

# 2014 National Peer Program Conference



## Conference Sessions

*NAPPP Designations: CPPE – Certified Peer Program Educator; CPP – Certified Peer Program*

### Tracks - Monday, February 10, 2014

#### **Track 101 – Building a Peer Program from the Ground Up (Beginner)**

This is the beginning track for adult professional participants that currently do not have a peer program. Participants will develop a plan for their peer helping program. They will be exposed to the National Association of Peer Program Professionals Programmatic Standards which include Start Up, Training, Maintenance and Evaluation. Examples from elementary/intermediate, middle and high schools, and community, will be shared. The training is designed to be interactive, with homework involved.

Before you arrive – visit [www.peerprogramprofessionals.org](http://www.peerprogramprofessionals.org), review the NAPPP Programmatic Standards and Ethics under NAPPP Publications, and download the Programmatic Standards Rubric.

Before you leave – you will develop a peer helping program plan. The “Peer Program Evaluation” session on Wednesday, 2/12, 8:00 – 9:15 am, is an additional requirement for 101 participants.

Judith Tindall, Ph.D. – CPPE, NAPPP Trainer/Consultant, President of NAPPP; Licensed psychologist, President of Psychological Network, Inc. in St. Charles, MO; 40 years of experience in the peer program field; has consulted with the United Nations and St. Louis Job Corps on peer helping; author or co-author of books in the field: *Evaluation of Peer and Prevention Programs: A Blueprint for Successful Design and Implementation*; *Peer Programs, An In-Depth Look at Peer Programs: Planning, Implementation, and Administration*; *Peer Power, Book One Workbook*; and *Peer Power: Book Two*.

#### **Track 201 – Training Active, Effective Peer Helpers (Experienced)**

Participants will learn techniques for selecting and training peer helpers to be effective leaders in their schools. The course will include training strategies for teaching students their ethical obligations, eight basic communication/counseling skills, and project planning.

Julia Champion, M.Ed. – CPPE, NAPPP Certified Trainer/Consultant; Foley High School (AL) teacher and peer program coordinator of its CPP for 15 years; 2001 “Teacher of the Year;” named NAPPP’s 2011 “Young Peer Programs Educator of the Year;” peer helper trainer to numerous school systems.

## General Session – Tuesday, February 11, 2014

### **Energizing the Heart of Peer Helpers**

Engaging and energizing general session will help trainers prepare peer helpers of all ages to do the work of helping others.

Elizabeth Foster, Ed.D. – Certified Peer Program Trainer/Consultant, CPPE, retired professor and former department chairperson, University of North Carolina Wilmington Department of Educational Leadership, Watson College of Education; Coordinator of the Elementary and Middle grades education programs and Coordinator of the Graduate Program in Mentoring and Director of the Mentoring Research Collaborative for Learning and Development at Texas A&M University.

## Breakout Sessions – Tuesday, February 11, 2014

### **Stress, Bullying, and Depressive Symptoms**

When an adolescent experiences shame and threats to the social self, unpredictable changes in salivary cortisol, a stress hormone, may occur. This session will include an examination of the effect of perceived stress and bullying on salivary cortisol and depressive symptoms in 9th grade adolescents. Results from a pilot study will be discussed, examining how a student's perception of stress and being bullied may affect cortisol and depressive symptoms. Training will include details of depressive symptoms and how peer helpers can identify students suffering from possible results of stress and bullying in the transitional year of 9th grade. .

Susan Williams, MSN, RN – Senior Nursing Instructor, University of South Alabama, Ph.D. student, University of Alabama, Birmingham.

### **High School Peer Program Projects, Tips, and Pointers**

Participants will be introduced to methods of determining high school needs and setting up peer helper projects and campaigns to address them. Projects are designed for students to lead, make contacts, utilize community resources, promote, manage, and evaluate.

Tana Blandford, B.A. – CPPE, Daphne High School (AL) teacher and peer mentoring program coordinator since 2006.

