

# **The Maine Event: National Conference on Creating Positive Climates for Youth**

June 29-30, 2017  
Holiday Inn By the Bay  
Portland, Maine

PLENARY ADDRESSES Dr. Philip Lanoue and by Frank DeAngelis  
FEATURED PRESENTATIONS by Karen Williams, Dr. Kirke Olson, and Charity Bell  
VIDEO ADDRESS by US Senator, Angus King

## **DAY 1 – Thursday, June 29**

- 8:00 Networking Breakfast; Registration/Check-In
- 9:00 Welcome and Opening Remarks
- 9:30 Plenary Address by Dr. Philip Lanoue, 2015 National Superintendent of the Year:  
*“Our Children’s Success is Our Responsibility”*
- 10:15 Break
- 10:30 Concurrent Learning Sessions I (See schedule of breakout sessions below)
- 11:30 Lunch, Video Keynote by US Senator, Angus King, followed by Door Prizes
- 12:45 FEATURED PRESENTATION: Kirke Olson, Author of “The Invisible Classroom”!
- 12:45 Concurrent Learning Sessions II (See schedule of breakout sessions below)
- 2:15 Break
- 2:30 Concurrent Learning Sessions III (See schedule of breakout sessions below)

## **Day 2 – Friday, June 30**

- 8:30 Breakfast
- 9:00 Welcome, Announcements. and Updates
- 9:15 Youth Performance
- 9:35 Plenary Address by Frank DeAngelis, former Columbine High School Principal:  
*“Any Given Day: Lessons from Columbine and Beyond”*
- 10:20 Break
- 10:30 Concurrent Learning Sessions IV (See schedule of breakout sessions below)
- 11:30 Lunch and Presentation of Pegasus Awards for Professional Courage,  
Followed by More Door Prizes
- 12:15 Plenary Session – Karen Williams
- 12:45 Concurrent Learning Sessions V (See schedule of breakout sessions below)
- 2:15 Break
- 2:30 FEATURED PRESENTATION: Charity Williams
- 2:30 Concurrent Learning Sessions VI (See schedule of breakout sessions below)
- 4:15 Closing Plenary and Even More Door Prizes!

## Concurrent Learning Sessions

| Workshops  | Presenters  |
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| <p><b>When BULLYING Behavior is a Manifestation of a Student’s Disability:</b> Learn about schools’ legal and ethical responsibilities on BOTH sides of this complex issue (keeping students safe from bullying, AND keeping disabled students in the classroom) – also learn about best practices for prevention, behavioral supports, and restorative responses.</p>   | <p><b>Sarah Ricker</b>, Maine DOE; <b>Ben Jones</b>, Disability Rights Center; and <b>Pender Makin</b>, CPI</p> |
| <p><b>Forward Facing Compassion - Your Commitment to Self Care and Self Compassion Impacts Outcomes for Those Around You:</b> We cannot give what we do not possess. And far too many of us who are deeply committed to caring for others do not prioritize self-care. Charity Bell uses cutting edge research and deeply relatable examples to support the development of evidence based practice around self-compassion to impact the brain's responses to stress and challenges. You will leave this session with tools that may transform the way you respond to yourself and those around you.</p> <p>Understanding the brain's response to stress, the impact of perception on outcomes, and having the capacity to change the environment to support the brain's struggle to remain balanced and calm is integral to the safety and security to allows for the development of transforming relationships.</p> | <p><b>Charity Bell</b></p>  |
| <p><b>Culture and Cognition:</b> We know that a classroom/school culture affects cognition. Understanding the neuroscience behind what “gets in the way” of our students achieving high levels of learning can open the gates to new possibilities. In this interactive and reflective session, John Carter and his students will inspire educators to create a culture of safety, support, and belonging by aligning on 8 guiding principles of personal character and the 5 truths that guide all that we do. Come join us as we learn and play together!</p>  | <p><b>John Carter (and students!)</b></p>   |
| <p><b>Dance of Compassion with Young People:</b> This workshop will offer a series of techniques for transforming the most problematic challenges encountered in every day care of teens and young adults. The spirit, skills, and structure of <b>Motivational Interviewing</b> will be shared and are immediately applicable to workers, clinicians, healthcare workers, and therapists in all kinds of clinical settings.</p>   | <p>Stephan Andrew</p>   |

