



2020

Educational Assistants' Conference



**Grande Prairie
Public School
Division**



Alberta **Regional** Consortia

March 5 & 6

Grande Prairie

“Building Relationships, Engaging Students”

Northern Alberta Educational Assistants’ Professional Development Conference

A Local Collaboration With:

Grande Prairie Public School Division No. 2357
Northwest Regional Learning Consortium

Hosted at

Charles Spencer High School

Conference Planning Committee

Nancy Gorgichuk, Director of Student Services, GPPSD #2357

Karen Chrenek, PWSD

Tammie Maurer, GPPSD #2357

Sandra Ciurysek, Executive Director, NRLC

Conference Registration Fees:

2 Day Conference \$150.00

1 Day Conference (either day) \$100.00

Post-Secondary Student 2 Day Conference \$50.00 (must provide student ID #)

Please note lunch is not included in registration.

The EA Conference hosted at a SCENT-FREE and SMOKE-FREE school facility.

Payment Options (1) credit card online, or (2) cheque to have your school invoiced.

If you are a GPPSD or PWSD employee, do NOT pay online; choose cheque and the district will be invoiced.

Click [here](#) to Pre-Register and pay for the conference online

**Northern Alberta Educational Assistants Conference 2020
prior to Monday, March 2, 2019 (8am).**

Thursday, March 5, 2020

9:00 - 9:45am Keynote Address: Wade SoroChan "*Unsocial Media*"

Morning Sessions 10:00am - 12:00pm

Afternoon Sessions 1:30pm-3:30pm

A1. "*Youth Anxiety Epidemic: How Schools Can Prevent Life-Long Suffering*"
A2. "*MRE Reading Strategy K-5*"
A3. "*Picking Up on Early Education Issues*"
A4. "*Supporting Educational Assistants - How to Read with Kids Who Need Help*"
A5. "*Games + Activities to Optimize Self-Regulation*"
A6. "*Burnt! A proactive approach to building stress resilience and avoiding burnout*"
A7. "*FASD – A Parent’s Perspective on Strategies to Help A Child Succeed*"
A8. "*An Evidence Based Approach to the Prevention of Tobacco and Vaping Use*"
A9. "*Autism and the General Education Classroom*"
A10. No Sessions
A11. "*Supporting English Language Learners*"
A12. "*Building Better Brains*"
A13-14. No Sessions
A15. "*NVCI*" see below
A16. "*Swim to Survive Workshop*" **Repeats on Friday morning**

B1. "*Mindful Educators*"
B2. "*Library Learning Commons*"
B3. "*Picking Up on Early Education Issues*"
REPEAT
B4. "*Supporting Educational Assistants - How to Read with Kids Who Need Help*" **Repeat**
B5. "*Creating A Community of Staff Wellness*"
B6. "*Everybody Present: Reducing Distraction & Anxiety in the Classroom*"
B7. "*Indoor Recess Emergency Kit*"
B8. "*Active Bodies, Thriving Brains. How Movement Fuels Mental Health*"
B9. "*Autism and the General Education Classroom*" **REPEAT**
B10: "*Foundational Knowledge for Educators: Understanding the Métis in Canada*"
B11. "*Hip Hop It Off*"
B12. "*Building Better Brains*" **REPEAT**
B13-14. No Sessions
B15. "*NVCI*" see below

2 Day Session (Both March 5 & 6, 2020) (do **NOT** attend keynote speakers)

A15 / B15. "*Non-Violent Crisis Intervention*" (9:00am - 3:30pm both days)

Friday, March 6, 2020

9:00 - 9:45am Keynote: Wilfred Buck "Ininew Achakosuk" Cree Stars"

Morning Sessions 10:00am - 12:00pm

Afternoon Sessions 1:30pm - 3:30pm

C1. "ACAKOSUK the Stars.a cree perspective"

C2. "Sweaty Eyes & Fishing for Answers"

C3. ~~"Behaviour is communication: HOW to work with students with ODD"~~ **Cancelled**

C3. "ODD Oppositional Defiance Disorder: Understanding Children Who Are Refusing, Disruptive and Avoidant"

C4. "Trauma: What You Cannot Ignore"

C5. "Mindfulness Made Simple for Kids"

C6. "Proven Memory Techniques for Teaching Math Facts"

C7. "What Effective Educational Assistants Do Differently"

C8. "Through Autism Glasses" **Part 1**

C9. "Fostering Inclusive Learning Environments"

C10. "Learning Disabilities: Critical Concepts"

C11. "Promoting Children's Success in Preschool and Kindergarten: Building Relationship and Creating Supportive Environment"

C12. "Altering my Approach to Dealing with Behaviours"

C13-14. No Sessions

C15. "NVCI" day two

C16. "Swim to Survive Workshop"

D1. "ACAKOSUK the Stars.a cree perspective"

D2. "Brain Based Math"

D3. ~~"How to work with students with ADHD"~~ **Cancelled**

D3. "ADHD In the Classroom"

D4. "Mental Health Literacy in the Classroom"

D5. "Missed Communication"

D6. "Brain Magic Math Facts"

D7. "Self-care and Mental Wellness"

D8. "Through Autism Glasses" **Part 2**

D9. "Scaffolding and supports in the inclusive learning environment"

D10. "Surface Dyslexia: The Uncommon Reading Disability"

D11. "Promoting Children's Success in Preschool and Kindergarten: Building Relationship and Creating Supportive Environment"

D12. "Altering my Approach to Dealing with Behaviours"

D13. "Gaga for Google"

D14. No Sessions

D15. "NVCI" Day two

EA Conference 2020

March 5, 2020 Overview

- 8:00am - 8:45am Registration
- 9:00am - 3:30pm Non-Violent Crisis Intervention – do **NOT** attend Keynote Speaker
- 9:00am - 9:45am Keynote Speaker: Wade Sorochan
- 10:00am – 12:00pm Morning Breakout Sessions
- 12:00pm - 1:30pm Lunch Break
- 1:30pm - 3:30pm Afternoon Breakout Sessions (includes 15-minute break)

Keynote Presentation –Wade Sorochan 9:00am - 9:45am

Unsocial Media

Canada's social media expert and award-winning speaker and author, Wade Sorochan, provides an informative and humorous presentation on the rise of Social Media Addiction causing an anxiety inducing fixation for "LIKES," FOLLOWERS" and "COMMENTS." Studies now show that social media can make you feel sad, anxious and depressed; social media is training us to compare our lives to others instead of appreciating our own lives. Addiction to social media is equated to an addiction to heroin. Wade believes social media is one of the biggest threats to mental health today. Young people today are experiencing higher levels of anxiety than ever before. Wade shares the latest information on the effects of social media on mental health with expert tips on how to recognize symptoms before it turns into an addiction and causes mental health issues. Based on the ground-breaking book.

