



The North Peace Educational Assistants' Fall PD will be hosted at the Grimshaw Multiplex on **Monday, October 28, 2019.**

8:30 - 9:00	Coffee
9:00 - 10:15	Keynote by Dr. Jody Carrington
10:15 - 10:30	Break
10:30 - 12:00	Morning Breakout Session
12:00 - 1:15	Lunch
1:15 - 3:00	Afternoon Breakout Session (includes 15 minutes break)

\*Educational Assistants required to travel one hour, or more can either attend sessions from 9:00 to 2:00 or 10:30 - 3:00.

\*\*\*Please bring your own mugs and water bottles.

### Registration

All Educational assistants attending the Fall PD Day need to register in advance.

**Registration will be open September 16th - October 10th for pre-registration.** The site will remain open until the Fall PD Day, but sessions may already be at capacity (closed) due to room size capacity.

### Lunch

Catered lunch will be offered for \$15 per person. Purchase of Lunch Tickets are to be made on the NRLC registration website at the time of registration and must be **paid for by the October 10<sup>th</sup> deadline.** Any unpaid lunch orders will be cancelled. Refunds for lunch tickets are not available after registration deadline.

The NRLC Registration Link is: <https://nrlc.net/conference/102>

When registering, you MUST choose an option in each of the sections, except you are choosing to attend the all-day session (St. John Emergency First Aid Session). Please tick the checkbox if you will be purchasing the lunch ticket.

<b>All-Day Workshop</b>
<b>9.00am – 3.30pm</b>
<b>A2. “St. John’s Emergency First Aid” Andrew Munro</b>
<b>Keynote Session</b>
<i><b>Please note that you cannot attend the Keynote session if you have registered for the all-day workshop</b></i>
<b>9:00am-10:15am</b>
<b>A1. Keynote: “Trauma in the Classroom” Dr. Jody Carrington</b>
<b>Break: 10:15am -10:30am</b>
<b>Morning Breakout Sessions</b>
<b>10:45am-12:00pm</b>
<p><b>B1. “Relationships: From Babies, to Marriages, to Death (Oh My)!” Dr. Jody Carrington</b></p> <p><b>B3. “Mental Health Literacy in the Classroom” Katrina Randall-Martin, Karina Nottveit</b></p> <p><b>B4. “Pathways to Play” David Sobolewski</b></p> <p><b>B5. “Learning Technology EdCamp” Shayne Pierson</b></p> <p><b>B6. “Children and Youths with Complex Communication Needs in the classroom - why do I have to learn to speak Core?” Katrin Sannig and Chelsea Giffin</b></p> <p><b>B7. “Coaching without Giving Answers” Lynn Page-Scott</b></p> <p><b>B8. “Responding to World Hunger with the Canadian Foodgrains Bank” Grant Collins</b></p> <p><b>B9. “Unique Lessons for Junior High Religion” Julie Gummesen</b></p> <p><b>B10. “English Language Arts (ELA) 10-20-30 Film Study” Scott Randall</b></p> <p><b>B11. “Using Traditional Indigenous Games to Deliver Math Curriculum” Brian St. Germain</b></p> <p><b>B12. “CALM interviews and Portfolios” Jen Favreau and Gill McLeod</b></p> <p><b>B13. “Introduction to Social Referencing” Kelly Erasmus and Catherine Crowe</b></p>

