniques for Helping Children Self-Manage Emotions <i>Dean Baker</i>	Exploring Differences to Foster Greater Self-Esteem and Connectedness <i>Dean Baker</i>
1205	Transforming Behavior with "Brain Breaks" <i>John Herbold & Wynne Kinder</i>	Transforming Behavior with "Brain Breaks" <i>John Herbold & Wynne Kinder</i>	Building a Socially Active Community <i>Doug Granier</i>	Building a Socially Active Community <i>Doug Granier</i>
1206	An Overview of School-Wide Multi-Tiered Positive Behavior Interventions and Supports <i>Jessica Sellers</i>	An Overview of School-Wide Multi-Tiered Positive Behavior Interventions and Supports <i>Jessica Sellers</i>	Lessons Learned by Asking "What Do You Need?" <i>Tamara Fyke</i>	Lessons Learned by Asking "What Do You Need?" <i>Tamara Fyke</i>

WORKSHOP SESSIONS SCHEDULE

(CONTINUED)

Classroom	Session A 9:15-10:15	Session B 10:30-11:30	Session C 1:30-2:30	Session D 2:45-3:45
1207	Brain Scans to Lesson Plans – Teaching with the Whole Child in Mind <i>Tara Brown</i>	Brain Scans to Lesson Plans – Teaching with the Whole Child in Mind <i>Tara Brown</i>	SURVIVE & THRIVE: Unleashing the Potential of Under-Resourced Youth <i>Tara Brown</i>	SURVIVE & THRIVE: Unleashing the Potential of Under-Resourced Youth <i>Tara Brown</i>
1208	Mindful Adults, Happy Children <i>Janna Ramsey & Ryan Duprey</i>	Mindful Adults, Happy Children <i>Janna Ramsey & Ryan Duprey</i>	The EL in SEL <i>Kevin Stacy</i>	The EL in SEL <i>Kevin Stacy</i>
1209	Ways We Want Our Schools to Be: Creating a Culture of Learning <i>Linda Rourke</i>	Ways We Want Our Schools to Be: Creating a Culture of Learning <i>Linda Rourke</i>	Facilitating Student Talk, Interaction, and Thinking <i>Linda Rourke</i>	Open
1210	2 HOUR SESSION Understanding the Anxious Child <i>Lynna Hollis</i>		Morning Meeting with English Learners: The Why and How <i>Molly Stovall</i>	Morning Meeting with English Learners: The Why and How <i>Molly Stovall</i>
1211	Unwrapping the Gift of Mindful Presence <i>Brian Strahine</i>	Unwrapping the Gift of Mindful Presence <i>Brian Strahine</i>	Elementary Related Arts Teaching Tips <i>Tracy Roberts</i>	Elementary Related Arts Teaching Tips <i>Tracy Roberts</i>
1212	Crisis Response Open Forum <i>Jason Overbay</i>	Crisis Response Open Forum <i>Jason Overbay</i>	2 HOUR SESSION The 5 Steps to Protecting Our Children <i>Alison Brown & Bev Whalen-Schmeller</i>	
1213	Nonviolent Communication in Our Homes, Schools, and Communities: Learn the Foundations of NVC <i>Carlene Robinson</i>	Nonviolent Communication in Our Homes, Schools, and Communities: Learn the Foundations of NVC <i>Carlene Robinson</i>	How Connecting Project-Based Learning and SEL Will Transform Learning <i>Nathan Lang</i>	How Connecting Project-Based Learning and SEL Will Transform Learning <i>Nathan Lang</i>

WORKSHOP SESSION DESCRIPTIONS

(ALPHABETICAL ORDER)

5 Characteristics of Happy Children and How to Instill Them

Chris Parrott, Your Self Series

Imagine the possibilities when our children have the confidence to deal with bullies, handle peer pressure, and nourish their bodies and minds. This workshop begins with the importance of managing stress and continues with concrete examples of how passion, resilience, emotional awareness, connection and gratitude all contribute to increased feelings of happiness, success and achievement.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSION C; CLASSROOM 1111

An Overview of School-Wide Multi-tiered Positive Behavior Interventions and Supports

Jessica Sellers, MNPS

This training will review an initiative in MNPS for multi-tiered interventions via a Positive Behavior Interventions and Supports framework. Using this framework, schools make data-based decisions about supports for students based on their unique behavioral and social-emotional needs. Procedures for implementation of school-wide supports including teaching, modeling, and reinforcing behaviors will be reviewed, as well as secondary and tertiary interventions. Participants will also learn how the five core competencies of social-emotional learning are embedded within this framework.

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators

SESSIONS A & B; CLASSROOM 1206

BE! Empowered: A Research-Based Sexual Assault Primary Prevention Curriculum for Teens

Sharon Travis, Sexual Assault Center

BE! is a research based, sexual assault primary prevention curriculum geared towards teens in middle school and high school with age-appropriate, sequential education presented in an interactive web-based learning environment for both teens and teachers. The core concepts of BE! are Healthy Relationships, Sexual Assault, Bystander Intervention Information, and Technology Safety Skills. BE! is designed to prevent sexual assault as well as to assist teens who may have been victimized or are in unsafe

situations or relationships by empowering them with the tools they need to make a disclosure and seek help.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Middle School Educators, High School Educators

SESSIONS C & D; CLASSROOM 1109

Be Empowered: Responding to and Preventing Childhood Sexual Abuse

Kim Janecek, Sexual Assault Center

A thorough overview of childhood sexual abuse, statistics, and signs and symptoms. Also, presenting the Safe@Last program with examples of the standards this program meets for ASCA and ways it teaches personal safety to students.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Administrators

SESSIONS A & B; CLASSROOM 1109

Beyond Thorny Behaviors: Keeping Connections Alive

Don Breedwell & Tiffany Curtis, Dodson Elementary School

This session will utilize the strategies from Caltha Crowe's excellent resource, Solving Thorny Behavior Problems: How Teachers and Students Can Work Together, to develop practical management strategies and techniques to enrich student-to-student and teacher-to-student connections while helping to work together to solving thorny behaviors. The strategies we discuss will help navigate through the brambles, keeping the roses blooming, while understanding the differences between thorns, spines, and prickles. We will focus on appropriately maintaining open connectedness between students, parents and teachers during the process.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Parents and Community Partners

