# Schedule

| Time | CEUs | Track 1 | Track 2 | Track 3 | Track 4 | Track 5 | Track 6 |
|---|---|---|---|---|---|---|---|
| 8:30-9:00 | 0 | **Breakfast & Check-in** | | | | | |
| 9:00-9:15 | 0 | **Welcome** | | | | | |
| 9:15-10:30 | 1.5 | **Keynote Address**<br>Miles Harris, The Good Sex Project | | | | | |
| 10:45-11:45 | 1.0 | **Creating a Safe Space through Listening**<br>*Emily Mathon & Kimberly Holiday*<br>*Mariposa Pathway* | **Gender Matters: Incorporating Gender Transformative Approaches into Teen Pregnancy Prevention**<br>*Jenifer DeAtley, LMSW, Nicole Treviño, CHES, MA, & Mandy Ackerman, LMSW, MPH*<br>*EngenderHealth* | **Allies of Your Community**<br>*Arlene Cornejo*<br>*Texas State University* | **Positive Sex Ed: Infusing Trauma-Informed Approaches in Sex Education**<br>*Monica Faulkner, PhD, LMSW,*<br>*UT Child and Family Research Institute* | **Augmenting Recovery-Oriented Systems of Care for Adolescents and Emerging Adults**<br>*Lori Holleran Steiker, PhD, UT School of Social Work and University High School*<br>*Sierra Castedo, UT Center for Students in Recovery*<br>*Julie Ray, MSW &*<br>*Becky Ahlgrim,*<br>*University High School* | **Managing Privilege: Working across Divisions in Youth Programs**<br>*Stephanie Y. Hayden, LMSW, & Tim Eubanks, M.Ed*<br>*City of Austin Health and Human Services Department* |
| 12:00-12:45 | | **Lunch**<br>Room 2.102: Video Viewing<br>Room 3.102: Networking Tables | | | | | |
| 1:00-2:00 | 1.0 | **Creating Safe Spaces for Youth by Enabling Learning and Fostering Trust**<br>*Stephanie Nestlerode, MSW, Omega Point International, Inc.* | **XY Zone School-Based Youth Developmental Model**<br>*Robert Bachicha, Cecilio Balderrama, Josh Steen, John Orr, Eric Moya, Albino Quinones, Paul Lopez, &*<br>*Ian Smith,*<br>*Communities In Schools* | **Centering LGBTQ Students in Sexual Health Classrooms**<br>*Nicole Arteaga*<br>*Planned Parenthood of Greater Texas* | **Saving Supergirl**<br>*DeAnna Harris McKoy*<br>*Texas A&M University Central Texas* | **Directive Group Play Therapy Games to Engage Attention of Children Diagnosed with ADHD (so that learning can happen)**<br>*Norma Leben, LCSW-S, ACSW, RPT-S, CPT-Prof Morning Glory Treatment Center* | **Creating a Safe Space through Self-Care**<br>*Emily Mathon & Kimberly Holiday*<br>*Mariposa Pathway* |

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|---|---|---|---|---|---|---|---|
| 2:15-3:15 | 1.0 | **2-part Workshop Continued** | **P2P: An Innovative Peer Led Adolescent Health Approach**<br>*Jina Sorensen, M.Ed., CHES & Alda Santana, MSW*<br>*City of Austin HHSD*<br>*Dr. Sanford Jeames, Eastside Memorial High School*<br>*Isaiah Garza, Haley Del Rio, Gabrielle Whitehead-Salgado, & Blanca Sanchez Luna, Peer Health Educators* | **2-part Workshop Continued** | **Engaging Youth in Social Media: Creating a Safe Space for Online Engagement**<br>*Mandy Ackerman, LMSW, MPH*<br>*EngenderHealth* | **2-part Workshop Continued** | **Shaping Your Career Path**<br>*Nicole Treviño, CHES, MA*<br>*EngenderHealth* |
| 3:30-4:00 | .5 | **Closing Remarks: National Council of Negro Women** | | | | | |

