



**Promising Youth Conference:**  
***Moving Forward***  
***Together***

May 12<sup>th</sup> & 13<sup>th</sup>, 2022

# Promising Youth Conference: *Moving Forward Together*

## SPEAKERS



### Opening Keynote – Ashley Hope Pérez

Author

**Thursday: 9:00 AM – Ballroom 1 & 2**



#### **Presentation: Keeping Our Promise to Youth: Stand for Teens’ Right to Read in the Face of Book Banning**

**Description:** In this keynote presentation, author Ashley Hope Pérez tells the story of how teaching underserved teens inspired her to write the novels *What Can’t Wait*, *The Knife and the Butterfly*, and *Out of Darkness* and describes recent efforts to ban books, including *Out of Darkness*, from schools and libraries across the country, including in Utah. Drawing on her experience as a banned author, Pérez explains what attacks on books mean for young readers for whom diverse literature is an essential resource, what strategies are working to combat book bans, and what advocates for today’s youth can do to help.

**Learning Objectives:** Attendees will leave the session with knowledge of (a) what “counts” as a book ban and (b) how teens’ first amendment rights protect book access (and make many book removals unconstitutional). They will also gain concrete ideas for resisting the attacks on young people’s access to books and sharing the transformational power of relevant literature.

#### **Biography:**

Ashley Hope Pérez is the author of three novels: *Out of Darkness* (2015), *The Knife and the Butterfly* (2012), and *What Can’t Wait* (2011). *Out of Darkness* was described by *The New York Times Book Review* as a “layered tale of color lines, love and struggle in an East Texas oil town,” and was selected as a best book of the year by both *Kirkus* and *School Library Journal*. It received a 2016 Printz Honor for Literary Excellence in Young Adult Fiction, the 2016 Tomás Rivera Book Award, and the 2016 *Américas Award*. *What Can’t Wait* and *The Knife and the Butterfly* appear on YALSA’s Best Fiction for Young Adults and Popular Paperbacks lists. As an advocate for youth literacy Pérez seeks to advocate for teens’ access to diverse books, especially in the face of book bans that have targeted *Out of Darkness* and other books representing marginalized experiences.

Pérez is also a former high school English teacher, holds a doctorate in comparative literature, and is an assistant professor of world literatures at The Ohio State University. Visit her online at [www.ashleyperez.com](http://www.ashleyperez.com), Facebook, Twitter, and Instagram. <https://linktr.ee/ashleyhopeperez>

**Breakout session: Thursday, 1:30 PM to 3:00 PM – Ballroom 2**

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#### **Title: Q&A with Ashley Hope Pérez: What You Can do to Fight Book Banning**

**Description:** Bring your questions and ideas to this conversation about how restrictions on access to literature affects teens in many settings in and beyond school. Ashley Hope Pérez will share more specifics on ways to respond to book removals or bans in many different contexts, including schools, public libraries, detention settings, and more.

**Learning Objectives:** Attendees will learn to identify threats to young people’s right to read—both official bans and removals as well as “soft” censorship. Attendees will collaborate to generate actionable strategies to increase youth access to diverse literature in the specific settings where they work or live.

## Closing Keynote

### Ryan Stream

Speaker

Friday: 1:30 PM to 3:00 PM – Ballroom 1 & 2

**Presentation: Conquer Your Colosseum**



#### Description:

Ryan uses his life experiences to share on topics such as leadership, mental health, resilience, perseverance, drug awareness, suicide prevention, and more. He brilliantly blends his speaking and stories along with his music to inspire other toward hope, accountability, teamwork, discipline, service, pride and believing in yourself!

#### Biography:

Ryan Andrew Stream is a motivational speaker, Musician, American Soldier, and Instructor with a heart that pumps passion and positive change. Ryan's biological parents made bad choices and decisions that led them to addictions, jail, and prison. Sleeping in a homeless shelter, foster care homes and his mother passing away from suicide destroyed his childhood. In an extraordinary turn of events a police officer adopted Ryan into a loving family of thirteen.

Ryan has battled his past, drug addictions, mental health problems, fighting in Afghanistan. Ryan has proven no matter what challenges you are faced with you are always able to take control of your life and change your outcome! From classrooms to corporate offices, Ryan Stream has traveled the world entertaining and inspiring audiences with gripping messages and how-to-steps to "Conquer Your Colosseum" and create a winning personal and professional life.

Ryan motivates his audiences his unique and powerful messages, personal life experiences and original music. Ryan delivers a power-packed message on hope and confidence followed by playing the piano blindfolded, laying down and backwards. His musical performances range from his award-winning country music to his inspirational hip hop and piano music. Ryan has been featured on outlets like MTV, Entrepreneur, Yahoo finance, Business Insider, Influence, Valor, and Fitness Magazines along with dozens more. Ryan has received the Verizon Wireless Service Award, and two music awards for his inspiring songs and music videos that can be found on streaming sites worldwide.