SESSIONS C & D; CLASSROOM 1115

Boost Wellbeing, Build Connections and Be an Education All Star

Theo Koffler & Jasmin Zeger, Mindfulness Without Borders

Join Mindfulness Without Borders founder Theo Koffler and senior facilitator Jasmin Zeger to explore how social and emotional competencies and secular mindfulness practices can transform you and your students' ability to regulate emotions, stay focused, manage stress, resolve conflict skillfully, and ultimately live happier and healthier lives. Their evidence-based program, Mindfulness Ambassador Council (MAC), is an 8- to 12-week high school youth program which connects teachers and students to social-emotional literacy, character development, well-being, and

citizenship. In this one-hour interactive workshop, you will view a video clip of the MAC in action and experience firsthand a sample lesson.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: High School Educators

SESSIONS C & D; CLASSROOM 1202

BRAIN SCANS TO LESSON PLANS: Teaching with the whole child in mind

Tara Brown, Learner's Edge Consulting

The advances over the past 10 years in our understanding of how the brain works and factors that impact learning have been staggering. This fast paced, engaging workshop is designed to explain the research and how it supports the importance of taking a holistic approach to working with youth.

Information covered includes: Impact of stress on Social/Emotional well-being and learning, the power of HOPE, increasing motivation & engagement, the role of the class culture and emotional safety.

Participants will be provided proven strategies to increase the emotional well-being of kids and create the optimal learning environment.

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates

SESSIONS A & B; CLASSROOM 1207

Building a Socially Active Classroom Community

Dr. Doug Grainer, MNPS

Participants will explore several approaches for building a caring, supportive community that fosters student empathy and active social engagement. Specifically, we will examine social and emotional strategies that provide opportunities for students to work together and share duties, thus empowering them to take more responsibility for the needs of each other. All of this will be discussed and modeled within the context of the Common Core Curriculum.

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators

SESSIONS C & D; CLASSROOM 1205

Building Strong(er) Working Relationships

Teresa Whitaker & Rodger Dinwiddie, STARS

In an era of high tech, low touch communications, this session will help adults focus on the importance of having crucial conversations with colleagues, parents, and students in schools, community organizations or businesses. Participants will have the opportunity to; identify and manage relationship breakdowns; have crucial

conversations; coordinate actions; achieve business results; value differences; make effective requests; design new and lasting relationships; operate in a strengths based leadership model and create an emotionally intelligent work environment. Conflicts due to miscommunication are inevitable, crucial conversations are a part of the solutions.

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

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS C & D; CLASSROOM 1112

Bullying: How Does This Affect My Child

Monica McLaurine, T.O.T.A.L./Nashville Public Library

In this session we will talk about the definition of bullying, the different types of bullying and what parents can do to deal with bullying issues with their children. We will also use clips from popular movies to really show what bullying looks like and what their child could be dealing with. We give advice on warning signs of bullied children and what they as parents can do to personally assist their children. We also look at what to do if your child is the bully. Teen facilitators will take part in this workshop to share their personal experiences and offer support to parents and to their peers.

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

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Parents and Community Partners

SESSIONS C & D; CLASSROOM 1102

Bullying: How Does This Affect My Student

Monica McLaurine, T.O.T.A.L./Nashville Public Library

In this session we will talk about the definition of bullying, the different types of bullying and what we can do as a community to stop bullying. We will also use clips from popular movies to really show what bullying looks like and possible ways for teachers to deal with bullying in the classroom. We also give advice on warning signs of the students and what they as teachers can do to personally assist their students. Teen facilitators will take part in this workshop to share their personal experiences and offer support to parents and to their peers.

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

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates

SESSIONS A & B; CLASSROOM 1102

Complex Trauma

Suzanne Cameron, LCSW, Vanderbilt Community Mental Health Center School-Based Therapy Services

Complex trauma describes children's exposure to multiple traumatic events and the long-term impact it has on children's ability to learn and achieve success. Complex trauma affects anywhere from 30-50% of school-age children nationwide. Creating responsive and nurturing relationships in the school setting mitigates these effects and gives children a foundation on which to build skills in the areas of self-management, self-awareness, social awareness and responsible decision-making. This workshop will offer educators tools not only to recognize complex trauma in children but to provide interventions to support those children as well as the overall classroom 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: Elementary School Educators

SESSIONS A & B; CLASSROOM 1100

Creating Adult School Communities to Facilitate Student SEL: Lessons Learned from Current Research in Education

Sara Rimm-Kaufman, University of Virginia

SEL programs only work if they are actually used in schools and classrooms. Supporting teachers' implementation of SEL programs is not always simple and straightforward. My research team at University of Virginia has been conducting research on school conditions and teacher experiences that contribute to successful use of SEL. In this presentation, I will describe the importance of relational trust among the adults in schools, cooperative approaches to school leadership, clarity in school objectives, principal commitment to new work, and establishment of psychologically-safe environments for teachers. Participants will learn research-based recommendations for creating an adult school community conducive to SEL.

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Administrators

SESSIONS C & D; CLASSROOM 1114

Crisis Response Open Forum

Jason Overbay, Office of School Security, MNPS

This will be an open forum where crisis response and planning are discussed. This discussion will focus on real time topics of how educators and support staff can better their response to any crisis situation.

COMPETENCIES: (2) Responsible decision-making

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators

SESSIONS A & B; CLASSROOM 1212

Elementary Related Arts Teaching Tips

Tracy Roberts, MNPS

This session focuses on key points of social and emotional learning in elementary level related arts classes. Teacher language, setting a routine with an adapted morning meeting, and dealing with discipline are the three areas that will be included. Discussion, examples, and activities will give teachers a hands-on learning experience.

