Thank you for participating in the 2nd Annual Monroe County Childhood Conditions (MC3) Summit!

On December 15th, 2016 Youth Services Bureau of Monroe County and Building a Thriving Compassionate Community (BTCC) convened approximately 170 community members for the first MC3 Summit; the theme was “what surrounds us shapes us.” The decision to organize the event around conditions was grounded in the understanding that children are shaped by the relationships they have, the neighborhoods they live in, the places they learn and play, and the community organizations that serve them. When children have access to safe, stable, and nurturing relationships and environments they are more likely to thrive- and thriving children are more likely to grow into thriving adults.

This year's Summit is continuing to explore conditions by focusing on child and adolescent health. The MC3 Planning Team, which began meeting in February of 2016, recognizes health as multi-dimensional (physical, social, emotional, mental, spiritual, etc.) and acknowledges the variety of personal, social, economic, and environmental determinants that shape the trajectories for individual and population health. The selection of workshop offerings and roundtable discussion topics reflect the priorities and pressing issues identified by community members. We continue to be so inspired by and grounded in this feedback we wanted to share the top themes here as well:

- Safe people and safe spaces- and for adults to initiate & participate in challenging but necessary conversations
- Destigmatization of mental health conditions
- Support systems, role models, and a sense of community
- The need to be reflected and represented in popular culture, books, and at school
- Hope & a belief in one's future
- Affirmed trust in institutions (i.e., there is reason to not trust schools, judicial system, and medical institutions)
- Access to healthy food, health care, health providers, economic security, stable housing, options, and power
- A shift from the individualistic, boot-strap culture toward the collective
- Multicultural competencies
- Dismantling of white supremacy

The MC3 Planning Team would also like to acknowledge and express gratitude to the following:

- MC3 Scholarship Sponsors
- Jack Owens, winner of the Summit Design Contest (i.e., the logo that you see on the cover of this document)
- The youth that contributed creative and thoughtful artwork about what health means to them and what helps to keep them healthy. You can check this out in the program, on the walls, and in our slide show.
- Addy Kao, Monroe County Youth Council member and Bloomington High School South student, for developing the opening session video
- Participants at the August 2017 feedback gathering and residents at Stepping Stones who shared their insight, perspectives, and visions for health
- Bloomington Bagel Company, for providing delicious bagels and schmear to participants at the August 2017 feedback gathering

Today’s schedule, session descriptions, and presenter & facilitator bios are included on the following pages. We have a map of the Convention Center to help orient you the space; please note that all general sessions will take place in the Great Room. Resource tables, Data Walk panels, and art pieces will also be displayed in the Great Room- feel free to peruse them during breaks!

### Monroe County Childhood Conditions Summit Planning Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Laura Alford</td>
<td>Prism Youth Community</td>
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<tr>
<td>Sarah Borden</td>
<td>Youth Services Bureau of Monroe County</td>
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<tr>
<td>Georg’ann Cattelona</td>
<td>Commissioner, City of Bloomington’s Commission on the Status of Children and Youth Member &amp; Building a Thriving Compassionate Community</td>
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<tr>
<td>Tara Green</td>
<td>Building a Thriving Compassionate Community, Community volunteer focused on initiatives related to childhood development</td>
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<tr>
<td>Kathy Hewett</td>
<td>Monroe County Health Department</td>
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<td>Jeigh Hockersmith</td>
<td>Boys and Girls Club Bloomington</td>
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<td>Marsha McCarty</td>
<td>Meadows Hospital</td>
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<td>Nick Philbeck</td>
<td>Community Justice and Mediation Center</td>
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<tr>
<td>Caleb Poer</td>
<td>Bloomington High School North, liaison to the Commission on the Status of Black Males, &amp; Black Democratic Caucus</td>
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<td>Aliya Rife</td>
<td>Bloomington High School South, Monroe County Youth Council</td>
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<tr>
<td>Becca Smith</td>
<td>Bloomington High School South, Prism Youth Community</td>
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<tr>
<td>Melanie Vehslage</td>
<td>Monroe County Health Department &amp; Building a Thriving Compassionate Community</td>
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<tr>
<td>Allison Zimpfer-Hoerr</td>
<td>Youth Services Bureau of Monroe County &amp; Building a Thriving Compassionate Community</td>
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# SUMMIT SCHEDULE