## Featured Speaker

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### Jamie MoCrazy

Speaker

Friday: 11:00 AM – 12:30 AM – Ballroom 2

**Presentation: Climb an Alternative Peak After a Struggle**



#### Description:

In an instant Jamie MoCrazy went from being one of the best professional freestyle skiers to lying in the snow, in a coma- convulsing and spewing blood. As Jamie was airlifted to VGH her first responders wrote her fatality report because statistics showed it would take a miracle for Jamie to survive. Everyone around Jamie fought for that miracle, and not only did Jamie live but she was given a platform to advocate for building the life you want for yourself and others. Jamie uses this platform as a co-chair of Utah Brain Injury Council (UBIC). The UBIC mission is to provide brain injury education to the people of Utah and advocate and guide the implementation of a permanent statewide brain injury system.

#### Learning Objectives

- How to climb an alternative peak
- Take alternative paths to get to the destination you want
- How we create some of our luck after trauma
- Set attainable goals to reach growth goals
- Build the habits you need
- Believe in miracles
- Creating the inner story of your company

#### Biography:

Jamie MoCrazy, (née Jamie Crane-Mauzy), is a former World Champion slopestyle and halfpipe skier turned motivational speaker, UBIC board member, nonprofit founder and director (MoCrazy Strong), as well as a podcast host (Life Gets MoCrazy). Jamie uses her platform to raise awareness about Traumatic Brain Injury recovery as well as inspiring individuals to build the habits that will allow them to live the life of their dreams. Jamie and her sister and mother run MoCrazy Strong which raises awareness and educates on TBI recovery and factors that play a role in rebuilding your brain pathways. Jamie MoCrazy, a decorated athlete, competed in the Winter X-Games, European Winter X-Games, Winter Dew Tour, Grand Prix, World Cups, World Championships, and Junior World Championships. Jamie delivers a captivating true story that teaches you how to live your life a little MoCrazy and accomplish the miracles you have dreamed to accomplish.

## The Neuroscience of COVID-19 Social-Emotional Skills in Childhood and Adolescence

Jessica M. Black, Ph.D.

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**Thursday: 11:00 AM – 12:30 PM – Ballroom 1**

**Description:** This presentation will introduce the concepts of brain development as they pertain to social emotional learning in children, adolescents, and their adult support networks. The primary focus will be on the brain in social-emotional knowledge and contexts that support the development of resilience, and of adaptive coping skills and relationships such executive function, regulation, attachment, and social competence within the context of COVID-19. This presentation will blend everyday application with cutting edge neuroscience and genetics research to explore the many ways in which the brain is built through a positive social context, always with an attention to social emotional learning and the impact it has on other domains of development. Participants will leave with a deeper vocabulary of brain-based terms that connect to practice and policy, along with resources to continue individual learning.

### Learning Objectives:

- Examine the neuroscience of social emotional learning as develops in children, adolescents, and the adults who support them.
- Analyze why and how social emotional learning affects physical and mental health in children and adolescents, with particular attention paid to experiences during the COVID-19 pandemic.
- Explain how bad stress affects brain and body development in childhood and adolescence, what makes COVID-19 impart a unique set of stressors, and how social emotional learning helps to address some stressors.

### Biography:

Jessica M. Black, PhD, is an Educational Neuroscientist and an Associate Professor at the Boston College School of Social Work (BCSSW). Dr. Black's research integrates the use of neuroimaging (MRI), neuropsychological testing and social supports to improve understanding of how strengths and supports contribute to positive educational and mental health outcomes in children and adolescents. Dr. Black has published in top research journals such as *Nature Reviews Neuroscience* and *Proceedings of the National Academy of Sciences, USA*. She is the Chair of the Neuroscience in Social Work Special Interest Group (SIG) within the Society for Social Work and Research, and teaches multiple neuroscience courses covering stress, resilience, child and adolescent neurobiological development, and caregiving.

## The Right Care for the Right Need

Dr. Brooks Keeshin & Leah Colburn, CMHC

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**Thursday: 11:00 AM – 12:30 PM – Ballroom 2**

**Description:** With more families identifying a need for behavioral health support, how does a provider navigate the appropriate services and supports? This session will focus on the overlap of evidence-based practices, trauma informed practices, and social determinants of health. This session will also focus on understanding how identifying social determinants of health and the use of screening tools to target the driver of the youth needs can help better utilize limited resources.

### Learning Objectives:

- Participants will develop understanding of social determinants of health and its alignment with trauma informed practices and evidenced based practices.
- Participants will develop an understanding screening tools to inform service delivery.

### Biography:

Dr. Keeshin is an Associate Professor of Pediatrics at the University of Utah and the Associate Vice Chair of Research in Child Mental Health at the Huntsman Mental Health Institute. A child abuse pediatrician and child psychiatrist, he provides clinical care to children and adolescents with histories of child abuse and other traumatic experiences at Primary Children's Center for Safe and Healthy Families. Additionally, Dr. Keeshin directs Pediatric Integrated Post-Trauma Services (PIPS), a SAMHSA funded center developing, evaluating, and disseminating tools and processes for frontline pediatric providers to detect and respond to youth at risk for traumatic stress and suicide.

Leah Colburn, CMHC is the Administrator of Children, Youth and Family Programs at the Utah Department of Human Services-Division of Substance Abuse and Mental Health where she oversees mental health strategies for the public mental health system statewide. Leah has worked in community mental health, providing a continuum of behavioral health supports to at-risk and underserved youth and families in Salt Lake County, Utah. While working in community mental health, Leah supervised school-based mental health programs and an intensive wraparound in-home program.

