

>> Good morning everyone. Good morning. If you could look around you and see if you have empty seat. If you could look around you and see if you have an empty seat and let other people know and we can fill in, so we can get everybody situated to get started. Thank you.

>> Okay. Good morning, everybody. I'd like to welcome you to the 2014 PAPBS Implementers' Forum. My name is James Palmiero. I'm the director at PaTTAN, responsible for the behavior initiative. Greetings from the Pennsylvania Department of Education and the Bureau of Special Education. Welcome to our 4th Annual PBIS Implementers' Forum. I'd to say a couple of general words before we begin our proceedings this morning. This year's conference, Multitude Systems and Support is sponsored by the Bureau of Special Education and the Pennsylvania Department of Education with support from member agencies at the Pennsylvania community practice on school-based behavioral health. It's important to acknowledge with special thanks goes to Community of Behavioral Health who are supporting CDU credits for social workers and more information towards the end of this presentation will be provided for folks who are looking for those credits. I'd also like to acknowledge the following people who have worked very hard to bring this conference together from a logistical standpoint, Carol Good, Donna Schnepf, Kristin Olszyk, Cathy Fanders, Tamara Nuri, Marty Rist. And while these people may not be in this room, I assure you, they're all out in the hallway helping people get in this room. Let's give them a round of applause. I'd also like to acknowledge the efforts of other individuals who made this forum yet again another reality and a vision for us come to fruition. And that's the PAPBS state coordinators and the forum planning committee. And they are again, by name, Katie Bodner, Marie Bozelli, Lisa Brunschwyler, Diane Funsten, Tina Lawson, Kate Nichols, Becky Millspa, Lora Moran, Kelly Perales, Donna Salkin, Julia Slater, Katherine Poggi, Lisa Thomas, and Sue Zeiders, and all of the state-wide PAPBS facilitators who helped to bring together many of you who are presenting and of all of you who are here attending, knowing that we have today for you, 55 different breakout sessions and opportunities to learn about PBIS. But let's again, give a around of applause to these conference [inaudible] for purposes of our keynote, I'd like to talk a little bit on behalf of the PAPBS Network. We say PAPBS quite easily, it slips off our tongue, but a couple of years ago, that wasn't the case. PAPBS is an acronym. It's stands for the Pennsylvania Positive Behavior Support Network. The work that we do for PAPBS supports the installation and scale up efforts for positive behavior, interventions, and supports across commonwealth schools. The folks that comprise the PAPBS Network are people who come from all different sorts of departments and member agencies. Information about our PAPBS Network is available on our website, [www.papbs.org](http://www.papbs.org). But on behalf of the community practice on school-based behavior health and the network, we're going to be talking about a few things today. We want to provide for you an update on what is happening in our community, we want to remind you these works that we're doing is all around and about children and youth. And we want to recognize the accomplishments of many of our schools and LEAs within the commonwealth for their incredible implementation with fidelity of PAPBS. So our presentation has three major focus areas, those that are listed on the screen behind you. I'm going to begin right now by giving you some background as to where we are as a community of

practitioners in Pennsylvania, given our work with PBIS. And I think we find this information quite amazing realizing that our efforts here in Pennsylvania began in 2007. In 2007, we began our installation efforts formally with PBIS by working in 32 pilot sites across the commonwealth. If you look at the map behind me, you'll see where these initial pilot sites were. Since that time, a lot of work and effort has gone into expanding the network and bringing more souls into our project. And if you look at the map today--and this is what it looks like. We've come a long way. In just a handful of years, we've spread across the commonwealth and we continue to grow each and everyday. The sites that I just showed you were school-wide sites, but I also want to recognize from the early childhood perspective program like PBIS. And on the map behind me again, you'll see the location of various program-wide PBIS sites within the commonwealth. But what do all these dots add up to? What does it really mean? Let's look at the numbers. In reality, we recognize that officially, registered in the PAPBS Network, working in partnership with the network facilitators, we have 425 different schools implementing Positive Behavior Interventions and Supports for training and technical assistance that we directly provide. Those 425 schools are affiliated with 131 different LEAs or districts within the commonwealth of Pennsylvania. Where an approximately one-fifth of all school districts [inaudible] when we think about those program-wide sites for an early childhood that I had show you just a moment ago, there are 70 different sites or there are 16 different programs with 70 different buildings implementing program-wide PBIS. But the amazing thing is, in partnership with the buildings in which we're operating, we have collaborations, collaborations that are essential to the work that we're doing. And in total, we can document 112 different mental health agencies who are working with those sites to ensure that a multi-tiered system of support for behavior is well in place for students including those students who need the most intensive individualized supports. So we thank all of you who comprise this community. We have an organizational structure that we didn't have when we began our work in 2007. This chart probably looks rather confusing and a little overwhelming, and if you're feeling that way as you glance at it, don't feel as if you're the only one. We feel that way frequently when we look at it, it's a complex network. This network's not run by any individual department or agency, it too is a collaboration. As I've mention before, it's a community effort. Representatives from the Department of Education, the Department of Public Welfare, the Department of Health, the Department of Drug and Alcohol Programs, along with other partners in the field including community providers, advocacy organizations such as the Disability [inaudible] Network and the Education Law Center, representatives from parent groups as well as student organizations, also from our community practice, managed peer organizations as well. The list goes on. And if I were to count up the number of members in our community, it would be 43 by name. But when you bring 43 people together in one room with one common shared goal or strategy of scaling up PBIS, you have to realize that there's got to be at least 86 opinions, that's two for every person. So, how do you take all of these opinions and move to action? Our organizational chart, we have a handful of co-directors who look at the big picture with our installation and scale up efforts associated with PBIS. We have a really incredible group of state coordinators who meet constantly to make sure that the work that's happening in our

regions are being done with fidelity and adherence to the criteria that we and the network have established. We have over a hundred and twenty regional facilitators out in the fields working with these four hundred and twenty-five sites that I've mentioned. That's what that organizational chart is all about. But it's really the driving passion behind the efforts and the results that we're getting for children and youth each and every day that I think makes the organizational chart truly functional. Since we began, we achieved other accomplishments. We have a web presence and have for several years now. Our website again is [www.papbs.org](http://www.papbs.org). And on that website, you'll find lots of resources about who's implementing PBIS. The program evaluations associated with PBIS that measures the efficacy outcomes of implementation in terms of student performance, resources, newsletters, it's our virtual presence for you and the broader community is interested in becoming affiliated with this work if you're not already partnering with us. We've also been to the process of making sure that for folks who can't join in the Annual Implementers Forum that they have the available resources to learn and grow professionally just as you're planning to do over the course of the next two days. And so, all of the breakout sessions from each of the prior years forums are archived on the PaTTAN website. All you have to do is go to the video section in the PaTTAN website, [www.pattan.net](http://www.pattan.net), go down to the conference series section and look for anything that's labeled PAPBS. In other words, look for the blue triangle. There you will find 99 different sessions that have captured over the past three years by the local and national presenters talking about tier one, tier two, or tier three implementation. So, in addition to the robust conference offerings that we have available for you today and tomorrow, you can also dig backward and look for our archives and learn more about topics that we previously addressed as well. And we plan to do the same with this forum. So, when you're in your breakout sessions, please be aware that we have videotaping taking place. If you don't want to be caught on camera, mind where the cameras are located. I mentioned earlier that we have newsletters. We're really proud of our newsletters. It's one of the ways that we can stay connected with the community. We began producing our newsletters in 2011. These are some screenshots to some of them, but to access of newsletters and to find out what's happening and what's current in the state level of community around PBIS, please go to, again, our website, you'll find them under PBIS Resources. We have been running for five years now, an annual program evaluation. We're in the midst of our sixth year. The Program Evaluation is a hallmark of our community's efforts to make certain that the work that's being--that's taking within our school is work that's done with fidelity and is actually getting the outcomes that we expect for children and youth. With that in mind, the program evaluation takes to look at data points and measures changes and office discipline referrals, suspension rates for students, expulsion rates for students, increases in protective factors and decreases in risk factors for students in our schools. And we're getting the results that we expect in these areas. And to learn more about the program evaluations, there are all archived and available for all of you to take look at. In the--in the University of Pennsylvania, Doctors Tim Runge and Marx Deskevich are our primary investigators. And ever year, we anxiously await the results to ensure that the outcomes that we're looking for in good implementation are actually taking effect in our school. And when we can codify the

