

Workshop Descriptions

7 Ways Leaders Can Support Educator Resiliency (LDR)

Dr. Bryan Harris

In order for new initiatives or new instructional approaches to reach their full potential, education staff needs to effectively manage their stressors. When staff is stressed, our best efforts to support change and improve youth achievement rarely succeed. This session provides leaders, coaches, and administrative staff with specific tools and strategies that will help to build resilience in staff.

ACES (101)

Sanghoon Yoo, The Faithful City

Adverse childhood experiences (ACEs) are stressful or traumatic events that can have serious, long-term impacts on a child's health and well-being by contributing to high levels of toxic stress that derail healthy physical, social, emotional, and cognitive development. Trauma-Informed Care is a global movement committed to realizing the widespread impact of trauma in our communities, recognizing the signs and symptoms of trauma, and responding by incorporating this knowledge into organizational culture, policies, and programs. Through identifying ACEs and acknowledging their impact, we can offer individuals the opportunity to enhance the quality of life in our community. **K-4, 5-8, 9-12. I, II, IV, V.**

An Introduction to Whole Brain Learning

Carolyn Flora, Grand Canyon University

What is WBT (Whole Brain Teaching/Learning) and what impact does it have on youth learning? Fill your toolbox with the tools needed to begin utilizing WBT in their classrooms. Gain insight into how you can support WBT program-wide. Learn the "Big Seven" whole brain teaching strategies and experience the effectiveness firsthand. **K-4, 5-8, 9-12 I, II, III, VI.**

Building Connections Virtually

Adam Brooks, Youth Awareness and Safety

Youth have been interacting online with each other for quite some time. So how do we as educators connect with them while modeling healthy behaviors? Building connections through the digital space can be challenging, this 1-hour virtual workshop will teach you strategies to get, and maintain students' attention online. Virtual learning and youth programs can take place when we use the digital space creatively and with the holistic child in mind. **K-4, 5-8, 9-12 I, II, III.**

Building Positive Relationships With Youth

Yesenia Reynolds, Southwest Human Development

Learn skills to connect with youth of all ages to build positive relationships especially those youth with challenging behaviors who need positive relationships the most. **K-4, 5-8, 9-12. II, IV, V.**

Building Resiliency in Youth

Dr. Bryan Harris

Resilience - the ability to bounce back after challenging situations - is the primary way we all battle the stressors in our life. This session will provide an overview of stress and resilience and will focus on specific strategies and techniques that can be used with youth. During this interactive session, Dr. Harris will address topics related to stress and how it impacts behavior, motivation, and learning in children. **K-4, 5-8, 9-12. I.**

Building Self-Regulation Skills in Youth

Carolyn Flora, Grand Canyon University

Youth who have the ability to self-regulate their emotions and behavior are better equipped to engage with peers, OST staff, and program activities. In this workshop learn strategies to support youth as they learn to self-regulate in a variety of situations. **K-4, 5-8. I, II**

Building Powerful Relationships, the Lifeblood of Every Program (101)

Jeremy King, City of Tempe

Come laugh, engage and discover simple and effective tools to great relationships with the youth in your program. These

tools are easy to master, and you can use them immediately. **K-4, 5-8, 9-12. II, III, V.**

Camping in COVID Times: Effective Health and Wellness Measures

Presenter: Tracey Gaslin PhD, CPNP, FNP-BC, CRNI, RN-BC, Association of Camp Nursing

The difficult summer of 2020 required a great deal of work, innovation, intentionality, and grit. For those camps who provided services this summer, we can learn from them. This session will outline research information gathered from camps who operated this summer and discuss decision-making criteria about nonpharmacologic interventions (NPIs) that will help make camps possible in summer 2021. **K-4, 5-8, 9-12 I, III, VI.**

Creating a Culture of Accountability with Restorative Justice: The Foundations

Elma Dzanic Bass

Participants will engage a new mindset and philosophy in which they cross-examine foundational beliefs about relationships, community, and harm. All “sister practices” such as community building circles, restorative conversations, and re-entry originate from this foundation. **K-4, 5-8, 9-12 I, II, V, VI.**