### **Planting the Seeds of Prevention**

The "Planting Seeds of Prevention" Prevention Curriculum Book was created by Broward County Public Schools Diversity, Cultural Outreach & Prevention division in Fort Lauderdale, Florida, to address bullying/violence prevention, substance abuse prevention, and other related prevention topics. Learn how to train students, teachers and staff to infuse bullying prevention campaigns, activities and lessons within their districts, schools and classrooms.

Tresha Fletcher, M.Ed. – Broward County Public Schools Diversity, Cultural Outreach & Prevention division, has 18 years of experience as the coordinator of all district peer counseling programs in middle and high schools.

## Breakout Sessions – Tuesday, February 11, 2014 continued

### **High School Peer Program Round Table**

Moderators will lead an interactive discussion to address the challenges in implementing a peer helper program at the high school level, to include mentoring, tutoring, and mediation, as well as planning time for activities, coordinating student schedules for meetings, and garnering administrative and teacher support. Opportunities for special activities, promotion to the student body, and evaluation will also be explored in this discussion format. Participants will be able to identify obstacles as well as solutions and learn about evaluation tools to assist in determining the effectiveness of their programs.

Jamie Burt, B.S. – Fairhope High School (AL) teacher and peer program co-coordinator, alumna high school Peer Helper, Foley High School (AL).

Jada Duffy, M.S. – Fairhope High School (AL) teacher and peer program co-coordinator

### **Taking Your Peer Mediation Program to the Next Level**

The Association for Conflict Resolution has an established national model, the “gold standard” criteria for peer mediation programs. In this session, learn how a standardized peer mediation program can benefit your school or organization. Experienced or novice peer mediation coordinators will learn about the standards, how to implement the standards, and how to become a standardized peer mediation program. Participants will receive information, web resources, training ideas and dates.

Cynthia Morton, Ed.D., LPC – CPPE, NAPPP Certified Trainer/Consultant; Salem High School (Conyers, GA) counselor, peer program coordinator for its CPP; professional mediator and former President of the Georgia Chapter of the Association for Conflict Resolution; former Chairperson of its Education Section responsible for promoting the National Peer Mediation Standards; named “Woman of the Year” in the field of education by the National Association of Professional Women.

### **Writing Effective Grant Proposals for Peer Programs: Measuring Outcomes**

Participants will learn how to raise awareness of the need/problem to be addressed; state the purpose of the program; choose goals, activities, and proposed outcomes; present a compelling logic model; document service; evaluate effectiveness and achievements; choose collaborators and likely funders; and prepare a grant budget.

Savan Wilson, Ph.D. College of Education, Media Studies, University of South Alabama (retired), has extensive experience in grant-writing and measuring grant outcomes.

### **Integrating Technology into Your Peer Helping Program**

This session will provide a model of how technology can be used to support your peer helper program. Topics to be discussed include websites that reinforce the eight peer helping skills and show examples of how students can create presentations, videos, and lessons to help teach and support these skills. Participants will explore Google Drive applications that will streamline your program’s calendar, documentation, newsletter, and collaborative lessons. An interactive discussion of technology platforms that create a more efficient peer helper program will be included.

## Breakout Sessions – Tuesday, February 11, 2014 continued

### **Integrating Technology into Your Peer Helping Program cont.**

Amanda Blake, M.Ed., School Counseling – Teacher and peer helper program co-coordinator, Daphne Middle School (AL).

Dena Caldwell, M.Ed., M.S. – Counselor and peer helper program co-coordinator, Daphne Middle School (AL).

### **Peer Helping for Dummies**

Whether participants are ready to get a peer program going but don't know where to start, or they've started a peer program and need next steps, this session provides useful, real world tools and assistance. This is a hands on, "how to" session that prepares participants for peer helper student selection, classroom training, and work in the field. Participants will receive materials, outlines, and lesson plans developed over 25 years of peer program experience.

