

Black Hills Seminars
25th Annual Reclaiming Youth Conference
Event Schedule
 Rapid City, South Dakota
 July 27-29, 2018

Friday, July 27, Rushmore Plaza Holiday Inn
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7:30 a.m.	Registration Opens [Breakfast is on your own before the 8:30 a.m. start time.]	[Outside the Dakota Ballroom]
8:30 a.m.	RECLAIMING YOUTH CONFERENCE BEGINS	
8:30-10:00	Opening Community Session Welcome and Introduction <i>Mark Freado, MA, Growing Edge Training, LLC</i> Relational Connections as the Foundation of the Circle of Courage <i>Scott Larson, DMin, Straight Ahead Ministries</i> Designer Genes <i>Larry K. Brendtro, PhD, Reclaiming Youth at Risk</i>	[Salons D-H]
10:00-10:30	Refreshment Break	[Service and Seating in Atrium]
10:30-12:00	Breakout Sessions (3 options)	
	1. Planning Restorative Outcomes <i>Larry Brendtro, PhD, Reclaiming Youth at Risk</i> Reclaiming Youth at Risk introduces this new online and on-site training which engages youth as primary experts in planning their growth and transformation. Traditional assessment documents deficit and disorder. The focus of PRO Assessment is on meeting Circle of Courage needs in order to build resilient life outcomes. These strategies are being used in education, treatment, juvenile justice, and youth work settings.	[Salons A-C]
	2. Using Action Methods to Make Any Teaching Context More Effective <i>Scott Larson, DMin, Straight Ahead Ministries</i> This session will present 9 proven psychodrama action methods that can be incorporated into any teaching context.	[Salon D-E]
	3. Three Pillars of Transforming Care <i>Mark Freado, MA, Growing Edge Training</i> While many trauma trainings are designed for therapists, this workshop provides key knowledge and skills for those who directly interact with hurting children on a daily basis. Participants include parents and foster parents, teachers, child and youth care workers, and other mentors who deal with behavior that is frequently baffling and challenging. Three Pillars of Transforming Care includes practical strategies to enable children to experience safety, connect with a caring adult, and manage internal emotions and impulses.	[Salon F-H]
12:00-1:00	Lunch	[Service and Seating in Atrium]

1:00-2:30

Breakout Sessions (3 options)

- 1. The Art & Science of the Possible** [Salon A-C]
Stacy Altrup, MA, Wentzville School District
When we believe in children it changes everything. This workshop will share with you the ideas, concepts, and strategies we have developed to help children of all abilities take ownership of their own self-regulation, their own self-development, and ultimately their own learning. Our program has changed the mindset of child education to provide a revolutionary approach to some of the most challenging behaviors within an educational setting. It is through this cultural shift, based on the foundations of trust and relationship, where children are taught to mindfully regulate their thoughts and their bodies. Once a trustfully-based relationship is established, a child is then ready to explore the 10 Elements of our MiND Development approach where they become more motivated to learn and stay in school.
- 2. Strategies to Reduce Racial and Ethnic Disparities in the Juvenile Justice System** [Salon D-E]
Annie Brokenleg MSW, LCSW, Juvenile Detention Alternatives Initiative (JDAI)
Youth of color are overrepresented at almost all decision points in the juvenile justice system. Annie Brokenleg has worked across South Dakota to address this complex and important issue. Participants will learn strategies to tackle this issue in their own communities no matter what system they are involved in. Juvenile Justice workers can not alone solve this problem. All systems that youth come into contact with need to be brought to table to create a more equitable justice system for youth.
- 3. The Use of Psychotropics with Troubled Youth: Overview of the Evidence** [Salon F-H]
Robert Foltz, PsyD, The Chicago School of Professional Psychology
In this discussion, Dr. Foltz will explore some of the bigger studies, related to the most commonly used classes of medications (stimulants, antidepressants, antipsychotics) and examine the results, with the known disadvantages, in using these medications with youth.

2:30-3:00

Refreshment Break

[Service and Seating in Atrium]

3:00-4:30

Breakout Sessions (3 options)