## Talk about the Benjamins: How to Keep it 100% with Students

*Michelle Love Day, M.Ed.*

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**Thursday: 11:00 AM – 12:30 PM – Ballroom 3**

**Description:** Students need to have reliable, real adults in their life to thrive. The last two years have left us all in emotional states that are unsure and often stressful. What does it look like when we practice equity in our SEL as we address mental health? If we are real with students, relationships can flourish, and students can feel confident in themselves and their educational journey.

### Learning Objectives:

- Understand what social emotional learning is and the importance of having it in your classroom, virtual or in person.
- Evaluate equity literacy and establish ways to understand the need of having a threat of existence in your school.
- Establish the courage to engage in crucial conversations
- Learn strategies to create positive and lasting relationships with students

### Biography:

Michelle Love-Day has been an educator for 21 years. Her second language is Spanish. Mrs. Love-Day has worked with teachers to inspire and establish great literacy and instructional practices in the classroom. Through her company, Love-Day Educational Consulting, she shares information and ways parents can work with schools, advocate for their children, and how they can assist in creating a rich diverse literacy environment at home and in school. As she began to see the need for Black students in Utah, she created an online, weekly school called RISE Virtual Academy in August 2020. Mrs. Love-Day serves on many Boards including the Hale Centre Theater Board of Trustees, the Access to Justice Commission, Conviction Integrity Board, and the Show Up executive Board for First Lady Abby Cox's Utah initiative. She enjoys acting on stage and in commercials (Talent Management Group) and is a member of the Actors Equity Association. She has been an active member of Delta Sigma Theta, INC. since 1999 and plays an active role in the community.

## If We Are Asking for Attention, Give It to Us! Aiding Utah's Youth Through Community-Based Crisis Care

*Nicole Cunha, LCSW*

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**Thursday: 11:00 AM – 12:30 PM – Primrose A**

**Description:** Compounding strain and stress on today's youth emphasizes the importance of adequate care delivery system wide; a system in which both youth and their families can access quality care in times of enhanced distress. Nationally elevated as an issue of grave concern, today's youth deserve competent mental health services every time and anywhere it is needed. This session will introduce crisis care as an imperative access and intervention point and orient attendees to aiding their clients in crisis through community-based resourcing and support.

### Learning Objectives:

- Learn and understand the role of crisis care and stabilization interventions within a care delivery continuum
- How to support youth and their families' experiencing crises with community-based support
- The role of aftercare and support following a behavioral health crisis

### Biography:

Nichole Cunha, LCSW, brings with her a robust background in crisis management and has an extensive history of providing acute care for clients who have a myriad of challenging concerns and high-risk presenting problems. Nichole has developed numerous crisis intervention programs to include Crisis Receiving Centers, Children youth and Family crisis and support specific crisis phone, mobile outreach, and in-home crisis stabilization services. Her work emphasizes community-based assessment and treatment, encouraging collaborative management of symptoms and least restrictive environments. Currently she serves as a Crisis Administrator with the Division of Substance Abuse and Mental Health.

**The Commission on Criminal & Juvenile Justice—Racial and Ethnic Disparities (R.E.D) Youth Panel: Youth Experience and school culture in Utah**

Moderator: *Pam Vickrey*

Panelists: *AJ Larsen, Amanii, EJ, Josh Bell & Alex Yrungaray*

**Thursday: 11:00 AM – 12:30 PM – Primrose B**

**Description:** How does school culture impact young people and intersect with the juvenile justice system? Who better to ask than our young people? This forum brings awareness to young people's experience in our school system. The impact that school climate has on a young person's school success and the intersections of vulnerability and encountering the court system. Come and learn about their experiences in our schools and the things that brought them into the system, the challenges, and difficulties they faced, the services and people who made a positive difference, and the ways the community can help them move forward successfully with their lives.

During this session, participants will: (1) Hear the stories of young people's experiences in our schools and court/system overlap; (2) Explore in a Q&A format the strengths and weaknesses of Utah's school culture from the point of view of these young people; and (3) Discuss what services should be maintained or developed to help youth and our schools develop a positive school culture that helps leads students to success.

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***The Impact of Social Distancing on Brain Health of Adolescents***

*Jessica M. Black, Ph.D.*

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**Thursday: 1:30 PM – 3:00 PM – Ballroom 1**

**Description:** Have you wondered how technology helps or hurts the developing brain? This is an ever-present issue for those serving young people and their families, and a domain that has become magnified in terms of both concerns and scientific inquiry during COVID-19. This presentation works us through both sides of the story, from the ways in which technology (computers, tablets, smart phones, smart homes, social media, video games) is helping the young brain flourish versus languish. To delve deeply into this question, we will work our way through five areas of neuroscience research that provide evidence for the impact of such technology, with a general lens to development. First, participants will learn about brain basics, such as the triune brain, plasticity, and resilience. Second, we will take a journey through how learning works at the neural level, and how technology can optimize learning but also interrupt it. The next two sections address emotional and then social competence as they relate to the use of technology and the impact on attachment relationships and identity. In closing we review neuroscientific evidence that academic, cognitive, and intellectual growth can be stymied or propelled depending on the form of technology and its purpose.