Morning Sessions 10:00am-12:00pm

A1. "Youth Anxiety Epidemic: How Schools Can Prevent Life-Long Suffering?!" Wade Sorochan

There's an anxiety epidemic in today's youth. Canada's award-winning speaker, author and mental health advocate Wade Sorochan, believes mental illness awareness needs to be an integral part of the school curriculum. Young people aged 15-24 are more likely than any other age group to experience mental illness and substance abuse and addiction. Teens today are experiencing higher levels of anxiety and depression than ever before due to family issues, school and peer pressures and social media addiction; suicide is the second leading cause of death among young people aged 10-24. Wade Sorochan is a lifelong sufferer of mental illness who experienced numerous anxiety and panic attacks throughout his school years; a precursor to five mental breakdowns as an adult, before treatment was provided to help him live with the illness today. Wade believes that his lifelong suffering could have been avoided if mental illness awareness was an important component of the school curriculum. Wade Sorochan is the author of the ground-breaking book, UNSocial Media; Virtual World Causing Real World Anxiety.

A2. "MRE Reading Strategy (K-5)" Carmen Moore

Do you help support students that are really struggling to read and just are not seeming to pick up the idea as others are? I am offering instruction on a unique (and basically free) approach to get students to build up a bank of sight words that make up a good portion of our daily reading. It is taught in short and positive sessions throughout the school day. Typically, this will work with a student with a great memory but for some reason still is not piecing together the 'rules of reading'. Come to check it out to see if this strategy might help build a students' confidence, ability and experience success!

A3. "Picking Up on Early Education Issues" Dana Laliberte

Join Dana, a teacher and administrator, and Janine, an EA with many years of experience in the classroom, for a participatory session where we get to brainstorm together key issues everyone is seeing in the early years of schooling. What are the challenges identified in the current research? Learn a number of actions you can take and strategies you can use with these students to make positive changes for them in the classroom and on the playground. This is a very practical session so come find out some practical tips and strategies to use on Monday.

A4. "Supporting Educational Assistants - How to Read with Kids Who Need Help" Kathleen Robertson

Do you read with students who need a little extra support? This session will provide you with before, during, and after reading strategies that will benefit readers in the elementary grades.

A5. “Games + Activities to Optimize Self-Regulation” Collin Dilon (EverActive Schools)

A strong relationship exists between the development of executive functioning skills and self-regulation. The Centre on the Developing Child at Harvard University identify executive functioning and self-regulation as “critical supports for learning and development.” Though we are not born with these abilities, “we are born with the potential to develop them through interactions and practice.” When children and youth can develop the skills needed for self-regulation, they are better suited to make healthy choices that affect them and their classmates. Join Ever Active Schools as we explore how classrooms and community programs are the optimal settings to promote these skills through fun, creative and original activities.

A6. “Burnt! A Proactive Approach to Building Stress Resilience and Avoiding Burnout” Laurel Vespi

No matter how much you love your work, by the end of a stressful day juggling multiple demands, it’s no wonder you go home feeling stretched to the max. In this refreshing and practical session, you will learn some simple and ready-to-use mindfulness strategies that can help you manage stress, regain a sense of calm and purpose while cultivating personal and professional resilience. You will be able to deal more confidently with the daily challenges of a busy environment and bounce back with greater ease when things feel overwhelming.

A7. “FASD – A Parent’s Perspective on Strategies to Help A Child Succeed” Leanne Aspen

Fetal Alcohol Spectrum Disorder (FASD) is a complex disability for individuals affected. Students with FASD are as different from each other as any group of children. Each child presents with their own individual strengths and challenges. Effective teaching strategies provide the praise and support that is needed for a child to succeed. In this session, we will hear a parent’s perspective of strategies to enhance relationships in her child’s life. Learn about daily routines and communication practices that work. We will also cover unique strategies from seasoned FASD professionals, including a 30-year Special Education teacher.

A8. “An Evidence Based Approach to the Prevention of Tobacco and Vaping Use” Tamara Crozier and Samantha Naidu

This session includes the review of 2 new school-based tobacco and vaping prevention programs from Alberta Health Services. Participants will learn:

- New trends in and prevalence of tobacco and vaping use for school aged youth
- Components of an effective prevention program
- How to implement The Academy for Tobacco Prevention, including the card game Shadows of the Academy
 - How to implement a newly developed Virtual Learning Experience for grades 7-9 Health and Life Skills
- Preliminary evaluation results for the new Virtual Learning Experience

A9. “Autism and the General Education Classroom” Lilian Saltel

In this session, participants will learn about the core challenges related to autism and how they translate to classroom routines and activities. Additionally, they will learn how and when to use strategies that will facilitate learning opportunities for their students.

A11. “Supporting English Language Learners” Kathrine Nijenhuis

During this session, the discussions and work will revolve around determining what to focus on for instruction for English Language Learners, namely language and vocabulary development. I hope to share with you the knowledge and resources I have acquired to support impactful intervention for students who struggle with literacy, including those with an FNMI background, those from low socioeconomic conditions, and of course, those who are English Language Learners.

A12. “Building Better Brains” Dione Staples

Each student in our classrooms comes to us with a unique set of genetics and experiences which leads to the development of a unique brain. Interactions with important adults, such as teachers, can help to buffer stressful life experiences that children have, and prevent stresses from having long-term toxic impact on the developing brain. Through an interactive game setting, this session will develop your knowledge about how experiences, stress and your positive supports can impact a student’s developing brain.

A15. “NVCI” – See page 8

A16. “The Lifesaving Society: Swim to Survive Workshop” Rebecca McTavish & Candice McMillian

Repeats on Friday C16

Learning the self-rescue skills taught in Swim to Survive is an important first step in being safe around water. Swim to Survive could make the difference between life and death when immersion in water is sudden and unexpected. The session will cover the Canadian Swim to Survive Standard, including a ROLL into deep water, TREAD water (1 min.) + SWIM 50m. Not only will you learn how to do these skills yourself but how to teach them!