# SESSION 1 WORKSHOPS

**Creating a Safe Space through Listening** **Rm 3.122**

*Emily Mathon, Executive Director and Lead Facilitator, Mariposa Pathway*

*Kimberly Holiday, Facilitator, Mariposa Pathway*

Creating safe spaces for youth to feel comfortable learning and sharing involves many ingredients. In this session, facilitators will discuss the youth serving professionals' mindset at the start of the day and how the characteristics and qualities of listening can influence interactions with youth. The session will include skill-building for fine tuning listening practices. Participants will recognize the common listening habits that interfere with empowering clients and students and will evaluate their own listening style. A more empowering model of listening will be introduced and the participants will have the opportunity to practice the alternative listening format. The empowering listening model creates a safe space for the person who is talking and also alleviates some of the stress often associated with listening.

**Gender Matters: Incorporating Gender Transformative Approaches into Teen Pregnancy Prevention** **Rm 2.102**

*Jenifer DeAtley, LMSW, Program Director, EngenderHealth*

*Nicole Treviño, CHES, MA, Program Manager, EngenderHealth*

*Mandy Ackerman, LMSW, MPH, Program Associate, EngenderHealth*

The Gender Matters curriculum was selected as an innovative teen pregnancy prevention (TPP) curriculum by the Office of Adolescent Health in 2010 and has been implemented and researched over the last five years. This curriculum incorporates a gender transformative approach to TPP and offers a valuable new framework to consider in our work. The Gender Matters team will present a sample activity from the curriculum as well as share highlights from the five year implementation and evaluation project. The sample activity will focus on gender messages received by young people and how to help youth explore alternative definitions of gender.

**Allies of Your Community** **Rm 3.110**

*Arlene Cornejo, M. Ed, CHES, Health Promotion Specialist, Texas State University*

LGBTQIA individuals historically have felt invisible or unsafe in school and in their communities, or found the climate uninviting or openly hostile. These conditions often undermine attempts to foster student development and growth, and to maintain the diversity of the school and their community. Allies of Your Community is a personal pledge made communitywide. Those who make this pledge aim to make their community or campus a more inclusive and affirming place for the LGBTQIA community. This is enacted by promoting awareness and understanding about sexual and gender identities, homophobia, and heterosexism. While Allies training does not prepare participants to counsel LGBTQIA individuals, it does provide participants with information and resources that will help eliminate myths, misconceptions, and stereotypes often associated with LGBTQIA persons. The training also raises awareness of the LGBTQ community and supports those with minority sexual and gender identities. The session explores the ways homophobia, transphobia and heterosexism affect the community.

**Positive Sex Ed: Infusing Trauma-Informed Approaches in Sex Education** **Rm 3.102**

*Monica Faulkner, PhD, LMSW, Co-Director, UT Child and Family Research Institute*

Youth who have experienced abuse or neglect are more likely than youth who have not been maltreated to engage in sexual behaviors which put them at a higher risk for STIs and unplanned pregnancy. Research suggests that approaches to sex education that focus solely on risk and prevention may not meet the needs of youth who have been maltreated, and may actually alienate and shame youth who have experienced sexual abuse. In this workshop, we will discuss the need for trauma informed sex education, analyze shaming language and discuss how to incorporate trauma informed practices in daily work.