Terri Borie, M.Ed., M.C. – CPPE, Hoover High School (AL) CPP peer program coordinator for 18 years.

## General Session – Tuesday, February 11, 2014

### **Make a Difference**

This engaging and insightful general session explores the importance of understanding how to lead others effectively. It provides relevant and powerful information concerning various personalities and how to work effectively with all personalities in any environment. Participants will gain proven and effective tools without the burden of complex data reports. Each participant will receive a copy of the book, *Make a Difference*, and complete a personality profile.

Lakeba Hibbler Williams, Ph.D., LPC - NBCC counselor, speaker, consultant, author and owner/director of Fresh Hope Counseling Center in Auburn, AL; began her career as a helping professional in 1994; specializes in helping people move beyond surviving to thriving and to create positive change in their lives.

## Breakout Sessions – Tuesday, February 11, 2014 continued

### **“Outside the Box” Thinking for Seasoned Peer Programs**

Dr. Bowman has been developing and collecting strategies and resources for peer helping programs for more than 40 years. He has amassed an extensive collection of creative ways to help students learn to become effective helpers to others, and reap huge benefits themselves in the process. In this session, he will share several of his most favorite insights, strategies and activities program leaders can use with their peer helpers. He will explain and demonstrate innovative, practical hands-on training activities that will help bolster peer programs, and answer questions from attendees regarding their peer programs

## Breakout Sessions – Tuesday, February 11, 2014 continued

### **“Outside the Box” Thinking for Seasoned Peer Programs cont.**

Robert Bowman, Ph.D. – Emeritus Professor, University of South Carolina Department of Educational Psychology; one of co-founders of the network of peer program leaders that became NAPPP; first editor of the *Peer Facilitator Quarterly*; co-founder of YouthLight, Inc.; has presented seminars, conference keynotes and motivational presentations throughout the U.S., Europe and the Caribbean; author of more than 24 books and programs that help troubled youth bring about changes in themselves and their peers; determined collector of effective practices that work with youth “when all else fails.”

### **How to Engage Teens to Change the World**

This session will give attendees the tools to transform school clubs into powerful student-led organizations. Participants will learn methods to motivate students to lead their peers in community service. The session will include lessons learned from the experiences of the Dothan High School (AL) Students Against Drunk Driving (SADD) chapter, the largest SADD chapter in the U.S. with annual membership of more than 350 students. Since 2007, DHS’ SADD chapter has served over 45,000 hours of community service and earned over 250 Presidential Volunteer Service Awards and over 350 Alabama Congressional Volunteer Awards.

Christopher Payne, B.S. – Dothan High School (AL) teacher and SADD advisor

### **Rapport, Rigor and Results: Credibility and Standards**

Establishing credibility and maintaining standards are important aspects of creating and sustaining a successful peer helper program. This interactive session will focus on establishing rapport with students while maintaining credibility with faculty, administrators and the community. Ideas for creating and evaluating successful events will be discussed. Participants will have an opportunity to share effective approaches from their own programs.

Cynthia Erickson, Ed.D. – CPPE, NAPPP Certified Trainer/Consultant; 29 years of teaching experience including 12 years as Robertsdale High School (AL) peer program coordinator; past “Teacher of the Year.”

### **Elementary/Intermediate School Peer Program Round Table**

Moderators will lead an interactive discussion to address the challenges and rewards of implementing a peer helper program at the elementary and intermediate school levels, including tutoring, activities, coordinating student schedules for meetings, and garnering administrative and teacher support. Prevention-focused projects, promotion to the student body, and evaluation will be discussed.

Jeanne Ingram, M.Ed. – J. Larry Newton Elementary School, Fairhope, AL, teacher and peer program co-coordinator.

## Breakout Sessions – Tuesday, February 11, 2014 continued

### **Tips for Trainers**

This session will introduce basic do's and don't's for trainers of any audience, at any age level.

Elizabeth Foster, Ed.D.