Full 2 Day Workshop (do NOT attend keynote speakers)

A15/B15. “Non-Violent Crisis Intervention” Mike Heckbert

(9:00am - 3:30pm each day)

The *Nonviolent Crisis Intervention*® training program is a safe, nonharmful behavior management system designed to help educators provide the best *Care, Welfare, Safety, and Security*SM of confrontational, disruptive, or potentially out-of-control students, even during their most violent moments.

Completion of this 2-day course results in a NVCI certificate that is valid for 18 months from the course completion date.

On the first day of training the following will be covered:

- The stages of an escalation and the de-escalation techniques to use during each stage.
- Nonverbal and verbal intervention strategies for managing disruptive behavior.
- CPI's *Personal Safety Techniques*SM to maximize student and staff safety if the aggressive behavior becomes physical.
- Time is allowed for problem-solving and role-playing.

On the second day of training the following will be covered:

- Concepts introduced in Day One are reinforced.
 - Understanding and development of team intervention strategies and techniques are emphasized.
 - Time is allowed for extensive demonstration and practice of safe physical control techniques to be used as a last resort if the out-of-control student becomes violent and a danger to self or others.
 - Instruction is provided in the debriefing and documentation that should take place after a crisis.
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- ***Please dress in comfortable clothing as there will be a lot of moving around, learning physical movements, etc.***
 - ***Please bring pens/pencils to write with.***
 - ***All participants must attend for the full duration of the course to get certified.***

Max 20 Participants

Afternoon Sessions 1:30-3:30pm

B1. " Mindful Educators" Kate Weber

An introduction to mindfulness, formal meditation and breathing for teachers to use both in their personal lives and classrooms! Participants will learn the "why" of mindfulness (research backed and all that jazz) and the "how". Wonderful for beginners and advanced practitioners. You will leave this session feeling rejuvenated and ready to launch into a more mindful way of teaching and living

B2. "Library Learning Commons" Kathy Gadacz-Gould

Using Jordan Peterson's framework for life, this session visualizes how school library staff can cover day-to-day tasks in their learning commons effectively while also working to accomplish their long-term goals and improve their school's library learning commons.

Topics include:

- setting goals,
- making a schedule that fits your goals,
- balancing effort with reward and developing a routine.

This session will provide concrete examples of collections management, student-focused projects and services, marketing, information literacy, and new library design.

Most importantly, she addresses the importance of empowering learners by giving them opportunities to reach their fullest potential.

B3. "Picking Up on Early Education Issues" Dana Laliberte

Join Dana, a teacher and administrator, and Janine, an EA with many years of experience in the classroom, for a participatory session where we get to brainstorm together key issues everyone is seeing in the early years of schooling. What are the challenges identified in the current research? Learn a number of actions you can take and strategies you can use with these students to make positive changes for them in the classroom and on the playground. This is a very practical session so come find out some practical tips and strategies to use on Monday.

B4. "Supporting Educational Assistants - How to Read with Kids Who Need Help" Kathleen Robertson

Do you read with students who need a little extra support? This session will provide you with before, during, and after reading strategies that will benefit readers in the elementary grades.

B5. “Creating A Community of Staff Wellness” Collin Dillon (EverActive Schools)

Wellness is an integral part of a school community, as healthy students are better learners. Your wellness as an educator is central to maintaining the wellness of the classroom and the school as a whole. Join us for this engaging session on understanding the dynamic dimensions of wellness, areas of growth within your personal and workplace wellness, and actionable steps to create a community of wellness within your school. Participants will walk away with the knowledge to serve them both personally and professionally as they work towards improving their overall.

B6. “Everybody Present: Reducing Distraction & Anxiety in the Classroom” Laurel Vespi

The modern classroom is a hyper-busy place where students are constantly "plugged in" resulting in skyrocketing anxiety and a decline in focus and attention. Explore what research has to show about this generation of multi-tasking, digital device addicted and constantly distracted learners & learn how creating a contemplative classroom allows students to increase their engagement and focus and build personal resilience.

B7. “Indoor Recess Emergency Kit” Vincent Mireau

You live in a world where it is -35, the gym is booked, and it is day 13 of indoor recess. The kids are losing their wits. You lost yours three days ago. This session is here to save you. We will build an emergency kit for indoor recess. It will cost you no money. We will play games in this session. (K-6).

B8. “Active Bodies, Thriving Brains. How Movement Fuels Mental Health” Tammy Novak & Justin O’Leary

"Movement is essential for healthy physical and mental development in children and youth. A growing body of research highlights the vital role that physical activity has on cognition, brain function and mental health. Learn how you can use movement as a tool to promote emotional regulation, stress management, self-esteem, problem-solving skills, and a whole lot more!

B9. “Autism and the General Education Classroom” REPEAT - Lilian Saltel

In this session, participants will learn about the core challenges related to autism and how they translate to classroom routines and activities. Additionally, they will learn how and when to use strategies that will facilitate learning opportunities for their students.

B10. “Foundational Knowledge for Educators: Understanding the Métis in Canada” Brigitte Benning & Metis Elder Angie Crerar

Often referred to as ‘the forgotten people’, there are many misunderstandings about Métis people in Canada. This session will explore the unique history of Métis people, their stories of oppression and resistance, their distinct culture, and their current experiences today. As a Métis woman, Brigitte will share her family’s story of reclaiming their Métis roots. Educators will be provided the opportunity to strengthen their own foundational knowledge and will leave the session with student-focused classroom resources.

B11. “Hip Hop It Off” Kathrine Nijenhuis

One of the passions I engage in outside of my role as an educator is fitness. I have been a certified fitness instructor and personal trainer in Grande Prairie for the past 5 years, and one of my favorite classes to teach continues to be Hip Hop It Off. During this session, enjoy moving your body to motivating, upbeat, but simple steps that will leave you sweating and smiling. This class is for people of all abilities and fitness levels. Bring your shoes and your water bottle.

