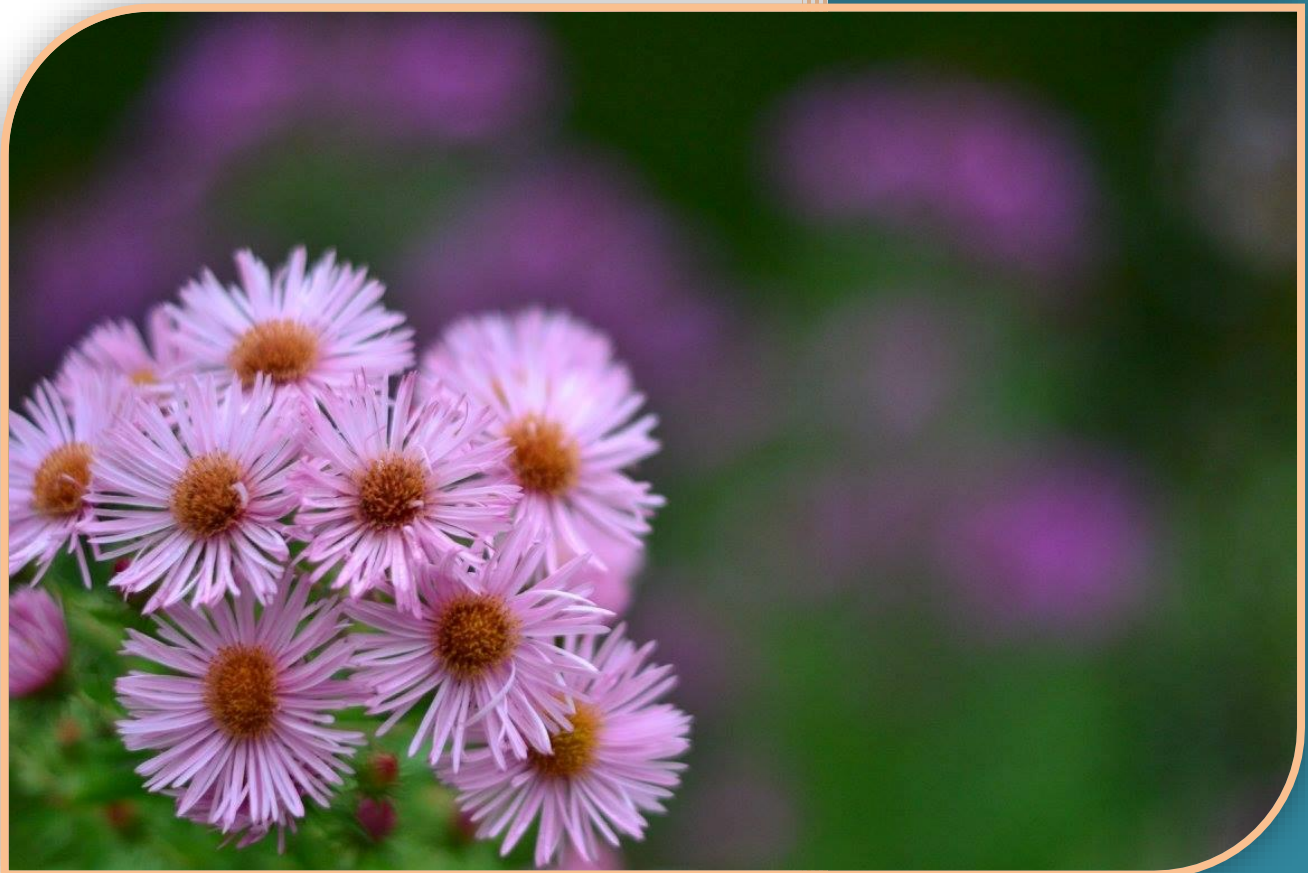




2018

Educational Assistants Conference



March 8 & 9
Grande Prairie

Building Relationships, Engaging Students

Northern Alberta Educational Assistant Professional Development Conference

A Local Collaboration With:

Grande Prairie Public School District No. 2357
Peace Wapiti School Division No. 76
Northwest Regional Learning Consortium

Hosted at

Charles Spencer High School

Conference Planning Committee

Chris Farquharson, Director of Student Services, GPPSD #2357
Karen Chrenek, PWSD
Tammie Maurer, GPPSD #2357
Tammie Diesel, Systems Coordinator, NRLC
Jennifer Labrecque, Program Admin Assistant, 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 #)

Includes morning refreshments and lunches

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 2018](#) prior to Monday, March 5, 2018 (8am).

Host Hotels with Group Rates in Grande Prairie (quote EA Conference)

Book your Accommodations by February 14th to guarantee group rates.

Stonebridge Hotel	780-539-5561	\$119.00/night plus taxes
Super 8	780-532-8288	15% off Best Available Rate
Best Western	780-402-2378 ext 4	15% off Best Available Rate
Holiday Inn & Suites	780-402-6886	15% off Best Available Rate
Quality Inn & Suites	780-831-2999	15% off Best Available Rate

Thursday, March 8, 2018

9:00-10:15am Keynote: Jody Carrington <i>"Bringing Crazy Back Into the Classroom: The Power in the Light Up"</i>		
Morning Sessions 10:30-11:45am	First Afternoon Sessions 12:45pm-2:00pm	Second Afternoon Sessions 2:15-3:30pm
<p>B1. <i>"Trauma and Connection: Working With the Toughest Ones and How to Survive It"</i></p> <p>B2. <i>"Strategies for Working with Difficult/Challenging Behaviours"</i></p> <p>B3. <i>"Mental Health Matters"</i> repeats C3</p> <p>B4. <i>"Roles and Responsibilities of Educational Assistants"</i></p> <p>B5. <i>"Picking Up on Early Education Issues"</i></p> <p>B6. <i>"Why Do Children Act The Way They Do? Understanding How a Child is 'Wired'"</i></p> <p>B7. <i>"What is Word Work? (Gr 3-6)"</i></p> <p>B8. <i>"Visual Imagery in Math: Helping Close the Gap for Kids (Gr 4-6)"</i></p> <p>B9. <i>"Crafting Conversations About Food"</i> CANCELLED</p> <p>B10. <i>"Exploring Self-Compassion"</i> repeats Friday F10</p> <p>B11. <i>"Visuals: I See What You Mean"</i></p> <p>B12. <i>"The Power of Positive Parenting/Teaching"</i> repeats Friday F12</p> <p>B13. <i>"Building Independence: Providing 'Just Enough' Support to Students"</i></p> <p>B14. <i>"Grade 7-12 Disciplinary Literacy"</i> repeats D14</p> <p>B15. <i>"What is Speech and Language"</i> repeats Friday F15</p> <p>B17. <i>"Zen Me"</i></p> <p>B19. <i>"Kids Have Stress Too!"</i> repeats Friday F17</p>	<p>C1. <i>"The Kids are the Least of Our Worries: Addressing Compassion Fatigue in Our Staff"</i> repeats D1</p> <p>C2. <i>"Strategies for Working with Difficult/Challenging Behaviours"</i> Full Afternoon Session (if you register for this session, do not choose a session from "D" because this is a 2 block session)</p> <p>C3. <i>"Mental Health Matters"</i> repeat of B3</p> <p>C4. <i>"Educational Assistants as Part of the Collaborative Team"</i></p> <p>C5. <i>"Brain Games"</i> Full Afternoon Session (if you register for this session, do not choose a session from "D" because this is a 2 block session)</p> <p>C6. <i>"Pool Safety Session"</i> Full Afternoon Session (if you register for this session, do not choose a session from "D" because this is a 2 block session) Location: Crystal Park School Pool</p> <p>C7. <i>"Supporting Student Writers (Gr 3-6)"</i></p> <p>C8. <i>"Visuals, Manipulatives & Practice: Helping Kids Understand Numbers (Gr K-3)"</i></p> <p>C9. <i>"Healthy Youth Relationships"</i> Full Afternoon Session (if you register for this session, do not choose a session from "D" because this is a 2 block session)</p> <p>C10. <i>"Getting to Your Best Self: Skills for Your Greatest Year Yet! Self-Reflection & Super Strengths"</i> repeats Friday G10</p> <p>C11. <i>"Building a Bridge"</i> repeats D11</p> <p>C12. <i>"Changing Problem Behaviour to Positive Behaviour"</i> repeats Friday G12</p> <p>C13. <i>"Indigenous Cultural Teaching Through Mixed Media"</i> Full Afternoon Session (if you register for this session, do not choose a session from "D" because this is a 2 block session)</p> <p>C14. <i>"English Language Learners in the Classroom"</i></p> <p>C15. <i>"Under the Umbrella - FASD"</i>, repeats Friday G15</p>	<p>D1. <i>"The Kids are the Least of Our Worries: Addressing Compassion Fatigue in Our Staff"</i> repeat of C1</p> <p>D2. <i>"Strategies for Working with Difficult/Challenging Behaviours"</i> continuation of C2</p> <p>D3. <i>"Social Referencing Throughout the Day"</i></p> <p>D4. <i>"The Role of Educational Assistants in Supporting Positive Behaviour"</i></p> <p>D5. <i>"Brain Games"</i> continuation of C5</p> <p>D6. <i>"Pool Safety Session"</i> continuation of C6</p> <p>D7. <i>"The Reading Process (Gr 3-6)"</i></p> <p>D9. <i>"Healthy Youth Relationships"</i> continuation of C9</p> <p>D10. <i>"Getting to Your Best Self: Skills for Your Greatest Year Yet! Resiliency & Gratitude Attitude"</i> repeats Friday H10</p> <p>D11. <i>"Building a Bridge"</i>, repeat of C11</p> <p>D13. <i>"Indigenous Cultural Teaching Through Mixed Media"</i> continuation of C11</p> <p>D14. <i>"Grade 7-12 Disciplinary Literacy"</i> repeat of B14</p> <p>D15. <i>"Youth, Alcohol and FASD"</i></p> <p>D17. <i>"Setting Yourself Up For Success"</i> repeat of C17</p>