Difficult Conversations

Manuel Padia, Produce Positivity

Ever find yourself at a loss for how to approach a youth about a tough topic? Learn how to speak with youth in your program and their parents about tough and sensitive subjects in a productive way without hurting people's feelings. Become a resource for your program's families that might have bigger issues that are contributing to these habits and issues. **K-4, 5-8, 9-12. II, V.**

Drama Appetizers! 5 No-Prep Activities for Downtime and Transitions

Kathryn Brantley, Childsplay

Finished a project early? Waiting in line? Pick-up at the end of the day? Make every after-school minute count with an enriching drama activity for those in-between times. In addition to keeping youth engaged, drama also promotes creativity, empathy, and critical thinking skills! This 60-minute, interactive workshop will provide afterschool educators with easy back pocket drama activities to use during free moments. Childsplay will lead participants through a series of quick exercises designed to promote collaboration, activate problem-solving skills, and address the social-emotional development of young people. **K-4. III.**

Engaging Families Virtually

Becky Goetzinger, National Center for Family Learning

This 1-hour Leadership virtual workshop explores family engagement and its impact. Learn strategies for building effective partnerships with families virtually. A variety of resources will be provided, in addition to information on building trust with families to effectively support them during virtual learning.

Ed-U-Training: Creatively Infuse Education and Entertainment

Happi Price. Eye to Eye Now!

Learn how to create something from nothing using improvisational movement, sound, and dialogue. In this workshop, we will do activities designed to build cognitive skills using strategies and techniques used in improvisation to support collaborative creativity within a group setting. **K-4, 5-8, 9-12. III.**

Engagement Strategies through Inquiry

David Tong, TGR Foundation

How do we keep our students engaged throughout the learning process? What are strategies we can incorporate into our everyday activities that promote curiosity and wonder? In this workshop, participants will engage in a “STEM Unplugged” activity that incorporates dimensions of engagement and inquiry-based instruction. They will also learn about additional free lessons and resources from TGR Foundation, as well as future professional learning opportunities to join the TGR Foundation Educator Community to continue their practice as an inquiry educator. **K-4, 5-8, 9-12 III.**

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Becky Goetzinger, National Center for Family Learning

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Executive Function

Jansen Azarias, Higher Ground & Leah Kapa PhD, UArizona

Have you heard the term Executive Function but aren't sure what it means? Executive functions are in charge of skills that we use constantly to learn, work, and manage our daily life. It is a set of mental skills that include self-control, working memory, attention-regulation, reflecting on past experiences, planning for the future, and keeping goals in our mind. Learn the signs of potential Executive Function deficits in students and how to encourage these skills in the youth in your OST programs. Learn different techniques that you can incorporate in any setting to help encourage these skills to your elementary or middle school students. **K-4, 5-8, 9-12. III.**

Explorations in Computer Science for K-8

Janice Mak, Data Science Academy UArizona

In this session, participants will learn about and explore free resources to support students learning computer science. No computer science background is required, just a passion for sharing this critical skill with the youth with whom you work. Various block-based programming environments will be explored along with ideas to unleash youth engagement, creativity, and self-expression! **K-4, 5-8 III.**

Exploring the Outdoors: Citizen Science + Data Science

Janice Mak, Michelle Higgins, Margaret Wilich, Joe Watkins, & Angela Marquez, of UArizona Data Science Academy, Mathematics

The UArizona Data Science Academy team will present tools, resources, and ideas to engage youth in exploring the natural environment through the lens of a citizen scientist and data detective. Student curiosity will be ignited through their interest in a myriad of topics about the environment around them. Using data science as a tool, youth can explore answers to their questions by gathering, analyzing, and interpreting data. Examples of how these citizen science and data science tools can be implemented across a variety of settings with youth will be shared. Our goal is that science and data are made accessible to all and to empower youth to understand the world around them in new ways. **K-4, 5-8, 9-12. III.**

Family Engagement in Diverse Communities

Victoria Saylor, Common Sense Media

Explore Common Sense resources and Family Engagement Implementation Guide. Participants will learn tips and advice to reach more families, help families create healthy media habits, choose great content, and incorporate ideas for co-bonding/conversations on digital citizenship. Participants will explore "Tech Balance", an easy, fun, and engaging digital solution for communicating healthy media tips and practices to the diverse families they serve **K-4,5-8, 9-12. II, III, V.**