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<th>Time</th>
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<tbody>
<tr>
<td>8:30-9:00</td>
<td>Registration and Breakfast *</td>
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<tr>
<td>9:00-9:30</td>
<td>Opening Session *</td>
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<tr>
<td>9:30-9:45</td>
<td>Break</td>
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<tr>
<td>9:45-10:45</td>
<td>Workshop Session 1</td>
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<tr>
<td>10:45-11:00</td>
<td>Break</td>
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<tr>
<td>11:00-12:30</td>
<td>Workshop Session 2</td>
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<tr>
<td>12:30-2:00</td>
<td>Lunch (Spotlights @ 1:00) *</td>
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<tr>
<td>2:00-2:15</td>
<td>Break</td>
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<tr>
<td>2:15-3:45</td>
<td>Workshop Session 3</td>
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<tr>
<td>3:45-4:00</td>
<td>Break</td>
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<tr>
<td>4:00-4:45</td>
<td>Roundtables *</td>
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<td>4:45-5:00</td>
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* Session held in Great Room
WORKSHOP SESSION 1

The Gauntlet: Accessing Health Insurance in Indiana | Katie Rodriguez & Hannah Watt

Health insurance is confusing. If you'd like to know more about the barriers that low income families face when trying to access health care, we'd love to show you. We hear their stories every day. We do our best to help people through the “gauntlet” so that they can get the care that they need to be able to live, work, and give back. In our workshop, we'll put you through a mini-gauntlet so that you can experience for yourself what it feels like to try to make your way through the health insurance system. You’ll have to figure out what you’re eligible for, fill out an actual application, go through an interview, provide proof, choose a provider, and find a doctor who accepts your insurance. As you go through the process, we hope you’ll consider what this would feel like if you were also trying to work, find transportation, take care of family, keep food on the table, and what it would mean for your children's health needs. If you don’t submit the right documentation and are denied, how will you pay for your child's necessary $300 medication on your $1200/month income? Afterwards, we’ll share real life cases with you, reflect, and invite you to take action to make Monroe County the best (healthiest!) place to be a child.

Networking Session

Last year’s Summit participants asked for more dedicated networking time. If you want to brainstorm, share ideas, and connect with others in the community, join us in this informal session.

Integrating Different Perspectives: Perspective Taking Approaches that Foster Respect and Accountability | Nick Philbeck

Perspective taking is broadly understood as the act of inferring, anticipating, visualizing, or predicting the perceptions, thoughts, feelings, intentions, or viewpoints of another person (C. Fuhs, 2016). How people engage in acts of perspective taking fundamentally impacts how they understand themselves, other people, and their environments. People developing accurate and meaningful understandings of others’ perspectives likely often leads to a range of healthy outcomes, such as reductions in conflict, interpersonal aggression, stereotyping, and in-group favoritism, along with higher communication satisfaction and more effective interpersonal relating and negotiation. Through a combination of activities, group discussion, and lecture, participants will evaluate their own perspective taking approaches, learn how various factors influence perspective taking and related actions, and explore how they may utilize perspective taking techniques to promote healthy interactions with themselves, others, and their environments. Additional focus will go toward ways perspective taking may be utilized in relation to social systems (e.g., schools, families, organized communities), especially to enhance people's enjoyment of their own autonomy and their respect of others’ autonomy, and to foster healthy understandings of how people should hold themselves and others accountable to their duties as members of societies.
Katie Rodriguez and Hannah Watt are licensed health insurance navigators. They work as Outreach & Enrollment Specialists for Covering Kids & Families of SCCAP. Covering Kids & Families advocates for health insurance for all and provides unbiased guidance and assistance for individuals and families. Hannah also works for the Community Kitchen and volunteers with the Indiana Recovery Alliance. Katie is also involved with SCCAP Thriving Connections. Both are working to break down barriers in Indiana that keep people from accessing and using their health insurance.

Nick Philbeck is the Restorative Justice Case Manager for Community Justice and Mediation Center (CJAM) in Bloomington. In this role, he manages the VORP (Victim & Offender Restoration Program), STEP (Shoplifting & Theft Education Program), and School Mediation programs. Nick has designed and led numerous workshops and trainings related to restorative justice principles and practices, conflict resolution, and mediation since he began working with CJAM in 2004 as a teen mediator and youth workshop facilitator. He is also a member of the BTCC core team.
WORKSHOP SESSION 1

Human Trafficking in Indiana Youth: Identification and Collaborative Support of Victims and Survivors | Allen Bell

Understanding human trafficking in Indiana and the scope of the issue, recognizing risk factors that lead to heightened vulnerability and red flags that may indicate a trafficking situation; identifying trafficked youth and reporting tips; connecting survivors with resources and services.