**Learning Objectives:**

- Examine the neuroscience of technology and social media on the physical and mental health development of children and adolescents pre- and during pandemic.
- Analyze how learning in home, with peers, and in educational settings is affected by technology and social media.
- Explain how emotional, social, and cognitive aspects of brain development influenced by and involved in use of technology including social media and distance learning due to COVID-19.



## Human Trafficking and Exploitation

Matt Pierce PA-C, MPAS

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**Thursday: 1:30 PM – 3:00 PM – Ballroom 3**

**Description:** In this session we will teach a foundational understanding of human trafficking/exploitation, and then we will dig into the intricacies of trauma and how this makes people vulnerable to exploitation as well as keeps someone stuck in exploitative situations. This presentation will allow for significant interaction of presenter and attendees, so please bring your questions!

### Learning Objectives:

- 1) Understand what human trafficking/exploitation is and how to recognize it
- 2) Understand what makes someone vulnerable to human trafficking/exploitation
- 3) Understand the deep connection between trauma and HT/Exploitation
- 4) Learn how to recognize human trafficking/exploitation in those you serve
- 5) Learn what you can do about human trafficking/exploitation when you encounter it

### Biography:

Matt Pierce is a public health professional and licensed health care practitioner. He currently works as a PA-C in urgent care, family medicine, and psychiatry. Over the last 7 years, Pierce has served on, built, and managed both local and international community health programs, mobile medical clinics, and training programs centered on helping vulnerable and marginalized people access health care. Throughout his service and studies, he has served hundreds of people suffering from the trauma of human trafficking and exploitation. He has focused his study and work around this population and continues to specialize at the intersection of health and human trafficking. He has served as the Vice President of the Utah Academy of Physician Assistants and is currently serving on the Utah Trafficking in Persons Executive Board as the Co-Chair of the Medical Subcommittee. He is the founder of HealEx, a research, training, and consulting project aimed at bridging the gap between health care and human trafficking. He is also the founder of Social Medicine International, a nonprofit organization that serves vulnerable and marginalized people through mobile clinics.

## Partnering to Address Mental and Emotional Wellness for School-Aged Children: An Introduction to Utah's School-based Behavioral Health Toolkit

Scott Eyre, LCSW & Ashley Lower

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**Thursday: 1:30 PM – 3:00 PM – Primrose A**

**Description:** This session will focus on how school and behavioral health professionals can, through intentional collaborative efforts, improve the quality of services and achieve better outcomes for school-aged children and families. Participants will be introduced to Utah's School-based Behavioral Health Toolkit. This toolkit offers a framework for leveraging partnerships and resources to strengthen school-based behavioral health services.

### Learning Objectives:

- The importance of taking a collaborative approach to meet behavioral health needs
- How to develop or strengthen already existing programming
- How to establish a process driven approach to providing services
- Insights into bringing aligning between multiple partners with diverse perspectives

### Biography:

Ashley Lower is a Behavior Specialist at the Utah State Board of Education focusing on general behavior support, social and emotional learning (SEL), and school-based mental health. She has practiced as a school psychologist in elementary and secondary schools. Before her work as a school psychologist, she worked as a recreation therapist for several years in a residential treatment center in Provo, Utah. She is a member of the Utah Recreation Therapy Association and Board member on Utah Association of School Psychologists Board.

Scott Eyre works for the Division of Substance Abuse and Mental Health as the School Based Mental Health Specialist and acts as the liaison between the Division and the State Board of Education. He is a part of the School Safety Center Leadership team which works to identify evidence-based approaches that increase the physical and psychological safety of students and improve overall school climate. In 2016 he began his employment with the state of Utah where he spent 3 years with Juvenile Justice Services before transferring into his current position.

## Ask a Judge: The Utah Juvenile Court Today

*Judge Steven Beck*

*Judge Elizabeth Knight*

*Judge Jeffrey Noland*

*Moderator, Tiffany Pew*

**Thursday: 1:30 PM – 3:00 PM – Primrose B**

**Description:** How have judges navigated the complexities of the COVID-19 pandemic and ongoing juvenile justice reform efforts?

Three Utah Juvenile Court judges will share their roles and perspective on these and other current topics impacting the juvenile court, followed by an interactive Q & A session with participants. After attending this session, participants will: 1) Know the impacts, both positive and negative, of the COVID-19 pandemic on judicial processes; 2) Understand the purpose and merits of problem-solving courts; 3) Have an awareness of the status of juvenile justice reform five years after the initial passage of HB239.

### **Biography:**

The Utah Juvenile Court Today Judge Steven K. Beck, Utah Third District Juvenile Court Judge Elizabeth M. Knight, Utah Third District Juvenile Court Judge Jeffery J. Noland, Utah Second District Juvenile Court Moderator: Tiffany Pew, Assistant Juvenile Court Administrator

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## Cultural Humility: Enabling our LGBTQ+ Community to Thrive

*Sean Allsop-Pukahi, MPA*

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**Thursday: 3:30 PM – 5:00 PM – Ballroom 1**

**Description:** Encircle's Cultural Humility training provides a safe space to learn and ask questions surrounding the LGBTQ+ community. This presentation covers research on issues that affect the mental health and wellness of this community. It also defines terms and best practices when it comes to maintaining relationships in a work or personal setting. This presentation is appropriate for all ages and has been shared in work, faith, education, and family settings.