Fostering Strong Roots: Supporting Growth & Resilience with Trauma Informed Care

Rose S. Phillips, MA Southwest Human Development

This dynamic presentation offers participants a clear understanding of what early childhood trauma is, how trauma is reflected in children's behaviors, and ways in which adults can take meaningful actions to support children's recovery and resilience. Four effective and practical strategies for creating a trauma informed early care setting will be presented. Participants will have opportunities to interact and consider strategies they can begin using tomorrow to develop a trauma informed approach in their early care settings. **Birth-K. III.**

Funding Sustainability: Steps for Challenging Times

Phillip Smith & Ben Hinkle-Wszalek, TransACT

It is critical that all after-school programs diversify their funding beyond just one source of funds, but how do they accomplish that? Alternatively, if one funding source is lost, will your program be able to keep its doors open to students? In this session, we will show how programs have successfully modified their program design to become an after-school care model that is sustainable for years to come. Participants will also have an opportunity to rate their program's current sustainability plan and share ideas with others to get a better understanding of the best practices surrounding program sustainability. **K-4, 5-8, 9-12. IV.**

Games Go Virtual

Korbi Adams, Childsplay

A quality after-school program starts with youth who feel connected to their educators and peers. Creative drama is a great way to build those connections, even in a virtual space! This interactive workshop will demonstrate how various drama-based, SEL-focused activities can be adapted for the virtual classroom. Childsplay will lead participants through a series of exercises designed to foster relationships, promote positive identities, and address the social-emotional development of youth. Add these drama activities and techniques to your toolbox for your virtual programs or learn how to adapt them to in-person programs. **K-4. I, II, III.**

Genius of Play

Alicia Kozimor, Grand Canyon University

What is “structured play” vs “How does play develop youth socially and cognitively? In this workshop, explore best practices for play, role play as a youth, identify the benefits and barriers to play, and learn how to implement play in their own youth program. **K-4. III.**

Grandma’s Kitchen Table: Storytelling

Amanda Cheromiah, PhD. Arizona State University

Grandma’s kitchen table is a place where stories naturally unfold. Learning from our elders teaches us how to build warm and welcoming environments in many different places. In this session, learn how to capture an audience and how to honor Indigenous ways of knowing in educational spheres. **K-4, 5-8, 9-12. III, IV.**

History of Structural Racism in Our Daily Lives and Education System

Iya Affo, Heal Historical Trauma

In this session, we will look at how the system of Structural Racism in the United States normalizes historical, cultural, institutional, and interpersonal dynamics that continuously advantage whites while creating cumulative and chronic adverse outcomes for people of color. We will explore the history of this system of hierarchy and inequity and how we perpetuate it in our daily lives and education system. We will examine some positive actions toward reform. **K-4, 5-8, 9-12. I, II, IV, V.**

How to Coach to Improve Staff Performance

Julie Euber and Celia Robidoux

In this workshop, you will learn coaching strategies to improve staff performance. We will discuss specific techniques that you can use to help staff members grow in their role, be better at what they do, and increase their job satisfaction. **K-4, 5-8, 9-12. VI.**

How to Connect With Elementary Kids in a Digital Age

Adam Brooks, Youth Awareness and Safety

Children are struggling with building relationships in this digital age, and it has gotten harder since the pandemic. In this workshop, we will explore building connections with kids on a fundamental level which allows us to be more effective when it comes to teaching, helping, and organizing play with our kids. If we learn how to implement strategies, we can be prepared when change continues to happen. If we can connect, we can change, and if we can change we can develop leaders for tomorrow. **K-4, 5-6. II, IV.**

How to Connect With Teens in a Digital Age

Adam Brooks, Youth Awareness and Safety

Teens are having a hard time working through communication skills and connecting with their peers and adults during this digital age. If we can understand where they are coming from, we can implement keyways to show up for them. This leads to resilience and life skills for success. **7-8, 9-12. II, IV.**

How to Communicate with Your Boss

Corey Pruitt, ChangeSparx

Communicating with your boss (lateral communication) is a tricky thing. Want to know how you can do it effectively? This workshop will share 7 secrets to totally slay lateral communication! [K-4, 5-8, 9-12. II.](#)