School to Prison Pipeline | Caleb Poer

The school to prison pipeline is the criminalization of youth within school systems that helps reinforce the cycle of poverty and the criminal justice system. Children of color and the less fortunate are disproportionately affected by disciplinary policies by schools. I will provide the history of it, and how it is impacting schools nationwide, as well as school in Monroe County. In this workshop I also intend on providing means of combatting this issue and challenging the status quo of discipline.
Allen Bell has been working in youth services since he graduated from Iowa State University in 2009. Whether he’s engaging youth directly or facilitating a training for youth care professionals, he emphasizes and appreciates each kid’s unique experience. Allen’s passion for supporting and mentoring young people led him to the Monroe County Youth Service Bureau, where he started his career as a Residential Coordinator and later returned as the Program Coordinator. Allen expanded his knowledge of effective educational programming while serving as the Residents Life Coordinator at Independence Community College. He has developed and implemented programs addressing community involvement, trauma informed care and, most recently in his present role, human trafficking in Indiana youth. Allen currently serves Region 7 (South Central Indiana) as a Regional Coalition Coordinator with the Indiana Trafficking Victims Assistance Program, a statewide initiative of the Indiana Youth Services Association.

My name is Caleb Poer, I am a senior at Bloomington High School North. I have always believed in the importance of racial justice, and have spoken at the National Education Association summit to 1600 educators about the topic. I am a liaison to the Commission on the Status of Black Males, and I intern with the Black Democratic Caucus. I have grown up attending schools in Monroe County since the first grade and have always tried to lead by example. This year I won the Outstanding Black Male Leader of Tomorrow Award and since have continued to try to be a leader in the community.

Being Outside by Parker W. age 9
E.M.P.O.W.E.R (Encouraging the Meaningful Priority of Wellness Education and Resources) | Rory James

This panel consists of three local Bloomington professionals—Mr. Brian Richardson Jr., Asst. Director Student Diversity & Inclusion (IUSPH-B); Mr. Rafi Khalid Hasan II, Director, Safe and Civil City Program (City of Bloomington), and Mr. Julius Hanks, Coordinator of Diversity Opportunities (Monroe County Community School Corporation)—who work directly with youth, adolescents and young adults. Each will detail the work and initiatives they are leading to engage Bloomington youth in holistic health and wellness at the elementary, middle, secondary, and collegiate education levels. Moreover, each individual will discuss their collaborations with each other’s respective organizations and how Bloomington can tackle some of the pressing health concerns within the community (i.e. health inequity, safety, access). We will intentionally focus on outreach to marginalized and underrepresented populations in Monroe County. Additionally, this is an interactive workshop and attendees will have an opportunity to ask the panelists questions.

Dominant Narrative Training | Stephanie Solomon & Kendra Brewer

As youth advocates we are often confronted with language and assumptions that reinforce trauma and injustice. Join this session to dig into our embedded cultural stories about youth health and how they affect our work and the lives of those in our community. We’ll break down the current narrative undergirding our American and midwestern ideals and discuss the effects on our communities. We will also explore a counter-narrative, one that builds healthier youth and families.

Accountability:
Beginning the Conversation | Sam Harrell & Stephanie Waller

All of us cause harm and we will all experience harm at some point in our lives. Many youth are told to rely on the legal system to evaluate and adjudicate harms. Yet many harms are not crimes and many crimes are not necessarily harmful. But harms demand a response. How might we help youth more readily account for and respond to harms in their communities? Through a small group case analysis, we’ll compare retributive, restorative, and transformative models of accountability. With materials from INCITE! Women, Gender Non-Conforming, and Trans People of Color Against Violence, Project NIA, Generation Five, and the National Organization of Asian and Pacific Islanders Ending Sexual Violence, we’ll explore how transformative justice principles can be applied to youth experiences with harm. The more tools we have, the safer communities we can build. This workshop was inspired by our experiences with youth and young adults, as well as the current political landscape. If we overemphasize accountability to the state (e.g. what is legal and what potential consequences one might face), we risk dismissing or excusing harms that a) the state does not identify or b) the state commits. We also know that heavily-policed communities may not be able to safely access state resources. We believe it is important, now more than ever, to help youth dream of alternative responses to harm; to design responses that hold us accountable to one another.
**Stephanie Solomon** is the Director of Education and Outreach with Mother Hubbard’s Cupboard (The Hub), Bloomington’s community food resource center. The Hub increases access to healthy food in ways that build community, and aims to use food as a vehicle for social justice. Stephanie is a core team member of BTCC and is personally and professionally committed to addressing the root causes of hunger and poverty.

**Kendra Brewer** joined the Hub as the Community Garden Coordinator in 2012, and has been managing the growth and community stewardship of 2 community gardens, bringing patrons, volunteers and interns together to learn how to garden while growing fresh produce for the food pantry. She currently serves as the Education Coordinator, creating the space for folks to experience gardening and cooking using all five senses and can often be spotted inviting volunteers to taste a freshly picked asparagus spear, or to smell the sweet aroma of finished compost. Kendra graduated from Colorado State University in 2003 with a Bachelors of Science in Wildlife Biology and holds a certificate in the Organic Management of Orchards.