B12. “Building Better Brains” REPEAT - Dione Staples

Each student in our classrooms comes to us with a unique set of genetics and experiences which leads to the development of a unique brain. Interactions with important adults, such as teachers, can help to buffer stressful life experiences that children have, and prevent stresses from having long-term toxic impact on the developing brain. Through an interactive game setting, this session will develop your knowledge about how experiences, stress and your positive supports can impact a student’s developing brain.

EA Conference 2020
March 6, 2020 Overview

- 8:00am - 8:45am Registration
- 9:00am - 3:30pm Non-Violent Crisis Intervention – do NOT attend Keynote Sessions
- 9:00am - 9:45am Keynote Speaker: Wilfred Buck
- 10:00am – 12:00pm Morning Breakout Sessions
- 12:00pm - 1:30pm Lunch Break
- 1:30pm - 3:30pm Afternoon Breakout Sessions (includes 15-minute break)

Keynote Presentation – Wilfred Buck 9:00am - 9:45am

"Ininew Achakosuk" Cree Stars

Every culture on the face of the earth have their own connections to the stars. This is only common sense since all people spent thousands of hours under the night sky...every season...every year. Prior to the industrial revolution every culture was very intimate with the night sky. Indigenous people looked to the sky for correlations & patterns of phenomena that were very observable & how these phenomena affected their environment & thus their lives.

Our ancestors looked into the night sky & realized there is so much we do not know. Nit tim aki in... I am pitiful they would say. They understood the sky/space was never ending because Kitchi Manitou...our Creator was never ending. Creator is undying thus creation is still in the process of being made & thus we can NEVER understand the vastness of Creation or the unending scope & breath of our Creator. The Ininew hold stories of origins, life, particle theory, alternate realities & quantum thought... It is evident in Achakosuk...the stars... PAWAMI NI KI TI TI CI KIW...the Dream Keeper....

Morning Sessions 10:00am-12:00pm

C1. "ACAKOSUK (ah cha kos uk) the Stars....a cree perspective" Wilfred Buck

Repeats in the afternoon D1

Participants will be introduced to 13 Ininew constellations

Participants will locate & label the Ininew constellations on a star field

Participants will be introduced to two new Ininew celestial bodies in our Milky Way Galaxy

C2. "Sweaty Eyes & Fishing for Answers" Thomas Dirsra

Sweaty Eyes begins with a review of the signs and symptoms of identifying a child with ADHD and ends with anecdotal stories. We use our experience as a classroom teacher, basketball coach, and school administrator to present a layman's view to the topic. The participants are able to follow a child with ADHD from kindergarten to high school. This allows them to see a perspective not available to a classroom teacher who has a child for only one or two years. It attempts to answer the question "What ever happened to Johnny?"

C3. "Oppositional Defiance Disorder: Understanding Children Who Are Refusing, Disruptive, and Avoidant " Amanda Unsworth

Learn how to find success with children who are struggling to find control and autonomy in the classroom.

C4. "Trauma: What You Cannot Ignore" Lorne Browne

This session will examine the impact of trauma and chronic stress upon the developing brain, the emerging learner, and the classroom. The presentation will focus upon the latest brain research and its implications for pedagogy. An understanding of the HPA axis is critical to working with trauma and toxic stress impacted children and youth. It is important to understand that such children are Not broken, but have been, and are being, wired to survive in a chaotic and often brutal context. Change the context and you change the wiring.

C5. "Mindfulness Made Simple for Kids" Jeanine Lundgaard

Musicians tune their instruments, why not tune our instrument to optimize the capacities of kindness, empathy and compassion in our students? Join Jeannie on this journey of mindfulness activities for kids. You are invited to introduce yourself to some simple practices in this growing area of wellness and experience the benefits. In this session you will get a taste of a variety of practices that are presented in an easy to understand way in areas teachers already deal with in a classroom setting (helping children calm down, become more focused, managing upsets, etc.). The exercises are from 'Sitting Still Like a Frog' by Eline Snel. As stated in the forward of her book, "What could be more important than learning and practicing how to be kind to oneself and others? Aren't those exactly what we most hope our children will learn?" Start with the introduction to some simple practices.

C6. “Proven Memory Techniques for Teaching Math Facts” Darren Michalczuk

Engage kids to learn the times tables with fun, simple stories that include memory techniques used by the greatest minds in the world. Darren is a national record holder in memory and will introduce you the fastest way to teach math facts, hands down. You will learn ways to engage kids with dynamic stories that shortcut them to the answers. Div. 1 (grades 1-3), Div. 2 (grade 4-6)

C7. “What Effective Educational Assistants do Differently” Sharon McLean

In this session, participants will have time to reflect on classroom practice, time to make connections with a variety of ideas and connect with your colleagues in the field. As well, you will learn about four skills areas that will help you become a more effective EA and Teacher/EA Team. The four areas to be examined more closely will be: Clear Sense of Place, Creative Problem Solving, Building Relationship through Communication and Fiercely Maintaining Perspective.

C8. “Through Autism Glasses Part 1” Kitty Parlby

Are you somewhat new to the autism world, need a refresher, or are you a relatively new teacher? Perhaps you are having trouble getting through to them and wonder why they do the odd things they do. You just need to see things ‘THROUGH AUTISM GLASSES’. This session will help you to see things the way they do and covers all primary and secondary symptoms. It is a presentation full of practical strategies, which will involve demonstrations, observations, video footage of an autistic child and a display of sensory materials that help make the world friendlier to autistic children. And just as importantly, you will get a feel for what life can REALLY be like for a child on the spectrum and their family.

C9. “Fostering Inclusive Learning Environments” Dana Antaya-Moore

This interactive session will engage participants in conversations designed to explore how educational assistants can foster an inclusive learning environment, in part through exploring attitudes and beliefs about diversity and inclusion.

C10. “Learning Disabilities: Critical Concepts” Kathryn Burke

Approximately 3 students in every classroom will have learning difficulties severe enough to be classified as a learning disability. Many more students will struggle but may not present with deficits severe enough to qualify as an LD. Even with the high incidence of LDs, common myths persist about what learning disabilities are and are not. These erroneous myths include things like “dyslexia is simply flipping letters around” or “students with learning disabilities have low full scale IQs.” Failure to understand the scope of learning disabilities impedes students from getting the support they need and impacts teachers who genuinely wish to do the best for all students. This session will present practical information about the explosion of evidence-based findings on learning disabilities.