### **Biography:**

Sean Allsop-Pukahi was born and raised in Mapleton, Utah. He received his Master of Public Administration degree in 2018 and has been working in the non-profit sector for nearly a decade. He currently works as Director of Community Engagement at Encircle and resides in Utah County with his husband and two goldendoodles.



## SKIP—Supporting Kids of Incarcerated Parents

Gayle Threet, M.Ed.

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**Thursday: 3:30 PM – 5:00 PM – Ballroom 2**

**Description:** Children who have parents that have been incarcerated in jail or prison carry unique traumas and experiences. What this population often faces day by day is the emotional roller coaster of fear, shame, and isolation that can happen when parents are incarcerated and then released. Techniques will be given to reach students living with this type of enduring trauma. These techniques can be used in elementary, middle, and high school settings, as well as detention centers and treatment facilities.

The training will include: The cycle of incarceration/re-offense/multiple incarcerations of parents; emotional well-being of children related to enduring trauma, coping strategies, criminal thinking, attachments, isolation; and how to counsel with these students to be a self-advocate while living with the impacts of parent incarcerations. Survivor empowerment is the foundation of resiliency for this population.

### **Biography:**

Gayle Threet is a counselor that has worked in Jordan School District, Canyons School District and Utah State Board of Education. She has counseled with at-risk students with gang related issues, substance abuse and violence issues on a daily basis, has facilitated Pathfinders' (gang intervention) groups. She is a certified mediator through the University of Utah's Conflict Resolution Program. She worked at the Utah State Prison with inmates transitioning out of prison. She has trained multiple districts throughout Utah in Restorative Practices' techniques. Gayle is co-author of Techniques for Tough Times™, a classroom/counseling curriculum for students within the school setting. She presents nationally, training teachers and counselors to use new techniques when working with at-risk youth. She holds a master's degree in counseling and a master's degree in Health Education with an emphasis in drug and alcohol abuse.

## Achieving Our Way- Defining Hope and Success the Beauty Way (Hózhó'ji)—Restorative Practices in Action

Trevor Olsen, M.Ed.

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**Thursday: 3:30 PM – 5:00 PM – Ballroom 3**

**Description:** Restorative practices in motion. Using restorative practices to improve attendance, decrease suspensions, improve relationships, and school culture. Helping students define success, health, and wellness the Beauty Way. Implementing Native American self-determination programming to address risk/protective factors. Learning from the traditional Navajo Four Sacred directions to develop leadership skills, implement HOPE squads, UNITY clubs, and Navajo Peacemaking to help students achieve at high levels in an educational setting. Attendees will learn conflict resolution strategies, steps for following the four directional model to implement change and suicide prevention programming for Native American Students.

### **Biography:**

Trevor Olsen Ed.S. is the Student Services Director for the San Juan School District. He is a former JJS Counselor, Juvenile Probation Officer, School Counselor, and School Administrator. He has a bachelor's degree in Criminal Justice, master's degrees in educational counseling and Educational Leadership and an Educational Specialist Degree from Arkansas State University. He has been implementing school based mental health counseling, trauma informed practices, restorative practices, and Navajo Peacemaking as an alternative to discipline. He continues to collaborate with the Navajo Nation and the Ute Mountain Ute Tribe to implement demonstration grant (NYCP, ACE) funding from the Federal Office of Indian Education.

## Youth Advocate Programs, Inc. Changing Communities One Biography at a Time

*Nathan A. Badell and David Glenn*

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**Thursday: 3:30 PM – 5:00 PM – Primrose A**

**Description:** This enthusiastic session will share Youth Advocate Program's Core Principles highlighting: Individual Service Planning; Focusing on Strengths; Partnership with Parents and Team Work to ensure that the youth and families we work with play a leading role in co-designing a plan that recognizes their strengths, addresses their challenges, and is based on their interests, talents, and goals. You will learn how best to implement a team-driven plan for the youth and their families with the goal of ensuring that youth and families "voice and choice," empowering them to have a say in their plan and giving them meaningful choices.

Community Based Care; Unconditional Caring; Cultural and Linguistic Competence - You will see YAP Wrap is an intensive, individualized, holistic care planning and management approach to working with high and complex need youth and families from within their homes and communities. It is deeply rooted in the in the core concepts of wraparound. Wraparound principles also emphasize the importance of individualized, culturally responsive, and strength-based services that engage natural supports and occur within the community.

### **Biography:**

David Glenn is YAP's Southwest Regional Director and Director for the state of Kansas. David began working with YAP as the first juvenile justice advocate when services began in Kansas. David became the Kansas Director in September of 2017. He graduated in Tucson, Arizona with a degree in Administration of Justice. David's career began working for Victim Services Division of the Pima County Attorney's Office. David specialized in Mobile Crisis Intervention service and Domestic Violence Services.

Nathan Badell is YAP's Director for the state Utah since September of 2021. He is a graduate of Wilmington University with a degree in Organizational Management. Nathan spent most of his career in child welfare as the program director for the Elizabeth W. Murphey School Inc. A group home that provided foster care as well as independent and Transitional living services for foster youth and former foster youth in the State of Delaware. He brought his passion for service to Utah as former Director of Sports Programs for Special Olympics, Utah, and former Program Coordinator for Eaton Alliance.