**Sam Harrell** (they/them) is the Prevention Programs Coordinator at Middle Way House in Bloomington, Indiana. In this role, Sam provides sexual and partner violence prevention programming to junior and senior high schools, youth-serving programs, and community members. Sam has both a BSW and MSW from Indiana University. They concentrated on nonprofit management, disability theory, and American Sign Language in their undergraduate studies; queer youth programming and modern U.S. policing in their graduate studies. Sam is a frequent speaker in IUSSW undergraduate courses on diversity, social work, and community organization. They have experience working in disability support services, housing casework and shelter services, child welfare, and prison and jail re-entry. In their free time, Sam works with Bloomington PRIDE to support LGBTQIA+ youth, explores trails with a hyper Australian Shepherd, and supports friends and family members behind bars.

**Stephanie Waller** (she/her) is a Legal Advocate at Middle Way House in Bloomington, Indiana. She has a BSW from Indiana University and a MSW from the University of Illinois- Chicago. Stephanie focused on advocacy with survivors of intimate partner and sexual violence, peer education around consent and healthy sex positivity, and community organizing with people experiencing homelessness in her undergraduate studies. She focused on transformative justice, community accountability, and reproductive justice activism in her graduate studies. Stephanie has experience staffing and directing low-barrier homeless shelters, community organizing, working in the anti-domestic violence movement, and providing mutual aid resources. In her free time, Stephanie volunteers as a collective member at Boxcar Books, a radical bookstore and community space and catches up on her favorite TV shows with her two cats, Sweet Pea and Lennon.
**The Social Neuroscience of Learning: New Paradigmatic Pathways for Supporting Students | Sheila Dennis**

Schools are charged with facilitating the learning potential for every student. Yet, many of our students present with an array of behavioral challenges rooted in pain and toxic stress that disrupt the learning process. Anchored in a punishment paradigm, US school cultures predominantly respond to behavior disruptions with exclusionary discipline policies and practices that create insurmountable barriers for student success. This session will introduce attendees to emerging social neuroscience that illuminates a new paradigm that pivots us toward relationship-based approaches inviting us to re-envision preventative universal supports for all students, especially students encountering adversities. The session will outline education delivery models that best align with students’ neurobiological needs for safety and connection in their learning environments. Attendees will examine how applying social neuroscience principles shifts our focus to understanding attachment and co-regulation in instructional environments that may over time transform classroom ecologies and school organizations by promoting a culture of connection instead of pathways to punishment.

**Addressing the Needs of Individuals who have Experienced Adverse Childhood Experiences: A Holistic Approach | Mary Balle**

Adverse Childhood Experiences (ACEs) have been linked to increased physical/mental health problems in individuals. There has recently been increased interest in these links and how to both prevent ACEs and treat those who have experienced them. The most effective treatments have been holistic in nature-addressing physical, psycho-social, and mental/behavioral health needs of individuals and their environments. Looking for cost effective and individualized treatments can be a challenge. We will:

- Define ACEs and holistic care.
- Discuss the current studies and literature related to ACEs.
- Explore physiological reasons ACEs influence physical and mental health.
- Explore long term savings to society that may result from addressing ACEs in individuals.
- Explore the scope of the issue and vulnerable populations.
- Explore emerging treatment modalities.
- Discuss barriers to these and ways to overcome them.

**Improving our Community’s Health through Youth and Adult Perspectives and Discussion | Aliya Rife**

This workshop will be about improving health in Monroe County. It will include activities and engage participants in a discussion about youth needs and challenges, and the role for adults and the larger community in addressing them. Participants will be encouraged to share what they are already doing as well as brainstorm ways to better support youth.
Mary Balle is a Pediatric Mental Health Clinical Nurse Specialist. She has worked with children for over 20 years in diverse settings such as schools (daycare to high school), a transitional shelter for women and children who have experienced homelessness and domestic violence, and inpatient and outpatient physical and mental health settings. She has worked at length with children who have been abused. She is licensed in the state of Indiana to prescribe medications and provide mental health therapy. Mary was trained as an Integrated Health Advocate. She was invited to Washington D.C to help write the Affordable Care Act. She currently works at Riley Pediatrics in Bloomington Indiana.