COMPETENCIES: (2) Responsible decision-making

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators

SESSIONS C & D; CLASSROOM 1211

Exploring Differences to Foster Greater Self-Esteem and Connectedness

Dean Baker, Love Helps, Inc.

This workshop uses the architectural design process to delineate 3 ways people are different from each other and are important to each other. Participants will learn the sources of many of our differences and how those differences can be helpful. Appreciation for differences can build self-esteem and remove barriers to greater connectedness which can enhance the learning environment. Principles from this workshop can be applied to both children and adults.

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Counselors and Behavioral Health Advocates, Parents, and Community Partners

SESSION D; CLASSROOM 1204

Facilitating Student Talk, Interaction, and Thinking

Linda Rourke, Developmental Studies Center

What practices work for deepening conversations and expanding student thinking? Engaging all learners in meaningful conversations that lead to deep understandings of text, improved writing, problem solving, self-regulation, and critical literacy skills is at the heart of our work at DSC. And yet, many classrooms continue to be dominated by the voice of the teacher and a few students who seem to always know the “right” answer.

In this session, participants will:

- Consider the research on the importance of talk on student achievement
- Experience practices that encourage and develop more sophisticated conversations
- Reflect on how to bring the Speaking and Listening Standards to life in classrooms

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: Administrators, Elementary School Educators, Middle School Educators, High School Educators

SESSION C; CLASSROOM 1209

Grit: A Predictor of Academic and Personal Success (2 hours)

Monica Coverson & Ashley Smith, MNPS

Is intelligence the only predictor to success? Research has discovered competencies other than intelligence that predict student success in and beyond the classroom. This session will focus on a characteristic term known as grit, which describes a student's individual ability to succeed through tenacity, perseverance and resiliency. For some students, grit comes naturally, but for many, as with other character traits, students have to be taught how to complete tasks despite academic and environmental stressors. This session will offer strategies to mental health providers, educators, and community partners in understanding how to promote grit in students in an effort to support their academic and personal success

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

PYRAMID: Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators

SESSION C/D; CLASSROOM 1106

How Connecting PBL and SEL Will Transform Learning

Nathan Lang, MNPS

Participants will construct their learning of the 8 essential elements of PBL and how integrating the two foundational processes will provide a stronger instructional and environmental core. If methodologies of PBL and SEL are incorporated with fidelity, expect learning transformation to occur! Adult learning in this session will occur through protocols: structured ways to work and communicate that promote adult growth, empowerment, and learning.

COMPETENCIES: (1) Self Awareness, (3) Relationship skills

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators

SESSIONS C & D; CLASSROOM 1213

How Do You Get To Happy From Here?

Denise Yeargin, Pennington Elementary School

There are so many things bombarding our students everyday from home and family, to media, video games, and cyber bullying. When they enter the classroom in a school, the last thing some of our students can think of is engaging in school work. Many are too unhappy or upset about what is going on in their personal lives to get any school work done, or even to feel a sense of accomplishment on any level. When we as school counselors get them, the teacher or the principal wants a miracle to happen quickly so that the student can get right back to their classwork. Join this workshop to discover a quick way to "Get back to Happy From Here" through working with the basic Emotional Chart.

COMPETENCIES: (1) Self Awareness

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Elementary School Educators

SESSIONS C & D; CLASSROOM 1203

Introducing kidcentraltn.com - A Tool to Support Parent Education, Engagement, Empowerment, and Connectedness

Jude White, Governor's Children's Cabinet

The Governor's Children's Cabinet has created a website for families and professionals, kidcentraltn.com. This website pulls content from across state departments, making it easier for families to find what they need. For children ages 0 to 18, the site has information about health, education, development, and support. Through the development section, parents can see what to expect from their child at different ages and can learn about services that might help if there is a problem. There is also a directory of state services for children and families, with listings like TEIS, Children's Special Services, Afterschool Programs, and Respite.

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

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1101

Lessons Learned by Asking "What Do You Need?"

Tamara Fyke, Love In A Big World

I started Love In A Big World in 1996. For almost 20 years, we have provided services to MNPS schools. Our services included Assemblies, Professional Development, and Curriculum. In January 2014, we began to ask the schools a new question, "What do you need?" The response of the Assistant Principal, Jo Wix, at Jere Baxter Middle School led us to create an 8 week arts-based digital literacy workshop infused with social & emotional learning. It was a worthy challenge for all...JBMS students and our LBW staff.

TARGET AUDIENCE: Parents and Community Partners

SESSIONS C & D; CLASSROOM 1206

Mindful Adults, Happy Children

Janna Ramsey & Ryan Duprey, MNPS

It is a simple concept: how we are affects others. If you are preoccupied, stressed, distracted, angry, or tired it will impact your relationships. Being a mindful adult means practicing purposeful and intentional awareness to everyday situations in order to cultivate and deepen relationships. Participants will actively engage in mindfulness exercises such as meditation in order to become more consciously aware of their thoughts, feelings, and bodily sensations.

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

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents, and Community Partners

SESSIONS A & B; CLASSROOM 1208

Mindful Awareness Practices with Children: Simple Techniques to Build Attention, Balance and Compassion

Babs Freeman-Lottis, Mindfulness in Nashville Education

Join members of the Mindfulness in Nashville Education group for an introduction to mindfulness and mindfulness resources. We will explore the question, "What is mindfulness," and share resources for developing children's capacities for attention, balance and compassion. In addition to viewing video clips of mindful awareness lessons in classrooms, you will experience simple practices that can be used with children. We will also share information on initiatives underway to support the growing practice of mindfulness in the lives of children and teens here in Nashville!

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSION A; CLASSROOM 1202

Morning Meeting with English Learners: The Why and How

Molly Stovall, MNPS Office of English Learners

The presenters will discuss why morning meetings are beneficial to English learners. We will focus on how to make sure your English learners are practicing reading, writing, listening, and speaking standards as they participate in a morning meeting. We will also provide scaffolding techniques to make morning meetings accessible to all ELD proficiency levels.