<p>B21. <i>“A Cultural Perspective on Relationship Building”</i> repeats C21</p>	<p>C16. <i>“Setting Yourself Up for Success”</i> repeats D16</p> <p>C19. <i>“Understanding Traumatic Stress in Children”</i> Full Afternoon Session (if you register for this session, do not choose a session from “D” because this is a 2 block session)</p> <p>C21. <i>“A Cultural Perspective on Relationship Building”</i> repeat of B21</p>	<p>D19. <i>“Understanding Traumatic Stress in Children”</i> continuation of C19</p>
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Full Day Sessions
(do NOT attend keynote speakers, note start/end times)

B16. *“Destiny Library Manager Advance Training”* Linda Crear (8:30am-3:30pm) for GPPSD Library Techs
B18. *“Non-Violent Crisis Intervention FLEX Training”* Mike Heckbert & Lisa Schlosser (9:00am-3:30pm) **
 Note: you must complete 3-4 hour online training prior to attend classroom session

2 Day Session (Both March 8&9)
(do NOT attend keynote speakers, note start/end times)

B20. *“Mental Health First Aid”* Tracy Golnick, SPRC (8:30am-4:30pm both days)

Friday, March 9, 2018

9:00-10:15am Keynote: Colleen DeVeyrac "Save Your Sanity – Proactive Strategies for Children with Challenging Behaviour"