**Augmenting Recovery-Oriented Systems of Care for Adolescents and Emerging Adults**          **Rm 2.110**

*Lori Holleran Steiker, PhD, Associate Professor, UT School of Social Work and University High School*

*Sierra Castedo, Director, UT Center for Students in Recovery*

*Julie Ray, MSW, Director of Advancement, University High School*

*Becky Ahlgrim, Executive Director, University High School*

Maintaining sobriety and a positive quality of life is a challenge for adults in recovery from addiction, but it is even more challenging for adolescents and college students. Post-treatment resumption of substance-related problems for adolescents range from 60-90% (Finch & Wegman, 2012; Lanham & Tirado, 2011). Evidence suggests that a continuum of care model that incorporates peer supports such as Alternative Peer Groups (APG) to replace alcohol and drug-using peers is critical for successful recovery (Morrison & Bailey, 2011; Nash, 2013). Attendance at a high school designated for students in recovery further augments these students' successes (Moberg & Finch, 2009). This presentation outlines the existing models of adolescent recovery school services and support and provides a case study of the augmentation and development of such services to adolescents and emerging adults who desire recovery. It will engage participants in discussion of theoretical, practice, practical and research aspects of this new model for academic and recovery successes for youth. There are presently 25 recovery high schools in the United States. University High School, Austin's first sober high school, opened its doors in Fall, 2014 and during its first semester served a total of 19 students. The school has served as a hub for a powerful network of services to adolescents with substance use disorders and their families. The innovation that augments this recovery school model is the formal, mutually beneficial connection between the School of Social Work and the High School and the equally important mentorship program between the UT Collegiate Center for Students in Recovery (CSR) program and the high school. CSR students, trained as peer recovery coaches, serve as mentors, tutors, and inspirations for youth who are beginning the road of aspiring for full lives and related recovery capital (White & Kelly, 2013). Recovery high schools are an important component of the continuum of care for teens (Finch, Moberg, and Krupp, 2014). They create an empowering and sober environment that helps teens develop a positive sense of identity and be proud of who they are, rather than viewing their former substance misuse as a stigma (Holleran Steiker & Grahovac, 2014; Mackey et al., 2014). They can also teach skills for resisting peer pressure and reduce social acceptability of using alcohol and other drugs (Sussman, Skara, & Ames, 2008). This discussion will flesh out the process and value of building the "holding environment" which can wrap around youth at risk and build a solid foundation for their wellness and recovery. In addition, rather than recovery high schools being viewed as "drop-out prevention," it becomes truly strengths-based, paving the way for these students to see that college is not only possible, but doable in a very real way. Stigma must be replaced.

**Managing Privilege: Working across Divisions in Youth Programs**          **Rm 3.108**

*Stephanie Y. Hayden, LMSW, City of Austin Health and Human Services Department*

*Tim Eubanks, City of Austin Health and Human Services Department*

As our society continues to be affected by the divisions of age, race, class and gender, this session will draw on the work of adult staff, youth leaders and youth-adult partnerships. The session will help participants manage privilege and explore ways to bring our communities together to pursue positive outcomes for our youth.

# LUNCH

Boxed lunches are available for all participants, with vegetarian options available for those who requested them.  If you have any concerns about the food options, please visit the registration desk.

### Networking Lunch, Room 3.102
*Grab your lunch and pick from the following networking tables:*
- → **LARC! There's More to Birth Control than the Pill!** (Long-Acting Reversible Contraceptives), hosted by Jessica Schiller, RN, FNP-BC and Helen Schafer, Planned Parenthood of Greater Texas
- → **Parenting and Working in the Field**, hosted by Carrie Tawil, MA, LifeWorks
- → **Balancing Act: Managing the line between personal life and work that is personal**, hosted by Audrey Gabe, MSW, LifeWorks
- → **I Want to Meet New People!**, 3 tables hosted by Cilla Longoria, Austin/Travis County Health and Human Services Department; Derrick McKnight, M.A.ED, Austin/Travis County Health and Human Services Deparment; and Taryne Hallett, MA, LifeWorks