## System-Involved Youth Panel

Moderator: *Tyler Haven, Karley Babcock, & Brooklyn Limb*

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**Thursday: 3:30 PM – 5:00 PM – Primrose B**

**Description:** Come and learn from youth who have been involved in our state systems! In this two-part question and answer session, youth with state system involvement will relate their experiences and answer questions from audience members about how to improve systems in the future.

**FRIDAY, MAY 13, 2022**

**Suicide & Bullying Keys for Prevention in Schools & Communities \***

*Scott Poland, Ph.D.*

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**Friday: 9:00 AM – 10:30 AM – Ballroom 1**

**Description:** Please consider this scenario: The suicide of the 7th grader sent shock waves through the middle school but after a few months it seemed almost all students and staff had moved on with their lives. The principal had heard through the grapevine that the parents blamed the school but had no idea that that the school was going to be sued. The lawsuit filed specifically named the principal, a coach, and a teacher that the parents believed had failed to stop the bullying of their child at school. The parents claimed that they had told the school of their concerns about their child being victimized and that nothing was done.

Numerous schools have been sued after the suicide after tragedies like the one. Dr. Poland has been an expert witness in several cases of this type and will share lessons from the cases for prevention. The following are some of the questions being debated in legal cases where parents have sued schools believing that bullying at school was a casual factor in the death of their child. Is the bullying the cause of the suicide or a precipitating event that caused the student with mental health problems to act on their suicidal thoughts? What responsibility do parents have to better monitor the mood state of their child and obtain recommended mental health treatment for their child? Did parents thoroughly document their concerns about the bullying at their child's school with administrators, request conferences and interventions to stop the bullying? Were those well documented concerns then ignored by school officials? Did the school have any idea that the student was at-risk for suicide? Did the school fail to follow its suicide prevention procedures? Were school staff trained on bullying and suicide prevention?

This workshop objectives and practical recommendations include the following:

***Bullying Prevention Objectives:***

- Understand the importance of a school-wide program where all staff cooperate towards the common goal of reducing bullying.
- Analyze survey data from students to determine the extent and nature of the bullying incidence and solicit student recommendations to reduce bullying.
- Understand the importance of providing training for parents on reducing cyber bullying.
- Analyze the role of staff to recognize bullying and to take immediate action to stop bullying when it occurs. Ensure that staff members do not try to make the bully and victim work it out. The bully and victim should be separated, and the bully given consequences and the victim given support.
- Understand that bullying victim needs to know the importance of letting staff know if bullying continues.
- Understand the need to increase staff supervision in areas where bullying occurs the most.

***Suicide Prevention Objectives:***

- Suicide is now the second leading cause of death for children 10 years of age and older and that suicide rates are increasing for children under 10 and children of color.
- Identify the key components in a comprehensive suicide prevention plan that specifies annual training for all staff on the warning signs of suicide and the importance of working as a team and not keeping a secret about suicidal behavior.
- Understand the need for training on suicide screening or assessment for key school support personnel including counselors, social workers, and school psychologists.
- Identify the key steps to ensure that suicidal students are properly supervised and that their parents are notified. Students at-risk for suicide need to be referred for community-based mental health services and schools should make every effort to coordinate school support with community-based services.
- Understand the importance of providing training for parents on recognizing the warning signs of depression and suicide and the importance of removing lethal means from access by their child.
- Understand the need for schools need to document all actions taken when a student is at-risk for suicide.

**Biography:** See session five for biography

## Implicit Bias and Disparities in Organizational Cultures\*

David Parker, Ph.D.

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**Friday: 9:00 AM – 10:30 AM – Ballroom 2**

### Description:

This workshop will focus on creating and sustaining an organizational culture and climate that is based in belonging. This workshop will give us an opportunity to explore the impacts of implicit bias on the organizational culture of our healthcare agencies. Together we will look at how implicit bias impacts culture, how this impact negatively impacts our clients, and create ways to address this within your agency.

### Learning Objectives:

- Understand implicit bias and its impact on organizational culture
- Examine Utah-based cases reflecting bias in providing care
- Explore ways to reduce the impact of bias in your organizational culture

### Biography:

Dr. David Parker collaborates with corporate and nonprofit organizations to create and sustain communities defined by authentic inclusion.

By his own definition, authentic inclusion is an environment where the richness of ideas, backgrounds, and perspectives are respected. Through customized workshops, Dr. Parker gently helps participants learn about and actively build this kind of environment.

Bringing a long history of dynamic, intelligent, and expansive presence, he gladly shares his deep passion for the arts. In his workshops, he draws on his experience as an ASL (American Sign Language) interpreter to help others express feelings and new understandings. He incorporates popular music to set themes and invites movement to engage participants.

Dr. Parker received his Bachelor of Science in Social Work at the State University of New York, Brockport, and his Master's in Education from American InterContinental University. He earned his doctoral degree in Educational Leadership with a focus on cultural transformation from Duquesne University in Pittsburgh, Pennsylvania. His social work perspective is at the foundation of his work, his career, and his life. He received the Distinguished Service Award of the National Council on Communicative Disorders. His numerous community service awards include the Richard Follett Memorial Award from the Pittsburgh Speech Hearing and Deaf Center.

