

Reclaiming Youth Seminars Conference Schedule

Augustana University, Sioux Falls, South Dakota, July 18-20, 2024

Thursday, July 18

7:30AM Registration Opens [Outside of Froiland Science Complex Auditorium, FSC113]
Breakfast is on your own before the 8:30 AM start time.

8:30AM Reclaiming Youth Conference Begins

8:30-8:45 Welcome [Froiland Science Complex, FSC113]
Mark Freado, MA, Director, Growing Edge Training, Westerville, Ohio

8:45-9:30 Tanyáŋ Yahí
Martin Brokenleg, EdD, Professor Emeritus, Victoria, British Columbia
Tanyáŋ Yahí is a Lakŋota phrase of welcome. This session is a welcome to the geological, cultural, and social world of the Reclaiming Youth Seminars including a brief experience of a realm not usually thought of as sacred.

9:30-10:00 The Rise and Failure of Dominator Cultures
Larry Brendtro, PhD, Director, Resilience Resources, Lennox, South Dakota
Canadian anthropologist Inge Bolin described how Indigenous people rear children in *Cultures of Respect* by meeting Circle of Courage needs for Belonging, Mastery, Independence, and Generosity. These principles are the biosocial DNA of humanity, honed over millennia within egalitarian hunter-gatherer societies. Charles Darwin in *The Descent of Man* challenges the simplistic notion of “survival of the fittest” proposing instead that human evolution favors harmony, exemplified by the Golden Rule of major faith traditions. Egalitarian Indigenous cultures devised strategies to prevent the dominance of power-hungry individuals. However, the patriarchal dominator culture that emerged from the conquest of Europe by violent Kurgan warriors millennia ago continues to clash with democratic values. Cultures of domination ultimately self-implode. Now, scholars across many disciplines argue that human survival itself depends on reclaiming the egalitarian ethos, living in harmony with others and Nature. This begins not by toppling dictators but educating and rearing our children in cultures of respect.

10:00-10:30 Refreshment Break

10:30-11:15 Social and Emotional Learning in Classrooms and Schools

Steve Van Bockern, EdD, Director, Schools That Matter, Sioux Falls, South Dakota

Schools and classrooms should be places where the needs and well-being of children and adults are met. The philosophical roots of this claim come from the Circle of Courage as explained in *Reclaiming Youth at Risk: Futures of Promise* by Drs. Larry Brendtro, Martin Brokenleg, and Steve Van Bockern, Augustana University, Sioux Falls, SD. The Circle of Courage model suggests that when the human needs of belonging, mastery, independence, and generosity are met children and adults do well. Extending the model and applied to K-12 education, “schools that matter” create powerful human experiences that encourage growth and healthy social, emotional, and academic development in safe and adventurous environments. This perspective is shared in the book *Schools That Matter: Teaching the Mind, Reaching the Heart*, written by Steve Van Bockern.

11:15-12:00 Good Troublemaking to Reclaim Youth Through School Redesign

Jose Perez, Julian Spencer, Sydney Oundo, & Janesha Partee, Good Trouble youth leaders, Minneapolis-St. Paul, Minnesota

Good Trouble is an emerging youth-led, intergenerational movement to expand understanding of and access to learning experiences that center on belonging, mastery, independence, and generosity. It aims to redesign schools to meet the developmental needs of youth facing adversity. Good Trouble’s youth leaders have overcome extreme adversity, including parental loss, poverty, school failure, and justice system involvement. In this session, they will share early lessons from Good Trouble’s work of storytelling, research, advocacy, and building relationships to catalyze school transformation.

12:00-1:00 Lunch

1:00-1:45 It’s More Than Self-Care: Becoming a Healthier Human

Susan Jones, MEd, Broome-Tioga BOCES (Boards of Cooperative Educational Services), Binghamton, New York

During this discussion, Sue will share her professional experiences gained as a Special Education Teacher and as a Trauma Informed Practices Coach. As professionals working with children and young adults who have experienced traumatic events which have impacted their academic and social emotional wellbeing, it is imperative we have the capacity to help in ways that will improve life outcomes. As humans, this is not always easy. This session will address: 7 core assumptions of being a human being, Adverse Childhood Experiences–Adults Trauma background, self-awareness, self-care, and healthier relationships.