## Breakout Sessions – Wednesday, February 12, 2014

### **Exemplary Practices, Hints and Tips for Training Elementary Students to be Peer Helpers Parts 1 and 2**

Over several decades, many strategies have proven to be effective in training younger students in insights and skills of peer helping. The type and scope of these strategies depends upon the age of the students involved. Using developmentally tailored terms and activities and practices, children in grades K – 2 can learn specific skills that help them to be effectively compassionate through empathy toward other children. Students in Grades 3 – 6 can be involved in more comprehensive peer helper programs that have encouraged them to learn more complex helping insights and skills. Data-based research has shown that elementary school students can bring about significant positive impact on other children, and benefit themselves in the process. Dr. Bowman, one of the original developers of peer helping for younger students, will share hints, tips, strategies, activities and recommended resources for elementary school peer helping programs.

Robert Bowman, Ph.D.

### **Teens Creating a Safety Culture**

Teens in the Driver Seat<sup>®</sup> (TDS) is a peer-to-peer program for teens that focuses solely on traffic safety and addresses all major risks for this age group. Teens are responsible for implementing the program while Texas A&M Transportation Institute provides the science, guidance and project resources. This workshop covers how TDS keeps teens engaged by placing them in the role of communicator, advocate and organizer, creating a bottom-up approach to creating a safety culture.

Stacey Tisdale, B.S. – Texas A&M Transportation Institute

### **Pathways to Positive Peer Development**

Peer counseling programs are used throughout Broward County, Florida, schools using the peer-to-peer approach to support prevention and intervention efforts. Participants will learn how to structure a peer counseling program to address academic achievement, conflict mediation, diversity, character education and other support services. Participants will receive access to a yearlong online peer counseling program curriculum for middle schools.

Tresha Fletcher, M.Ed.

## Breakout Sessions – Wednesday, February 12, 2014 continued

### **Peer Program Evaluation Tools \***

Participants will learn the steps involved in program evaluation to justify your peer education efforts to decisions makers: defining evaluation, rationale, ethics, format, aligning the mission, data collection and analysis, reporting conclusions and giving feedback. A case study will be reviewed throughout the process and provide the basis for interactive discussion. \* *Required for Track 101 participants.*

Judith Tindall, Ph.D.

### **Introduction to Peer Tutoring**

This session will demonstrate how to pair appropriate partners together for tutoring and create a timeline for tutoring activities.

Elizabeth Foster, Ed.D.

### **Tough Love: Signs of Suicide and Comforting During Grief**

Participants will be introduced to a plan for training peer helpers and students in knowing suicide risk factors, recognizing warning signs, and reporting and referring peers in crisis. A case study in coping will be presented, including the steps taken in a student-led outreach to comfort and care for a high school campus after an accidental student tragedy.

Julia Champion, M.Ed.

Amy McKenzie, M.Ed. – CPPE, Gulf Shores High School (AL) teacher and peer helper coordinator; 14 years in education.

### **Help from Above: How Colleges and Universities Can Support High School Peer Programs**

This workshop will discuss ways in which high schools can work with local colleges and universities to help design, begin, support, maintain and evaluate high school peer programs. The experiences of the University of Maine Counselor Education graduate students working with local high schools to assist their peer programs will be shared. A good working agreement can provide skilled support for schools and academic credit, internship experience, and research possibilities for students.

Joshua Jones, M.Ed., LCPC – Principal, Blue Hill Harbor School, Blue Hill, ME

Annette Nelligan, Ph.D. – Lecturer and Internship Supervisor, University of Maine College of Education and Human Development

### **Middle School Peer Programs Roundtable**

This interactive discussion will cover the challenges in implementing a peer helper program at the middle school level, including mentoring, tutoring, and mediation, as well as planning time for activities, coordinating student schedules for meetings, and garnering administrative and teacher support. Special activities, promotion to the student body, and evaluation will also be discussed.

Chesley Bowling, Ed.S. – CPPE, counselor at Central Baldwin Middle & Fairhope Middle Schools (AL)