

NAREN 2017 Conference Breakout Sessions

Presenters Name/Breakout Title	District/Organization	Description
<p>David Woodford <i>First Response to Mental Health Crises</i></p>	<p>Pewaukee School District</p>	<p>This presentation will include information on prevalence of mental health disorders among children and adolescents, as well as statistical information regarding suicide, the desired outcome being participants' better understanding of prevalence, warning signs, and typical age of onset and occurrence. The presentation will discuss the roles of educators and community members as potential 'first response' agents in identifying and providing initial care and referral information in Mental Health Crises. Special attention will be given to Wisconsin DPI's School Mental Health Framework, and to specific programs and initiatives including Youth Mental Health First Aid, QPR, CPI, & Trauma Informed Care.</p>
<p>Adriana Plach <i>Academic and Career Planning for At-Risk Students</i></p>	<p>Pewaukee School District</p>	<p>Academic & Career Planning (ACP) will be fully implemented in 2017-2018 for ALL Wisconsin public school students in grades 6 - 12. We will discuss the main tenets of academic and career planning and why it is the missing link to positively engage and support our most at-risk students. Learn strategies to make academic and career planning relevant for our at-risk students, and discuss ways that ACP can cultivate positive, meaningful connections with our most challenging families.</p>
<p>Raquelle Solon, Business Solutions Engineer</p>	<p>FEI Behavioral Health</p>	<p>This session will discuss aspects of trauma informed care and the best practice of incorporating this approach in the classroom. We will explore the different types of trauma, as well as provide a definition of what trauma and traumatic experience is. Participants will explore strategies to fully incorporate a trauma-informed approach to their organization's policies, procedures and practices. Through SAMHSA's key principles of trauma informed approach, attendees will learn how to create safety, incorporate connections, and manage emotions of students. The session will also discuss opportunities for building and enhancing crisis intervention teams through training, awareness, communication and follow-up. In addition, details surrounding trauma-specific intervention programs will be presented.</p>

<p>Fred Flasher, The Evolution and Operation of a High School Program</p>	<p>Independent/Retired from Richland School District.</p>	<p>This session will provide an overview of the alternative/charter program developed and operated in the Richland School District for 12 years. Topics covered will include: student selection, problems of startup, student empowerment (group), curriculum development, mandatory field trips, the work program and wise use of leisure time activities, leading to a high school diploma. This sectional would be excellent for those looking to startup/supplement a program.</p>
<p>Susan Zoromski, Writing a Path Through Trauma and Into Resilience</p>	<p>English Teacher of At-Risk Youth, Chippewa Valley High School, CHippewa Falls, WI</p>	<p>This session will focus on sharing ideas about using writing as a tool to guide students with trauma backgrounds into a realization of hope and resilience. Writing as a therapeutic tool is not a new idea, but can it be used in educational settings? This presentation, based in part on the book, Facing the Sky: Composing Through Trauma in Word and Image by Roy F. Fox., opens up a dialogue about the importance of expressive writing in a time of emphasis on formal academic writing.</p>
<p>Sara Anderson & Kirk Lebakken, SAILS High School- Working with at-risk students for over 25 years</p>	<p>Sparta, WI</p>	<p>SAILS Charter School serves high school age students who are at-risk for not graduating due to a variety of reasons, and those ages 18-20 who did not graduate with their peers due to lack of sufficient credits. SAILS opened in 1995 to provide an alternative educational environment for students who were not experiencing success in the traditional setting and were behind in credits. A low student-to- teacher ratio, individualized instruction and assessment, and a high level of social support create an atmosphere where typically unsuccessful students feel safe enough to take the risks that true learning requires. SAILS is a learning community in which students can be honest about their abilities and past efforts, and have the necessary time, support, and resources to learn skills that many of their same-age peers learned years earlier. A caring staff, alternative graduation requirements, up-to-date technology, and resources make SAILS a model in at-risk programming.</p>
<p>Erikke Nystrom Grothaus De Escalation for Classroom Teachers</p>	<p>Monticello School District</p>	<p>This session will give a quick overview of why behaviors happen, encouraging reflection on personal beliefs and practices in classrooms. The presenter will draw on the Center for NonViolent Communication, Dr. Ross Greene's philosophy, Compassionate Communication, and Maslow's Hierarchy of Needs to move into what early stages of</p>

		behavior look like and what teachers can do to prevent outburst behavior.
Rachel Tambornino Helping our struggling readers grow	Mauston Alternative Programming	Come learn some practical and efficient strategies to take back to your classroom to help your struggling readers grow. Learn some easy ways to gage students reading levels and help them move levels. Leave with ready to go lessons that will engage students.
Rachel Tambornino From Computers to Competencies: Why We Canned the “Canned” Curriculum	Mauston Alternative Programming	Putting students on “canned” computer curriculum to gain failed credits isn’t always successful. Especially when you have a senior with 6 credits and a 5th grade reading level. Come find out the whys and hows of setting up your own competency based programming. More importantly, learn about the success our students have found.
Amanda Palmer Depression & Anxiety: a toolkit for educators	Dr. Rosa Minoka Hill school	Although depression and anxiety are recognized as two of the most commonly occurring mental health disorders in the United States, many educators feel unprepared to help students with these issues. The goal of this presentation is to increase educators’ understanding of how students’ mental health affects their feelings, thoughts, and behaviors. Educators will be able to leave the presentation with tools they can use with their students upon returning to their schools.
Kim Hoffman & Susan Zehren Work Experience for At-Risk Youth	Green Bay Public Schools	Tips and strategies to developing a strong work experience curriculum and how that translates into confident graduates, ready to join the workforce.
Pat Rorabeck Make a Difference WI-Financial Literacy for Teens	Make a Difference WI	<p>Are you looking for a partner to help your students become “money smart”? In this session you will meet Make A Difference – Wisconsin, a nonprofit organization with a mission to provide teens with basic financial literacy. You’ll see how Make A Difference has engaged the business community, and how the program is impacting students’ financial behaviors and attitudes. Come and find out how you can get involved.</p> <p>Outcome: Attendees will understand the importance of financial education for teens and become aware of a no-cost resource with impressive results!</p>