C11. “Promoting Children's Success in Preschool and Kindergarten: Building Relationship and Creating Supportive Environment” Gerry-Lynn McCann

Children learn and develop in the context of relationships that are responsive, consistent and nurturing. In fact, these types of positive relationships with children are essential to implementing effective practices to support children’s social emotional development. In this session, we will look at how to promote children’s social emotional development through a comprehensive approach that includes building relationships, evaluating the environment and our own behaviours, and teaching students’ skills that help them be successful learners in the classroom.

C12. “Altering my Approach to Dealing with Behaviours” Crystal Gaede

Educational Assistants play a vital role in supporting our students especially those who have social-emotional concerns. In order to do the best job you can it is important to feel prepared and ready for the challenges you may face. This session will focus on strategies you can use daily when supporting your students. In the end you will be able to walk away with some new approaches in supporting your students.

C15/D15. “NVCI Day 2”

C16. “The Lifesaving Society: Swim to Survive Workshop” Rebecca McTavish & Candice McMillian

Learning the self-rescue skills taught in Swim to Survive is an important first step in being safe around water. Swim to Survive could make the difference between life and death when immersion in water is sudden and unexpected. The session will cover the Canadian Swim to Survive Standard, including a ROLL into deep water, TREAD water (1 min.) + SWIM 50m. Not only will you learn how to do these skills yourself but how to teach them!

Afternoon Sessions 1:30pm - 3:30pm

D1 Morning Sessions 10:00am-12:00pm

D1. "ACAKOSUK (ah cha kos uk) the Stars....a cree perspective" Wilfred Buck

Participants will be introduced to 13 ininew constellations

Participants will locate & label the Ininew constellations on a star field

Participants will be introduced to two new Ininew celestial bodies in our Milky Way Galaxy

D2. "Brain Based Math" Ashley McPherson

This session will focus on critical strategies to support elementary aged students who are presenting with mathematics disabilities or are struggling to gain foundational math skills. The signs of different dyscalculia subtypes will be discussed as well as appropriate remediation strategies. The impact of anxiety on learning mathematics and working memory will be outlined, along with strategies to combat math anxiety. Principles emerging from evidence-based studies will be reviewed, along with the practical implications for classroom, small group or individualized instruction. While the focus of this presentation will be on elementary students, the principles are applicable to students of all ages.

D3. "ADHD In the Classroom" Amanda Unsworth

Learn how to support children with attention and memory difficulties within the classroom.

D4. "Mental Health Literacy in the Classroom" Shannon Gallant and Lacy Schramm

This training will include a look at what is mental health, mental illness, stigma, as well as when and how to access supports for students.

D5. "Missed Communication" Jeanine Lundgaard

You know how frustrating it can be when no matter how many times you go over the 'how to' with a student, and they just don't seem to understand? It is like talking a different language! In this presentation you will be introduced to three basic modes of communication that you presently are using and may not even be aware that you are using them. You will learn your preferred style and how to quickly identify the mode of others. With this 'new' knowledge you can literally 'talk the same language'. This increase in understanding each other can greatly impact your desired outcome for students. Take the lead for increased communication with your students, colleagues, family and friends. Meet them at their model of the world and simply notice the difference! No more 'missed' communication

D6. "Brain Magic Math Facts" Darren Michalczuk

Learn techniques to teach the times tables to children ages 7-11 years in hours instead of years. With simple, fun stories with a foundation of advanced memory techniques that date back to ancient times, kids learn numbers unbelievably fast. These 'math stories' have been developed

and refined over 25 years with thousands of kids and incredible results. Even young children with special needs or learning disabilities can memorise the multiplication tables quickly and learn to love math.

D7. “Self-care and Mental Wellness” Heather Logan and Krista Van den Bon

In order to more effectively support the young people that we work with, we must look after our own self-care and mental health. Self-care takes practice, come to this session to learn and practice tools to look after your own mental health.

D8. “Through Autism Glasses Part 2” Kitty Parlby

Are you somewhat new to the autism world, need a refresher, or are you a relatively new teacher? Perhaps you are having trouble getting through to them and wonder why they do the odd things they do. You just need to see things ‘THROUGH AUTISM GLASSES’. This session will help you to see things the way they do and covers all primary and secondary symptoms. It is a presentation full of practical strategies, which will involve demonstrations, observations, video footage of an autistic child and a display of sensory materials that help make the world friendlier to autistic children. And just as importantly, you will get a feel for what life can REALLY be like for a child on the spectrum and their family.

D9. “Scaffolding and Supports in The Inclusive Learning Environment” Dana Antaya-Moore

This interactive session will explore the concepts of scaffolding and supports in the inclusive learning context. Participants will have the opportunity to experience both scaffolds and support and consider how they can take back what they have learned and apply it in their individual contexts.

D10. “Surface Dyslexia: The Uncommon Reading Disability” Kathryn Burke

Surface dyslexia has commonly been referred to as a stealth or hidden reading disability. Unlike students who present with the more common type of reading disability known as dysphonetic dyslexia subtype, students with surface dyslexia may appear to have excellent emergent reading skills only to have their reading abilities stall in Grade 3. They may often compensate with excellent working memory, verbal skills and auditory comprehension. The extent of their reading struggles is missed as they struggle to achieve sufficient orthographic processing skills - the visual component of reading -- to become fluent enough readers to comprehend the text they are tackling. Simply put, these students often fall through the cracks, even though many are gifted intellectually. Moreover, the standard supports provided to students with sound-symbol difficulties do not optimally address the needs of a person with surface dyslexia. This session will provide teachers with information on how to identify students who may have surface dyslexia, along with options for remediation and support.

D11. “Promoting Children's Success in Preschool and Kindergarten: Building Relationship and Creating Supportive Environment” Gerry-Lynn McCann

Children learn and develop in the context of relationships that are responsive, consistent and nurturing. In fact, these types of positive relationships with children are essential to implementing effective practices to support children’s social emotional development. In this session, we will look at how to promote children’s social emotional development through a comprehensive approach that includes building relationships, evaluating the environment and our own behaviours, and teaching students skills that help them be successful learners in the classroom.

D12. “Altering my Approach to Dealing with Behaviours” Crystal Gaede

Educational Assistants play a vital role in supporting our students especially those who have social-emotional concerns. In order to do the best job you can it is important to feel prepared and ready for the challenges you may face. This session will focus on strategies you can use daily when supporting your students. In the end you will be able to walk away with some new approaches in supporting your students.