COMPETENCIES: (3) Relationship skills

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators

SESSIONS C & D; CLASSROOM 1210

Nonviolent Communication in Our Homes, Schools, and Communities: Learn the Foundations of NVC

Carlene Robinson, Nonviolent Communication Nashville

"At a time when so many of us are longing for hope for a peaceful and sustainable world, we invite you to take a moment to imagine with us our young people empowered with vision, hope and effective tools for creating peace. Imagine schools where young people learn, along with Reading, wRiting, and aRithmetic, the fourth vital "R": Relationships, practicing how to communicate honestly and compassionately and resolve conflicts nonviolently. Imagine our schools and classrooms as safe and caring communities, fostering understanding, respect and cooperation. Imagine young people, our future leaders, with the skills necessary to create organizations, businesses, governments, and a world where everyone's needs matter and can be met."

Sura Hurt, Founding member of the NVC Educators Institute

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1213

Peace Areas

Sherrie Raven, Austin Independent School District

Peace Areas are used in schools in Austin ISD for self-regulation and for conflict resolution. Come learn the what, where, when, and how of using peace areas. In the first year of SEL implementation, elementary principals identified Peace Areas as the new practice that had the greatest positive impact on climate and culture.

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: Administrators, Elementary School Educators, Middle School Educators, High School Educators

SESSIONS A & B; CLASSROOM 1114

Preventing Bullying Through SEL

Veronica Clark, You Have the Power

You Have the Power's Bullying Prevention Workshop also known as "Don't Leave People in the Dark: You Have the Power to Change a Life" is an interactive workshop that equips adults and youth alike with the ability to define what is bullying, identify the four types of bullying (verbal, social and emotional, physical, and cyber-bullying), learn strategies to respond to bullying, and the impact of bullying.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1103

Resiliency and Connection through Positive Discipline Tools

Molly Henry, Abintra Montessori School

Positive Discipline offers a mutually respectful approach to discipline that is neither permissive nor punitive and focuses on tools to empower children and adolescents to connect, learn skills as contributing community members, and to build a sense of community in the classroom and home. The goal of this workshop is to present the overarching principles as well as hands-on tools such as the use of class meetings, class-designed guidelines of behavior, and specific communication tools for adults and children. Positive Discipline applies to children of all ages and addresses all five of the key areas of social-emotional learning.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1203

Resiliency CAN Be Learned!

Cindy Ayala & Trish Estes, MNPS Student Support Services, School Social Work

Do you wish your students were more resilient? Come and learn how Metro School Social Workers are equipping at-risk students in our schools to learn the skills they need to increase motivation, persistence, resiliency, and problem solving skill through use of the Why Try Curriculum. You will learn about current research on the growth mindset, grit, and resiliency. Practical strategies and ideas will be shared.

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: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS C & D; CLASSROOM 1101

Restorative Justice - Building Safer, Saner Schools

Roger Dinwiddie, STARS

How well do current discipline measures work? Do you have repeat discipline offenders? Do students who are victimized have any justice or restoration? Do you feel students and teachers are encouraged to work through their conflicts? Restorative Practices is an evidence-based strategy designed to repair relationships. By facilitating circles and restorative conferences both the victim of an offense as well as the author of an offense come together in a safe, therapeutic environment to resolve conflict and build empathy.

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

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1112

SEL and Adults in the Professional Learning Community

Carlos Comer, Ed. D, JE Moss Elementary School

This session will focus on building SEL capacity among adults within the school setting. The presenter will provide unique purview of his school's journey as well as strategies that may be used to facilitate success.

COMPETENCIES: (3) Relationship skills

PYRAMID: Universal Promotion
TARGET AUDIENCE: Administrators
SESSIONS C & D; CLASSROOM 1200

Sex, Drugs and the Teen Brain

Chris Parrott, Your Self Series

This presentation delves into neuroscience to uncover why teens often make decisions that are not in their own best interests. Although their rapidly forming minds may be the cause for many questionable decisions, it also gives us strong avenues of intervention to make changes that will have profound effects not just in the present but in the future. Learn how to support your students through impulse control measures, motivational theory and connection techniques that bolster their developing sense of self.

COMPETENCIES: (1) Self Awareness, (2) Responsible decision-making, (5) Self-management.

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1111

Simple Techniques for Help Children Self-Manage Emotions

Dean Baker, Love Helps, Inc

This workshop presents 6 simple techniques to help children self-manage their emotions. These techniques can be used to help children in any setting better understand the essential nature of emotions for all people and how they can begin to better monitor and manage their own feelings. Better self-management of emotions can improve connectedness to others and can open the door to greater achievement gains by reducing emotional interference that often creates a barrier to relationship building and learning.

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

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Counselors and Behavioral Health Advocates, Parents, and Community Partners

SESSION C; CLASSROOM 1204

SURVIVE AND THRIVE: Unleashing the Potential of Under-Resourced Youth

Tara Brown, Learner's Edge Consulting

“In order to get into their heads, we must first get into their hearts.”

Social-Emotional research is very clear that in order to reach under-resourced youth, a positive connection must first be formed, which can then open the door to increased motivation, engagement and achievement. With so much focus on data/test scores, this session is designed to address the key S-E needs that must be addressed in the individual student. Time invested in things such as positive connections, emotional safety, validation and inclusiveness, will create the space in which life changing academic and personal growth can take place.

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates

SESSIONS C & D; CLASSROOM 1207

Seeking Safety – Grounding (2 hours)

Richard A. Boyd, MSW & April Anderson-Vizcaya, LMSW, Centerstone

Most clinicians today have been exposed to the premise of “Present-focused” and “grounding as healthy coping strategies to help people detach from emotional pain. These important mindfulness skills are powerful means to create an environment in which clients are able to use higher-order cognitive skills. However, few clinicians have experience walking with clients through the process of increasing mindfulness. In the session, Boyd and Anderson-Vizcaya will provide concrete strategies for utilizing grounding with clients and will help clinicians practice these important techniques.