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| <p><b><u>A Trauma-Informed Restorative Approach to Prevent / Reduce Youth Cannabis Use:</u></b> Cannabis is now legal for medicinal and recreational use among adults in many states. This workshop explores the latest information on cannabis and how it impacts young people as well as the strategies that are most likely to prevent or reduce youths' use. Participants build their skills for having those difficult conversations and for making a strategic plan incorporating a trauma-informed, restorative approach to prevention within their organization.</p> | Liz B. Moore      |
| <p><b><u>A Framework of Hope: Doing What Matters:</u></b> This interactive workshop will introduce participants to Search Institute's Developmental Asset framework and explore how organizations have used its concepts to increase youth thriving and reduce risk taking. We will explore key elements of developmental relationships as well as techniques on how to implement them to increase positive outcomes for youth. Successful strategies will be shared, including an overview of resources.</p>  | Margaret Jones    |
| <p><b><u>Trauma-Informed Classroom Communities: Trauma-Awareness Strategies for Educators:</u></b> This interactive session will provide foundational training on trauma and its impact, along with strategies to support students and build resilience. Facilitators will guide participants through a series of strategies, and provide opportunities to practice. Session content will also focus on understanding of youth experiences with trauma and the interconnectedness of trauma-informed practices and education through group dialogue and activities.</p>      | Barrett Wilkinson |
| <p><b><u>Challenging Behavior: What's Happening and How We Can Help:</u></b><br/>Join us for an interactive and 90 minutes that is packed full of information and resources to support you in your efforts to prevent and respond to situations of challenging behavior. Learn what happens in the brain when it senses stress/threats; self-regulation; what are executive functioning skills and how by understanding how they are impacted when the brain senses a threat we can support children in their learning environments.</p>                                     | Marnie Morneault  |
| <p><b><u>Youth Engagement: Moving Assets into Action</u></b><br/>In this interactive workshop, participants will learn practical methods for maximizing youth engagement and how to use Search Institute's Attitudes &amp; Behaviors survey data as a catalyst for successful asset-based initiatives. We will describe the progression FROM "zero youth involvement" in helping to integrate youth survey results into the planning</p>   | Alison Fulton     |

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| <p>and initiatives of coalitions, schools, and youth/family serving organizations TO having youth on the frontlines of data review and interpretation via focus groups and public presentations. Emphasis will be on youth as asset builders versus adults “fixing” kids.</p>  |   |
| <p>Grant Writing Basics: Together we will demystify the grant writing process by reviewing and scoring an actual grant proposal. We'll determine what makes it strong and how to make it better. Lessons learned will translate to your own work--you'll walk away with tips to help you get started or improve your own proposals!</p>  | <p><b>Jen Brady</b></p>   |
| <p><b>How to Use Your Brain, Gut, and Heart to Increase Positive Youth Engagement:</b> Research shows that youth who feel engaged do better, but also shows between 40-60% of them feel disengaged. Neuroscience and positive psychology show us how to change this. Everyone has a brain - and they all work pretty much the same. Learn to strengthen positive engagement for yourself and the youth you work with. There will be lecture, real life examples, and experiential components so that you will not only learn about these techniques, but also experience a taste.</p>  | <p><b>Dr. Kirke Olson, <i>The Positivity Company</i>, and author of “The Invisible Classroom”</b></p> |
| <p><b>Polyvagal Theory and How it is Present in the Classroom: Using Advances in Neuro-Developmental Research to Increase Student Success:</b> There are neurological systems that are in play within the classroom that increase or decrease the likelihood of students being able to attend to and learn the presented material. The vagus nerve, known as the nerve that underlies our social nervous system, can become an ally or foe in our attempt to help children succeed in school. This presentation offers an engaging look into how our social nervous system functions and what we can proactively do to turn the social nervous system into our greatest ally for programming for student success in the classroom.</p> | <p><b>David Eichler</b></p>   |
| <p><b>Creating a Social Emotional Framework:</b> Together we will guide participants to understand, integrate, and apply the best of current youth development research for treating, teaching, counseling, neighboring, and parenting children and teens. Participants will learn meaningful, measurable, and memorable strategies and methods that support youth to get on, and stay on, a course towards resilience and success. You will receive tools and practice strategies to help youth reach their fullest potential.</p>  | <p><b>Derek Peterson</b></p>  |
| <p><b>Building Resilience in Yourself as You Help Build it in Others:</b> In this session, we will take a look at what it means to work directly with the suffering that our students and/or</p>   | <p><b>Mr. Emanuel Pariser</b></p>   |

