

August 28 & 29, 2017

Location Best Western Mirage, High Level, Alberta

Date/Time	Little Red River Board of Education Educational Assistant Conference		
Monday, Aug 28			
8:30am	Registration		
9:00am-9:30am	Prayer/Opening Remarks		
9:30am-12:00pm	Keynote Address by Sonia Yudcovich: The Power of Collaboration...Together We Can Make a Difference! (descriptor TBA)		
12:00pm-1:00pm	<i>Lunch</i>		
	Sonia Yudcovich <i>Working Responsibly as Collaborative Teams</i>	Colleen DeVeyrac <i>Classroom Strategies for Working with Students with ADHD</i>	Robyn Combres <i>Strategies for Working with Difficult/Challenging Behaviors</i>
1:00pm-3:00pm Session 1 (includes 15 minute break)	<i>Group 1</i>	<i>Group 2</i>	<i>Group 3</i>
Tuesday, Aug 29			
9:00-9:15	<i>Opening Remarks and Instructions for the day</i>		
9:15-12:00 Session 2 (includes 15 minute break)	<i>Group 3</i>	<i>Group 1</i>	<i>Group 2</i>
12:00-1:00	Lunch Break		
1:00-3:00 Session 3 (includes 15 minute break)	<i>Group 2</i>	<i>Group 3</i>	<i>Group 1</i>

Facilitator
Sonia Yudcovitch is the president of MYCO International Consulting and does an extensive number of professional development sessions for teachers and teacher assistants across the province. Sonia has been a regular presenter at several Support Staff Conferences in Alberta.
Session Descriptions
<p>Working Responsibly as Collaborative Teams The mandate of inclusion in our Alberta classrooms requires a greater understanding of the needs of the exceptional learners and how to integrate them effectively while meeting the specific needs as outlined in the IPP. At the same time, teachers need to also attend to the needs of the rest of the class. A well-trained and knowledgeable E.A. is an asset to every classroom, but it is important to adjust the role to effectively address the paradigm shift that occurs with inclusion. Several other administrative interventions such as the formation of an Interdisciplinary Team will now need to be established in order to be accountable for the progress of coded students and other exceptional learners in each classroom.</p> <p>This workshop takes a detailed look at a variety of options to ensure the smooth transition and effective functioning of an inclusive classroom. The topics examined by participants in this workshop include:</p> <ul style="list-style-type: none"> • CLARIFYING ROLES: What precisely are the roles of the teacher and E.A. in the collaborative team? • COMMUNICATION, TRUST, FLEXIBILITY: With inclusion the E.A. is in the classroom all the time as "pull-out" is no longer acceptable or encouraged. It is crucial for the teacher/E.A. team to work well together! • UNDERSTANDING STUDENT NEEDS A/C TO AB. CODING: The approaches to working with exceptional learners vary according to their coding. Participants will learn strategies appropriate to the needs of "Mild, Moderate and Severe" coding and other important considerations when working with these students. • KNOWLEDGEABLE RE: STRATEGIES AND ASSISTIVE TECHNOLOGY: Specialized technology is now available to help exceptional learners complete tasks with the rest of the class. A list of some of the available technology available for these students, depending on need, is included. • DELINEATION OF DUTIES AND "LINE OF AUTHORITY": If a collaborative team is to be successful, it is important to understand whom to communicate with directly, so there is no confusion. • TAKING CARE OF SELF AND EACH OTHER...MUTUAL SUPPORT: All change brings with it a certain degree of challenge, uncertainty and stress. Participants will share ideas to relax and support each other and be guided through some ideas that may be helpful to them.
Facilitator
Colleen DeVeyrac is an international public speaker, teacher, and educational consultant presenting workshops across Australia, Canada, and New Zealand. Colleen graduated from the University of Calgary with a Bachelor of Education and Bachelor of Physical Education and has completed her Master of Learning Innovation from QUT. She has worked with youth at risk for over 15 years and has implemented early intervention and adolescent programs to assist students in transitioning into mainstream schooling. Colleen believes educators being proactive and positive when working with students is paramount in creating an atmosphere that encourages engagement and excitement for learning. Examining educators' reactions and ability to handle stressful situations in relation to challenging children can be powerful in creating a more positive environment.
Session Description
<i>Classroom Strategies for Working with Students with ADHD</i> <i>Descriptor TBA</i>
Facilitator
Robyn Combres is the District Psychologist for Red Deer (AB) Public Schools. Her responsibilities include assessment, consultation and program supports for ages 3 to Grade 12. Robyn is also a consultant for Positive Behaviour Supports Inc., where she supports children with special needs, their families and the schools. Robyn obtained her Masters in Counselling Psychology at Trinity Western University and is a Registered Psychologist. Over the past 13 years, she has worked with non-profit agencies and the educational system to implement behavioural interventions, inclusive practices and team approaches for children with special needs.
Session Description
<p><i>Strategies for Working with Difficult/Challenging Behaviors</i></p> <p>What is challenging behaviour? What is the function of challenging behaviour? The ABC's of behaviour Reinforcement and Consequences Replacement behaviours Behavioural strategies-universal, selected, and targeted which could include both self-regulation and mindfulness Factors that impact behaviour-mental health, drugs, alcohol, (student or family challenges) A review of Dr. Martin Brokenleg's Circle of Courage and how it plays into behaviour There will lots of time to work on developing a plan for a specific student, group discussions, and questions.</p>