**Lunch Break: 12:00pm -1:15pm**

**Afternoon Breakout Sessions**

**1:15pm - 3:00pm**

**This includes a 15 minutes break**

**C1. "Grief in the Classroom"** Dr. Jody Carrington

**C3. "Mental Health Literacy in the Classroom (REPEAT)"** Katrina Randall-Martin and Karina Nottveit

**C4. "Pathways to Play (REPEAT)"** David Sobolewski

**C5. "Learning Technology EdCamp"** Shayne Pierson

**C6. "The Impact of Trauma on Children's Development: The Neurosequential Model"** Vicki Juneau and Ashley Schneider

**C7. "Support with Google Read & Write (RW) - For Beginners"** Spencer Pinnock

**C8. "Best Practices to Support English Language Learning Grades 4-12."** Barb Turcotte

**C9. "Outdoor Classroom"** Wanda Laurin

**C10. "Teaching Short Stories in High School"** Kellie Coen

~~**C11. "Traditional Beading"**~~ Hayley White **Cancelled**

**C12. "Embedding Indigenous Content into Curriculum"** Charlene Noskey

**C13. "Using Stories and Poetry in the Elementary Music Classroom"** Nicola Quigley

**C14. "Teachers Respond to Global Warming and Climate Change"** Joanne Boutet

**C15. "Introduction to Social Referencing"** Kelly Erasmus and Catherine Crowe

**All Day Open/Closed Sessions: 9:00am - 3:30pm**

**A2. “St. John's Emergency First Aid” Andrew Munro**

**THIS IS A FULL DAY SESSION, 9:00am-3:30pm.**

**Participants will not be able to attend the keynote or any other sessions.**

**This session has an additional cost of \$60 payable upon registration.**

In this one-day course, students will learn to recognize and provide interventions for life-threatening emergencies until medical aid arrives.

Topics include CPR and choking for adults, shock and unconsciousness, severe bleeding, head & spinal injuries, major medical conditions, and AED training and certification.

**Keynote Session: 9:00am - 10:15am**

**A1. KEYNOTE: “Trauma in the Classroom” Dr. Jody Carrington**

Being “trauma-informed” is the focus for many schools and organizations these days. And it is critical and necessary for those of us working in professions where people experience significant trauma (like in our classrooms, and in every single public service sector on the planet). In truth, very few of us get through this life unscathed and understanding the brain from a trauma perspective can change everything.

We’ve developed this as a one-day session we will spend some time talking about the ever-increasing mental health concerns in our lives from our kids to those struggling with addiction. We will explore what “trauma” means for kids and adults alike, and what it is that is most helpful following a significant trauma.

We will discuss the research regarding the impact of Adverse Childhood Experiences (ACE’s) and how this shows up in our communities and our classrooms. We will talk about the necessity of leaders assisting staff in keeping their “lid on” and reminding them, as often as we can, that they are the difference makers when we work in organizations that face people with trauma stories.

We will highlight the struggles that we face in our province that show up in our classrooms and we will discuss some potential approaches that may assist in helping our staff keep our kids (and their families) regulated and supported. \*

***This session is for teachers and educational assistants.***

### **Morning Breakout Sessions 10:30am - 12:00pm**

#### **B1. “Relationships: From Babies, to Marriages, to Death (Oh My)!” Dr. Jody Carrington**

This is the heart of it all for me. I can talk about this for an hour or for an entire day. In this ever-changing talk, I aim to create an inspiring journey through developmental stages from babes to adolescents all the way into our later years. We will answer the most important question on the planet: “Am I worth it?”. Turns out, the only way each of us answers that question is in the context of relationship. And the biggest challenge facing each of us “these days” is that we’ve never been more disconnected, making it harder than ever to determine if we really, truly matter in this world.

Through exploring the most recent research on attachment and emotional regulation, we will talk about some very practical things that are critical in first helping our children learn how to manage emotions and later what that looks like in our friendships, our marriages, and most importantly, with ourselves.

This talk is one of the “basics” and is where I like to start when working with organizations. This talk originated in our work with educators. We’ve since tailored it in our work with everyone from police officers and emergency services personnel, foster parents, childcare providers, and anyone else who has relationships! We will talk about having an important “common language” between those of us who work together with some of the most difficult babes and families who need us the most, and how we might best be able to develop a network within our communities to do this effectively.

This talk serves the groundwork to our philosophy. It is an amazing stand-alone option, but also is the necessary foundation for the other things that I like to talk about like trauma (funner than it sounds), grief (also can be funner than it sounds) and “compassion fatigue.

Be ready for laughter and discussion as we navigate our way through this very important understanding, and we learn together what it is your community needs the most.

**\* This session is for teachers and educational assistants.**

#### **B3. “Mental Health Literacy in the Classroom” Katrina Randall-Martin and Karina Nottveit**

This face-to-face professional learning experience will increase educator’s knowledge and understanding of mental health and mental disorders in the secondary school setting (GR. 7-12).

The session is geared toward the “GO TO” educators (school staff whom students naturally go to for help in the school setting) and will prepare these educators to implement the Mental Health Literacy curriculum in their classroom. Modules are reviewed focusing on the underlining concepts and understanding required to confidently deliver the materials to students.