### Video Viewing Lunch, Room 2.102
*Grab your lunch and enjoy some quiet time watching videos.*

# SESSION 2 WORKSHOPS

**Creating Safe Spaces for Youth by Enabling Learning and Fostering Trust**                                    Rm 3.122

*Stephanie Nestlerode, MSW, Founding Partner, Omega Point International, Inc.*

When my son was two years old, he spoke his first sentence. It was, "make me dizzy, Mama." He was requesting that I swing him around in a circle – holding his hands with my hands. His request represented an interesting combination. He wanted to experience flying (something outside of every day experience) in a specific context. The context being that he totally trusted me to keep him safe even as he felt the exhilaration of being freed from gravity – almost in a state of free fall. Isn't that the type of space we want to create with youth? Our intention is to create an environment so positively safe that youth feel free to better understand themselves and their limits. To test out new possibilities for their lives … to be, think and feel outside the box of ordinary reality … to discover something new about themselves and others … to be free from the daily thoughts that weigh them down. What are the essential ingredients for creating safe spaces for youth? HOW does it happen? To create safe space, adults need to embody the following knowledge, skills and attitudes: 1. View all human beings as equally worthy – regardless of age, ethnicity, gender, etc. 2. Be trustworthy with exemplary personal integrity 3. Understand how personal energy impacts the group dynamic 4. Secure a pleasant physical space (natural light, comfortable seating, inviting materials, etc.) 5. Create experiences for all learning styles 6. 'Hold the space' with unconditional positive regard for everyone 7. Be skillful in allowing conflict to both arise and be resolved 8. Understand how to foster the dance between individuals and the entire community 9. Apply youth developmental stages in the design of the space We'll explore these dynamics by walking a traditional medicine wheel for enabling learning and for wisdom. The wheel was shared by Paula Underwood, the keeper of a 10,000-year-old oral history of a people dedicated to learning with young and old together (new and old eyes wisdom). The wheel is a holistic way of seeing what's involved in creating a safe space. The session will be interactive with groups of eight walking the wheel in the first session and then sharing insights gained in the second session. In the process of sharing, we'll be using yet another tool for exploring divergent points of view. The viewing points tool is especially helpful for action planning. The session will close with everyone developing a personal plan for enhancing their ability to create safe spaces for youth. The tool, a learning template, provides a vehicle for aligning beliefs, intentions and actions with the desired outcome of creating safe spaces for youth. You'll deepen your understanding of the topic in two ways. First, you'll discover that you know more than you realize on the topic. And secondly, you'll learn from others! You'll leave with new ideas that can be applied to your connections with youth.

**XY Zone School-Based Youth Developmental Model** **Rm 2.102**

*Robert Bachicha, XY-Zone-Senior Program Coordinator, Communities In Schools*

*Cecilio Balderrama, Program Coordinator, Communities In Schools*

*Josh Steen, Program Coordinator, Communities In Schools*

*John Orr, Program Coordinator, Communities In Schools*

*Eric Moya, Program Coordinator, Communities In Schools*

*Albino Quinones, Program Coordinator, Communities In Schools*

*Paul Lopez, Program Coordinator, Communities In Schools*

*Ian Smith, Program Coordinator, Communities In Schools*

Communities In Schools of Central Texas, (CIS) is Central Texas' leading provider of school-based dropout prevention services. CIS is located on 54 public school campuses in Central Texas and has been serving children and families since 1985. Communities In Schools of Central Texas understands the adversity that a majority of at-risk students are facing in Central Texas and the XY-Zone is a groundbreaker in the field of leadership development and peer support programming for young men who are at the highest risk for school dropout. The XY-Zone offers curriculum-based, experiential groups grounded in adolescent development theory. The XY-Zone draws on the Search Institute's respected research by focusing on building program participants' developmental assets including supportive relationships, personal empowerment, understanding boundaries and expectations, and time management, commitment to learning, positive values, social competencies, and positive personal identity. The pillars of the XY-Zone are the Five R's – Respect, Responsibility, Relationships, Role Modeling and Reaching Out – all values that support the transition of young men into positive community leaders.