fact that we are making significant changes in the lives of the children and youth, we become really excited. It's more than just what we know, it's what we can verify. For a community such as ours, that's a big step. You might wanna take a look at the program offerings that--I know that Dr. Tim Runge is here with us. He's sitting in front of the room and he'll actually be presenting on our program evaluation during one of our breakout sessions. We've been recognized for our efforts, and it's with a lot of humility and appreciation that we can say that the national IDEA partnership--IDEA, standing for the Individual with Disabilities and Education Act. The national IDEA partnership has recognized Pennsylvania and the PAPBS Network as of the three national demonstrations for our work in and around behavior and the scale up of PBIS. That's not too bad. Again, considering that we--again, we have 32 sites in 2007. We have a tight and close relationship with the PBIS National Technical Assistance Network, and we were fortunate enough to be able to have representatives from Pennsylvania who work on the development of a seminal document called the Interconnected School Mental Health and School-Wide PBIS Framework. That document talks a lot about what it takes to bring mental health and PBIS together to collaborate and support children and youth in a school-based setting. References to that manuscript is available on both PaTTAN website, the National PBIS Technical Assistance Center's website as well as our papbs.org website. And finally, Pennsylvania received a grant last year that we're pretty excited about. It's an award administered to us through SAMHSA which is the Substance Abuse Mental Health Service Administration. It's called Safe Schools, Healthy Students. And this grant does something that we've been striving to do for quite some time in our community. It's taking good work that's happening through human services at the county level through the systems of care efforts and align it with the work of PBIS to ensure that we have a continuum of support available for promotion, prevention, and intervention around significant areas including but not limited to building prevention, reduction of violence, increase social-emotional learning, early childhood development, and positive behaviors for students in schools. We've been working diligently to look at model sites to begin to look at innovations and how they play out with our PBIS implementation. The [inaudible] community care behavioral health is done. In terms of tertiary demonstration sites, it's amazing. Again, it's taking a look at bringing mental health supports into this school and to ensure that those mental health providers are integrated into the school setting and are a part of the fabric of the PBIS implementation that's taking place in those buildings. We have actual model sites that are here with us today and have been working all year long to the open demonstration sites for other people to visit to see good examples of how a multi-tiered system support for behavior is implemented. We have a high school professional learning community. The learning community is taking a look at what it means to implement PBIS at the secondary level. Working at the secondary level creates different kinds of issues and challenges in terms of organizing systems. This PLC is helping us figure out what we need to do to better support on-board more secondary school systems in commonwealth with our PBIS efforts. Dr. Kevin Moore from the University of Oregon is here. He'll be talking about positive family supports and family checkup. It's a multi-tiered system support to support family members that layers into our efforts with our MTSS behavior approach through PBIS. We have

three demonstration sites currently operating. Positive family, supports family checkup and we have a plan to scale up across the commonwealth beginning next year. And we also have the RENEW Project. RENEW stands for Rehabilitation Natural Supports Education and Work. RENEW is dropout-prevention, behavioral-intervention, secondary-transition support program. We have lots of sites across the commonwealth, installing that is a tier three intervention for children and youth, and we're going to continue our efforts in that area as well. Our sites continue to grow in terms of recognition for fidelity. Today, we have a hundred and twenty-four different sites within the commonwealth that will be recognized at the course of keynote, for their efforts at tier one. It's pretty impressive considering that our first ability to recognize implementation fidelity began in 2008--or excuse me, in 2009, 2010 with eight schools. As these numbers continue to increase annually, we know that outcomes for kids continue to increase as well. Our forum itself has grown. In 2011, we began our first forum with 600 and three participants in our audience. And I'm just curious, those of you who are here today, how many of you were with us in 2011 at the very first Implementers' Forum? Raise your hand. Okay. Not all 603, but that's okay. I'm also curious of the nearly 1000 people who are registered for this forum now, how many of you are here for the very first time? Wow, around of applause for that, welcome. You might be curious, but what does it look like, who's actually here today? And well, the audience is a little too large to have everybody stand up and introduce themselves. I did make a pie chart for you. And the pie chart is rather interesting, there are a lot of different kinds of people here by role like affiliation we have general educators in the audience, special education, educators, guidance counselors, school administrators, school psychologist, principals, special education directors, agency personnel, paraeducators, parents who are here, some of them were on scholarship. Higher education partners, service coordinators, advocates. But the biggest chunk of people here today are other. I don't know what that means. I think maybe it means you didn't indicate what your role is, but that's okay, whether your other or not, were glad you're here. But while we realize whose here, I want you to take a look around the room. I wish you could see what I see. Standing on a podium in the front gives me a bit of a birds-eye perspective. Sitting at a table perhaps a couple feet lower, it's a little more difficult to see, but what I see a big room. Multiply this room and the number of people in it by 200 in your minds eye, and that's the number of students who are in PBIS schools of Pennsylvania. There's 425 sites, and those program wide sites comprise roughly 231,500 students, we're supporting that many students through our collective efforts, that's a lot of kids, nearly a quarter of a million students in the commonwealth of Pennsylvania are being educated in PBIS schools. And while we went to celebrate that figure, we also have to think very critically about it because in reality, that represents only 13% of all PA students. And while we've made inroads since 2007, we still have a lot of work yet to do. What I'd like to do right now is recognize others who are doing incredible work. There are two kinds of LEAs that we want to recognize. LEAs that are implementing PBIS with fidelity for the first time, and LEAs and schools that are implementing PBIS with fidelity recurringly. I'm going to pull up right now a brief presentation that will announce all of our category A PBIS implementation sites, those who are receiving banners for the first time because their school has hit

fidelity for implementation and PBIS. There are representatives for many of these schools here with us today, they're sitting at the tables with the table tents, and I want to congratulate you as well. Let's go through the presentation and hold our applause until the end.