## Adult Wellness: Stressed-out Adults, Equal Stressed-out Kids

David Ornegri & Wayne Trice

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**Friday: 9:00 AM – 10:30 AM – Ballroom 3**

**Description:** In March 2020, the Yale Center for Emotional Intelligence and CASEL conducted a survey of teachers' emotions related to the stress of teaching during the COVID Pandemic. You do not need a research study or survey to guess the results. In three days, five thousand teachers responded that anxiety, fear, worried, sad, and overwhelmed were their predominant feelings. We are social creatures, and the feeling states of adults have a significant impact on our youth.

This session will explore the impact of the current world stressors on adult nervous systems and the risk and protective factors that we as adults bring to our youth.

### Learning Objectives:

- Understand the magnitude of the current state of stressors and the impact on adult nervous systems.
- Understand the importance of adult wellness as it relates to student wellness through positive and healthy relationships.
- Understand that adult emotions matter to the health, learning, and performance of youth in all domains of life.
- Identify risk and protective factors common to all adults.

### Biography:

Wayne Trice, LCSW is the School Social Work Specialist in Canyons School District located in Sandy, Utah. Wayne has been a social worker since 1997 and has varied professional experiences from early childhood clinical outpatient, residential mental health, medical, and the last 8 years in school social work.

David Ornegri, LCSW is a school social worker in Canyons School District. David began his social work career in 2010 and has varied professional experience from working at the Road Home shelter to school social work. David was recognized and awarded by The University of Utah for his commitment to students and his support of practicum students at The College of Social Work. David is originally from Miami, Florida. He is fluent in Spanish, Portuguese, and of course, English! He is Latinx and a first generation American via Peru. He is also an out and proud member of the LGBTQIA+ community.

## Before it Ever Happens: Preventing Child Abuse

Laurianne Thorpe, MPA

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**Friday: 9:00 AM – 10:30 AM – Primrose A**

**Description:** When you work in this field, you are often dealing with the effects of child abuse and Adverse Childhood Experiences. But there are practical ways to strengthen families and prevent further harm and there are proven strategies and interventions that work to prevent harm from ever happening in the first place. In this class, you will glimpse the 5 Protective Factor Framework, learn child abuse prevention strategies that are working, and get tips for your everyday interactions that protect children.

### **Biography:**

Laurieann Thorpe was hired as the Executive Director for Prevent Child Abuse Utah in September 2019. In her time as Director, she has doubled the organization's revenue, built, and solidified community partnerships, carried the organization successfully through the pandemic, sponsored the return of the Joining Forces Conference, re-written and updated the Child Abuse Prevention curriculum, redesigned the agency website and social media, and implemented and strengthened family-friendly workplace policies for her staff.

Laurieann worked for the Utah State Board of Education for students with disabilities and oversaw programs for students in foster care and juvenile justice. She also founded a non-profit to support foster families. Laurieann has a successful history of advocating for and implementing change to help support at-risk families and children. Governor Gary Herbert appointed Laurieann to serve on the Utah State Board of Education and served throughout 2020. She has a master's degree in Public Administration, a Bachelor's in Human Development and Family Studies, three cute kids, a very tall husband, and a crush on good books.

## The Role of the Restorative Justice Collaborative of Utah in Implementing Restorative Justice in Criminal Justice, Education, and Community Settings in Utah

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*Moderator: Brian Jones; with Bart MacKay, Cuong Nguyen, & Alex Yrungaray*

**Friday: 9:00 AM – 10:30 AM – Primrose B**

**Description:** Restorative Justice (RJ) is a values-based approach to community building, problem solving, and conflict resolution. It is used in schools, the criminal justice system, and within organizations and institutions to build and restore relationships, repair harm in the wake of conflict, and create more just and equitable environments. In this breakout session, members of the Restorative Justice Collaborative of Utah (RJCUC) will discuss how they each have been working to apply Restorative Justice values, principles, and practices in a wide range of settings including schools, communities, and the justice system. Panelists will highlight their successes and challenges and will speak to the role RJCUC plays in supporting their efforts and in advancing Restorative Justice statewide.

### **Biography:**

Bart MacKay is a Restorative Justice facilitator and program coordinator working with youth in the juvenile justice and public education systems. He first learned about restorative justice in 2001 and was one of the first members of RJCUC.

Cuong Nguyen is Prevention Specialist at the Utah State Board of Education focuses on restorative practices and is responsible for bringing the framework to local education agencies. Prior to that, Cuong had twelve years of experience implementing juvenile justice policies.

Alex Yrungaray is the Executive Director and Founder of Building Up Youth, a nonprofit that works with schools and organizations throughout the state helping them to comprehensively implement Restorative. She is also a member of the Utah Board of Juvenile Justice and one of the first members of RJCUC.

Brian Jones is the Director of Government Relations for Sentry Financial Corporation in Salt Lake City, Utah. In that role, he collaborates with local and national political, business, and community leaders to identify and facilitate initiatives that allow Sentry to advocate for justice and equality in its community. Brian has practiced corporate transactional law with a large regional law firm, worked as an in-house attorney for an IBM company.

