Today’s Agenda

• Welcome and Mindfulness Moment – Amanda Charlesworth, Program Specialist, USBE

• SMART Goals that are Relevant to YIC & At-Risk Students – Trina Cotterman, YESS Mentor, Granite School District

• Suicide Prevention – Cathy Davis, Prevention Specialist, USBE

• (Live session only – Unable to record) Human Trafficking: Awareness and Prevention – Allison Smith, Education and Outreach Specialist for the Trafficking in Persons Program at AAU

• Q&A – All participating
Five Tips for Teaching Mindfulness to At-risk Teens: https://greatergood.berkeley.edu/article/item/five_tips_for_teaching_mindfulness_to_at_risk_teens

Karen Bluth shares the highs, lows, and lessons from teaching mindfulness at a low-income high school.

BY KAREN BLUTH | MAY 23, 2016
Five Tips for Teaching Mindfulness to At-risk Teens:

1. **Choose the right space.** The choice of physical space is paramount. These students were clearly uncomfortable—even distressed—with being in the classroom, which for them had associations with failure. As one student said, “If you’re in a classroom, you don’t really feel relaxed all the way...I wouldn’t be able to be completely chill in the classroom.” And another stated definitively, “We were going crazy in the classroom.” In contrast, the gym was where they “had fun and stuff.”
Five Tips for Teaching Mindfulness to At-risk Teens:

2. **Involve the people they know.** When possible, utilize school personnel as assistants in the class, or have them at least be present. Research has shown that school programs tend to work better when they are implemented by school personnel, rather than outside experts. The reason is pretty clear—just remember how you (or your fellow students) used to treat substitute teachers. If school personnel can’t implement the program, having someone at least in the room will give it a sense of validity in the eyes of the students.
Five Tips for Teaching Mindfulness to At-risk Teens:

3. Build Trust. It was important to spend time with students outside of class to help build trust. From the beginning, I stayed after class to have lunch with them. There is something about “breaking bread” that eases tension and equalizes people. It wasn’t always easy—naturally, the students preferred to chat with their friends than with me—but I persisted. They shared photos from their cell phones of their babies, while I shared photos of my grown daughters.
Mindfulness Moment

Five Tips for Teaching Mindfulness to At-risk Teens:

4. Give them freedom to choose. Developmentally, they’re at a stage when they feel they should be able to make decisions for themselves, and yet they often are not mature enough to make some of them. The decision about whether or not to engage in mindfulness practices can be theirs. And let’s be honest: You can’t make them participate anyway. Being too heavy-handed with the program would only result in backlash. At the same time, it’s important to clarify that if they choose not to participate in meditations, they are not free to disturb others who might want to. Instead of judging students for not participating, try to trust that they will participate when they are ready.
Mindfulness Moment

Five Tips for Teaching Mindfulness to At-risk Teens:

5. Be flexible with curriculum – within reason. Most mindfulness activities are designed to get at the same thing: to bring awareness and nonjudgmental acceptance of present-moment experiences. The specific practices we use—whether we focus on the breath, physical sensations, or sound—are incidental.

For example, when engaging in restorative yoga, students listened to relaxing, “new age” music, and were invited to turn their attention toward the sounds. When their minds drifted, they were encouraged to bring their attention back to the tones of the music.
Trina Cotterman has been a mentor with Granite School District YESS program for 21 years. She is a mother to 4 kiddos and a grandmother to 4 including her beautiful twin granddaughters.

She has vast experience and understanding with best mentoring practices, special education, 504s, DCFS and community resources. Her greatest asset has been her ability to connect with students and families and to customize her visits to best benefit each child. She is always looking for ways to help students be successful in school and in their lives.

Recently she has been using her tech skills to convert all our mentoring paperwork to google files. Granite mentors now have all our files online thanks to Trina’s work on this project. This has been incredibly helpful in sharing school information with caseworkers, courts and foster parents.

Trina has mentored thousands of students over the years and has made a difference in many lives. We feel very lucky to have her on our Granite team.
**Cathy Davis** taught ecology, biology, and health sciences (anatomy and physiology) for over eighteen years; for seven of those years Cathy taught school success to at-risk students. She is a small business owner and a graduate of the Goldman Sachs 10,000 Small Businesses Program. Cathy has training in eating disorders, grief counseling, trauma-informed care and is certified with the American Association for Suicidology as a school suicide prevention specialist. She is the current Suicide Prevention Specialist at the Utah State Board of Education.
Allison M. Smith has a graduate degree in Human Development and Social Policy from the University of Utah, where she taught for many years.

In addition to her teaching, she developed a Life Coaching practice and became the Statewide Coordinator for the Office of Drug Endangered Children for the Nevada Attorney General. Through the course of her work in Nevada, she saw many drug endangered children who became victims of human trafficking.

She is now the Education and Outreach Specialist for the Trafficking in Person’s Program at the Refugee & Immigrant Center, Asian Association of Utah and a presenter for the Utah Trafficking in Persons Task Force where she conducts trainings to educate all organizations, agencies and communities throughout Utah and the nation regarding human trafficking and best practices in supporting survivors of human trafficking.
Thank you for joining us!

Post Training Survey Link: https://forms.gle/KH4FQRuqPe5GTrfN9

C&C Webinar Series:
-Session Four: June 10, 2020
  - Substance Abuse Prevention: How Mentors Can Make a Big Difference – Clarissa Stebbing, Prevention Specialist, USBE
  - Gang Involved Youth, One Caring Adult Away from Success – Cecily Hallman, YESS (YIC) Mentor, Granite School District
  - Protective Factors Part 1 – Tanya Albornoz, Prevention Specialist, USBE

-Session Five: June 24, 2020
  - LGBTQ+ Safe Messaging and Supports - Amanda Darrow, Utah Pride Center Director Of Youth & Family Programs
  - Building Bridges with DCFS – Darice Peterson, DCFS
  - Protective Factors Part 2 – Tanya Albornoz, Prevention Specialist, USBE