[VIDEO PLAYING]

>> Congratulations to all those sites. But as we think about the good work that those schools have been doing, the work that we've been trying to accomplish here at the state level, we have to remember one thing, ultimately, at the end of the day, the work that we're trying to accomplish is for children and youth, and we thought for this year's keynote, there will be no more appropriate persons to bring up here to speak about experiences than actual youth representatives. And so, during the middle part of our keynote, we're going to be featuring two different partners and the work that they're doing within the commonwealth, Minding your Mind and the Hear Me Project. And as you listen to representatives from Minding your Mind and Hear Me talk to us today including the youth that are affiliated with those efforts. I want you to think about a couple takeaway messages just [inaudible] listens for. In a moment, two youth are--from Minding your Mind will be introduced, they'll come up and they'll talk to you. And as they begin to tell their story about their school experiences, for those of you who are listening, I want you to think about what if these youth had access to a multi-tiered system and support for behavior? How could their experiences have been different? And as we listen to our representative from the Hear Me project talk about youth voice and the stories that these different youth are telling about PBIS, I also want you to think about a probing question, what are the voices of our students telling us now? So, let's begin. Let's think about youth experiences. I'd like to introduce to you an organization called Minding your Mind. To learn more about them, you'll find them in our poster session as well. But Minding your Mind is an organization that has a primary objective, to provide mental health education to adolescence, teens, and young adults, and their parents, teachers, and school administrators. Minding your Mind's goal is to reduce the stigma and destructive behaviors often associated with mental health issues and illness. And we have two youth speakers from Minding your Mind who are here with us today. I'm going to introduce the first speaker who'll be coming up momentarily, Andrew Bergman. Andrew is a sophomore at Drexel University majoring in business marketing. But Drew's success--successful full-time student with a bright future ahead, this was not always the case. Drew's early teenage years were filled with tremendous sadness resulting from a severe case of depression. In seventh grade, when his parents decided to separate, Drew began to use coping skills that were detrimental to his well-being and he began to self-harm. After some difficult days, Drew began his recovery and realized that he wanted to be a mental health advocate to help teens--teens in similar situations. Drew acknowledges that his recovery is a journey with peaks and valleys. He's grateful for the Minding your Mind for giving him the opportunity to reaffirm his resilience and inner strength while allowing him to inform others that they are not alone in facing their struggles, that recovery is indeed possible. Drew is a 2014 Community Partner Award recipient for the Need and Deed Organization. Let's give Drew a round of applause.

>> First up, can everybody hear me? Before I start I just want to make sure--okay great. So, as James said, my name is Drew Bergman and myself and Jackie are here with a non-profit organization called Minding your Mind. We're a non-profit that sends out speakers to different schools free of charge in hopes of raising the stigma of the mental health. Just to kind of get the conversation started so that students feel okay talking about their issues. Now typically, when I give my presentation to schools, I talk about my whole journey with mental illness and how it progressed throughout the years. But today, I'm going to talk about how faculty and administrators played a role in my journey with mental illness. At the end of each of my presentations, I like to talk about this thing called an invisible backpack. You know, this thing that we carry we use everywhere that we go but nobody can see what's inside. I mean, on one of the backpacks, we carry our family pressures, school pressures, relationships, grades, whatever they may be, and they always--our bag gets heavier and it gets heavier, gets heavier until students feel like they can't carry it anymore. I'm here to talk to you guys about how faculty helped either, you know, increase that weight or reduced that weight with my invisible backpack. Well, growing up, I was that kid that you would never think that would suffer from mental illness. I lived in the suburbs of New Jersey, pretty much living the American dream. Build a nice house, have nice cars, a big, happy family. My oldest brother, Kenny is six years older than me, and he's the brains of the family. He just got into a--into a PhD program in Johns Hopkins University [inaudible] I wish it was light. And then my sister is an incredible athlete, she's three years older than me. And growing up through soccer teams and [inaudible] her whole entire career, and she's always traveling around the country. She's going to go in college [inaudible] and I was the youngest, and I kind of had a little bit of both. I was smart, but there was no way I was going to Johns Hopkins ever. And as I--you know, I played on a soccer team that was two hours away from my house. We traveled up and down the east coast, we were one of the best teams in the country. Basketball, I was an all-state basketball player. And this was around seventh grade. I was that kid that thought that he had it all. I even thought I had it all. But inside my house, things were different. I lived in this home with parents who hated each other, they never talk, they never hugged, they never kissed. My mom would sleep downstairs on the bedroom floor or downstairs on the living room couch. And my dad would sleep upstairs in the master bedroom. Well, that's how I thought normal was, that's how I thought families operated. And it wasn't until I got to a certain age that I started to think that maybe my family is a little different. My father was a [inaudible] alcoholic and has been one almost his entire life, but he did it almost really well. And it wasn't until I was in the seventh grade that his alcoholism's finally revealed. It was a Friday and my dad is off from work every other Friday. And so, basically, he just kind of treats himself. It was at a school and drink. And so, he's enjoying himself all day long, and my sister who was in the high school at the time called and asked for a ride home. And he said, "Yeah, sure. No problem, I'll come get you." That was after he'd been drinking for eight hours all day. So he drove drunk to pick up my sister and on the way home, he swerving on and off roads. Swerving to oncoming traffic and back, and they fortunately made it home that night. My dad came to the front door and he stumbled in, went [inaudible] and locked the door behind him. My sister came in crying knowing that dad had been drinking

[inaudible] we decided to call my mom because we figured she would be the only one that knew the answer. So she came home, but in the meantime, my sister and I decided to go on a scavenger hunt around the house to find any evidence to prove that my father was an alcoholic. We didn't expect what we found that day. There were just beer cans all over my house. Whether it's in bedrooms, the bathrooms, the kitchen, in the garage, in the basement, in the trunk of his car, and in the cup holder of his car, there was a Gatorade bottle containing remnants of vodka, the drink that almost got him in an accident with my sister in the passenger seat. So my mom came home that night and in a bit of rage, she knocked down the bathroom door to find my own dad passed out on the ground. We took all the beer cans we found and we started throwing them out, screaming, crying, yelling, "How could you do this to us? How could you put our family in danger?" We eventually had the beer cans, dad never woke up. We went to bed as if nothing ever happened. Got ready for school the next day, I was in seventh grade at the time. Went to school, you know, with a smile on my face as if nothing had ever happened even though I knew what just happened the night before. When I got home from school that day, there was a [inaudible] that perfect American dream family that everybody thought we had, that even I thought I had collapsed in front of my eyes when I was in the seventh grade. Up until this point, I was an angry student. This is where my mental illness began, this is when we started acting out [inaudible] you know [inaudible] I wasn't doing my homework, I wasn't even going to class, I was like, hanging out with friends. And in seventh grade, I wondered [inaudible] all the pain that was going on, I started to self-harm. For me, how do you silence just everything that was happening in my life? And now, eventually, my mom caught me and she called the guidance counselor [inaudible] at the time, and she told him that she was nervous about her son doing self-harm. And I got into counseling and never followed up. Never brought me to--I never was asked about it. And so, it was at that point that my mom felt like I wasn't in a safe environment, that had my best interest and heart. And so, she decided to pull me out of that school and transferred me to--transferred me to a well-known catholic school, when I was in the middle of the seventh grade. I started at the school, it was about March, at my seventh grade, came at a very strange time. And the school didn't really know what to expect, they didn't know who I was before my mental illness. They didn't know that I was this really good student, really athletic, very respectful kid. They [inaudible] that was coming in their door, you know, this kid wasn't going to class, that was acting out, that was cursing at his teachers. And so I was seeing what was going on, it was always punishment, it was always part of your detention after school or [inaudible] because you curse at your teacher, because you disrespected them, you need to write a letter a write a letter of apology of why you did that. Then I've been trying to figure out what was actually that you want. I just wanted somebody to talk to, I felt alone. And then summer of my seventh grade, I decided that I just didn't want to put up with it anymore. And so, in the summer of my seventh grade, I had my first attempted suicide. At the age of 13 or so, you know, I just attempted to take my own life. And so, my mom started throwing me into therapy, different treatments to try and help me get through this. We never told the school because we didn't, you know [inaudible] they wouldn't have no knowledge of it. And so, I started eighth grade and this is when things got really bad. Those seasoned