1:45-2:30 Reclaiming Youth Worldwide

Featuring presenters from Australia, Canada, Germany, and India

The Circle of Courage identifies four universal needs of all children and is easily adaptable into any culture. In this session, colleagues from across the globe share their experiences using the Circle of Courage with youth in their own diverse organizations and countries.

2:30-3:00 Refreshment Break

3:00-3:45 When the Circle is Broken—

The Recent Senate Investigation into Residential Treatment Settings

Robert Foltz, PsyD, Associate Professor, Chicago School of Professional Psychology, Chicago, Illinois

This session will explore the just-released Senate investigation into residential treatment centers across the U.S. Too often, these “therapeutic” settings tragically ignore the values offered by a strength-based, resiliency-focused model like the Circle of Courage. Discussion will include the concerning failures across many treatment settings (including misuse and overuse of medications and coercive practices) and highlight how reliance on the Circle of Courage could provide a systemic remedy for these issues.

3:45-4:30 The Spirit of Belonging

Nick Jackson, MA, Instructor of Education, Augustana University, Sioux Falls, South Dakota

Belonging is the heart of the Circle of Courage. Without establishing a sense of belonging as a foundation, the rest of the pieces of the Circle of Courage have nothing on which to anchor themselves. This session takes a deep dive into belonging as attachment, which includes building community, loving others, and simply being.

4:30-6:00 Reception at the Augustana Center of Western Studies [Center for Western Studies]

Meet other participants and explore the rich collection of Native American and other artifacts from the peoples who populated the Great Plains. Hot and cold hors d'oeuvres and desserts will be provided.

Friday, July 19, 2024

8:30-9:15 Restoring the Circle: Exploring the Role of Accompaniment

Howard Bath, PhD, Senior Consultant, Allambi Care, New South Wales, Australia

This presentation builds on a previous discussion about the needs of children and young people exposed to developmental trauma which contrasted the roles of treatment and accompaniment. We know that the impacts of severe adversity and trauma compromise a young person's sense of belonging and can impair the development of mastery, true independence, and generosity—that is, their Circle of Courage can become stressed or broken. Our emerging understanding about severe adversity and trauma moves beyond “what happened” to the interpersonal context of the event/s and their aftermath. Young people who were not truly accompanied during times of trauma may sometimes need therapy or treatment, but whether or not “treatment” is involved they will always need to be accompanied. We can connect in the moment and also for the “long run.” The presentation today will explore this vital form of connecting in which we commit to “accompany”—to walk with a young person through their triumphs and struggles, to be available, to listen, to encourage, and to engender hope—and by doing so, help them restore their circle.

9:15-10:00 Thriving Through Turbulence: The Ecology of At Risk Youth

Mark Freado, MA, Director, Growing Edge Training, Westerville, Ohio

Nicholas Hobbs wrote that emotional disturbance in a child results from a discordant ecology. A troubled ecology may include generational trauma, family instability, economic hardship, and community violence. The ecology of an at-risk youth can create obstacles to healthy cognitive, emotional, and social development. Understanding the stressors in the ecology of a young person can help us support needs and build strengths that may help them navigate and overcome adversity.

10:00-10:30 Break

10:30-11:15 Fostering Resiliency with Restorative Practice

Mindy Guthrie, MA, Administrator, Langley School District, British Columbia

In an engaging and interactive format, participants will be reminded of the importance of seeing past the outside behaviour of students and instead approaching students (and even staff/parents/guardians) with curiosity and concern instead of preconceived labels and judgement. The conversation will focus on meaningful discipline, restorative resource support, creative teaching practice, and dedicated therapeutic services. During our time together we will share resources, tips, and ideas for how to take what we know works and incorporate it into your environment, regardless of your budget, position, or title in a way that can be utilized in your program, day-to-day.

11:15-12:00 Bdiheič'iyá: To renew one's strength; to keep going

Anna Brokenleg, MAEd, Chairperson, Office of Native Education, Sioux Falls Public Schools, Sioux Falls, South Dakota

Traditional Indigenous cultures believe in educating the whole child. This session will explore a more wholistic way of learning with an emphasis on the Indigenous roots and current uses of the Circle of Courage model in an urban setting.