COMPETENCIES: (2) Responsible decision-making

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators

SESSION A/B; CLASSROOM 1106

Social Skills Instruction for Children and Young Adults

Annette Little, Lipscomb University

The authors will present a unique method for teaching social skills. Social deficits, including difficulty with bidirectional conversations and turn taking, dominating conversations with little room for the other person to participate, and challenges with understanding and using humor, create many social challenges. The authors will present a method of social skills instruction that addresses conversational skills, collaboration, turn-taking, and humor. Each session is led by a peer model. The focus of the social skills instruction is on collaboration and interactive play. Specific methods used during these social skills trainings will be provided.

COMPETENCIES: (3) Relationship skills

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Parents and Community Partners

SESSION B; CLASSROOM 1105

Teacher Language and Academic Choice

Leah Dalrymple & Kayleigh Wettstein, J.E. Moss Elementary

A teacher's language is a powerful teaching tool. Our language has the power to build children up or tear them down. The purpose of effective teacher language is to model respectful and caring social interactions with our students. Effective language encourages, motivates, and supports students in their learning. Through reminding language, reinforcing language, and redirecting language, teachers have the power to create a positive environment that supports academic, social, and emotional learning. As teachers, there are several characteristics of teacher language. Teacher

language is clear, simple, and direct. It is also genuine, specific, and shows faith in children's abilities and potential. Academic choice is a powerful tool for increasing students' motivation and academic skills, as well as for building community in the classroom. Some lessons involving academic choice are simple and brief, while others are complex. Students are working independently, demonstrating an eagerness and excitement for learning.

Today's session will provide teachers with a brief understanding of teacher language and academic choice, give teachers examples and practical ideas for implementation, and provide ample opportunities for practice.

COMPETENCIES: (3) Relationship skills

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators

SESSIONS A & B; CLASSROOM 1204

Teaching Self-Regulation to Students with Autism (2 hours)

Misty Vetter, Lipscomb University

Self-regulation is the ability to maintain control of ourselves and make a socially acceptable response to a situation. Students on the Autism Spectrum struggle with self-regulation skills as a result of their difficulties with processing emotions, perspective taking, and mental flexibility. These skills may keep them from being fully integrated into a regular education classroom, and are directly related to future success. This session will discuss in detail the self-regulation deficits and how they impact students on the spectrum. Specific strategies for addressing these deficits will be discussed and key skills to teach students will be addressed.

COMPETENCIES: (5) Self-management.

PYRAMID: Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A/B & C/D; CLASSROOM 1104

The 5 Steps to Protecting Our Children (2 hours)

Alison Brown & Bev Whalen-Schmeller, Darkness to Light—Stewards of Children

The 5 Steps to Protecting Our Children™ is an introductory guide for responsible adults interested in the prevention of child sexual abuse. The 5 Steps outline the Darkness to Light core principles for preventing, recognizing, and reacting responsibly to child sexual abuse, and form the framework for the adult training program, Stewards of Children.

COMPETENCIES: (4) Social awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSION A/B; CLASSROOM 1200

SESSION C/D; CLASSROOM 1212

The Best Kept Evidence-Based Secret in MNPS

Melanie Scott & Sandy Schmahl, STARS

Did you know that STARS is the only evidence-based practice recognized by the Substance Abuse & Mental Health Services Association's (SAMSHA) National Registry of National Based Practices & Programs (NREPP) native to the State of Tennessee? STARS provides prevention, intervention, and (most recently) treatment services, addressing such issues as bullying, substance abuse, violence, and other social and emotional barriers to success. We offer school-based prevention and intervention services, as well as off-site intensive outpatient treatment services. From our Kids on the Block program to our Services for Students who are Deaf or Hard of Hearing to our Student Assistance Programs to our professional development trainings, STARS is a resource to support the "other side of the report card."

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

PYRAMID: Universal Promotion, Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS C & D; CLASSROOM 1100

The EL in SEL

Kevin Stacy, MNPS Office of English Learners

English Learners come to our system with varying linguistic, cultural, and educational experiences. Even though these students bring such rich cultural heritage and knowledge to our district, the stresses the student may have can be great at times. We will discuss as educators how we can meet the social and emotional needs of our ELs from a cultural and instructional perspective.

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: Administrators, Elementary School Educators, Middle School Educators, High School Educators

SESSIONS C & D; CLASSROOM 1208

The Tale of Three: Students' Social and Emotional Needs and Challenges as They Face Trauma and Stress

Jenn Martin & Jennifer Drake-Croft, The Family Center

Research today is only just beginning to intertwine the relationships between the trauma of neglect, its effect on a child's brain development, and the risk of those children for repeating the pattern. This workshop will discuss the groundbreaking study of Adverse Childhood Experiences, by Kaiser Permanente and CDC, and their product of toxic stress on the developing child brain and the ultimate risk of struggling with addiction. This will be a dynamic and captivating class to help you better understand your students' social emotional needs and challenges as they face trauma and stress in the home and at school. We trust this knowledge will increase ways to better

empower all students and their parents for increased accountability in successful learning, improved internal and external resources for healthy development and change, and identifying the very strengths that will help them heal and grow as a family while in the classroom.

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

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents and Community Partners

SESSIONS A & B; CLASSROOM 1115

Three Simple Tools to Introduce Mindfulness Into Your Classroom

Mary Agee, Agee Mindfulness Consulting

This hour-long introductory session on bringing mindfulness into your classroom will include learning about:

- Basic concepts of what mindfulness is
- Basic introduction to the brain science behind mindfulness
- Simple tools that you will learn, practice and be ready to bring into your classroom the very next day!
- Real-life stories of teachers leading mindfulness practices with students in and out of the classroom

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Parents and Community Partners

SESSION B; CLASSROOM 1202

Transforming Classroom Behavior with "Brain Breaks"

John Herbold, GoNoodle & Wynne Kinder, Kinder Associates

Research shows that short bursts (3-5 minutes) of physical activity or “brain breaks” have positive health benefits and improve student performance. Learn how to lead students in effective brain breaks using GoNoodle free, online exercises designed to improve student engagement, behavior and performance. Brain breaks help manage classroom energy, stress, attitude and focus. Teachers will learn how to choose different activities depending on students’ needs to create and maintain a positive classroom culture. This workshop will demonstrate the applications and benefits of GoNoodle activities from energizing track and field games like “Run With US!” to calming and mindfulness exercises in “Flow.”