[How to Protect Ourselves From Hazards on Earth and in Space](#)

Lori Rubino-Hare, NAU Center for Science Teaching and Learning

Come play a collaborative game that teaches children grades 3-5 about space hazards. It's part of a free, NASA-funded STEM curriculum that is research-based in OST programs and easy to follow. See how to access three different units designed for grades 3-8 that integrate engineering and planetary science and find out about online support materials designed for and with OST educators. [K-4, 5-8. III, IV.](#)

Inclusion, Good for Everyone! Building Capacity for OST Staff to Connect Through Inclusion

Yesenia Reynolds, Southwest Human Development

In this workshop, you'll learn about how to use inclusion in your OST program. Participants will learn about inclusive programs and how all youth can benefit from the inclusion of everyone. Learn how OST can support IEP and 504 plans.

K-4, 5-8, 9-12. II, III, IV, V.

Inclusive Curriculum

Maddie Adelman, GLSEN

GLSEN Research found that LGBTQ students who attend schools with curriculum that is inclusive of LGBTQ people, history, and events have more accepting schools and better academic outcomes. Furthermore, an inclusive curriculum can benefit all students by exposing them to more inclusive and accurate accounts of history and promoting respect. This workshop overviews GLSEN research on the benefits of LGBTQ-inclusive curriculum and provides educators with our classroom resources and LGBTQ - inclusive lessons that can be integrated into their existing curriculum. Finally, educators have the opportunity to share ways they're already incorporating LGBTQ people, events, and topics into their curriculum, and create action plans for increasing their LGBTQ visibility moving forward. **K-4,5-8, 6-12 I, II, III, IV.**

Inclusion Doesn't Have to Be Hard

Samantha Mason, City of Tempe

Join this workshop and learn to embrace differences and accept all cognitive and emotional abilities. This workshop will focus on how to provide inclusive recreational programs, how to see abilities and not disabilities and most importantly that inclusion doesn't have to be hard. This workshop will allow you to see through a new lens and celebrate all children. **K-4, 5-8, 9-12. III, IV.**

Integrating and Reinforcing Social Emotional Learning for Students and Educators

Marissa Badgley, Reloveution

Social-emotional learning is a hot topic in education and often is looked at by educators as an extra thing we have to do. In this workshop, we will demonstrate how all learning is social and emotional and teach simple practices that educators can use to support the social and emotional wellbeing of students in the activities and instruction they are already providing. We will also explore how the emotional intelligence of teachers and other educators promotes stronger results for students and the school. **K-4, 5-8, 9-12. I, II.**

Integrating Yoga and Mindfulness into Youth Programs: A trauma-informed approach

Jeanette Gallus, Yoga4Classrooms

Learn trauma and evidence-informed, simple yoga and mindfulness techniques and activities that can be integrated into "Out-of-School Time (OST)" programs. We will investigate how these techniques enhance social-emotional learning, teach self-regulation skills and offer a variety of lifelong coping strategies through lecture, demonstration, and experiential learning. Yoga experience is not necessary. **K-4, 5-8, 9-12. I, III.**

Intentional Play-Based Learning: It's Not Just Fun and Games

Louise Durant, Association for Supportive Child Care

Recent research supports play as an essential component of learning and development if it is well-planned, intentional, and builds on the specific interests of youth. Learn about the science of play, how play contributes to creative and critical thinking skills, language acquisition, and physical and social-emotional growth. Learn how an intentional educator uses play to deepen children's engagement and learning in out-of-school time programs. **K-4. III.**

Introduction to Online Wellness

In a year when our youth have had maximum screen use and minimal physical interaction, digital stressors and mental health are a deep concern for both educators and parents. Join Common Sense as we address our kids' online well-being and explore practical steps we can take to ensure our youth think critically, act responsibly, and engage with others in a positive way. You will learn how to integrate digital citizenship in your program and create a guide to support your families in addressing digital media at home. You will leave with free resources from Common Sense Education that you can immediately use. **K-4, 5-8, 9-12. I, II**

Keeping Kids Active, Engaged, and Well-Behaved

Jason Jamison, Covering the Court

Participate in this interactive webinar which will feature how to implement physical activity and indoor games for large numbers of youth in limited spaces. Activities will be shown and discussed that can be adapted to different ages and abilities. Additionally, "keys to success" will be presented to help ensure activities are implemented properly to maximize enjoyment for kids and program organizers. **K-4, 5-8. III.**