- 1. This Isn't Only for At-Risk Youth: The Challenge of Building a Reclaiming School District** [Salons A-C]
Kendra Lowery, PhD, Ball State University
Participants in this workshop will read a fictional case study, co-authored with Dr. Larry Brendtro, that asks them to consider the benefits of and processes for integrating a paradigm of reclaiming schools into core district practices. Superintendent Shelly Weiss realizes more education and training is needed about the new code of conduct, created to reduce frequency and racial disproportionality of classroom removal and suspensions. She learns about the philosophy of reclaiming environments based on respect, student needs, and the development of positive relationships. Although historically implemented in alternative environments for at-risk youth, Supt. Weiss feels this should be district practice for all students. Participants will engage in dialogue based on reflective questions regarding the key principles of reclaiming environments, and how the superintendent might develop a more inclusive plan for training and implementation.
- 2. Paving the Road as We Walk It: Creating a Trauma-Sensitive School** [Salon D-E]
Ben Hebisen, EdD and Erik Bruner, MA, Wentzville School District
This workshop will take you through an alternative school's transformation into a trauma-sensitive school while navigating the policies and restrictions within a public school system. This discussion will include a public school's use of Adverse Childhood Experiences (ACE's) data, child neurodevelopment, and research on childhood trauma and toxic stress to determine highest areas of need and appropriate interventions. The workshop will include a summary of how one alternative school took innovative steps in implementing new and alternative therapies, expressive arts programming, and a whole child approach in order to provide the resources and skills for students with extreme social and emotional needs.
- 3. The Art of Finding the Words for What You're Feeling** [Salon F-H]
Sandie Hoover-Kinsinger, PhD, Augustana University
Student stress is on the rise while the ability to articulate these stressors is constrained by the dictates of social media and other societal expectations. Conversations are challenging, but crucial for helping students develop adaptive skills. So how do we help them find the words to communicate? One way is through the use of therapeutic artmaking. This hands-on session is led by an art therapist and offers participants basic approaches for eliciting genuine art-based expression. Once images are on the paper, they can serve as a bridge to find the words for feelings and stressors as well as some strategies to address them. Best of all? No prior art experience or ability is required.

Saturday, July 28, Crazy Horse Memorial

- 7:00-7:30 a.m. Grab and Go Coffee Station [West Entrance, Lobby]
- 7:30 a.m. Bus Departs** for Mount Rushmore/Crazy Horse [Meet at West Entrance]
Be sure to bring your name tag, comfortable shoes, and taco meal ticket.
- 8:15 **Mount Rushmore National Memorial**
Viewing decks, walking trail, gift shop
- 9:15 Bus departs Mount Rushmore for **Crazy Horse Memorial**
- 10:00-Noon **Reclaiming Talks** [Mountain View Room]
The Essential Role of Pain, Suffering, and Despair in the Transformation Process: Both for Teacher and Student
Scott Larson, DMin, Straight Ahead Ministries
To Support or Exclude? That is the Question
Cheri Thurman, MS, Wentzville School District
Thinking Critically about Psychotropic Medications
Robert Foltz, PsyD, The Chicago School of Professional Psychology
Juvenile Justice or Injustice?
Steve Van Bockern, EdD, Augustana University
- Noon-1:00 Taco Buffet (*tickets required*) [Laughing Water Restaurant]
Enjoy your time viewing Crazy Horse Documentary and browsing the galleries and gift shops.
- 1:00-2:30 **Reclaiming Talks** [Mountain View Room]
25 Years in 25 Minutes
Larry Brendtro, PhD, Reclaiming Youth at Risk
The Power of Story
Mark Freado, MA, Growing Edge Training
The Two Jackets
Fred Tully, MSW, co-founder, Black Hills Seminars
- 2:30-3:00 Refreshment Break
- 3:00-4:30 **Spirit of Crazy Horse Award Presentation** [Mountain View Room]
Cheri Thurman, MS, Wentzville School District
Lifetime Achievement Award Presentation
Martin Brokenleg, EdD
- 4:45 p.m. Load bus for return trip back to Rapid City
- 5:00 p.m. Bus departs for Rapid City
Travel time is approximately 1 hour. Dinner on your own.

Sunday, July 29, Rushmore Plaza Holiday Inn

7:45-8:15 *Optional: All Faiths Worship* [Outside by the lake]
(Inclement weather back-up: Dakota Ballroom)

8:30-10:00 Breakout Sessions (3 options)