COMPETENCIES: (1) Self Awareness, (2) Responsible decision-making, (5) Self-management.

PYRAMID: Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, Administrators, Counselors, and Behavioral Health Advocates

SESSIONS A & B; CLASSROOM 1205

Understanding the Anxious Child (2 hours)

Lynna Hollis, Centerstone

The focus of this session will be on Anxiety in children. Participants will develop an understanding of the different ways anxiety manifests itself in children. The difference between Internalizing vs. externalizing anxiety related symptoms will be described and discussed. Effective intervention strategies that educators can utilize to help students who may be exhibiting anxiety related symptoms will be presented.

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

PYRAMID: Secondary Prevention, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators

SESSION A/B; CLASSROOM 1210

Unwrapping the Gift of Mindful Presence

Brian Strahine, West End IB School

This session will address mindful awareness practices which help individuals become more familiar with their present experiences and develop skills for regulating their emotions and attention. Such an approach can also help decrease anxiety and enhance one's physical and emotional well-being. You will be introduced to techniques that are intended to rest the body and calm the mind and can be used in many classroom settings. This session is open to all who are seeking ways to experience a deeper sense of inner calmness as well as to assist students in becoming more attentive and present.

COMPETENCIES: (1) Self Awareness

PYRAMID: Universal Promotion

TARGET AUDIENCE: Middle School Educators

SESSIONS A & B; CLASSROOM 1211

Using Data to Promote Responsible Decision-Making

Annette Little, Lipscomb University

During this workshop, participants will learn ways to collect and evaluate behavior data to ensure responsible decision-making. In addition, the presenters will discuss collecting data to validate treatments. Examples of methods of data collection and evaluation will be provided.

COMPETENCIES: (2) Responsible decision-making

PYRAMID: Tertiary Prevention

TARGET AUDIENCE: Counselors and Behavioral Health Advocates

SESSION A; CLASSROOM 1105

Using Data to Support Students' Social Emotional Learning Needs

Shunna McBroom & Margie Johnson, MNPS

Many times when you think of the data, you only think of assessment data. In this session, learn how the MNPS data warehouse is being used to support the social and

emotional learning needs of students from the district and classroom teacher perspective.

COMPETENCIES: (1) Self Awareness, (2) Responsible decision-making

PYRAMID: Universal Promotion

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators

SESSIONS C & D; CLASSROOM 1105

Ways We Want Our Schools to Be: Creating a Culture of Learning

Linda Rourke, Developmental Studies Center

How does addressing the social and emotional needs of children better prepare them for increasingly complex academic standards?

Research indicates that students who are in a caring environment “one that meets their need for autonomy, belonging, and competence” build an attachment to school and a renewed desire to learn and improve academic achievement.

In this session, participants will:

- Review the research that indicates how school climate impacts academic achievement.
- Reflect on their own school's climate to determine whether it provides possibilities for students to have a greater voice.
- Explore how developing an inclusive campus climate increases student interest in learning

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: Administrators, Elementary School Educators, Middle School Educators, High School Educators

SESSIONS A & B; CLASSROOM 1209

Wedging In Social Emotional Learning

Melissa Binkley, Tennessee Voices for Children

CLASS, TNELDS, Common Core, ECERS-R... Standards and requirements often direct our teaching practice. We know teaching social emotional skills is SO important, but how do we fit one more thing into our busy day? In this session participants will review crosswalks between common early learning standards and the Pyramid Model, and practice putting these connections into practice in the classroom.

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

PYRAMID: Universal Promotion, Secondary Prevention

TARGET AUDIENCE: Elementary School Educators, Administrators, Counselors and Behavioral Health Advocates

SESSIONS C & D; CLASSROOM 1103

Working with Children and Youth Exposed to Violence (2 hours)

Sarah Martin, YWCA of Nashville & Middle Tennessee

In 2011, the U.S. Department of Justice reported that in 50% of all domestic violence cases there was a witness present, and half of those witnesses were children. This is a troubling statistic, as the World Health Organization (WHO) has documented the cyclical nature of domestic violence when a child witnesses parental violence. In its 2010 study, Preventing Intimate Partner and Sexual Violence Against Women, WHO describes that children who have witnessed domestic violence are more likely to perpetrate intimate partner violence, as well as become victims later in life. In Nashville, that puts 7,500 children at risk of becoming either a perpetrator or a victim annually. In addition to the staggering amount of domestic violence incidents, Centers for Disease Control and Prevention found that one in ten high school students had been hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend within one year of their survey. Because of the pervasiveness of domestic and dating violence, achieving social and emotional success means understanding the needs of students and families experiencing domestic or dating violence and knowing how to respond to those needs.

Components of the training include:

- YWCA Program Overview
- Domestic and Dating Violence – Definition and Dynamics
- Recognizing and Responding
- Children and Youth, Vulnerable Victims

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

PYRAMID: Universal Promotion, Tertiary Prevention

TARGET AUDIENCE: Elementary School Educators, Middle School Educators, High School Educators, Administrators, Counselors and Behavioral Health Advocates, Parents, and Community Partners

SESSIONS A/B & C/D; CLASSROOM 1201

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www.kidlinktreatmentservices.com

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That's why we created Shape the State, to partner with schools to improve physical education. And teach kids to stay active and healthy. Learn more at shapethestate.com

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The Delek Fund for Hope, a component fund of The Community Foundation of Middle Tennessee, supports charities recommended by Delek's leadership as well as by employees serving on benevolence committees in Arkansas, Tennessee, and Texas. These grants are Delek's way of giving back to the communities where our employees live and work.



*Life-changing
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FREEMAN WEBB IS A PROUD SUPPORTER OF THE SEL CONFERENCE 2014.