<p>Brian Pittman Sure fire way to kill your GEDO@ Program & other topics of practice</p>	<p>Vine Street GEDO2 Program Coordinator. Reedsburg School District.</p>	<p>An examination of one GEDO-2 teacher/program Coordinator's experience working with existing and new GEDO-2 programs over the past several years. What works and what does not work in the practice. This will be a PRESENTATION OF PRACTICE and DISCUSSION OF PRACTICE including: -Potential Pitfalls to avoid -Practices to include when setting up or restructuring a GEDO-2 program -GEDO-2 Instructors and Administrators are encouraged to attend and bring best practices with them.</p>
<p>Deb Straw, Coleen Shaw, Robin Wauchop, and Principal Dr. Lisa Peterson Helping students meet and exceed expectations in a GEDO2 Program</p>	<p>Rock River Charter School</p>	<p>In its 13th year since inception, the GEDO2 program at the Rock River Charter School works with numerous students on reaching the goal of graduation. This presentation will be geared towards how our GEDO2 program is set up, what curriculum is used (including tools to prepare students for the math test), and unique ways to encourage student growth. Copies of the checklist students use to show progress throughout the program will be distributed. We will also be giving an overview of how time clocks and cell phone lockers provide students with ownership of his/her attendance and learning.</p>
<p>Scott Carr Critical Attributes of a Successful Alternative Education Program</p>	<p>Assistant Director for Teaching and Learning, CESA 1</p>	<p>In this session, the strategies, supports, and critical attributes of successful alternative education will be highlighted. We will focus on alternative education as a service option rather than its being a consequence for a student's poor choices. The key points in developing a program which supports a non-competitive environment where student progress is measured in terms of self-improvement rather than grades and credits, will be shared. Participants will have an understanding of the Six Pillars of Student Supports, which will include work relating to Academic and Career Planning (ACP), partnerships with higher education, service learning, and family engagement. This discussion will include the current growth and improvement steps of two of CESA 1's alternative education programs.</p>
<p>Hugh Davis, Executive Director, Wisconsin Family Ties</p>	<p>What Kids with Emotional or Behavioral Disorders Really Need</p>	<p>Participants will gain an understanding of the key needs that drive the behavior of children with mental health issues and how those needs should impact our approach in dealing with challenging behavior.</p>

<p>Sarah Heatwole and Brittany Brazzel DeForest Area School District</p>	<p>Systemic racism and the racial achievement gap</p>	<p>Did you know Wisconsin has the worst achievement gap between our black and white students in all of the country? What is a teacher, school, or district to do? At the root, we have begun to look at systemic racism and how this impacts our education systems. Sarah and Brittany will speak about their school's Cultural Diversity Committee and the many interventions, projects, and initiatives they have implemented to help address these issues. Get ideas to take back to your schools/district or come to share thoughts and ideas from your schools that address the growing achievement gap.</p>
<p>Kathy Eidsmoe, ACP Coordinator, CTE Coordinator, CESA #1</p>	<p>Strength Based Career Decision Making for At-Risk Youth</p>	<p>How do we help at-risk students think their way through career decision-making so that they can envision themselves in a career that motivates them to succeed? Activities and research from Appreciative Inquiry, positive psychology, and strength-based assessment builds accurate self-knowledge then empowers the student's vision for their future. This foundation, in relation to career cluster application, is the basis that brings relevancy to their school work and efficacy to their career decision making. The presenter will share practical activities and strategies that develop the reflective process needed as middle and high school students navigate their way through the career decision making process.</p>
<p>James Reigert</p>	<p>Catch Me if You Can: The Key Components of Successfully Reaching and Teaching Out At-Risk Youth.</p>	<p>One of the greatest misconceptions in education today is that students come to school knowing how to learn, how to work cooperatively, or even how to conduct themselves in public. In these sessions, participants will learn how to address these issues—plus more—by significantly increasing the amount of time they spend on direct instruction and decreasing the amount of time they spend giving repeated requests, multiple warnings, and/or consequences for student misbehavior. In these sessions, participants will learn how investing extra time in effective classroom management as well as improved student-teacher relationships, will increase the amount of time you have for meaningful instruction throughout the year.</p>
<p>James Reigert</p>	<p>What Are the Visions, Dispositions and Classroom Practices of Six Excellent</p>	<p>This presentation will detail with specificity the successful and multiple traits of six excellent instructors of at-risk students. Seemingly narrow in its focus, participants will be surprised to see how useful, applicable and</p>

	Alternative Education Instructors?	“generalizeable” this information provides. So insightful and effective is this presentation, that it identifies the essence of great teaching, and is therefore appropriate not only for alternative educators, but also for both the regular education and Gifted/Talented instructors.
Deb Newbauer Crisis Prevention Institute	CPI	Non Violent Crisis Prevention Intervention