D13. “Gaga for Google” Leah Montes

In this session, there will be no sage on the stage. Instead, I will be a guide on the side as you work through a series of Google Tasks. In true differentiated learning, you decide what you need to know more about in G Suite. Tasks will be available in Drive, Docs, Forms, Slides, Keep, ReadWrite for Google, Maps, Classroom, and Jamboard. As you work through different tasks I will be available to answer questions and provide guidance. **A Chromebook will be provided for this session.** While using an iPad is possible, you will not get the same experience and tools are not as robust.

Presenters' Biographies

Wade Sorochan

Wade is a well-known radio personality in Edmonton, Alberta. Wade first gained recognition for his pioneering impact on the number one rated and “Canada’s most unique” radio talk show The 11-2 Show. Nicknamed “The Tone Arm,” Wade became the first broadcaster in history to spontaneously use song clips to enhance a radio talk show. He went on to produce and host the popular radio talk shows Life Talk with Wade Sorochan and Edmonton This Week. Wade is recognized as a talk show pioneer with a career that has spanned four decades. As a mental illness survivor, Wade is a sought-after motivational speaker sharing his inspiring personal story of living with mental illness at numerous events, including the 2011 International Symposium on Wellness and the 2017 National Mental Health Conference. Wade Sorochan is a national recipient of the CAMH “Difference Maker Award” and the “Canada 150 in 150 Award” and the Alberta Lieutenant Governor’s “True Grit Award” and is the author of the ground-breaking book UNSocial Media; Virtual World Causing Real World Anxiety and his entertaining and inspiring autobiography Fastest Tone Arm in the West; Chasing a Radio Dream.

Wilfred Buck

Wilfred is a member of the Opaskwayak Cree Nation, currently employed with the MFNERC as a Science Facilitator. He obtained his B.Ed. & Post Bacc. from the University of Manitoba. As an educator Wilfred has had the opportunity and good fortune to travel to South and Central America as well as Europe and met, shared and listened to Indigenous people from all over the world. He is a husband, father of four, son, uncle, brother, nephew, story-teller, mad scientist, teacher, singer, pipe-carrier, sweat lodge keeper, old person and sun dance leader. As a Science Facilitator with MFNERC was given the mandate to “put a First Nation perspective in the sciences”. The easiest way to go about doing this, he was told, was to look up. Researching Innew star stories Wilfred found a host of information which had to be interpreted and analyzed to identify if the stories were referring to the stars. The journey began... “The greatest teaching that was ever given to me, other than my wife and children, is the ability to see the humor in the world” ...Wilfred Buck

Carmen Moore

Carmen is currently employed as an inclusive education coach for Peace Wapiti School District 76. She has over seventeen years of formal experience in the field of education as a teacher, administrator, classroom support teacher, educational assistant and has five years of experience as a parent in the educational system. Carmen is a freelance writer, blogger, national speaker and is completing her Masters this term. Her more recent passion is helping to support students, staff and families in the realm of inclusive education.

Dana Laliberte

For 32 years, Dana worked for Holy Family C.R.D. #37 in Peace River as a teacher, Supervisor of Special Services, assistant principal, principal and Assistant Superintendent of Curriculum and Instruction. Dana has a Special Education background and a Masters' Degree in Education Administration focused on leadership in the area of learning disabilities. She has a passion for students with challenges and likes nothing better than to brainstorm ways on how to improve teaching and learning. She believes we must build on students' talents and be familiar with the new brain research. Retirement plans include spending time with grandchildren, camping, working as an educational consultant, and continuing her work as a Certified Presenter for the Climate Reality Project – her gift to the earth.

Kathleen Robertson

Kathleen joins Jigsaw Learning with more than 20 years of teaching experience and has successfully led literacy intervention, assessment and coaching in her own school also providing support to other schools when planning and designing their implementation of a comprehensive literacy framework. Her expertise in literacy has been developed through her roles as a classroom teacher, participant as a lead teacher on a literacy committee and most recently in her role as instructional and literacy coach at the Elementary level. Extensive experience as a classroom teacher, literacy, and instructional coach Knowledgeable about and committed to best practice in literacy and numeracy Leadership in evidence-based literacy interventions Skilled with differentiated instruction and passionate about success for all students

Collin Dillon

Collin is an instructor from the EverActive schools.

Laurel Vespi

Laurel helps people find the sweet spot between going with the flow and getting stuff done. Through her company stone circle coaching, she brings to her clients more than thirty years of experience as a teacher, educational consultant and group facilitator. With a humorous and down-to-earth style, Laurel shares simple and practical strategies, so people can reduce stress, improve workplace productivity and create moments of calm in our hectic and distracted world. Laurel is a Professional Certified Coach, has a Master of Education degree, and is the author of two award-winning books.

Leanne Aspen

Leanne is the Prevention Facilitator role for the NW FASD Network. She has her Bachelor of Social Work and has worked various positions in the provincial government and for non-profit organizations social worker for over 25 years. She is very passionate about increasing awareness and prevention of FASD in NW Alberta. As a Prevention Facilitator she is available to educate front line workers and general public about the various aspects of FASD, and to participate in the FASD Prevention Conversation; and to appropriately engage women about the use of alcohol during pregnancy within a shame-free framework.

Tamara Crozier

Tammy has spent the past decade working in the field of addictions. She has a counselling background in which she has worked with clients struggling with addiction and mental health. Tammy's a strong advocate for prevention within schools and she collaborates with teachers to plan, develop and implement prevention programming for students. Now, as a Certified Tobacco Educator, Tammy has narrowed her focus to tobacco reduction (including vaping) and alongside her colleagues is working towards a tobacco – free Alberta. Her belief that tobacco and electronic cigarettes are the gateway drug have fueled her passion for tobacco reduction and moving forward to a healthier lifestyle for all. Tammy works with the Alberta Health Services Provincial Tobacco Reduction Program as a Program Consultant and North Zone Coordinator

Samantha Naidu

Samantha is a Tobacco Reduction Counsellor for Addiction and Mental Health in Grande Prairie. She provides support, training, program delivery, and presentations throughout the community. She has spent the past 5 years working in the field of Addiction; from Adult Outpatient Services to her current role with the Prevention and Promotion team. Samantha is a Certified Tobacco Educator. Her passion is to help support individuals and the community create a healthier lifestyle.