[inaudible] turned to [inaudible] I wasn't going to the class at all, I wasn't doing my homework, I was late or absent 83 times in my eighth grade year. To the point where my mom had to call a German officer to wake me up out of bed, to get me to school. I went back and kind of laughed because it was pathetic. But I wasn't a bad kid. You know, when I saw that--the German officer at my door, I would immediately jump up. I wasn't a bad kid, I was going through this mental illness [inaudible] and at the beginning of my eighth grade year, I found a teacher, she actually came up to me, and she saw the scars in my arm and she referred me to a couple different therapies that she thought would be good for me. But I just didn't have that connection with her, I didn't feel like I trusted her, that she had my best interest [inaudible] so I went through it but I didn't have a follow-up with her. And then as the year progressed, I found another teacher, she's actually my history teacher who asked me to come to class or stay after class to talk to her because she also noticed the scars in my arm. And this teacher, I felt that really had my--the whole, like, the best interest [inaudible] she would spend the after [inaudible] time with me, after-school time with me. We played basketball after school, I felt motivated to do well in her class. It was kind of [inaudible] that I had an A in her class and a C or a D in all the other class. But it got to the point where administrators thought I was spending too much time with one individual, and so, they eventually said there'd be no longer talking. So I eventually made it through eighth grade, and I graduated--I was accepted in the school of my dreams, this always prestigious high school [inaudible] I wasn't accepted based on my own grades [inaudible] my brother, the braniac, had to write a letter to the school every single day that he had, thank God for that. When I started at the school with just the hopes to hit the restart button. I was [inaudible] I wouldn't have to wait until high school. No one knew my name, my family [inaudible] the potential is there. But I was new in school with kids who were motivated, who were goal-oriented, who were on the path to success. You know, you were accepted into [inaudible] with the expectation that you'd do well in your SATs, you go to an Ivy League college, get scholarship, you know, whatever, make a lot of money. And I thought like, I was the only kid that wasn't that motivated. I didn't really see a future in myself. But I was in a school that was so incredibly rigorous, that 30 kids dropped out in the first two months. And as long as I wasn't one of those 30, I was totally under the radar. I was never regarded as that kid that you know, oh, he's really struggling, I was just there, you know. I wasn't doing really good, but I wasn't doing really bad. I didn't play any sports, I didn't join any clubs, I didn't do anything proactive though, to get myself out of this place that I'm in. And so, you know, I continued to [inaudible] doing all right at school, Bs and Cs, you know, not making a ton of friends, not killing myself, I actually didn't make any problems. And I continued into my sophomore year, and this is when things got bad. My grades dropped even more, I just wasn't motivated at all, I was never happy, I was always miserable. And then for Christmas at my sophomore--Christmas break of my sophomore year, things got horrible. Holidays were really tough for me because my family just got divorced just three years prior, and it's always a very stressful time in my house, and so it's hard for me. And I also had an [inaudible] over Christmas break. So I began to lose motivation, I would just sit on the couch all day and all night, just miserable. And I got to the point where I decided that I just didn't want to put up with it any longer. I needed an answer. I

needed what I thought was my final solution. Back in January 1st, 2010, around 5:00 in the morning, I attempted suicide for the second time. This day sticks with me forever. It's the day--I was 16, I decided that I no longer wanted to live. I don't want to see my friends anymore, my family [inaudible] the proms, the graduation. At the age of 16, I didn't want to see another year. I fortunately was woken up that next day and immediately rushed to a hospital where I was then sent to two different psychiatric hospitals where I spent the next 16 days. And it was at this point that I realized how incredible the faculty and administrators were at my high school. They made calls to my mom to see if they can visit me while I was in that hospital. Now because of legal issues, they weren't allowed. But the fact that the principal or the president at my school who I barely even knew have heard about what happened and tried to come visit me was such a good feeling. And after 16 days, I was eventually released from the hospital, and I went into my high school with my mom and we had a full day of meetings to figure out what was needed in order to get myself better. And we came up with a game plan. We made one of the big things that really made me nervous in school was, I had this Latin teacher. And I still needed to take six years of language, two had to be Latin. So I had this Latin teacher and he was crazy, you know, he always called on you and scream at you, he was scary. And so for me, I said, I just don't want to get called again. And I just sit at his and not be called on [inaudible] but I just don't get yelled at, please avoid me. And so, the rest of the year, he never called me again. I didn't take--I didn't have to take his mid-term but I had to take his final. He was so accommodating that it was kind of scary, sort of catching fire with this guy. Now other teachers would've just said, you know, Drew, what do you mean? You know, if you're not doing your homework [inaudible] that's fine. But if you know that in the end, you're fighting for your life right now. And I started spending a lot of time in my guidance counselor's office. I actually have two, and I ended up very close to one of them, in which I would spend almost everyday in there just hanging out. Some days to come with a game plan, and some days just took make sure that I was doing okay, because a lot of the times, it's the simple things, he was like, "Eat it." I would never eat, and so, he will make sure that I was eating lunch everyday in his office. And so from that point, we started point, we started coming up with small goals, small positive coping mechanisms to get myself out of this place that I'm in so far. And it was really easy, you know, it was, "Drew, can you do the homework in 15 minutes tonight?" Now, when I missed 15 minutes of homework tonight, you might as well do none of that. We would sit at the lunch table and just talk to kids. We've been doing [inaudible] after school. And then the next week was 30 minutes of homework, and then 45 minutes of homework. Get an A on a test. And these small achievable goals started [inaudible] the results. And I started finding myself turning into this kid that I always envisioned to be, this social and friendly kid. And by the junior year, I made a total transformation. My junior year, I had a 3.7 GPA and my senior year, I had a 4.0. I was going out on the weekends, I was to parties, I was throwing parties, went to basketball games and football games, heard concerts, went to [inaudible] I went to 10 proms in my junior and senior year at high school, but I was the kind of kid that you would never expect to suffer from mental illness. I mean, the more social and the more popular that I became, the more that I felt like I had to keep pushing it was the concept of who I actually am. And so, I