1. **Leaving an Imprint: One Student, One Family at a Time** [Salons A-C]
Susan Jones, MS, Broome-Tioga BOCES
ENTER CHILD: As a new special education teacher, my first job was working with students, whose aggressive behavior in school and struggling academics had resulted in removal from their home district to educational settings outside of their community and/or county. As an educator, it was imperative for me to learn about prior student experiences and deliver education differently than what they had experienced previously, both for the students and as importantly, their families. This presentation is an overview of critical information and techniques that have proven essential for me as an educator. The interventions and techniques have been validated by the students and families for which I had been entrusted to serve. This is about education on an imprint level – individualizing and personalizing the learning approach for each student given their abilities and life experiences. Topics include an overview of The ACE Study, Trauma & Impact on Brain Development, Building New Pathways, The Conflict Cycle, Power of Home Visits, Model of Leadership and Service in Action, and Collaboration with Community Resources/Stakeholders.
2. **The Art of Kid Whispering** [Salon D-E]
Mark Freado, MA, Growing Edge Training
The co-creator of Kid Whispering describes how understanding what is going on in the Inside Kid helps caregivers decode troubling behavior and begin to replace hostile, resistant encounters with respectful alliances.
3. **Hip-Hop, Letter Writing, Yoga and Other ways to Make Talking About Trauma Safe in Schools** [Salon F-H]
Wade Puryear, MEd, MS, United Methodist Family Services
Serving students with special education needs outside of their public school systems, Charterhouse Schools has recognized that most of its students have extensive trauma histories and experiences of toxic stress. In addition to their long-standing model of meeting students' developmental needs and creating safe learning environments, staff recognized that students needed more safe opportunities to process their trauma in effective and engaging ways. Brain science has shown that by using narrative and expressive therapies and bi-lateral physical activity, individuals can move traumatic experiences from solely the emotional side of the brain to the logical side of the brain, creating more opportunities for healing. By taking advantage of community partnerships, these schools have been able to use enrichment activities such as Know Your HipHipStory, Yoga with Nitya, Dear Ms. Kendra, Music Therapy, SPARC, and Art 180 to "prepare the soil" for therapists and provide its students the opportunity to begin processing their trauma in safe and non-intrusive ways.

10:00-10:30 Refreshment Break [Service and Seating in Atrium]

10:30-12:00 Breakout Sessions (3 options)

1. **Mindful Approach to Trauma: Becoming Healing-Centered** [Salons A-C]
Jo Dee Davis, Healing Broken Circles and Rachel Bertner, Recovering Yoga, LLC
It is important for us all to be trauma-informed, but that is not enough. That focus is on deficit and dependency. Let's move beyond that and practice healing as well.
2. **The Embodiment of Peace Matrix©** [Salons D-E]
Leigh Schickendantz, MA, LCPC and Mark Leitzel, MA, LCPC, co-founders of Two Rivers Consulting
Join Mark and Leigh for an enlivened discussion and skill-building workshop. Participate in a generative experiential format exploring the transformation of conflict through The Embodiment of Peace Matrix©.
3. **The Practice of Nurturing Touch in Care Settings** [Salon F-H]
James Freeman, MA, CYC-P, Casa Pacifica
'No touch' and 'hands off' policies are frequently found in education and care environments. On the surface such policies may seem convenient, yet deeper thinking is required to truly minimize risk of harm and to meet developmental needs such as healthy, nurturing contact. This session will explore adult and child perspectives on physical touch, what we know about human contact, a helpful classification of types of touch, and strategies for the use of touch in ways that promote relational safety and caring connections. This session will serve as a follow-on opportunity for those who have read "Touch: The Foundation of Belonging" by Larry Brendtro in *Thriving* (Volume 1:8).

12:00-1:00	Lunch	[Service and Seating in Atrium]
1:00-2:30	Breakout Sessions (3 options)	
	1. Schools that Matter: Teaching Minds, Reaching Hearts™	[Salon A-C]
	<i>Steve Van Bockern, EdD, Augustana University</i>	
	Many adults in school settings want to refocus their energy and efforts in ways that matter to their students. The race to the top of the academic mountain has done little to support our children in the right ways. Instead of seeing children as data points to be measured and sorted, Schools that Matter focus on the total well-being of the child and the adults who teach and care for children. This workshop will share the “road map” for building places that matter using ideas from Dr. Van Bockern’s recently published book, <i>Schools That Matter: Teaching Minds, Reaching Hearts</i> .	
	2. Forgiveness and Reconciliation	[Salon D-E]
	<i>Martin Brokenleg, EdD</i>	
	In Canada, the work of reconciliation is a part of the national agenda. Forgiveness is a major step in the work of reconciliation. Other societies and even individuals must also work to achieve forgiveness. This workshop will suggest directions for approaching forgiveness and beginning reconciliation.	
	3. What Works World-Wide? Circles of Courage Across Cultures	[Salon F-H]
	<i>Larry Brendtro, PhD, Reclaiming Youth at Risk</i>	
	Larry Brendtro and colleagues share exciting innovations from the Reclaiming Youth movement which now spans two dozen countries as well as Indigenous nations in North America and beyond.	
2:30-3:00	Refreshment Break	[Service and Seating in Atrium]
3:00-4:30	Closing Community Session	[Salons D-H]
	Closing Remarks	
	<i>Larry Brendtro, PhD, Reclaiming Youth at Risk</i>	
	Keeping Our Children Safe: Creating Cultures of Kindness and Respect	
	<i>Martin Brokenleg, EdD</i>	
	<i>Steve Van Bockern, EdD, Augustana University</i>	
4:30 p.m.	Opening of the Circle	[Salons D-H]
5:00 p.m.	RECLAIMING YOUTH CONFERENCE ENDS	

Thanks for attending the 25th Annual Black Hills Seminars. Travel home safely!