Sheila Dennis serves as a Senior Lecturer at Indiana University School of Social Work (IUSSW). In this role, Sheila is the Lead Faculty for the Master of Social Work (MSW) Schools Practice Area for IUSSW, and her focus is to prepare MSW students for school social work practice through curriculum development, scholarship, and teaching. Having spent the last thirteen years in higher education, Sheila has taught social work courses at IUSSW, Anderson University and Royal Holloway University of London. She received her BSW from Anderson University, her MSW from Indiana University, and a Postgraduate Certificate in Teaching and Learning from Royal Holloway, University of London. Sheila is currently a PhD candidate with her qualitative research focus being on social neuroscience of learning. Sheila also founded the Indiana Student Services Coalition that seeks to expand behavioral health capacity in Indiana Schools.

Aliya Rife is a senior at Bloomington High School South. She has served on the Leadership team of the Monroe County Youth Council for 4 years as well as been the Page by Page team coordinator for two years. Aliya is a tutor at the Banneker Center's after school program at Fairview. She also serves as Bloomington South's National Honor Society Service Chair. Aliya is on the MC3 Summit Planning team and she is very excited about her role in the Summit.
Advocacy as Personal Action:
Panel discussion highlighting volunteers who enjoy incorporating meaningful work supporting youth into their full lives

Join Diana Lambdin, Kristin Varella, Kurt Buehler and Tyler Kelley for a diverse panel discussion with volunteers involved as a CASA, foster parent, and advocate for people experiencing homelessness to hear about how they have made serving youth a priority in their daily personal lives. Think about how you may similarly be or become involved, and share your own thoughts and experiences. Topics include: What propels us into action? What outlets do we seek to process observations, emotions, and concerns in our sometimes stressful work? What helps us continue to have hope for youth? How does serving as volunteers who advocate for youth broaden our personal communities? How do we manage the sometimes temporary nature of relationships in our work? What are ways that we can develop deeper connections to youth through meaningful mentoring roles? What messages are extremely important for youth to hear today?

Creating a Culture of Care:
Action Plan to Support Minority Male Students | Brian Richardson Jr.

This presentation will cover the developmental process of minority male mentoring programs. By focusing on the impact the M2S2 (Minority Men Striving to Succeed) program has had on Wittenberg University’s campus and KLA (Krimson Leadership Academy) has had on the young men of Fairview Elementary School, participants will receive thought provoking perspectives pertaining to creative solutions for improving feelings of belongingness and self-worth of minority males, as well as a focus on leadership and identity development. Examining the existing infrastructures that reinforce negative stereotypes for minority males within our society, the presenter will provide a deeper understanding for the pressures our minority male students are facing. Bringing to the light the importance of mentoring, empowering, validating and affirming young minority men in a society full of toxic masculinity and negativity is a primary objective for this presentation. Through the utilization of lived experiences, personal testimonies, group participation, and supporting statistical data, participants will gain a better understanding of how to combat the micro aggressions and invalidations minority males face daily, and the role that we as educators plays to support them in all of their endeavors.

Let’s Put the “Birth” back in “Birth to Five”: a crash course on why the perinatal period matters and what to do about it | Georg’ann Cattelona

We talk about “Birth to Five,” but for most people that means four and five year olds. But we are missing something when we skip over the first three years, when we ignore the first year, and when we think that pregnancy is more about the one carrying the baby than about the that person AND the baby. But the truth is, birth and the first year of life matter hugely as that is when the groundwork is laid for that individual’s physical, emotional, and mental health. In fact, almost every concern we have as a community about population health has a foundation in what happens in the perinatal period. Unfortunately, cultural norms and assumptions about pregnancy, childbirth, breastfeeding, and the postpartum period can get in our way of understanding the significance of this time. In this session, I will offer participants a chance to learn how crucial the childbearing year is for health and well-being. It is one time when we have the chance to do so much with very little cost or need for intervention. Together, we’ll not only explore how important the perinatal period is, but I’ll give you some concrete examples of how it matters for the lifetime health of all involved. And then we’ll talk about specific, concrete actions that can be taken to improve perinatal health in our community, and therefore, the well-being of the community as a whole. I will do my best to make this session lively, interactive, as well as memorable!
Mr. Brian Richardson Jr. is an alumnus of Southern Illinois University Edwardsville where he earned a Master of Science in Education. Brian earned a Bachelor of Science in Sports Management from Culver Stockton College. He currently serves as the first Assistant Director for the Office of Student Diversity and Inclusion at Indiana University- School of Public Health. Through his creation and development of minority male empowerment programs, such as Minority Men Striving to Succeed (M2S2) and the Krimson Leadership Academy (KLA), Brian is committed to leadership development for young men of color. In conjunction with these initiatives, Brian is also invested in his community, and devotes his time volunteering with the United Way's Real Men Read Program and the Commission on the Status of Black Males. Brian was named the 2017 Outstanding Black Male Leader of Tomorrow for the City of Bloomington, and has been featured in the local newspaper and radio shows for his work.