Leveraging Local Partnerships

Collaboration is critical to the success of your program and has the potential to radically scale your capacity and reach. Unfortunately, using partners to build and expand your program can be complicated, time-consuming, and confusing. It shouldn't be so daunting to provide the connections our children deserve! In this workshop, we will share how to use the richness and diversity of local leaders to catapult your program to the next level. **K-4, 5-8, 9-12. V, VI.**

LGBTQ+ Inclusion

Wallace Hudson, One N Ten

What does it mean to be LGBTQ+? How can I create an inclusive environment? In this workshop, we will go over basic definitions and concepts about what it means to be LGBTQ+, and what you can do to create an inclusive environment for all youth, regardless of gender identity, gender expression, or sexuality. **K-4, 5-8, 9-12. I, II, IV.**

Managing Behaviors Tweens & Teens

Adam Brooks, Youth Awareness and Safety

This workshop delves into the management of student behaviors and how we can build a structure where behaviors are corrected before an issue or quickly when an issue arises. We look at best practices for how to continue emotional support for students

Managing Staff Virtually

Corey Pruitt, ChangeSparx

Remote workers bring powerful synergies as well as considerable challenges, particularly for established workforces and traditional managers. That means to get the most from your team, you've got to change your thinking, management approach, and training to fit these unique considerations. This 1-hour Leadership virtual workshop delivers an interactive experience that provides exactly what you need to manage remote workers and remain the effective manager you've always been. **K-4, 5-8, 9-12 VI.**

Mentorship Matters: Empowering Staff With Youth Mentorship Strategies

John Hopper, Future for Kids

Everyone has likely had a mentor in their lives; Someone with who they built a relationship as a youth that helped guide them and empower them to make the most of their situation. Mentorship is important for people of all ages but is especially impactful for youth. This workshop will share with you best practices for empowering others to be strong mentors and make positive impacts on the lives of the children they serve. **K-4, 5-8, 9-12. II, III, IV.**
who might act out due to issues outside of the program. **5-8, 9-12. II, IV.**

NBA Math Hoops

Nick Monzi, Learn Fresh

Learn Fresh and the Phoenix Suns have partnered to offer the NBA Math Hoops program to educators and students across the state of Arizona. The experience leverages a board game and NBA-themed curriculum to engage 4-8th grade students in fundamental math and social-emotional learning. All session attendees will have the opportunity to learn the game rules, explore the curriculum, discuss best practices for implementation, and sign up to join the program at no cost. As part of this unique experience, top participating students and educators will have the opportunity to earn rewards from the Suns and Learn Fresh, including apparel, special event access, and participation in the annual Suns' Math Hoops tournament. **K-4, 5-8, 9-12. II, III.**

Opportunities for Change Agents (LDR)

Joy Currence, GRACE Ministries

The purpose of “The Opportunities for Change Agents”, workshop, to teach leaders of varying roles how to handle conflict among youth. The participation of this workshop provides a practice tool of conflict management in the capacity of communication and engagement strategies that relate to Family, School and Community, and positive relationships. Leaders can participate through exercises to enhance work culture and ethical behavior while improving the quality of youth development. **K-4, 5-8, 9-12. I, V, VI.**

Protests, Politics, and You: Teen Programming in the Age of Activism

Mike Cassidy

Now more than ever, our teens are flooded with information related to politics and social issues such as Black Lives Matter. But few of them have the opportunity to engage these issues in a healthy and productive environment. This training will offer guidance and tangible steps for implementing socially conscious programming at your site, increasing youth engagement, developing crucial skills, and meeting a holistic need. Whether you are a 501(c)(3), public city or school program, or a private site, there are steps you can take to explore hot-button topics through discussion, project-based learning, and activism. #powertotheyouth. **9-12. II, III, IV, V.**

Putting Self-Care First

Chesa Mendez, Habits & Lifestyles, LLC

We all need to take care of ourselves before we can take care of the youth in our program. In this workshop, you will learn what self-care is, what it looks like, and when you need it. Walk away with tips, thought-provoking questions/facts, and actionable items. **K-4, 5-8, 9-12. I, II.**