We applaud Alignment Nashville, Metro Nashville Public Schools and everyone involved for helping our community create healthy and engaging climates of connectedness within our schools.

**TOGETHER, WE ARE BUILDING NASHVILLE
INTO AN EVEN BETTER PLACE.**

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Some of the most beautiful people are those who have known addiction, depression, mental illness, trauma, and found the courage to recover.



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Centerstone is one of the nation's largest not-for-profit providers of community-based behavioral healthcare, offering a full range of mental health services, substance abuse treatment and educational services. We seek to prevent and cure mental illness and addiction.

A large advertisement for WhoYouWant2Be.org. It features a large, smiling cartoon bee holding a sign that says "WhoYouWant2Be.org A SERVICE OF CENTERSTONE". To the right, the text "Check us out online today!" is written in a bold, underlined font. Below the main bee, a smaller bee is shown with a thought bubble that says "A resource to help teens avoid risky situations". The Centerstone logo is in the bottom left corner.

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Centerstone's Prevention Services are provided by local, state and federal funding at no cost to the recipient.

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Mindfulness Without Borders is a registered charitable organization recognized as a leader in bringing mindfulness-based social emotional learning to high school youth, their educators and health professionals.

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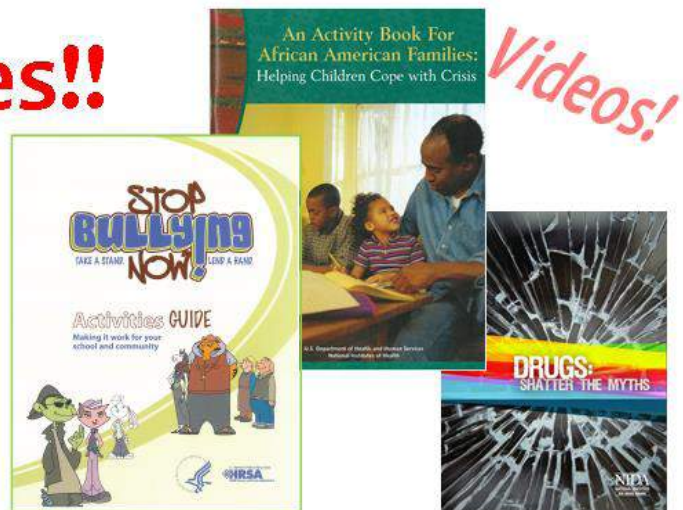
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FREE Resources!!

Visit the TAADAS Clearinghouse:
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Resources addressing mental health, substance abuse, gambling, bullying, co-occurring disorders, trauma, smoking, prevention activities and MORE~

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A nationally recognized and evidenced-based resource for student assistance, training and professional consultation, STARS assists students, families and schools with prevention, intervention and treatment services addressing bullying, substance abuse, violence, and social and emotional barriers to success. Founded in 1984, STARS staff operate in schools and community sites throughout Middle Tennessee via STARS Specialists, Deaf and Hard of Hearing Services as well as through Youth Overcoming Drug Abuse (YODA), a licensed alcohol and drug out-patience treatment facility. Their Kids on the Block puppetry program helps educate kindergarten through sixth grade students about health and social concerns that affect their lives while promoting an understanding and acceptance of all children and adults regardless of their differences. More info: www.STARSnashville.org

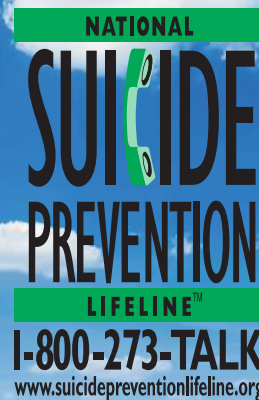
SIGNS OF CONCERN:

- Suicide threats • Previous suicide attempt • Alcohol & Drug abuse
- Statements revealing desire to die • Sudden changes in behavior • Prolonged depression
- Making final arrangements • Giving away prized possessions • Purchasing guns or stockpiling pills

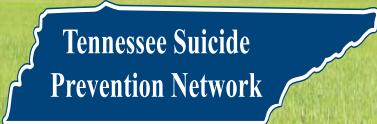
Suicide is The Most Preventable Cause of Death



"Giving Hope, Saving Lives"
www.tspn.org

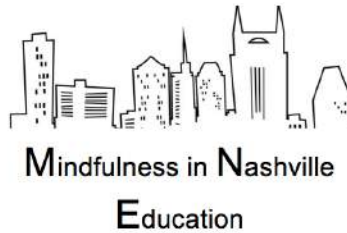
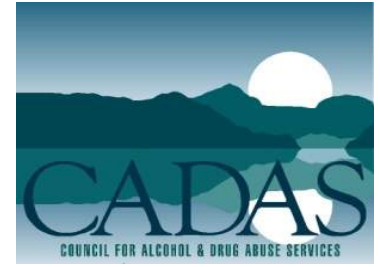


www.suicidepreventionlifeline.org



"Saving Lives in Tennessee"

Thank you to ALL of our generous sponsors!



VANDERBILT UNIVERSITY MEDICAL CENTER



Collaborative for Academic, Social, and Emotional Learning

Mission & Vision

To establish social and emotional learning as an essential part of education.

We envision a world where families, schools, and communities work together to promote children's success in school and life and to support the healthy development of all children. In this vision, children and adults are engaged life-long learners who are self-aware, caring and connected to others, and responsible in their decision-making. Children and adults achieve to their fullest potential, and participate constructively in a democratic society.

Core Beliefs

1. We have a responsibility to help children to become knowledgeable, responsible, healthy, caring, and contributing members of society.
2. Rigorous science provides an essential foundation for effective educational policies and practices; a core aspect of rigorous science is to ground development and testing in real-life settings and conditions.
3. Effective, integrated SEL programming is the most promising educational reform to promote the academic success, engaged citizenship, healthy actions, and well-being of children.
4. Cross-disciplinary collaboration produces the richest insights, biggest impacts, and best outcomes in work on behalf of children.
5. We strive for excellence in all our work. We have high expectations for ourselves, and we encourage and expect the best from others.
6. CASEL leadership, staff, and collaborators must model social and emotional competence and ethical behavior.