started falling back on negative coping mechanisms. I started drinking a lot, I started smoking a lot of cigarettes, things that I could latch onto, you know, to create this alternate identity so that that you do know is Drew the drinker, and Drew the smoker, instead of who I actually am. But I really, really wanted to talk to these kids. And so in my junior year, I talked to my guidance counselor, and we came up with a plan to give a presentation to my entire school. And in junior -- in February in my junior year, we just want to hear in one month after my second attempt in suicide. I stood in front of 1200 all boys, [inaudible] who both like they had a perfect life, and I told them who I am. And this day was so remarkable for a few reasons, for myself, this was the real beginning of recovery. This is where I felt the kids understood me, and it's also felt for the -- for the students. We spent so much time in [inaudible] cure of this but it's okay to not feel good all the time. It was just incredible of my school. So why did something like that be talked about at this very instructive school in which everybody kind of looks from the outside like they have the American Dream, and they really become committed to that, you know, maybe not [inaudible] and this is what I wanted -- this is what I realized that I wanted to do until [inaudible] and so eventually joining Minding Your Mind when I was a senior in high school and just recently something real important happened. About two months ago, I went back to my high school. They contacted me and asked if I could speak again. And I spoke to consult the principal of that school, the grade which I had my second attempt at suicide. My parents and my faculty, they were all there helping me through that recovery, and it was such an incredible day. I actually cried on the stage. I just--it was so emotional moment. And this was almost like a full circle recovery, and it was also again, incredible high school was willing to read over it the story for discussion. And that's what I'm--what I'm doing here for you guys, I'm hoping to just opening the door for discussion because you, guys, feel like you can have -- you know what I mean? Speakers like us come into your schools and let students know that, you know, may be not everyday is perfect. We all have our down days, so thank you, guys.

>> Thank you, Drew. I'd like to introduce our next speaker from Minding Your Mind, Jackie. Jackie has been an active mental health and anti-bullying advocate since her early teenage years. Although she struggled with depression, anxiety, and chronic self-injury from the time she was six years old. She had a terrible fear of revealing these issues to her friends and family because of the stigma associated with mental health disorders, and the seemingly perfect life for her. Well, Jackie was Student Body President, an athlete, and in the top 10% of her class. Internally, she was struggling with depression, anxiety, and self-harm. Her journey to healing began when she began attending Saint Joseph's University on an academic scholarship. Through her recovery, she became President of a mental health advocacy organization on campus and has organized suicide awareness and mental health awareness benefit concerts. Becoming a speaker for Minding Your Mind has given her the opportunity to share her experiences with people who might be feeling as isolated as she did before she received the proper treatment. She feels passionately about educating adolescents that recovery may not be simple but that is so unbelievably powerful when it is experienced. Let's give Jackie a round of applause.

>> Okay. So, like Drew I just want to make sure everyone can hear me. Good. In the corners? Okay. So my name is Jackie, I'm a speaker with Minding Your Mind like Drew. I'm a college student, I'll be graduating in spring in St. Joseph's University. So I work for Minding Your Mind. What we do is we like Drew said we're going to schools free of charge and we really try to open up conversation with these kids to let them know that they are not alone and that it's okay because, you know, me and Drew never had speakers like this when we were growing up and we were in the same position as them. And our speakers cover a variety of topics, you know, eating disorders, substance abuse, destructive behaviors and really a whole range of behavioral health and mental health issues that aren't really focused on that should be focused on. So my story in particular is a really important one to hear because of how highly functioning I was throughout, you know, elementary school and middle school, and high school. I wasn't, you know, the kid, invisible kid who is really quiet and starts wondering on what's going on, I wasn't on that range of spectrum. I wasn't a rebellious kid, you know, that was out drinking and doing drugs every night and never try doing my homework that you start to wonder about. I was the over giddy kid, I was speaking in the newspapers, I was a kid that you kind of slip under the radar and figure, "Okay. That's the one we don't have to worry about, thank God." And I kind of got overlooked in that way because no one ever expected me, you know, like my bio say, I was an athlete. I was on the Lacrosse team. I was in the top ten percent of my class. I was Student Body President of my school for four years in a row. And I got accepted into every college that I applied to except for Cornell which I think they just like lost my application in the mail, that's why I didn't get it. But [inaudible] so yes. So, I wasn't basically your ordinary perfect kid. I'm more -- when I go into the schools, you know, I talk about an internal life versus external life and for me, my external life was completely, completely different than one -- that my secret struggles with anxiety, depression, and a chronic addiction to self-harm. For me, self-harm was cutting. So the earliest that I remember feeling any sort of, you know, anxiety or anything like that is when I was six years old. Six years old is pretty young. I didn't -- you know, I didn't know how to boil water, you know, how these [inaudible] still doesn't know how to boil water but it is, you know, different. And I remember I went to a Catholic school and every single morning, I get sick to my stomach, I have headaches that I couldn't explain. I remember like vividly my dad would be late for work every single morning because they have to pin me down on the bed, put that plaid skirt and polo shirt on me because I wouldn't do it myself. Hurricane Floyd was when I was in first grade and every school in the district cut off except for mine. And my brother was in fourth grade at this Catholic school, I was in the first grade and when I got to the school, my mom realized that the first graders didn't have to be there until second half of the day. Of course, I show up, you know, red faced, crying, feeling sick to my stomach and the teacher grips me away from my mom, makes me stay there until, you know, the first graders were supposed to come in and I remember walking down the hallway vomiting on the other side of the hallway. And they never called my mom to tell her that I have gotten sick, they never called my mom to tell her what was going on. They never looked into it any further, they kind of just drag you along and I sucked it up and I gotten through the day. In first period, that year as a first grader, I missed 36 days in school and when it didn't,