Georg'ann Cattelona has worked with families as a childbirth educator, prenatal yoga instructor, and birth doula since 1994. But she is best known as a founder and then later Executive Director of Bloomington Area Birth Services (BABS), a position she held until BABS closed in October 2015. She has training in community-based programs, including HealthConnect One's Community-Based Doula model, and she was invited in 2012 to study with Penny Simkin and Phyllis Klaus, two of the founders of DONA International (formerly Doulas of North America) as part of the first cohort of “When Survivors Give Birth” training of trainers. More recently, she has joined BTCC’s efforts as a member of the CoreTeam, Primary Prevention trainers, and more. Georg'ann has lived in Bloomington since 1981, and she loves cooking, playing card games, spending time with family and friends, and puttering in the garden.
WORKSHOP SESSION 3

**LGBTQ+ Cultural Competency Training for Youth Service Providers | PRISM’s Education and Training Committee**

Hear directly from multiple LGBTQ+ youth as they discuss things they want you to know so you can be a culturally competent youth-serving professional. Particular attention will be spent on gender variance and ways to support gender non-conforming youth. At the conclusion of the formal presentation, there will be a panel featuring youth members who will answer questions from attendees.

**Ignite the Advocate Within You: Self-Advocacy for Young Adults with Chronic Conditions**

Join Sneha Dave, Janesh Karnati, Jennifer Meyer and Shahin Saberi for a panel discussion. We will have an interactive simulation of communicating and self-advocating in various situations – such as with medical professionals. We will also cover sensitivity when communicating to someone with a chronic condition and talk about mental obstacles related to having a chronic condition. We will focus heavily on self-advocacy for young adults.

**The Positive Discipline Way—Respectful, Encouraging, Empowering and Connecting | Brittany Turner Purvis**

Inspired by the work of Jane Nelsen, Becky Bailey, Brene Brown and Dan Siegel, this workshop will make a case for a “Paradigm Shift” in how we as individuals, families, neighbors, care providers and community members approach children and their behavior - a shift away from punishment and shame and toward encouragement and connection.

When children develop loving, respectful, and connecting relationships with adults in their community, these relationships promote healthy emotional development and provide a protective factor against the development of mental health issues (Nelsen, 2006). One of the ways to encourage healthy attachments between children and adults in our community is to look at the condition of the child regarding punishment and correction.

This workshop will provide an overview of the current research on punishment (spanking, yelling, and time-out) and its long-term negative effects on the emotional and mental health of children. Participants will then be introduced to a non-punitive approach called “Positive Discipline.” They will learn the foundational principles of Positive Discipline, an approach which is rooted in discipline (to teach), based on love and respect, and most importantly, focused on staying emotionally connected with children. Through experiential activities, participants will actively learn of Alfred Adler's theory “Belief Behind the Behavior” and process the impact on the lens through which behavior can be viewed. Utilizing this new lens, participants will be encouraged to approach “mistaken behavior” with the tool A.C.T: Assessing need, Calming self and then the child, Connecting, and Teaching/problem-solving with the child.
**Prism’s Education and Training Committee** is comprised of high school and college students from Prism Youth Community who have displayed leadership qualities and a desire to encourage education in their community. In addition to developing and delivering Prism’s quarterly Community-Wide events, they have presented at multiple national and state-wide conferences and have conducted over 20 staff cultural competency trainings with school systems and local community organizations.

**Ms. Sneha Dave** is a sophomore at Indiana University. At age 6, she was diagnosed with ulcerative colitis, which she has successfully battled with the help of several major surgeries. She founded “The Crohn's and Colitis Teen Times,” a newsletter designed to support teens with inflammatory bowel disease. Sneha is a part of the Pfizer Advisory Board and advocates with the United Nations for the third sustainable development goal, good health, and wellbeing. Sneha writes for media platforms such as U.S. News and Girls Globe. In addition, she is a motivational speaker, and most recently spoke on national television featured on C-SPAN. Her advocacy efforts have been broadcast on both television and radio, and she was named a 2013-14 Riley Champion by the Riley Children's Foundation. Sneha is excited to shape the first annual Health Advocacy Summit and see more youth leaders who have chronic conditions and disabilities.

**Mr. Janesh Karnati** is currently a sophomore at Indiana University studying Chemistry, Environmental Health, and International Studies. Throughout his high school and college career, he has witnessed many family members, friends, and community members suffer from chronic conditions. By witnessing the obstacles that arise from having a chronic condition, Janesh has been inspired to advocate for individuals with chronic conditions. In addition to working with students with chronic conditions, he is also very passionate about local community health and looks forward to partnering with local organizations and individuals in to make a sustainable impact on the health and wellness of citizens in Bloomington.

