YIC Webinar: Session Ten

January 13, 2021
9:00am – 12:00pm
Agenda:

- **Welcome, Mindfulness Moment and Introduction of Guest Presenters** – Amanda Charlesworth, YIC Program Specialist-USBE
- **SPED 101 (specific to C&C)** – Naté Dearden, Coordinator Student and Family Rights-USBE
- **Agencies Working Together: Communication Between Schools and JJS** – April Graham, Program Director of Office of Community Programs-JJS and Jackie Chamberlain, Public Information Officer- Human Services
- **Mentors working with JJS** – USBE YIC Team
Mindfulness Moment:

What’s Trauma-Sensitive Mindfulness?

Resource: https://www.mindfulleader.org/blog/26483-what-s-trauma-sensitive-mindfulness
By: David Treleaven
Trauma-Sensitive Mindfulness

- Why would people run into trouble inside of a mindfulness practice? How prevalent is trauma, anyway? And what does trauma-sensitive mindfulness actually mean?

- Trauma-sensitive, or trauma-informed, practice means that we have a basic understanding of trauma in the context of our work. A trauma-informed physician can ask a patient’s permission before touching them, for example. Or a trauma-informed school counselor might ask a student whether they want the door open or closed during a session and inquire about a comfortable sitting distance. With trauma-sensitive mindfulness, we apply this concept to mindfulness instruction. As teachers, or as an organization, we commit to recognizing trauma, responding to it skillfully, and taking preemptive steps to ensure that people aren’t re-traumatizing themselves under our watch.
What should we do when a person in our work environment, or group meditation class, is struggling with trauma? How can we support them?

Know the Signs: Before we can respond to trauma, we first need to recognize it. Look for basic internal and external signals that suggest someone may be outside of their window of tolerance. Such as muscle tone, sweating, pale skin, etc.

Offer Different Anchors: Mindfulness meditation typically involves working with something known as an object, or anchor of attention—a neutral reference point that helps support mental stability. Each person’s anchor will vary for some, it could be the sensations of their hands resting on their thighs, or their buttocks on the cushion. Other stabilizing anchors might include another sense all together, such as hearing or sight.

Be an Invitation: In all of our interactions, we can tailor our instructions to be invitations instead of commands. It’s vital that survivors feel a sense of choice and autonomy in their mindfulness practice. We want them to know that in every moment of practice, they are in control. Nothing will be forced upon them. They can move at a pace that works for them, and they can always opt out of any practice. By emphasizing self-responsiveness, we help put power back in the hands of survivors.
Naté Dearden is the Student and Family Rights Coordinator at the Utah State Board of Education, where she leads a team of amazing specialists who are engaged in supporting work related to special education dispute resolution, equity, education and mentoring services for youth in custody, and family engagement. Naté’s past professional experiences include work as a Families First Specialist for Utah Youth Village, providing legal assistance to parents experiencing difficulty accessing special education services for their children in Chicago, and collaborating with community stakeholders to improve postsecondary outcomes for students with disabilities in Washington D.C. Naté holds a B.S. in Family and Human Development from Utah State University and a J.D. from the J. Reuben Clark Law School at Brigham Young University.
Jackie Chamberlain is the public information officer for the Utah Division of Juvenile Justice Services. Previously, she served as the State Education Liaison for the Department of Human Services. Prior to this, Jackie worked in the Virgin Islands as a photojournalist; was a lead reporter and editor, writing and editing classified reports for the Utah Counterdrug Program. She also served as an adjunct faculty for the Utah National Guard and NSA, where she taught English and reporting. She received her B.A. in English from the University of Utah and an M.Ed. from Weber State University.
April Graham is the Program Director for the Office of Community Programs within Utah’s Division of Juvenile Justice Services, overseeing case Management/parole teams, transition support teams, female residential program, day skills intervention and partnering with community private providers. She has over 22 years experience with Juvenile Justice service. April holds a Master's degree for the University of Utah in Social Work and is a Licensed Clinical Social worker.
Julia Armstrong
Nic Shellabarger
Amanda Charlesworth

USBE YIC TEAM
Department of Human Services (DHS)

Division of Child and Family Services (DCFS)
  *Case workers

Division of Services for People with Disabilities (DSPD)
  *Support Coordinators

Division of Juvenile Justice Services (JJS)
  *Case managers

Office of Quality and Design (OQD)
  Manages contracts

Other Divisions/Offices:
- Aging & Adult Services
- Substance Abuse & Mental Health
- Office of Fiscal Operations
- Office of Licensing
- Office of Public Guardian
- Office of Recovery Services
- Utah State Developmental Center
- Utah State Hospital
Mentors Working with JJS
Why mentors attend JJS child and family team meetings
Mentors Provide Weekly Updates via Email to Case Managers, Parole Officers and Community Mentors

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| **BEHAVIOR**            |              |
| Office Referrals        | Days of in-school suspension | Days of out-of-school suspension |

**NOTES**
How to Access Contact Directories: ETCAs and C&C Mentors

https://www.schools.utah.gov/yic
Post Training Survey Link:

https://forms.gle/A1LvgyfchKEAqzqg6