there was kind of disconnect because on paper, you know, my grades were great and I was getting like awards, I don't know what awards I got as a first grader, that's what I'm told but I was like the star, the superstar girl and it was like I learned how to manage these two different lives very early on. So I get through first grade and my parents decided they're going to move from Springfield to Westchester and put me in a public school which I thought was great. I thought like Drew, you know, we try to runaway from our problems and start over because we think that that's going to work. When I got to second grade, I met my first real friend, her name was Emily and she -- and she was like really this girl as you walk in and you're just like, okay. She was complete outcast. She had a very tightly trimmed bowl cut and plaid overalls and pair of shoe, jean pants that kind of look like the new trash bag. And I decide when I walked in that day that she's going to be my friend because, you know, we would skip around together and I cut my hair just like her and we were pretty much the outcasts together. So at least I had somebody, second through fifth grade, you know, I last had someone, I was a complete teacher's pet. By fifth grade, you know, I was leading like whole teams of newspaper editorials and projects and stuff you shouldn't be doing when you're like -- I don't know, almost ten maybe. And I was getting all the awards still even though my attendance record was so atrocious and I would, you know -- I went home during the second half of the day a lot more than I thought I should have. The nurse -- school nurse sending me home but I always see to have a doctor's note or always seem to have a way out of that and it was really overlooked. Nobody ever thought to ask any further because, you know, my outside life was completely perfect. So I go to -- I get through, you know, elementary school and I go to middle school and for any of you that teach middle school, you know, it's a pretty tough age because everybody's awkward and mean. Yeah. So I get to sixth grade and I meet my first group of mean girls there, and they were like girls that love you on Monday, hate you, Tuesday, Wednesday, pretend you don't exist, Thursday and Friday, they were -- you know, it was like everybody -- has everybody seen Mean Girls, I'm sure you have like you mix Regina George with like four trolls and that was the girls I had. So they were this popular group when I got to middle school and I was, you know, I was quiet, I was awkward, I was completely overweight. I still have the bowl cut that Emily convinced me will be a good idea. And I was kind of now, into this transition where I didn't know where I was going to fit socially. I knew who I was academically, I was a superstar and all the teachers love me but you can't go to a basketball game on Friday night with your teachers, you know. So I start throwing myself into this popular group of girls. And they love to play this game called, who cares the most, and it was always Jackie. I mean, it wasn't actually called that one but that's what -- that's what I call it, it's called, who cares the most and it was me because I cared what everybody felt. You know, I told you I was Student Body President for four years, it's not because I was like some [makes noise] like bubbly, popular--I mean, I could probably tell that but that's because I went out of my way to talk to everyone else before I took care of myself because I was more concerned about their well being, not so much of my own. So these girls, you know, they did a lot of prank calls, they did a lot of, you know, invite me somewhere and I get there and they weren't actually there. They did a lot of malicious things and I was kind of at this place of my life where I wasn't getting support at school because, you know, the

teachers didn't think anything was wrong and I wasn't in the position to tell them. I didn't have a language for what I was feeling, you know, I couldn't walk home, you know, when I'm nine years old and be like, "Mom, you know, can you help me with my multiplication tables?" And also do know who get [inaudible] like, you know, she'd be like, "What are you talking about?" So I'm kind of in this telling, because I don't know how to [inaudible] for myself, nobody was asking me what's wrong and that's my first kind of time that I self-harm. And first, for me, self-harm was cutting and I used it to transform the emotional and the confusion that I was feeling and transform them to something physical so that I could make sense of it, so that I can understand what he understands, you know broken arm, or sprained ankle nobody gets the emotional stuff because you can't see it. So you know, by the time I get to high school, I had developed a full-blown addiction to self-harm, I used it to fill every hole in my life, too angry, too sad, too frustrated, too nagged, it was what I used and it seemed to work, but the problem with quick fixes is that they don't last. So I was not only dealing with the anxiety now and the self-harm that they -- these bullies triggered in me but I had also now developed a full-blown case of depression by the time I was freshman in high school. But when I got to high school, I thought, okay, maybe this will be another way for me to start over, another way for me to transition and become someone else. And, you know, be -- and really be that perfect girl all around. So, I get to high school and I throw myself into school. I took all AP classes, all four years. I was absolutely the kid you would never worry about. And that was because, you know, I was in all AP classes. I was in every club there was. I actually got into, you know, not a fight but a disagreement because I was a President of the National Honor Society too and I was President of the Class Elite. What, you can't be both. And I was there, you know, everyday after school for until like 5:00, 6:00. So, just to emphasize though what a -- what a typical day looks like for me in high school because people don't -- people don't see that, you know, when you go to school, you put your face on and you're there for how many hours and then you go home and you do whatever you do when you're at home. So, a typical day for me, I've become like three or four hours early and I'm sure, you know, you've seen kids that just kind of like roll out of bed and come ready to class and that's great but I wasn't like that. So, I get up like three or four hours early and I would do the whole thing that girls do. You know, I put on the make up. I take the shower. I'd sort out my clothes and decide what I'm gonna wear. Make myself breakfast. And then I have to go downstairs and do my real ritual which was sitting in my brother's bathroom with the water on high and letting it run. He went to a school about 25 minutes away. We went to different high school. So, he was already gone. Nobody can hear me down there. So, I'd sit there with my knees onto my chest because that's the only thing that feels good when you're obnoxious. And I put my phone on the timer, 35 minutes, 25 minutes, 15 minutes, 10. And then right when it would get to that 10, 5-minute marking up, my mom will be calling for me from the kitchen and she'd be like, "JJ, are you ready?" I don't know why she calls me JJ. "JJ, are you ready? You know, you got to get up because you had little cross stick. You didn't eat breakfast today. Your [inaudible] just called. Erika is waiting for you. You're both gonna be late." Twenty questions with mom in the morning and she didn't know that while she was calling for me I'd be up on the toilet, hovering over about to vomit. And sometimes, you know, it would

take me one, twice, three times of getting sick to be able to then pick myself up off the ground, take the squeeze of mouthwash, redo my makeup, you know, air out my clothes, throw all my book back and get out the door and then get to school and put on that face. And the mask that I was wearing had become so unbelievably tight by this point that it felt like it was going to stop. I didn't know who I was anymore. I was so confused. And then I get to school and I'd be a complete different person, smiling in front of all my clubs, going around to everybody in the morning. How's your day? What do you got going on today? You know, take it easy today. And then I'll get home from all my extracurricular activities and fall asleep from like 3:00 in the afternoon until like 9:00 at night, eat dinner late by myself, do my homework, get up and do it all again. Monday through Friday, I had a ritual because of the intense anxiety that I was feeling. So then, on the weekend when you think that things would get better, they actually got worst because my friends, you know, the people that I was friends with, they let me drink a lot. I had a very close neighbor, my friends in high school and I'm still friends with them now but that's what kids do, you know, on the weekends in high school and they were part of that. So, there was one weekend in particular, it was Halloween and there was this huge party happening right down a block from me and it was one of those parties I'm sure you've heard of that. They're like, "If you don't dress up, you're not coming in for Halloween." So, it was like, "Okay. Let's dress up." And I dressed up as a baby which is kind of ironic because I get to put on this like real--this like figurative face, you know, just enough to be someone else but it still wasn't enough. That night my anxiety, my depression were weighing on me so heavy that I knew if I drag something bad is going to happen. I could feel it. So, what do I decide to do, I decide I'm going to be designated driver because no high school kid turns down a free ride in full party. And I thought that that would, you know, raise less red flags than not going at all because then you have people on the phone like, "Why don't you want to come, you hate us? Oh, my God, she hates us. She's never going to hang out with us again," and jumped to all these conclusions. I was like, "No, I just don't want to go." So, I'm on my way to pick up the first girl and I can't drive too far. I got to these points where the pain I was in was so unbearable that I would completely shut down. I completely go numb. And I couldn't figure out which foot was supposed to be on the gas. So, I pulled over the car and I start cutting over, and over, and over, and over again, upwards, it was like 10 times. But it had become such a habit by this point that I knew I had to clean myself up and I knew I had to bandage this up and cover it up and go pick up these girls and go be invited for this party or else they were going to be questions. And I wasn't talking about it out of straight fear. Everybody had this image of me that I was not willing to wait up long. So, you know, I get done cutting, I go pick up the girls. We get to the party. Huge party. Lots of fun for everyone else, but I wasn't like the quiet kid in the corner of the party that you're like, "Okay. Watch here." I was actively involved in this party. I was telling jokes. I was dancing around. I was singing. And it took so much energy for me to--I mean you guys are teachers, you know how this you're having a bad day at home then you go--as you go ahead and teach the whole class for a whole day, you know. It takes so much energy to put that face on and I was burn out honestly at that point. So, like, I have to drive everybody home again in the night which I do. I get everybody home safe, you know, fulfill