Goals & Objectives

Goal 1: Advance the science of social and emotional learning.

- Publish reviews on the theory and research-based foundations of social and emotional learning.
- Establish strategies and tools to guide and assess system-wide SEL implementation.
- Establish assessment procedures to measure student, educator and school outcomes.
- Establish evidence-based strategies for developing educational leaders prepared to implement SEL.

Goal 2: Expand integrated, evidence-based SEL practice.

- Partner with other organizations to create, field test, refine, and broadly implement high-quality professional development and on-site technical assistance models.
- Serve as an international clearinghouse for information on SEL science, practices, and policies.
- Work closely with selected large collaborative school districts and smaller affiliate school districts to foster the adoption and implementation of district-wide social and emotional learning.
- Work closely with several leading states to foster the implementation of widespread, integrated SEL programming — for example, through the adoption and implementation of state learning standards for SEL.

Goal 3: Strengthen the field and impact of SEL.

- Strengthen CASEL's organizational capacity to lead the field of SEL.
- Establish the cross-field and cross-discipline collaborations necessary to strengthen and grow the field of SEL.
- Create and implement strategies to support the development of a new generation of SEL researchers and practitioners.

www.casel.org -- 815 West Van Buren Street, Suite 210 Chicago, IL 60607 -- 312.226.3770

THANK YOU!

Metro Nashville Public Schools

Alignment Nashville

The Behavioral Health Alignment Team

CASEL

Kidlink

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Tracey Glascoe, Vanderbilt Behavioral Health

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Joan Jenkins, Blue Care Tennessee

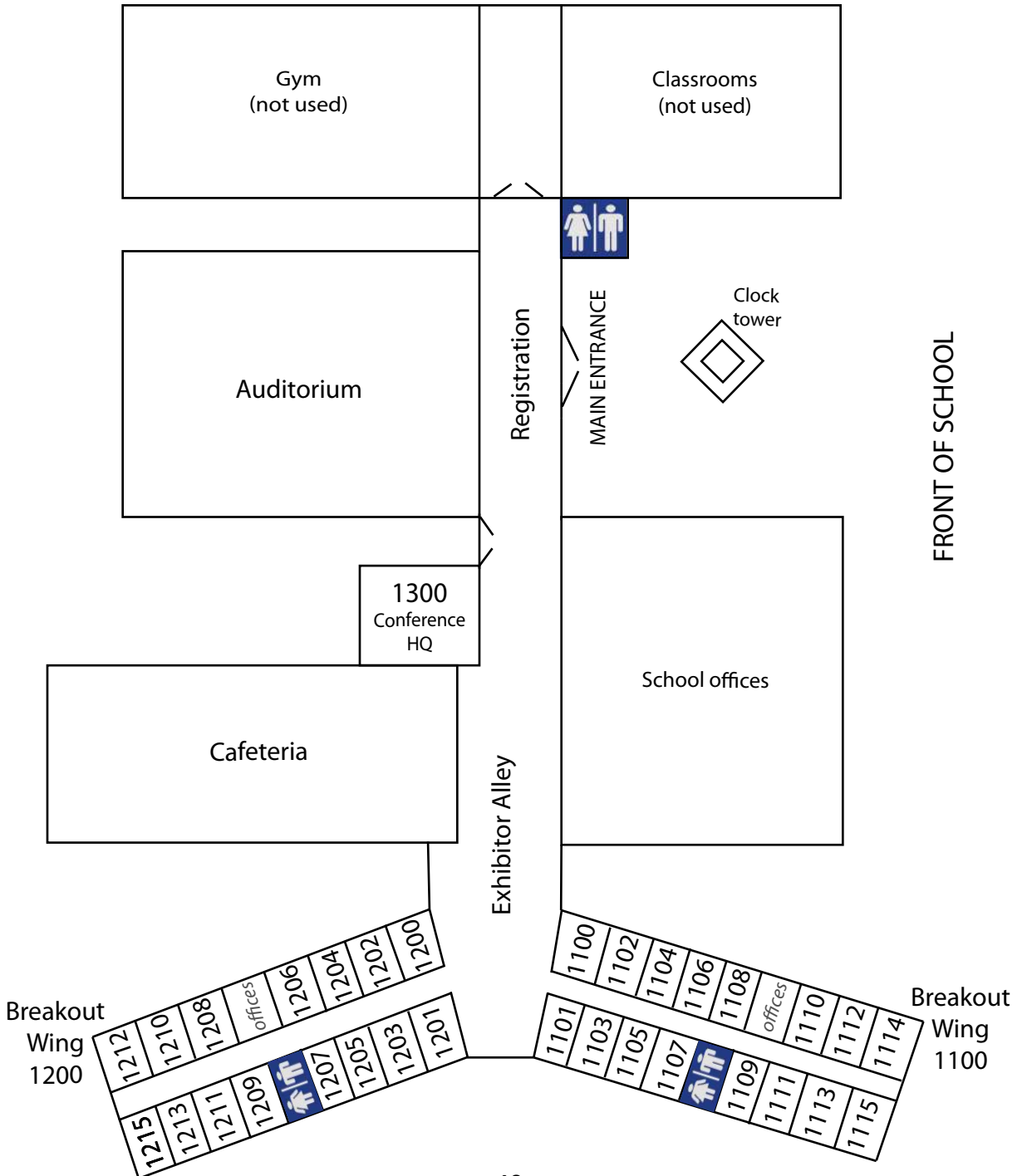
Kyla Krengel, MNPS

Marcy Melvin, Centerstone

Lexi Morritt, Alignment Nashville

If your agency is interested in being a part of the Alignment Nashville Behavioral Health Team, please contact Lexi Morritt, Associate Director, at lexi@alignmentnashville.org or 615-988-9749.

Cane Ridge High School





ALIGNMENT
NASHVILLE
for successful, healthy children