Lilian Saltel

T.B.D.

Kathrine Nijenhuis

Kathy Wiebe grew up in a Mennonite family in High Level, spending all twelve years of her education at High Level Public School. Kathy has been in education for the past 20 years, often with one or more English Language Learners in her classroom. She has been involved in Inclusive Education for most of these years and recently completed her Masters in Oral Language and Literacy Acquisition at the University of Alberta with a focus on language development for English Language Learners. Kathy is currently an Educational Consultant with the Grande Prairie Public School District where she works with classroom teachers and Educational Assistants to develop meaningful programs for students, often English Language Learners.

Dione Staples

Dione works in the Grande Prairie Public School Division, as a teacher on the Inclusive Education Support Team (IEST). She has been with the division for over 10 years as a teacher, instructional coach and her current role, IEST. Alongside teachers, EA's, administrators, parents, and community resources, Dione helps build student-centered programming come alive day to day in schools. Sharing information and building understanding of the "why" behind "how and what" staff do to support student success in schools is her passion.

Kate Weber

T.B.D.

Kathy Gadacz-Gould

Kathy is a library technician for a high school of 1000 students in Grande Prairie, AB. When she isn't helping students find resources she's improving the organization of her department. She's all about efficiency and enjoys teaching others how to allocate their time so they can take on additional responsibilities and derive greater satisfaction in the work they do!

Vincent Mireau

Vince is a Registered Provisional Psychologist in Whitecourt, AB. He became a psychologist after several years in the classroom and working as a school counsellor. In private practice, he provides counselling, consultation, and assessment. He enjoys using play-based approaches. He is the Past President of the Council of School Counsellors of the ATA. He proudly rural, Franco-Albertan, and enjoys helping coach the local football team.

Tammy Novak

I have lived in Peace River for 22 years and work as a Health Promotion Facilitator with the Alberta Health Services' School Health and Wellness Promotion team. It is my passion is to help others overcome barriers to live their best lives! After starting my career as a Recreation Therapist, I have now worked in the field of Health Promotion for 10 years. I love to travel, downhill ski, and keep busy being a mom to my two amazing teenagers!

Justin O'leary

I moved to Grande Prairie 4.5 years ago from NL upon completing my MPH. Previously I worked in non-profit and have spent the last 2.5 years working with Alberta Health Services. Health Promotion is a love of mine and school health promotion is what inspired me on this career path as I sat on my own high school SWAT team ten years ago. Movement is my area of specialty and I value the connection between movement, community, and mental wellness.

Brigitte Benning

Brigitte was born and raised in Grande Prairie, is passionate about reconciliation through relearning Canada's history as a community and encouraging cultural pride in youth. As a Métis

woman, she appreciates the opportunity to share her story as well as continue to learn from others. In her current role as the Indigenous Education Coordinator for Peace Wapiti School Division, Brigitte is able to work with students K-12, educators, liaisons, leadership and the community to ensure that Indigenous people are celebrated, represented and supported in classrooms and schools. Prior to this role, she undertook a two-year research project exploring the role of Indigenous-based support in post-secondary education for her MA from UVIC. She is very grateful to be back in traditional territories and homelands of the Cree, Beaver, Dene and Métis peoples.

Mike Heckbert

Mike is a Psychologist with Peace Collaborative Services (PCS). PCS serves Northwest Alberta with a team of specialists that supports staff and students from Kindergarten to Grade 12 participate fully in their educational programs and achieve their maximum learning potential.

Rebecca McTavish

T.B.D.

Thomas Dirsa

Tom grew up on the tip of Cape Cod in Massachusetts. After graduating from university, he moved to Alberta, Canada for two years, which became a lifetime.

After a successful career as a teacher, basketball coach, and a school administrator that took him and his wife, Margaret, to New England, Saskatchewan, and many communities throughout Alberta, they retired to Leduc, Alberta in 2008.

He has published a series of children picture books based on true incidents involving one of Tom's grandsons who was diagnosed with ADHD early in his life. BJ is a real person who has a quick wit and is full of energy.

Tom is a popular presenter to Teacher Conventions based on his experience with his grandson.

Tom is currently available to do Facetime/Skype presentations to classrooms about writing.

Tom worked as a freelance reporter for the Pipestone-Flyer Newspaper for three years. During that time, he wrote a series of articles on the history of Leduc and District that proved to be very popular and has resulted in him working with the Leduc Public Library on an updated local history book. Most recently he was contracted to write for Red Line Editorial's series titled Canada Turns 150.

He wrote the first book in the series titled Canada becomes a Federation.

His latest books published in September of 2018 was a children's picture book called To See a Deer and a history book called Leduc: Then & Now

Amanda Unsworth MEd., CCC, RPsych.

Amanda Unsworth is a Registered Psychologist with Peace Collaborative Services (PCS). PCS serves Northwest Alberta with a team of specialists that supports staff and students from Preschool to Grade 12 participate fully in their educational programs and achieve their maximum learning potential. She has been working with children and adolescents for over ten years in various roles such as casework, counseling, and assessment. Amanda lives in her hometown of Grande Prairie with her two children and three dogs.

Lorne Brown

T.B.D.

Jeanine Lundgaard

In her retirement, Jeannie's zest for sharing her knowledge with teachers, parents, and ultimately students are ongoing. She has provided sessions at District Professional Development Days, and in retirement continues to offer courses through Continuing Education and privately. In her teaching career of thirty-five plus years, she has served as a classroom teacher, a special education teacher, a school counsellor and a registered psychologist. Throughout her career and in her retirement, Jeannie demonstrates life-long learning. She is a certified Brain Gym® Instructor, is a Master Practitioner in Neuro Linguistic Programming along with Cognitive Ability Patterning which has its basis in NLP. She is also trained in Voice Over techniques. Her compassion and caring are evident throughout. Jeannie enjoys being with friends, participating in the Singing Christmas Tree and Crescendo (a mental health fundraiser), creating stained glass stepping-stones, and BE-ing at the lake.