my duty as a designated driver. And then I have to drive myself at home and I can feel that that was the end. As soon as everyone gets out of my car its like, "Okay. Now, I'm alone and now I can crash." But I still have to drive myself home couple miles. And I didn't--I didn't want to cut again because honestly it wasn't going to be enough to get me through the night. It wasn't strong enough. I need something else. So, what did I do? I start driving my car really, really, really, really fast on this road that we call [inaudible] Road. And it's right onto my high school and have you ever been on like a ride that goes upside down. You feel like your stomach is going to come through your nose. So, it's definitely you in your car, I hit the first bump and I was going so fast that my tires went up to the front of my car, completely flipped up on two wheels like this. And I always get the question when I go and talk to kids, "Well, how did you get it back down on four wheels?" I don't know. It's like if you're even been in a car accident you know that. You don't really know what's happening until after it's over. You don't know if you're okay until after it's over. That's what happened to me. Somehow I got the car back down in the four wheels, smoke coming out of the hood, skid marks all over the road and I was sitting there and I was shaking. I was hysterically crying and I was kind of just like swerved off into the grass. And for somebody that was completely numb beforehand to be shaking and crying and feeling something that was the first time I realized that I need serious help. I just didn't [inaudible] because I was so, so, so scared of what people would think when I came out with this secret about who I really was and what I was really going through. Really, the only time I remember a teacher intervening was when I was a senior in high school. I was sitting there and we were reading--I think we're reading Wuthering Heights, and there was a chapter about, you know, depression, the wife was suppressing. It was talking about suicide and I just couldn't take it. I couldn't take to be part of that conversation knowing that it related to me so directly. So, I put my head down in class and I didn't participate at all during the day. And for someone that's a star student, for someone that's raising their hand, you know, just to raise their hand, that was weird. So, after class the teacher comes up to me and she says, you know, "Hey, Jaclyn. Are you okay?" And I said, "Of course. You know, I'm fine." And there was kind of this gap that I realized, you know, I was not going to say flat out, I need help. And she was not going to push harder because of how perfect my life was and because of how hard I worked at hiding it. And I was not getting the support I needed at home. I was not getting the support I needed at school. So, now, what, I'll stop. My family does not do mental health. They did not do mental health growing up. There was no open conversation about it. It was kind of just, this is what you're going through. Okay. Get through it and that's it. I never felt like I could open up to them about it, so, I never did not until years later. So, it was not until my freshman year in college that I got a real help. And this is like, you know, 10, 12 years later that I start talking about this to an actual--another human being. I don't have my journal for 10 years and that gets pretty boring because there's no one talking back to me but--so, I get to college and I'm like, okay, maybe this transition will be the one where I could finally start over and it was just exhausting cycle of when is this going to end. I didn't realize I was going to like need to work at it. And I get to college and the first semester, I'm like doing great. I'm on dean's list. I, you know, I have a scholarship to St. Joseph's that I have to keep a certain GPA to keep. I was in

on all these clubs. I was really went all these new girls. And I was great. I wasn't harming. At this point, I had stopped for a little while and I wasn't drinking in excess and then I go home for Christmas break and you all know Christmas break in college is like seven, eight days long and it's great, so, you have to go back. So, I get this e-mail, my freshman year's Christmas and it's like, "Dear Jaclyn." Like, "Welcome back to Tokyo for second semester." And I was like, "You want me to go back there like I just did, first semester. Now, you want me to go back." And I could not muster up the energy to go. All my friends were going fine. They all like, "Yey, second semester. Like, let's do it." I was like, "No." So, I started partying again. I started drinking a lot because it getting me the push that I needed to sort of get back in to school. And I was sitting in a mental health society class that spring, and a lady walked in and she was just, you know, blabbering on us to tune out during guest speakers and then she said two words. She said free and she said confidential. And those were two big ones because I had let a lot of people in about this. You know, there were certain people that I kind of told but I never knew how much to tell like I never knew how far to go, how much to admit. When this lady said, free and confidential, I was like, you know, like a--like I have to take--I have to utilize this because I'm not going to get this free therapy after I graduate because, you know, therapies are very expensive. And so, I go to make a first meet on this lady and I start going to weekly therapy slowly. I start slowly talking to my medical doctor, taking medication and I start slowly developing these positive coping mechanisms that I need to kind of reverse the 10 years that I spent destroying myself basically. And I didn't realize how destructive my behaviors were until that car accident, until I realized that that stuff was not helping me. And what I really want to emphasize here today and especially if you guys being, you know, school personalities that the difference that what have made for me is not being approached to all with the way that I was approached because we always think that's there's a specific group of kids that we need to worry about and it's, you know, the loners or it's the rebels that raise the red flags. And that's a stereotype that society puts out there. And unfortunately that's, you know, what we are led to believe because honestly, you know, your job is hard. You don't have time to look after every single kid and I'm not asking you to do that. Once I open up a conversation about it, you know, me and Drew would go into schools and we -- you would not believe. I was on--I was at a school in the main line a couple weeks ago and it was all girl school. They all walked in, you know, with one sheet of paper, a pen, and all their uniforms and half of them were in the all girls' uniforms and you could tell they just like they when I was in high school. And as soon as I started telling my story because when I go in, I give a full, you know, story beginning to end. They all started getting teary eyed and they all started getting run in the face. And afterwards, you would not believe how much longer I was there because these kids were dealing with the same pressure that I was when I was 17. As I got older my red flags, you know, the attendance, the stomachaches all the time, the physical symptoms of my behavioral issues, they kind of fell my way side because nobody ever pursued that and I was too young to ask for help and they became more subtle, you know. The warning signs were there. They were just overlooked. The worst signs bring the bad to my eyes. The warning signs were in the way that I would come home from school and sleep for six hours instead of taking 20-minute nap. They were in

the way that I wouldn't be able to go to a school function or a party unless I knew how long is going to take you to be there so that I can muster up the energy that I needed for that specific amount of time. They were there but I hid them using self harm and using these negative coping mechanisms that I had. And I just push straight through. So, what I want to say is that it's not enough to assume that only the kids that raise those red flags are the ones that need help because I went through a lot of pain and a lot of despair and a lot of wondering what I was even doing here because I felt victims through the idea that we have to be perfect and a lot of kids are under that impression and I fell victims in not believing that I was entitled to help but then I was allowed to ask for help. Because there was never a conversation about it in schools that I was in. It was never an open thing. It was always behind closed doors. And what I find going into schools, you know, every school that I've spoken to, there's at least one group of kids that can only tell what I say or what Drew said, or what's some of our other speakers say. And even though we all have different stories, we all put out a similar message and I just hope that, you know, I know--like I said, I know your jobs are hard. I'm not asking you to like take a full intake on every over achiever in school. I know that's impossible. But I know for me if there would have been more of a--I'm going to call a safe--a safe place. If I would have known that I could have a confidential conversation, if I would have known that these resources existed, maybe I could have, you know, gotten help sooner because I lost a lot of time being scared. I lost 10 years of my life fighting for my life being scared of this. And now I speak about it all the time. So that's really what I want to give you with and, you know, we all really appreciate what you do and I just hope that I can help you get some new ideas about it, so thank you.