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| clients encounter. How do we take care of ourselves so that our continual exposure to their emotional, intellectual, and social suffering does not result in our own debilitation? Strategies, resources, and healthy ways of coping will be shared, with an eye to developing our mental, emotional, physical and spiritual health.  |                           |
| <b>The Laws of Motion: Integrating STEM &amp; Physical Activity:</b> This workshop integrates STEM and Physical Activity in a unique format that helps develop healthier, more productive children. Don't miss this opportunity to participate in a one-of-a-kind workshop!   | <b>Maureen Papin</b>      |
| <b>Mentoring: When Does it End?:</b> The workshop is co-created and co-presented by staff and students who have experienced being both mentees and mentors. Participants will experience first-hand a mentoring relationship.   | <b>Perry Gates</b>        |
| <b>School - Juvenile Justice Partnerships</b> – Keeping Systems-Involved Kids Connected to their Communities and Educational Process  | <b>Hon. Jay Corpening</b> |
| <b>Career Exploration:</b> Destination Occupation, a free career exploration resource, is designed to help students make informed career decisions.   | <b>Rachel Knight</b>      |
| <b>Transformative Justice Onstage and Behind the Scenes:</b> This workshop will explore the way that “Maine Inside Out” practices transformative justice. Danielle will provide a backdrop of research about positive youth justice and data that reflects the current practices and longer-term consequences of a punitive juvenile justice system in Maine. Participants will discuss what makes Maine Inside Out a positive community, and when harm occurs, how we practice holding people accountable with inclusion and support, rather than exclusion and punishment. Workshop participants will learn how we can apply the transformative justice lens to our communities, viewing all harm as stemming from oppression, and then how we can respond with understanding, compassion, and practical support. | <b>Danielle Layton</b>    |
| <b>The Real Link Between the Arts and Improved Learning Outcomes:</b> Participants will experience Karen's revolutionary one-woman show on the necessity of arts programming in the 21st Century school system. Using a variety of verbal and non-verbal languages (including mime, dance, and storytelling) Karen delivers a potentially life-saving message. Participants will also engage in discussions and movement activities to deepen their experience of these ideas. Finally, a small group of student performers will demonstrate what they learn through one of Karen's in-school residencies.  | <b>Karen Montanaro</b>    |

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| <p><b><u>Beyond Culturally Relevant - Guiding Students Through Personal and Political Narratives:</u></b> In this interactive workshop, we'll use the writing and creative processes and discuss diverse mentor texts, focusing discussions on the power of personal and political narratives and how those stories can guide group discussions and project-based learning. Staff and teaching artists of the Telling Room, Portland's nonprofit arts-integrative writing and storytelling organization, will share best practices of engaging students, particularly those of marginalized identity, in reflective learning. All participants will leave with curriculum and text to use in their schools and creative youth development groups.</p> | <p><b>Amy Raina</b></p>                          |
| <p><b><u>Connected Youth Skill Based Volunteer Program – “Project Playback”:</u></b> Participants will learn about this innovative collaboration in engaging youth in community service! Project Playback combines community service and music therapy, and has grown into a promising formal partnership with United Way to engage students.</p>   | <p><b>The Students of “Project Playback”</b></p> |
| <p><b><u>The Art of Empowerment: Calling Forth Character Through Drama:</u></b> Applying lessons learned from high-stakes drama-based values &amp; literacy interventions...Techniques will be shared for Socratic inquiry, self-reflection, group tableaux and presentation skill-building. Participants will discover the profound power of performance when harnessed to inspirational content as a method to engage youth at a critical crossroads in their lives so they may forge a positive vision of themselves and begin to become their own heroes.</p>   | <p><b>Kent Pierce</b></p>                        |
| <p><b><u>Bringing the Protective Factors to Life:</u></b> Risk factors refer to the stressful conditions, events, or circumstances (depression, substance abuse, family violence, persistent poverty) that increase a child's chances for poor educational and social emotional outcomes, including child abuse and neglect. Protective Factors are conditions or attributes of individuals, families, communities, or the larger society that mitigate risk and promote healthy development and wellbeing. Understanding Protective Factors shifts the focus of looking at children and family's risks and deficits to looking at and identifying family strengths and resilience.</p>   | <p><b>Renee Whitley</b></p>                      |