Darren Michalczuk

Darren has been a teacher for more than twenty-five years and has taught everything from kindergarten to high school including music, homeroom and physical education. He has worked in rural Alberta school to big city private school in Queensland, Australia. He has coached and organised many events including Daddy/Daughter Balls, triathlons, national memory competitions and every school sport possible. He is able to juggle this while being a devoted husband and father of three. His passion and energy will draw you in, but his ideas will change your mind.

Sharon McLean

McLean is the Supervisor of Learning Services for the Literacy Priority with the Fort Vermilion School Division. Sharon began her career with the Fort Vermilion School Division as a teacher in 1989. She has held various positions at Fort Vermilion Public School, Hill Crest Community School and St. Mary's Elementary School and moved into a leadership role at Fort Vermilion Public School in 2003 as Vice Principal. Sharon has held various leadership positions in different capacities throughout her education journey. Sharon is passionate about reading and making a difference in the lives of kids.

Kitty Parlby

In January of 2000, Kitty's son was diagnosed with severe autism. She reacted strongly by educating herself to an extraordinary degree, with a combination of highly motivated study and daily hands-on experience with her son. Her journey evolved into providing autism workshops and presentations of many types throughout Alberta over the past 14 years. Her years as a special needs Educational Assistant provided Kitty with even more knowledge and experience. Kitty now does speaking and consulting with her company, AUTISM INSPIRATIONS. She served a 5-year term on the board of governors for Aspire Special Needs Resource Centre in Red Deer, and currently serves as a director on the provincial board of the **Autism Society of Alberta**. Kitty is highly involved with supporting families and educators within the autism community and has written many articles on various aspects of autism over the years.

Dana Antaya-Moore

Dana has worked as an educator in both Saskatchewan and Edmonton. She has also worked internationally, providing courses on instructional leadership and working with students with special needs. Dana's focus on strength-based education, and respecting and honouring student diversity, is central to her work as an educator and informs her work around supporting student success. By helping educators put faces to data, share innovative and doable practices, and engage in meaningful dialogue, Dana believes we can make a positive difference to for all students.

Kathryn Burke

Since 2013, Kathryn has been the Executive Director of the Centre for Literacy, an organization which supports students with learning disabilities. She served for 5 years as the Executive Director of the Learning Disabilities Association of Alberta, where she initiated the Right to Read Program. Kathryn frequently serves as a guest lecturer on learning disabilities in many post-secondary organizations in Alberta. She earned a Master's Degree from the University of Calgary and has received numerous awards for her advocacy work.

Gerry-Lynn McCann

Gerry-Lynn has been with the Grande Prairie Public School District for the past 8 years. She has her Masters in Reading and Literacy through Walden University and in 2017 she joined the Inclusive Education Support Team. Part of her role as an IEST facilitator is to work with the administration team, teachers, learning support teacher, educational assistants, and PCS team to support PUF students with inclusive education needs in a variety of ways. Her teaching experience includes Kindergarten and Grade One. She has a strong passion for life-long learning and a dedication to children's development and educational needs. In her free time, she enjoys spending time with her husband and three beautiful daughters.

Crystal Gaede

Crystal is a teacher on the Complex Behaviour Support Team for Grande Prairie Public School Division. She has been with the district for 13 years.

Ashley McPherson

Ashley is a teacher and resource developer at the Centre for Literacy. Since coming to the Centre for Literacy in 2017, she has been offering intensive reading remediation for students of all ages in French and English. Before teaching at the Centre for Literacy, she taught grades one and two at a Francophone school. Ashley was nominated for the Edwin Parr Teacher Award, which recognizes outstanding first year teachers, in part due to her excellent literacy instruction. She completed a B.Ed at the Campus Saint Jean in 2015 and recently completed a Masters of Professional Education in Literacy Studies at Western University.

Shannon Gallant

Shannon is the Program Manager with the Mental Health Capacity Building (MHCB) Initiative, a partnership with Grande Prairie Public School District, Peace Wapiti School District, and Grande Prairie and District Catholic Schools. Shannon has been a registered social worker for the past 6 years and has worked in a variety of roles with children, youth and families. Growing up in Nova Scotia and then moving to Grande Prairie 4 years ago Shannon has become passionate about mental health accessibility across the country.

Lacy Schramm

Lacy is a Wellness Coach with the Mental Health Capacity Building (MHCB) team. She works within the Peace Wapiti School District, currently providing lessons at Peace Wapiti Academy, Beaverlodge Regional High School, Sexsmith Secondary School, and Peace Wapiti Enterprise. The presentations and classes she facilitates are developed to bring Mental Health Literacy into the classroom, as well as Professional Development days. Lacy recently finished her Bachelor of Social Work and completed her practicum at the emergency youth shelter in Grande Prairie and is passionate about her ongoing work with youth.

Krista Van den Bon

Krista is a Wellness Coach with the Mental Health Capacity Building (MHCB) Initiative and works within the Grande Prairie Public School District. She provides tier 1 mental health support in whole classroom settings as well as education to teachers. Her educational background includes BSc. in Nursing, BSc. in Kinesiology and has been a dance teacher for over 10 years.

Heather Logan

Heather was born and raised in Thunder Bay, ON Heather attended Lakehead University and Confederation College to begin her career in Social Services. Heather's career has allowed her to work in a variety of settings working with diverse populations and clients in Government and non-profit organizations. Heather recently relocated to Grande Prairie after having lived in Fox Creek, AB since 2010. She is excited to be a part of the Mental Health Capacity Building Initiative (MHCB) as a Wellness coach for the Catholic School District. MHCB is a pilot project aimed providing information and tools to students, staff and community around Mental Health.

Leah Montes

I have been teaching for over 20 years. I have taught different grades, different languages, and in different countries. While many people are nervous and dislike change, I thrive on it. That makes me a great fit as an Education Technologist with Peace Wapiti Public Schools. With the constantly changing world that is technology, I am passionate about helping people at any age and stage become more confident and comfortable with it.

With Appreciation & Thanks

We recognize each person who has contributed to these two days of learning, connecting, and building relationships to engage students. We hope you all go back to your school energized and enlightened.

We thank all the presenters and hope that each has impacted your role as an Educational Assistant. Please show them your appreciation throughout the two days. Sessions will start promptly at the posted time.

Thank you to all our room hosts, school hosts, and representatives.

Thank you in advance for completing your breakout session evaluations, your well-expressed thoughts will help guide us in future conference development.