## Suicide & Bullying Keys for Prevention in Schools & Communities \*

Scott Poland, Ph.D.

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**Friday: 11:00 AM – 12:30 AM – Ballroom 1**

**Description:** Repeat Session. See description from session four.

### Biography:

Dr. Scott Poland, Director of the Suicide and Violence Prevention Office at Nova Southeastern University in Fort Lauderdale, FL. Dr. Scott Poland is an internationally recognized expert on youth suicide and school crisis. He spent 25 years working full time in schools and currently is a professor at NSU Florida where he trains school counselors, school psychology and clinical psychology students. He has authored or co-authored six books and numerous chapters on these subjects, and he has provided direct assistance to numerous schools that have experienced school shootings and suicides. He is a past Prevention Division Director of the American Association of Suicidology and a Past President of the National Association of School Psychologists. Dr. Poland has testified about the mental health needs of children before the U.S. Congress on four occasions. Dr. Poland has created state suicide prevention plans or toolkits for the states of TX, MT, and FL.

## Beyond the Indian Child Welfare Act: Where Western Science and Tribal Traditions Meet

Judge William A. Thorne, Jr.

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**Friday: 11:00 AM – 12:30 AM – Ballroom 3**

**Description:** This will be a quick historical look at government policies and practices regarding Indian tribal people and then a look forward to where we might productively go – together. Included will be information on a resilience court effort begun in Michigan as well as a successful tribal approach in southern California that utilizes traditional tribal approaches to aid families in healing.

- Understand why trust must be built with Native American families and is not automatic.
- Learning where there are resources for beginning the process of bridging the gap
- Learning about two applications of tribal values to "systems" that may be worth considering.

### Biography:

Judge William A. Thorne, Jr. (ret.), a Pomo/Coast Miwok Indian from northern California, was appointed to the Utah Court of Appeals in May 2000 by Gov. Michael O. Leavitt. He retired in September of 2013. He was a judge in the Third Circuit Court for eight years, having been appointed by Governor Norman Bangert, and then served in the Third District Court for six years, having been appointed by Governor Leavitt. Judge Thorne received a B.A. from the University of Santa Clara and a J.D. from Stanford Law School. Judge Thorne has served for over 34 years as a tribal court judge in Utah, Idaho, Montana, New Mexico, Colorado, Arizona, Wisconsin, South Dakota, Nevada, California, Nebraska, and Michigan. He is the former president and current vice-president of the National Indian Justice Center, and a former member of the Board of Directors for National CASA (Court Appointed Special Advocates, a nonprofit group that provides volunteer representation for abused and neglected children in court). He is also a former member of the Board of Directors for the National American Indian Court Judge's Association, and most recently ended his term as Chair of the Board for Child Trends, Inc. He is also a former chair of the Utah Juvenile Justice Task Force of the Commission on Criminal and Juvenile Justice, former vice-chair of the Utah Board of Youth Corrections, former member of the Salt Lake County Domestic Violence Advisory Committee, and a former member of the steering committee for the Judicial Council's Task Force on Racial and Ethnic Fairness. He is Past Chair for the board of WestEd Inc, a member of the Advisory Council for the Capacity Building Center for Tribes of the U.S. Children's Bureau, and a member of the Coordinating Council on Juvenile Justice and Delinquency Prevention for the U.S. Dept of Justice and a member of the advisory board for the National Child Welfare Workforce Initiative. In 2016 the National Center for State Courts recognized Judge Thorne with their Distinguished Service Award and in 2021 the National American Indian Court Judges Association Honored Judge Thorne with a Lifetime Achievement Award.



## Mindfulness: Self-Care is Community Care

Trinh Mai

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**Friday: 11:00 AM – 12:30 AM – Primrose A**

**Description:** This session focuses on you. Caring for the care providers is important professional development. In this experiential session, we will pause and check-in with ourselves and ask what we need to replenish and grow. We will review the data on professional and personal well-being and make a care plan for ourselves. We will also practice simple mindfulness skills (inside and in nature) to cultivate awareness, compassion, and connection. These practices can be brought back to share with youth as well.

### Learning Objectives:

- Increase knowledge on different components of professional and personal well-being, including key wellness practices, resilience skills, and work-life integration
- Identify goals for your own self-care
- Experience simple mindfulness practices to increase self-awareness, calm the nervous system and cultivate connection

### Biography:

Trinh Mai is (LCSW) Director of Mindfulness Programs & Well-being Specialist for the Office of Wellness & Integrative Health and the Resiliency Center at the University of Utah Health. Trinh develops and conducts classes and presentations on mindfulness and other well-being topics for university employees, community, and corporate partners. She also provides individual and group therapy to employees of UHealth and in her private practice. Prior to these positions, Trinh served as faculty in the College of Social Work at the University of Utah for 13 years.

**Please visit our exhibitor tables  
located on the Main Level and  
the Mezzanine Level**

*The conference wishes to recognize **ShelterKids, Inc.**, as our sponsoring body. **ShelterKids, Inc.** is a public nonprofit organization consisting of local professionals and committed volunteers who provide funds and in-kind donations for abused, neglected and at-risk children and teens that reside in Salt Lake County. Through the efforts for **ShelterKids** programs for youth in prevention, early intervention, education, and training are enhanced.*



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