Raise the Room: Creating Equity Through Participant-Centered Facilitation (LDR)

Oscar Wolters-Duran, Blue Thistle Consulting

We all strive to make our programs youth-centered and equitable. Let's do the same for our staff meetings and training! In this workshop, we will explore how participant-centered facilitation is different from the way most meetings and training are run, and how this style of facilitation supports equity, accountability, and real growth and change. Along the way, we'll explore what research has taught us about how adults learn best, and explore dozens of simple, easy-to-implement practices to make our meetings and workshops more engaging, equitable, and impactful. Walk away with an action plan to take what you've learned back to your own meetings and staff training. **K-4, 5-8, 9-12. III.**

Reading for Meaning - Fluently

Sarah Jane Schonour, Read Naturally

Combining three research-proven strategies into one powerful strategy accelerates the reading achievement of Title I, special education, ELL, and general education youth. The presentation sensitizes educators to the importance of fluency in attaining literacy, describes research-based strategies to improve fluency in developing readers, and provides educators with a description of a program that significantly improves the fluency and comprehension of youth. The three strategies of educator modeling, repeated reading, and progress monitoring can be applied to materials already found in most educators' classrooms. Participants will have a chance to practice the steps of the strategy in a simulation activity. **K-4, III**

Rubber Band Slingshot Rocket

Gary Alpert, The Fly Guy AZ

Learn how to create a rubber band Slingshot Rocket using straws, index cards, and of course rubber bands in this fun, hands-on workshop. A discussion of the forces that affect things that fly will be introduced through visuals: thrust, lift, drag, and weight thru rocket design. The youth in your OST program will love this toy-like STEM project and learn at the same time. Along with the fun and learning this project instills a “do-it-yourself” attitude in kids so they feel empowered to explore, tinker, and try to make things themselves. Challenge yourself further to create rockets of different lengths and weights. Which ones fly the farthest? **K-4. III.**

Shock or Not: AED use on Children

Brandon Pollard & Michael Lomas, LP Health Directions

Cardiac arrest among children under five is rare, yet annually over 7,000 children in the United States experience a cardiac arrest. The use of an Automatic External Defibrillator (AED) can double the chance someone survives a cardiac event. Research shows only 2.6% of children experiencing a cardiac arrest were shocked by an AED before medical help arrived. Should these devices be used on children? In this workshop learn how it uses an AED to save a child's life.

K-4, 5-8, 9-12. I, VI.

Social-Emotional Learning in a Virtual World

Marissa Badgley, Reloveution

In this 1-hour CLASS workshop, we will teach simple practices that educators can use to support the social and emotional wellbeing of students in virtual learning contexts. We will also explore how to notice and address student emotions, especially unpleasant emotions, in the context of virtual learning spaces. **K-4, 5-8, 9-12 I, II, III, IV, V.**

STEM-ulating Activities on Human Ecology

Marnie Landry, GCU

Discover innovative ways to teach about human-environmental interactions, while also building STEM skills. Hands-on activities address natural resource use, population trends, wildlife habit, freshwater, and our changing climate. Activity formats include games of strategy, cooperative-group problem-solving, and role-playing simulations. All participants will receive access to activity plans in an electronic format. **5-8. II, IV.**

Stop Praising Kids and Start Connecting Through Encouragement

Larry & Kami Kerby, Kerby Seminar Group, LLC

Come laugh and discover the difference between praise versus encouragement and why your program will transform when encouragement is the standard. We will also discuss why tough kids reject praise and how praise does more damage than good to our relationships with them. **K-4, 5-8, 9-12. II.**

Summer Learning: Bringing Evidence-Based Practice Into Summer Programs

Dawn Fitzhugh, Eileana Gudiño & Katie Willse

During the summer, low-income youth lose ground compared to their wealthier peers. Summer can also be a time to help level the playing field through high-quality, summer learning programs that research shows produce measurable benefits in math, reading, and social and emotional learning. The Wallace Foundation has some great SummerResources. Find tools, tip sheets, sample documents, and guidance to support summer programming. **K-4, 5-8, 9-12**

Supporting Kids Through a Trauma-Informed Lens, Not a Punitive Approach

Janine Menard, School Counseling Solutions, LLC

Participants will have a greater understanding of trauma-informed practices and how trauma affects children. Participants will be able to recognize a trauma response to negative and frustrating behaviors while building and maintaining social and emotional learning through positive relationships. Participants will also learn the Arizona Mandatory Reporting Laws and what to do if they suspect child abuse.