**\*This session is directed toward Sr. High Teachers, but Educational Assistants are welcome to attend for information and background.**

#### **B4. “Pathways to Play” David Sobolewski**

Educators have come to realize the importance of play and its essential role in the growth of all domains of early human development. Through play, children gain the experiences needed to make discoveries and connections essential for developing cognitive abilities while also deepening abilities to relate socially and emotionally.

Play is a natural process that if carefully facilitated, will provide the experiences necessary for healthy early development which in turn enhances the chances of success when beginning formal schooling.

This session is designed to help teachers and administrators gain insights into the importance of play and its relevance as the key pedagogical approach to teaching young children.

We will look at how play in the early years impacts success in the years following kindergarten.

This session will unpack an educational definition of play and establish its relationship to how young children learn. Together, we will explore 12 distinct forms of play and their relevance to a child’s early development.

We will examine components of a “play-based classroom” and compare it to a content-based classroom.

We will also touch on the essential documents’ administrators need to be aware of in order to meet the expectations of Alberta Education regarding teaching young learners.

Our discussions during this session will be guided by examining the administrator’s role in facilitating play-based classrooms.

To this end, we will be looking through a lens that helps establish this understanding by exploring the importance of 4 pathways essential for learning through play:

The Learning Environment – setting up a child-sensitive play-based classrooms

Design for Learning - planning and programing

Teacher and Learner Disposition - having an early childhood mindset

Assessment - gathering information about young learners

Finally, this session will look at ways, administrators can facilitate conversations and ongoing professional development with staff members. A “take-away” from this session is a tool designed to help with ongoing professional development and with establishing dialogue with staff members aimed at maximizing the potential for success of our young learners. This tool is designed in a way that it can also be used as a catalyst for change towards a more play-based K and pre- K program or alternatively, it can be used to positively reinforce and recognize exemplary practices in your school or school district.

**\* This session is for teachers and educational assistants.**

## **B5. "Learning Technology EdCamp" Shayne Pierson**

**This session runs all day after the keynote address.**

"An EdCamp is an open, participant-driven event. The content is proposed and provided by the participants. EdCamps rely heavily on the passions and interests of the participants. Edcamps do not have pre-scheduled presentations.

During the morning of the event, the schedule is created in conjunction with everyone there. Sessions will be spontaneous, interactive and responsive to participants' needs.

Anyone who attends an Edcamp is eligible to present.

All teachers and educational stakeholders are professionals worthy of sharing their expertise in a collaborative setting.

As anyone can host a session, it is critical that participants are encouraged to actively self-select the best content and sessions. Edcampers should leave sessions that do not meet their needs. This provides a uniquely effective way of "weeding out" sessions that are not based on appropriate research or not delivered in an engaging format.

All sessions to have a Learning Technology theme.

Types of sessions could include:

**Short Presentation with Conversation** - 5-15 minutes of material/comments by the session leader followed by an interactive discussion.

**Group Discussion** - Someone identifies a topic they are interested in, others come to join the conversation and an interesting discussion happens.

**My Big Question** - You have a question you want to know the answer to, and you think others in the group could help you answer it. This format could also just be the seed of a conversation.

**Show and Tell** - You have a cool project, a demo, or just something to show and let people play with that is the springboard for all the conversation in the session.

Alternatively, you can invite others to bring their own items to show and tell (perhaps with a theme), and everyone takes a turn sharing.

**Learn how to do X** - If you're inclined to teach, this can be simple and effective.

Bring the things that you need and have a plan that will let you teach five, ten, or 15 people how to do something all at the same time.

**Technology Smackdown!** - It's a fast-paced opportunity for sharing. People volunteer to share a tech tool or anything else they'd like to share with the group about dynamic teaching and learning. You come to the front of the room, give a quick 1-5 minute pitch, share any pertinent information (URL's, titles, etc.), and then it is added to a shared document that you can reference later. You'll leave with a ton of information and great tips!

**B6. “Children and Youths with Complex Communication Needs in the classroom - why do I have to learn to speak Core?” Katrin Sannig and Chelsea Giffin**

This session is for those who are new to or would like a refresher on working with a student with complex communication needs (CCN). A child/adolescent with CCN does not develop speech and language skills as expected due to motor, language, cognitive, and/or sensory perceptual impairments that may result from developmental disabilities such as cerebral palsy, autism, Down syndrome. These children/adolescents may be non-speaking or have limited verbal output and cannot communicate in conventional ways. Our CCN students typically experience restricted access to the environment, limited interactions with their communication partners, and few opportunities for communication (Light, 1997). Alternate and augmentative communication (AAC) systems/strategies offer potential tools to meet their communication needs.