**Centering LGBTQ Students in Sexual Health Classrooms** **Rm 3.110**

*Nicole Arteaga, Community Health Educator, Planned Parenthood of Greater Texas*

This two-part workshop will focus primarily on learning and applying tools and skills to build more inclusive classrooms for LGBTQ students. The first part will serve as a Gender and Sexual Diversity (GSD) 101 as participants will learn and discuss the differences between key terms and concepts relevant to gender and sexual diversity (GSD) including gender identity, expression, sexuality, sex, etc. Participants will be given the opportunity to apply these concepts to conversations around larger issues of power and privilege in the classroom. In the second part of this workshop, utilizing the knowledge gained in the GSD 101, participants will develop skills and tools to help build a more inclusive classroom for LGBTQ students by centering trans and gender non-conforming (GNC) students. We will focus on adopting queer and trans inclusive approaches and language to teaching sexual and reproductive health. Participants will practice separating gender from body parts in order to center trans, GNC, and intersex students in sexual health classrooms. Participants will understand that when trans, GNC, and intersex students are centered in conversations around reproductive health, all students (including straight and cisgender students) are included.

**Saving Supergirl** **Rm 3.102**

*DeAnna Harris McKoy, Assistant Professor, Texas A&M University Central Texas*

This workshop will focus on how African American female youth may be suffering in silence. Adolescence is a period of drastic social and emotional change (Steinberg & Silk, 2002). The balancing of academics, extracurricular activities, employment, and having a social life can lead to stress, anxiety, depression, and eating disorders in female adolescents (Crago, Yates, Fleischer, Segerstrom, & Gray, 1996; Mensinger, Bonifazi, & LaRosa, 2007; Hinshaw & Kranz, 2009). However, African American female adolescents may not readily show expected signs of distress due to historical traits developed to counter discrimination and discriminatory stereotypes (Harris-Perry, 2011). African American females have learned and internalized the following traits: selflessness, self-sacrificing, disregard for emotional needs, being community oriented, hard working, resilience, and independence (Harris-Perry, 2011; Woods-Giscombe, 2010). Based on these characteristics African American females see themselves, as well as having others view them, as indestructible and tough. Other's perception of this emotional indestructability and strength of African American girls can be linked to more severe disciplinary actions in school for showing independence, leadership skills, and using their voice, and the lack of help or inappropriate help from teachers and administrators for African American girls that have experienced trauma (National Women's Law Center, 2014). This workshop will help professionals better discover, identify, and understand mental health issues of African American female adolescents when they still seem to be functioning well in multiple contexts. The workshop will (1) explain the historical image of the Black Superwoman and how it may manifest in African American female adolescents, (2) describe how professionals can identify when youth are suffering in silence, and (3) identify techniques, tools, and resources to assist youth.

**Directive Group Play Therapy Games to Engage Attention of Children Diagnosed with ADHD (so that learning can happen)** **Rm 2.110**

*Norma Leben, LCSW-S, ACSW, RPT-S, CPT-Prof, Morning Glory Treatment Center*

Children diagnosed with ADHD can create havoc in any program setting if not properly managed. Providers must deal with a child's restlessness, inability to pay attention, distraction, procrastination and difficulty to regulate their emotions. Verbal reminders, warnings, or reprimands often do not work. A tried-and-true method is Directive Group Play Therapy which is effective in engaging kids with ADHD by means of fast-paced, structured games. After the facilitator gets their attention, learning of manners, values, academic subjects, feeling words, and social and emotional skills can begin. Dress comfortably and be prepared to play.

**Creating a Safe Space through Self-Care** **Rm 3.108**

*Emily Mathon, Executive Director and Lead Facilitator, Mariposa Pathway;*

*Kimberly Holiday, Facilitator, Mariposa Pathway*

Creating safe spaces for youth to feel comfortable learning and sharing involves many ingredients. This session will include discovering quick ways to build self-care into the day in order to enjoy life within and outside of the workplace. Participants will identify practices whereby empowering listening is possible. They will identify the common pitfalls youth service providers fall into that increase their stress level and decrease their effectiveness with clients. Participants will create a plan for integrating simple routines before, during and after the workday to reduce stress and increase fulfillment. The sessions will be highly interactive and skill-oriented.