**Jennifer Meyer** is a sophomore at Indiana University, studying neuroscience and psychology. She is a part of several other organizations besides the CIDA Foundation. These include a dance company, InMotion, and two science organizations, Minority Association of Premedical Students and the professional fraternity Alpha Chi Sigma. Jennifer is a strong supporter for Riley Hospital for Children and is on the Public Relations Committee for IU Dance Marathon. Jennifer is a regional coordinator for the CIDA Foundation, and through the organization, Jennifer's passions for helping those struggling with chronic health issues can flourish. Jennifer strongly supports fair treatment for all individuals, especially in health care, and educating others on the hardships that some people face. She strongly believes that keeping people educated and informed helps bring about understanding for those who are afflicted with a chronic illness or disability. Jennifer wants to empower individuals with a support system that can help them through their years.

**Shahin Saberi** is a sophomore at Indiana University from Fishers, Indiana. He is an aspiring double major in neuroscience and biology and is also pursuing a Liberal Arts & Management Program (LAMP) certificate and Spanish minor. Shahin loves to be around people and explore different cultures, perspectives, and beliefs. He fulfills his passions through community engagement and service-learning abroad. Shahin was diagnosed with chronic ulcerative colitis at the age of 16, and his sister, Roxy, has a rare genetic syndrome called CHARGE. These factors have played a formative role on Shahin's perspective on life, giving him motivation and inspiration to advocate for those with chronic conditions and disabilities. In the future, Shahin hopes to attend medical school and eventually work in public policy to reduce health disparities both locally and abroad.

**Brittany Turner Purvis**, MSW, LCSW is a Child and Family therapist, wife, mother of two, and an advocate for the development of a healthy parent-child relationship. She is owner of BloomingKids Counseling and specializes in the evaluation and treatment of children and adolescents who need support with ADHD, Autism, Attachment, Anxiety and Depression. Brittany is trained in Theraplay, an evidence-based therapeutic approach for building and enhancing parent-child attachment. She earned her bachelors from Johns Hopkins University and masters from Indiana University. Brittany is a Certified Positive Discipline Facilitator and continues to learn, on a daily basis, about the importance of connection before correction as she guides her 2-year-old son and 10-year-old bonus daughter towards adulthood. She is currently taking time off from her practice to stay at home with her son. In the meantime, she is leading Positive Discipline classes at her son's preschool, St. Mark's Nursery School and Kindergarten.
Table 1 | Connecting Indiana Youth Councils through Safe, Stable and Nurturing Environments and Relationships

Facilitators: Cierra Olivia Thomas-Williams, Indiana Coalition Against Domestic Violence, Rachel Jern, Putnam County Family Support Services, Inc. & Rebecca Blankenship-Moore, Council on Domestic Abuse

Youth councils from Monroe, Marion, Putnam and Vigo counties used the BTCC Café Activity from MC3 2016 to envision what safe, stable and nurturing environments and relationships look and feel like in their communities. On a set of traveling “quilts,” Indiana councils and groups who participated were invited to an iterative conversation about what it takes to have safe, stable and nurturing Indiana communities. Participants will hear lessons learned about the facilitation process at each site and will review the data collected during the process. This discussion will offer participants an opportunity to view the “SSNRE quilts” that have been travelling from location to location and engage with one another in a facilitated discussion of how the data from the BTCC café activity can be used to increase connections, a protective factor for multiple forms of violence.

Table 2 | Data Sharing

Facilitator: Matt Hanauer, Commission on the Status of Children and Youth

In order to tackle the multidimensional challenges our city faces, we need accurate, up to date, and local data. No one has more accurate, up to date, and local data, than our local nonprofits and governmental agencies. We will focus on the following data sharing related topics: (1) How are organizations currently sharing data (2) What are the barriers organizations face when sharing data? (3) How can organizations work together to overcome data sharing barriers? Let’s spark new ideas that will allow more organizations to share data leading to better insights into how to tackle our city’s multidimensional challenges.

Table 3 | Foster Care

Facilitators: Laura Alford, LMHC & Faye Ebel-Orr, Foster Care Specialist - Monroe County

Want to learn more about the foster care system? Come join this discussion about challenges in the system, difficulties foster youth may face, and how you can better navigate working with foster children.

Good Hygiene by Fini M. age 7
Table 4 | Fostering Inclusion Through Play-Based Learning

Facilitator: Kim Drabek, Kids Play Gym
Examining the power of play to foster learning of social, behavioral, emotional, and motor skills, particularly in helping develop a community that is inclusive and beneficial for ALL kids, both with and without disabilities.

Table 5 | From Youth Serving to Youth Collaborative

Facilitator: Becca Smith, Prism Youth Community
This discussion will assess the structure of youth serving organizations and brainstorm ways to actively and meaningfully include youth in the decisions and processes of said groups.