This session will have resources from the STAFF Commonwealth Company and Arizona Mandated Reporting Laws. **K-4, 5-8, 9-12. I, II, IV, V.**

Supporting LGBTQ+ Youth

Wallace Hudson, One N Ten

What does it mean to be LGBTQ+? How can I create an inclusive environment? In this workshop, we will go over basic definitions and concepts about what it means to be LGBTQ+, and what you can do to create an inclusive environment for all youth, regardless of gender identity, gender expression, or sexuality. **5-8, 9-12. II, IV.**

Sustaining Your Programs With Title IV-A

Dustin Loehr, Arizona Department of Education

Before and After School learning is an important time for students and families to access programming outside of the traditional school day, and that may be out of reach for families without assistance from their local education communities and partners. These programs are often made possible through fundraising, tax credit donations, or federal funds such as 21st Century Learning Center Grants. This 60 min session is designed to introduce educational leaders to Title IV-A, also known as the "Student Support & Academic Enrichment Grants", and how these funds may be leveraged to sustain before/after school learning programs. **K-4, 5-8, 9-12. III, IV, VI.**

Talking With Youth About Sexuality and Gender

Wallace Hudson, One N Ten

In this workshop, we will go over best practices for having conversations with youth around gender identity, gender expression, and sexuality. We will also go over how to best support youth who are struggling with their gender or sexual orientation. Come with questions, and plan for thought-provoking discussion! **K-4, 5-8, 9-12. I, II, III.**

The Art and Science of Trauma-Informed Behavior Management

Marissa Badgley, Reloveution

In this workshop, educators will learn about the impact of traumatic experiences on students and their classroom behaviors and will explore strategies and approaches that can be used to mitigate this impact and improve behavioral and educational outcomes. Educators will also learn about and practice conflict de-escalation using a trauma-informed approach and will explore strategies for supporting and connecting with students who may have a history of trauma. Finally, participants will explore their own triggers and experiences as they related to behavior and classroom management. **K-4, 5-8, 9-12. I, II.**

The Brain Behind the Behavior

Adam Brooks, Youth Awareness and Safety

Educators can often miss the connection between behaviors and physical or chemical changes happening to youth and it can cause a huge problem. Many issues can be solved with a simple understanding of how the minds of boys and girls work. Learn to identify biases and how preconceived notions impact how youth are treated. Understand how brain research and behavior research help make informed decisions in your OST program. **K-4, 5-8, 9-12. II, IV.**

The Dart

Gary Alpert, The Fly Guy AZ

Learn how to take your basic paper airplane to new heights! After refreshing all our childhood minds on how to make the basic paper airplane we will let them pitch, roll, and yaw as they take flight. What forces affect things that fly: thrust, lift, drag and weight. What happens when you changing its surface controls (ailerons and elevators) or attach a rubber band launch it that way? Lots of fun and excitement! The youth in your program will feel empowered to explore, tinker, and try to make things themselves. Challenge yourself further to create paper airplanes of different lengths and weights. Which ones fly the farthest? **K-4. III.**

Trauma-Informed Mindfulness & Self-Care

Sanghoon Yoo, The Faithful City

Trauma-informed practice means that we have a basic understanding of trauma in the context of our work. In this workshop, you will learn trauma-informed mindfulness, ways we apply this concept to mindfulness instruction. We commit to recognizing trauma, responding to it skillfully, and taking preemptive steps against re-traumatization. You will also learn self-care methods with a trauma-informed approach. **K-4, 5-8, 9-12. I, II.**

Understanding Historical Trauma

Iya Affo, Heal Historical Trauma

Traumas inflicted on groups of people because of their race, creed, and ethnicity linger on the souls of their descendants is known as historical trauma. How do our youth and communities experience it, how can reconnecting to cultural practices help our youth and communities heal? How should we conduct ourselves when working with youth who may have experienced historical trauma? In this workshop, we will address all these questions and more. **K-4, 5-8, 9-12. I, II, IV, V.**