12:00-1:00 Lunch

1:00-1:45 Generational Wisdom Meets a New Era:

Exploring Circle of Courage Values for a Thriving Future

Celeste Uthe-Burow, EdD, Assistant Professor, Augustana University, Sioux Falls, South Dakota

In this energetic and interactive workshop, we will bridge the gap between generations, celebrating the wisdom of the past while embracing the innovative spirit of the future. We will delve into the powerful Circle of Courage framework, a timeless model that fosters resilience, belonging, mastery, and generosity in individuals and communities.

1:45-2:30 Coaching Cultures of Respect

Vikki Hennard, PhD, Regis University, Denver, Colorado

This session explores a coaching model for the implementation of Reclaiming Youth at Risk training practices in order to sustain the messages, ideas, and approaches to increase cultures of respect. Oftentimes, we leave trainings excited and motivated to make a difference in the lives of the young people with whom we work. But when we return to our organizations, schools, and facilities, the organizational policies and everyday stressors interfere with the development of the cultures of respect we envisioned when we left the training. The presenter will offer you specific strategies and approaches that will help bring the core principles of Reclaiming Youth at Risk to life in your setting.

2:30-3:00 Refreshment Break

3:00-4:30 Courage to Collaborate:

Implementing a Stepped Care Mental Health Model for College Mental Health

Tamara Lunday, EdD, Student Health Clinic & Counseling Services Director, South Dakota State University, Brookings, South Dakota

Stephanie Johnson-Kane, EdD, Assistant Director of Counseling, South Dakota State University, Brookings, South Dakota

The request for campus counseling services has surged, yet the capacity to provide these services has not kept pace. Over 60% of college students met the criteria for one or more mental health problems, a nearly 50% increase since 2013. According to a national collegiate mental health study, anxiety, depression, and suicidal ideation among college students are at the highest rates ever reported. This session explores how one public university in the Midwest recently implemented a strengths-based, stepped-care model to meet the mental health needs of its college student population.

Saturday, July 20, 2024

8:30-9:15 Experiential Learning: Do...Learn...Reflect...Grow...

Raymond D. Appleberry Jr., MEd, C.A.S., Lynne M. Roland, MEd, L.P.C., and Brian P. Hopkins, C.A.S., Grand Prairie ISD, Grand Prairie, Texas

People remember: 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say and write, 90% of what they do.... Single conversations can change a mind or a life. When we explore and understand how to connect, we find that we're more alike than we ever imagined. Learn how to engage with your youth and team through experiential learning strategies and watch how cohesion and connection build. Team building strategies help enhance group communication, trust, cooperation, and understanding. Watch youth build personal strength, confidence, and effective problem-solving strategies all while engaging in adventure filled safe activities.

9:15-10:00 Trauma & Relationship-Building—

The Power of Love & Acceptance over Expectation...

Stacy Kelsey, MA, Brainworks Pediatric Group, St. Peters, Missouri

Participants will walk through a journey of stories where children and families learned to thrive when they experienced love and acceptance over expectation of behavior. The research behind relationship-building practices and relational pedagogy will be explored. Participants will learn how this approach can support children and families exposed to educational, psychological, and developmental trauma to help children learn to thrive to improve quality of life.

10:00-10:30 Break

10:30-11:15 Cultures of Respect for a Toxic World

Larry Brendtro, PhD, Director, Resilience Resources, Lennox, South Dakota

In Jonathan Haidt's latest work, *The Anxious Generation* (2024), he documents a concerning trend: a surge in childhood mental health problems across technologically advanced nations. Since 2010, there has been a marked shift away from face-to-face relationships, replaced by a tethering to the digital realm through smartphones. This phenomenon, termed the "great rewiring," is a mismatch with how children best learn and flourish within relationship-rich environments. The path to mental health doesn't lie solely in more medications or traditional therapy sessions. Instead, it necessitates a deeper exploration into how the Circle of Courage framework fosters cultures of respect that address the developmental needs of our youth.

11:15-12:00 Conclusion

Martin Brokenleg, EdD, Professor Emeritus, Victoria, British Columbia

We conclude with a consideration of the most important aspect of deep and successful youth work, you, the youth worker or teacher. A look back might enhance your self understanding. A look within may explain motivation. A look ahead may demonstrate your real power.

12:00 PM Conference Ends