# SESSION 3 WORKSHOPS

**(2-part Workshop Continued) Creating Safe Spaces for Youth by Enabling Learning and Fostering Trust**

*Stephanie Nestlerode, MSW, Founding Partner, Omega Point International, Inc.*

**P2P: An Innovative Peer Led Adolescent Health Approach** **Rm 2.102**

*Jina Sorensen, M.Ed., CHES  Program Coordinator, City of Austin HHSD, AHA Program*

*Alda Santana, MSW Program Coordinator, City of Austin HHSD, AHA Program*

*Dr. Sanford Jeames, DHA Coordinator, Health Sciences, Eastside Memorial High School*

*Isaiah Garza, Haley Del Rio, Gabrielle Whitehead-Salgado, and Blanca Sanchez Luna, Peer Health Educators*

Origin of the Peer-2-Peer concept: The AHA Needs Assessment (2010) informed us that youth want to receive information from their peers. The 1115 Waiver gave us the perfect opportunity to apply for funding to implement this innovative approach. Recruitment and Training of PHEs: School faculty/staff disseminated the Peer Health Educator (PHE) application. Held an orientation to get parent buy-in. Saturday trainings for PHEs to learn and practice teaching the curriculum. Included PHE feedback about adaptations needed to make the curriculum inclusive and relatable to their peers. Partnerships to Recruit Participants: City of Austin Parks and Recreation Department to hold groups at recreation centers over the summer; CIS program managers referred participants at specific AISD campuses during the school year. Facilitation of Program: CIS program managers provided support, space, snacks, and class passes. Classes are held mostly through CIS during school and after school. Impact: Pre-Post-test data shows an increase in knowledge, skills, and attitudes about reproductive health, pregnancy prevention, and contraception; Feedback on participant surveys as well as PHE surveys; PHEs own words; Faculty endorsement.

**(2-part Workshop Continued) Centering LGBTQ Students in Sexual Health Classrooms**

*Nicole Arteaga, Community Health Educator, Planned Parenthood of Greater Texas*

**Engaging Youth in Social Media: Creating a Safe Space for Online Engagement**                    **Rm 3.102**

*Mandy Ackerman, LMSW, MPH; Program Associate, EngenderHealth*

Social media offers a great opportunity for engaging youth in new and innovative ways. Establishing and utilizing a social media strategy for program delivery can encourage active communication and participation among youth. With the lack of comprehensive sexuality education in high schools in Texas and throughout the country — social media presents an alternative avenue to provide youth with medically accurate information in a safe and familiar place. This session will focus on effective ways for promoting adolescent health using social media and is informed by the literature as well as the experiences of local service providers and youth. This session will also walk through what social media platforms are currently "in", examples of how to use these platforms in health programming and how to evaluate their effectiveness. Emphasis will be placed on how to implement a social media program that offers youth a way to receive information from a reliable health educator in a non-threatening and safe environment.

**(2-part Workshop Continued) Directive Group Play Therapy Games to Engage Attention of Children Diagnosed with ADHD (so that learning can happen)**

*Norma Leben, LCSW-S, ACSW, RPT-S, CPT-Prof, Morning Glory Treatment Center*

**Shaping Your Career Path**                                                                        **Rm 3.108**

*Nicole Treviño, CHES, MA, Program Manager, EngenderHealth*

Developing a clear career path for yourself can help you achieve your professional goals and build the confidence to do the work you love. In this session, participants will learn how to develop career goals that align to their strengths, identify ways to shape their career path, and build the confidence needed to market themselves. Participants will have an opportunity to reflect on their careers and consider their desired future as well as share their knowledge and experience with each other. This workshop is designed to help early to mid-career professionals develop a stronger sense of where they would like to see their career go and how to get there.