Table 6 | Housing Stability: The Impact on Lifetime Health

Facilitators: Tara Todd & Felita Lucas, Bloomington Housing Authority
Stable housing has a significant impact on the development of children. Bloomington Housing Authority works to house families through both our Public Housing program and our Housing Choice Voucher (Section 8) program. Additionally, we work to coordinate resources and services to provide support to the families we serve in order to ensure they have access to proper health care, mental health services, education supports and other resources needed to achieve lifelong health beginning at birth.

Table 7 | Implicit Bias

Facilitator: Stephanie Solomon, Mother Hubbard’s Cupboard
We will discuss the science of implicit bias and how it perpetuates structural racism in our schools, healthcare systems, and youth centers. We’ll explore the implicit biases that impede youth health and share tools to detect and safeguard against implicit bias within organizational policy and procedure.
Table 8 | Monroe County Community Health Assessment and Improvement Plan: a community journey in assessing health and addressing identified health disparities

Facilitators: Monroe County Community Health Improvement Plan (CHIP) Teams

Public Health partners in Monroe County started meeting in 2015 to start planning and doing a community health assessment to identify local resources and needs. Survey, focus group and secondary data were shared with community members in 2016 to analyze and determine health priorities. Three top priorities were identified for the community health improvement plan:

- Substance Abuse-Mental Health
- Basic Needs (lack of)
- Chronic Disease

Each priority area has a team that meets regularly to work on projects identified through establishing goals and objectives. Doing a round table will help us to share what we have learned and encourage others to join us.

Table 9 | Monroe County’s Healthiest Cities and Counties Challenge

Facilitator: Georg'ann Cattelona, Building a Thriving Compassionate Community (BTCC) Core Team Member

In September of 2016, BTCC and a cross-sector team of 12+ organizations and coalitions were accepted as one of 50 finalists in the national Healthiest Cities and Counties Challenge. The team aligned around a shared vision of health equity to make Monroe County, IN the best place to be a child and prioritized policy, practice, and environmental changes that promote safe, stable, and nurturing relationships and environments. This roundtable will feature an overview of the first year of the Challenge including examples of organizational change efforts. Q&A will follow.
Table 10 | On My Way Pre-K
Facilitators: Jennifer Myers, Coordinator, Monroe Smart Start & Crystal Moore, On My Way Pre-K Project Manager, Monroe & Vigo Counties

Learn about On My Way Pre-K and how you can help eligible families receive FREE pre-K for 4-year-olds.

Table 11 | Put your Passion into Practice: The Power of Sharing Your Story
Facilitator: Cyndi Johnson, Family Voices

Many of us have a cause that captures our attention, our skills, our passion. Sometimes we get to choose our cause, and sometimes, our cause chooses us. In this discussion, we will explore the power of storytelling and gain valuable tools to develop our own personal experiences into compelling stories that advance our causes.

Table 12 | Social Inclusion
Facilitators: Nicole Zautra & Melanie Vehslage, Building a Thriving Compassionate Community (BTCC) Core Team Members

Our connections- to people and our community- can impact our health. Join us for a conversation about social inclusion- what it is, how our community promotes it, and what makes it challenging to facilitate. This roundtable discussion will be the culmination of the Fall Community Conversation series facilitated by BTCC and members of the Healthiest Cities and Counties Challenge cross-sector team. Information and perspectives from the Fall series will inform follow up conversations in the Spring and be used to recommend policy and practice changes that enhance child, family, and community well-being.
Table 13 | The Coordinated School Health Model - How schools can promote childhood health

Facilitator: Lisa Greathouse, *Coordinated School Health Program, IU Health*

An overview of the role schools can play in promoting health by using the coordinated school health model. We will go over examples of programs, policy, and training for staff; and also giving information about how to get involved to help create change through PTOs, health councils, and advocating for both MCCSC and RBBCSC.

Table 14 | The Role of After-school Programs in Supporting Youth Health

Facilitator: Kevin MacDowell, *Monroe County Public Library, Bloomington After School Network*

We will discuss the value and importance of after school programs for youth to thrive. You can also learn about the Bloomington After School Network and the role it plays in supporting area after school programs.

Table 15 | Using the E4™ Framework

Facilitator: Meagan Benetti, *Building a Thriving Compassionate Community (BTCC) Core Team Member*

The Indiana Coalition Against Domestic Violence developed the E4™ Framework to help guide strategy selection. Join this roundtable to learn about the 4 Es- ethical, equitable, effective, and efficient- and discuss ideas for utilizing the framework in organizational and agency contexts.

**Networking tables will also be available - look for the table tents!**