>> The story has been true that Jaclyn is sharing with us are really profound and translate, I think in many ways as we think about students that we support each and every day. I want to make a transition, I wanted to use Jackie's actual words, she said this because there's a group of kids that we need to worry about. It's not just a specific group is, it's all the kids that we need to worry about. And in many of the cases that we come across and in particular in situation that Drew and Jackie [inaudible] these are the students you wouldn't necessarily think need additional support. Jackie was upset I wish I wouldn't have what I could have access to, and how that really change things for me. I want you think about that and the implications associated with that when you think about the work that takes place and in around PBIS and support these groups from a behavioral perspective. I like to transition now towards the end of our conference. Bringing up the speaker up here, a person that I've had a relationship with for about a year now, I would say, Jessica, maybe a year and a half. I have the opportunity to be with Jessica, she's an absolutely amazing individual for an incredible project called Hear Me. Hear Me is an addition to the CREATE Lab of Carnegie Mellon University. Hear Me is a collaborative network of community organizations, institutions, businesses and foundation working together to provide a better future for our kids. Hear Me is a conduit for our kids' voices that promotes a purposeful and responsible use of media [inaudible] kids taking stimulation change in their lives, their communities, and the world, and it is world

changing. Jessica, my partner on the campaign, she's going to be spend about 10 minutes talking about the campaign and her work, the Hear Me project and actually feature a couple students she works.

>> Good morning everybody. As James said, I'm part of Hear Me and it's a youth voice project so I just want to exactly group of being so brave to share those stories as we have people that have gone through all the things [inaudible]. I'm doing my best to follow it. As James said Hear Me is a part of the CREATE Lab at Carnegie Mellon University and the Robotics Institute, the CREATE lab is a lab dedicated to empowering a technology through the generation and everyday soliciting scientists through the socially meaningful innovation in the content of robotic technologies and empowering our young people as a huge part of the mission of the lab that they get to work for. I work for the project called Hear Me which is a youth voice project. We are committed to amplifying the voices of young people on a variety of topics that impact their well being. One of the most popular topics since you just want to talk about is education both adult wanting to hear their perspectives on education and the students really want to talk about what happened through their school days. So we will actually hear some of the sample of the projects where we focus very specifically on certain topics, getting lots of students to talk about that specific topic and then bring their ideas and stories to decision makers. So the decision makers can be making more important decisions based on what's really working for the students. We've done campaigns like this -- we call this our campaigns. Well, it's only one time, food and security, [inaudible] relationships in Pittsburgh and a lot of the [inaudible] environments. This past fall, we have to partner with PaTTAN to specifically talk about schools and school environment working with over a hundred and sixty students that we interviewed, talking to them about mostly in schools that we're implementing PBIS, talking to them about what those schools look like for them and how they felt, asking them questions like what happens if your school wants to [inaudible] your problems and how is your school different now that you have PBIS in your school? And all these interviews are available on our website. We have tons of topics on our website and we'll be talking about, like, this one is on a school time that there's a campaign that we did last spring. When we're talking to students about new schools and it was personally from a really difficult campaign that we did. We did a partnership with the [inaudible] because a lot of these students going to ask about their schools and they're working to be on high school so things like, I really feel like I'm getting curious about being here and I feel like my teachers are just here for a paycheck and if someone with a background in education myself that was really, really difficult to hear. So this past fall was very refreshing since we partnered with PaTTAN and we went to some schools where PBIS is being implemented and where the administrators and teachers were really focusing on creating a positive environment for students. And we got to interview a lot of students there when they started describing their teachers and their schools, the place that felt loving, maybe our students describe as like a family, very different. So I want to play to you a couple of great stories from the students. See if I can play this up directly. So one of the first schools that we went into was the Environmental Charter School in Pittsburgh, where we interviewed about 40 first graders that were too young to know what their school is

like before PBIS but they shared some of the initiatives that PBIS brought into their school. And I will let Christian describe for you his favorite which is giving stone.

[VIDEO PLAYING]

>> That's Christian's [inaudible] at his school. Even though he's a six-year-old, Christian and Christian's vocabulary, he's talking about the fact that he's in the school where he feels important and how much more do you want me to explain that that story he feel like he wants to run away. Sophia is also from his school where she talks a little bit more about the initiative and why, you know, a good job was great but getting stamped so much better. And I apologize for the audio on this, it was lunchtime, we were at the cafeteria. So again, we're doing a little bit of a trade work in here.

[VIDEO PLAYING]

>> So that was the school where I learned a whole lot about getting stamped and stampless that have the ECS, highly recommended by first graders. So we visited 10 schools in total and the next that I want to lay for you is Kyle. He's from Shallotte Middle School and he's a firm cry, you can hear him describe firm cry again from the students they were talking about at schools where their teachers are there just for-- were they think their teacher is there just for a paycheck.

[VIDEO PLAYING]

>> So on our--like I said on our website we have so many of these student sharing those stories about what PBIS means to them in their school, and how it feels to be a student in a school that's implementing PBIS. I would give you stories from our website and from the students that you have in your schools that you think can be useful in helping you figure out what's working, what's working really well with PBIS in your school and how we can bring -- using the stories of our students who are explaining why this is so important to them, how we could bring these type of programs and about the school initiatives to so many more schools because as you can hear from our students here, they love it. It's something that works for them, it's something that really want in their schools. We hope that this information pulled from these students and then from all of your students we can bring it together and help show to probably discuss community, [inaudible] to other topside of this community. One, this is an important thing for our schools. So, thank you.

>> I'd like to feature that Jessica will be presenting during the first breakout session in continuing the campaign, if you go into that session, you'll see actual kiosks that can be produced, that contain the student stories on the tin cans that you can listen to that has student's stories in it, it's an amazing and incredible way to create efficacy and awareness around what's happening with the PBIS. I need to bring closure to the form right now, we're a little bit behind schedule. There are two things that I do need to do if you just bear with me for one moment. And the most important thing however, I will say for last, just a few final notes. We have lots of threads in this year's conference available to you, everything from Tier 1

all the way through community and family engagement, 55 sessions overall. All the handouts are available in the PaTTAN website. If you are tweeting about this, please use #papps2014. One note, section number 22 is an empire AB from 2:00 to 3:00 PM today. In your folders are you were saved the date reminders for next year. However, most importantly before we begin, I'd like to recognize one more set of schools so don't get up yet. Earlier, we congratulate the Category A schools for their implementation fidelity. Now we're going to congratulate Category B schools for their efforts. These are LAE's in schools who have implemented PBIS and are continuing their fidelity implementation over time, not new awardees but individuals in schools who have been doing this work for sustaining periods. Let's take a look at those awardees briefly.

[VIDEO PLAYING]