The session will teach you how to support students with CCN communication needs at school. We will introduce the concept of Aided Language Stimulation and core vocabulary as well discuss different AAC strategies/ systems including low tech (i.e., core boards) and high tech (proloquo2go, Touch Chat etc.) AAC options.

**Audience type and min/max limits:** Anyone working with children/ youths with complex communication needs (CCN) who are either already using Augmentative and Alternative Communication (AAC) or will start using it soon - this session for anyone who is new to CCN and AAC or who would like a refresher.

**\* This session is for teachers and educational assistants**

**B7. “Coaching without Giving Answers” Lynn Page-Scott**

Knowing how to assist students who are struggling is a constant challenge in the classroom. It is difficult to know how to scaffold instruction or break it down into manageable learning bits. We often ask ourselves "How can I help without giving the answers?"

In this session, learn some tried and true instructional brain compatible techniques to try and some scaffolding strategies that work.

**This session will be directed at support for Educational Assistants but is open to teachers as well.**

**B8. “Responding to World Hunger with the Canadian Food grains Bank” Grant Collins**

The Canadian Food grains Bank is a Christian response to world hunger.

I will be sharing the teacher resources from their website, my involvement with the CFB, and what I learned during my recent trip to Ethiopia with the CGB.

**This session is suitable for anyone who teaches social justice awareness, science, agriculture, or is just curious to learn more.**

### **B9. “Unique Lessons for Jr. High Religion” Julie Gummesen**

Stuck for ideas to motivate a Jr. High religion class? Come and check out some unique assignments and lesson plan ideas to enrich your class in meaningful, engaging ways. And to make it even better, please come with any that you would like to share, too.

### **B10. “English Language Arts (ELA) 10-20-30 Film Study” Scott Randall**

My take on how to teach Film Study in English Language Arts 10-20-30.  
I will share several ideas and will provide all attendees with a hand-out and sample lessons.

### **B11. “Using Traditional Indigenous Games to Deliver Math Curriculum” Brian St. Germain**

Participants will be introduced to as many traditional Indigenous games as time permits. Exploring practical methods of using the games to reinforce or introduce Math outcomes covered in the Program of Studies.  
Adapting the games to accommodate different skill and age levels.

This is an active session in which participants will be given the opportunity to move, play and explore Indigenous games while gaining skills to diversify math curriculum delivery.

***\*This session is directed toward Teachers, but Educational Assistants are welcome to attend for information and background.***

### **B12. “CALM interviews and Portfolios” Jen Favreau and Gill McLeod**

We will be discussing the benefits and structure of portfolios and interviews in CALM

### **B13. “Introduction to Social Referencing” Kelly Erasmus and Catherine Crowe**

**This is an all day session after the Keynote Address.**

Kelly Erasmus, Occupational Therapist, and Catherine Crowe, Speech-Language Pathologist will be presenting an Introductory Session and Workshop based on the ‘Reference and Regulate’ program by David Loyst and Associates. Please see the following link for information regarding this program:

<http://www.randrforautism.com/index.php?page=17>

Participants will view a webinar detailing the overview of the Reference and Regulate program, it’s stages, and the importance of sensory regulation for learning and relationship building for children with Autism Spectrum Disorder (ASD). The webinar will also cover some key features of ASD and the connection between these and difficulties experienced later in life with social skills.

Following the webinar participants will have the opportunity to discuss social referencing within their roles in the schools, discuss intervention strategies, and how to incorporate social referencing activities and Reference and Regulate principles throughout the school day.

## **Afternoon Breakout Sessions 1:15pm - 3:00pm**

### **C1. “Grief in the Classroom” Dr. Jody Carrington**

It always amazes me that this is the universal process that is one of the hardest things to talk about. What I know to be true, however, is this: death and loss are the great equalizer. Every single soul on this planet will experience it. I’ve come to learn that when we are in it, in the messiest parts of “it”, we know what we need. We just want someone to lean on. Not to fix it, but to lean on. It seems to me, that often when we are on the other side of this universal process, that we forget entirely what to give to those grieving, and we struggle most with how to fix it (what to bring, what to say, what not to say). Although grief is a universal experience, it is remarkable that very few of us know “what to do” or “what to say” in times of grief, especially with children. And even worse, when grief and trauma go hand in hand, many of us feel like lost ships in a stormy sea.