Understanding the ADD/ADHD Student

Dr. Bryan Harris

Youth with attention processing disorders are often challenging to OST staff and educators. This fun and interactive session will provide an overview of the brain functioning of students with ADD or ADHD. Participants will be given numerous, easy-to-implement ideas that will help youth focus, learn, and retain information. **K-4, 5-8, 9-12. III, IV.**

Understanding and Integrating WSCC, SEL, ACEs, and Bullying Prevention

Brad Snyder

Contemporary education movements are an alphabet soup of acronyms and initials like WSCC (Whole School, Whole Community, Whole Child), SEL (Social and Emotional Learning), and ACEs (Adverse Childhood Experiences and childhood trauma). Designed for out-of-school time professionals, this training unpacks these terms and explains how these movements work together and why OST professionals are essential to creating learning environments that are stable, bullying free, and successful for students. **K-4, 5-8, 9-12 I, II, III, IV, V.**

Virtualizing Your OST Program

Perrin Chick, Maine Mathematics and Science Alliance

Have you felt like the last few months of remote learning during COVID-19 were hectic and stressful? Well you are not alone with those feelings. It doesn't have to feel that way going forward. Join this session and participate in highly interactive activities. You will reflect on what you did (if anything) and what you could do to virtualize your out-of-school STEM offerings. Bring your examples and questions. Tips, tricks, and tools will be shared as we come together to practice and hear success stories. **K-4, 5-8, 9-12. III**

“What Happened to Trauma Informed?”: The Turn Toward Healing Centered Engagement

Michelle Sambrano

This workshop will provide background on the development of Healing Centered Healing Engagement and its connection to Trauma Informed Care. We will look at how Trauma Informed, Trauma Responsive, and Healing Centered help guide us at various stages of our growth and learning both for our own healing and that of our communities. Learn what healing centered can look like in the realms of family services and education. **K-4, 5-8, 9-12. I, II, III.2**

When the Bough Breaks: Healing from Collective Trauma(2HR)

Beheir C. Johnson, Phoenix Children's Hospital

The psychological and emotional impacts of the year's events have undoubtedly brought about new challenges and ways of being for us all, our population has experienced traumas such as these before. In this session, the Kohl's Mindful Me team at Phoenix Children's will delve into the term “collective trauma” and its effects, as well as, the extent to which we have overcome past incidents, to inform our future. Attendees will examine the social transformation we are going through, explore ways we can be healers of our communities, and engage with others to change the landscape of our society. **K-4, 5-8, 9-12. I, II, V.**

Why Are My Youth Acting This Way?

Natalie Guandique, Mission Graduates

Antecedents are events, people, or things that immediately precede problem behavior. Antecedents can be related to the time of day, the physical environment, people who are present, or activities that are occurring within a setting. Antecedent events can also include the absence of something. In this session, participants will brainstorm how to address antecedents in order to promote positive behavior in youth up to 6th grade. Attendees also will explore consequences that help students learn to better handle similar situations that arise the next time. **K-4, 5-6. I, II, IV.**

You Are the Difference! Why Our Work in Out-of-School Time Is So Important (101)

Manuel Padia, Produce Positivity

During this session, we will use a series of optical illusions to discuss the important roles that we as Out-of-School Time Professionals play in the lives of our students and participants. We will discuss working in collaboration with other groups, being “present” every day, how we help entire families and communities, and much more in a fun and interactive discussion! Session attendees will leave the session with the following takeaways:

- A better appreciation for the importance of after school programs and positions
- A better understanding of the impact that we make on young people as after school staff
- Be re-energized and motivated to take on the rest of the year because they have been reminded of just how amazing their job is! **K-4, 5-8, 9-12. II, III, V.**

Youth Development (101)

Lori Madrid & Bennett MacKinney, Everybody Matters

Even though we were all young once that doesn't mean we understand how youth develop now that we are adults. This workshop focuses on basic Youth Development emphasizing Moral Development in youth. What is your role in youth's social/emotional development as an Out-of-School Time program staff member? Participants will have an opportunity for reflection and role-playing as they learn how to adapt activities to meet the differing needs of your program's youth.

K-4, 5-8, 9-12. II, III.

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