We will spend the day talking about the saddest parts of grief, how to help each other stay connected, and how to come out never the same, but perhaps even stronger on the other side.

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### **C3. “Mental Health Literacy in the Classroom” (REPEAT) - Katrina Randall-Martin and Karina Nottveit**

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### **C4. “Pathways to Play” (REPEAT) David Sobolewski**

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## **C6. "The Impact of Trauma on Children's Development: The Neurosequential Model" Vicki Juneau and Ashley Schneider**

This session will provide foundations of knowledge in the areas of trauma, it's impact on children's development and resulting behavior in the school. The Neurosequential Model in Education (NME) developed by Bruce Perry will be used as a framework for this understanding. This model draws upon knowledge and evidence on the impact of trauma on brain development and applies this information to help educators understand student behavior and performance.

The goal of this session is to educate teachers and EAs about trauma informed practice with children and understanding of how trauma impacts behaviors and learning. Various strategies and regulation tools for working with children in the school setting will also be identified and explored.

\* **This session is for teachers and educational assistants.**

### **C7. “Support with Google Read & Write (RW) - For Beginners” Spencer Pinnock**

This session will be directed at Educational Assistants but is open to teachers as well.

This session will look at the amazing features of the “Purple Puzzle Piece” called Read&Write from Texthelp. This tool can help all students with reading, writing, fluency and research. You will explore speech-to-text, text-to-speech, word prediction, vocabulary building, as well as other useful components of R&W. Bring a Chromebook or laptop, signed into a school-based Google account, in order to participate during the session.

### **C8. “Best Practices to Support English Language Learning Grades 4-12.” Barb Turcotte**

This session will be directed at Educational Assistants but is open to teachers as well. Educational Assistants working with English Language Learners will find this session useful. Participants will gain key learnings about English Language Acquisition and will be introduced to targeted strategies and technology to support ELL students and all struggling learners.

### **C9. “Outdoor Classroom” Wanda Laurin**

How to use nature as part of the classroom: going outside can be part of the regular school day, ideas to purposefully get outside and still meet curriculum goals.

### **C10. “Teaching Short Stories in High School” Kellie Coen**

Go beyond answering comprehension questions and allow students to demonstrate their understanding in a variety of creative and analytical ways.

Grade 10-12 ELA

### **~~C11. “Traditional Beading” Hayley White~~ Cancelled**

~~We will be introducing participants to the art of beading as decoration for various projects. Participants can choose to complete vamps for moccasins or design an accessory. Typically, this is done in Senior high CTS Fashion modules but can be put into a number of different areas~~

### **C12. “Embedding Indigenous Content into Curriculum” Charlene Noskey**

First part of the session will be an overview in understanding the historical and social implications of the Treaties and agreements with First Nations and Metis peoples, as well as the residential schools and their legacy.

The second half will focus on the program of studies and how to link Indigenous content throughout the 4 core subjects.

Grade level resources will be available.

We will also touch on the TRC (Truth and Reconciliation Commission calls to Action).

### **C13. “Using Stories and Poetry in the Elementary Music Classroom” Nicola Quigley**

Strategies for the elementary music teacher and elementary classroom teachers to connect music and various forms of literature.

**C14. “Teachers Respond to Global Warming and Climate Change” Joanne Boutet**

This session is for educators to talk together about what we know, and especially how we feel about global warming and climate change. We might touch on why we might remain silent about a problem of this magnitude.

How do we bring to our students, quality information and an authentic, humane response to the "challenge of our generation"?

**C15. “Introduction to Social Referencing” Kelly Erasmus and Catherine Crowe**

**This is an all day session after the Keynote Address.**

Kelly Erasmus, Occupational Therapist, and Catherine Crowe, Speech-Language Pathologist will be presenting an Introductory Session and Workshop based on the ‘Reference and Regulate’ program by David Loyst and Associates. Please see the following link for information regarding this program:

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Participants will view a webinar detailing the overview of the Reference and Regulate program, it’s stages, and the importance of sensory regulation for learning and relationship building for children with Autism Spectrum Disorder (ASD). The webinar will also cover some key features of ASD and the connection between these and difficulties experienced later in life with social skills.

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