Morning Sessions 10:30-11:45am	First Afternoon Sessions 12:45pm-2:00pm	Second Afternoon Sessions 2:15-3:30pm
<p>F1. "Save Your Sanity – Proactive Strategies for Children with Challenging Behaviour"</p> <p>F2. "Stress & Making it Work for You"</p> <p>F3. "Mindful Resilience: How to Feel Less Fried by The End of The Day"</p> <p>F5. "Aboriginal Games"</p> <p>F6. "Creating Calm"</p> <p>F7. "Cooling Worries in the Classroom: Helping Anxious Students Survive and Thrive at School"</p> <p>F8. "The 5 Ways to Wellbeing – Connect, Keep Learning, Be Active, Take Notice, Give Back"</p> <p>F9. "Authoritative, Age Appropriate Content for Division I Students"</p> <p>F10. "Exploring Self-Compassion" repeat of B10</p> <p>F11. "Laughter, Learning, Leisure and Love: Taking Care of Balance in Our Lives"</p> <p>F12. "The Power of Positive Parenting/Teaching" repeat of B12</p> <p>F13. "Infusing P.L.A.Y. into Everyday" repeats H13</p> <p>F14. "Color Mixing, Skies and Water"</p> <p>F15. "What is Speech and Language" repeat of B15</p> <p>F16. "Executive Functioning: Essential Skills for Success"</p>	<p>G1. "Executive Functioning Strategies for Children with ADHD"</p> <p>G2. "Montessori Math Magic – Key Lessons in the Decimal System 1-9000" Full Afternoon Session (if you register for this session, do not choose a session from "H" because this is a 2 block session) <u>Location: Parkside School</u></p> <p>G3. "The Power of Presence" repeats H3</p> <p>G5. "Building Your FNMI Classroom Toolkit" repeats H5</p> <p>G6. "Creating Calm" Full Afternoon Session (if you register for this session, do not choose a session from "H" because this is a 2 block session)</p> <p>G7. "The Journey with Complex Kids: Eight Messages That Make the Difference" Full Afternoon Session (if you register for this session, do not choose a session from "H" because this is a 2 block session)</p> <p>G8. "Children & Trauma" Full Afternoon Session (if you register for this session, do not choose a session from "H" because this is a 2 block session)</p> <p>G9. "Reaching Division II Students with Authoritative Resources"</p> <p>G10. "Getting to Your Best Self: Skills for Your Greatest Year Yet! Self-Reflection & Super Strengths" repeat of Thursday C10</p> <p>G11. "Outstanding Schools...Outstanding People" repeats H11</p> <p>G12. "Changing Problem Behaviour to Positive Behaviour" repeat of C12</p> <p>G13. "10 Simple Songs to Get Students Moving"</p> <p>G14. "Ink Animals" repeats H14</p> <p>G15. "Under the Umbrella - FASD" repeat of C15</p>	<p>H1. "Students With Anxiety: Intervention To Accommodate Issues With Anxiety That Affect Behaviour and Learning"</p> <p>H2. "Montessori Math Magic – Key Lessons in the Decimal System 1-9000" continuation of G2</p> <p>H3. "The Power of Presence" repeat of G3</p> <p>H5. "Building Your FNMI Classroom Toolkit" repeat of G5</p> <p>H6. "Creating Calm" continuation of G6</p> <p>H7. "The Journey with Complex Kids: Eight Messages That Make the Difference" continuation of G7</p> <p>H8. "Children & Trauma" continuation of G8</p> <p>H9. "Authoritative Resources for Secondary Humanities Teachers and Students"</p> <p>H10. "Getting to Your Best Self: Skills for Your Greatest Year Yet! Resiliency & Gratitude Attitude" repeat of Thursday D10</p> <p>H11. "Outstanding Schools...Outstanding People" repeat of G11</p> <p>H12. "Piecing Together Mental Wellness"</p> <p>H13. "Infusing P.L.A.Y. into Everyday" repeat of F13</p> <p>H14. "Ink Animals" repeat of G14</p>

<p>F17. <i>“Kids Have Stress Too!”</i> repeat of B19</p> <p>F18. <i>“Supporting Students with Anxiety”</i></p>	<p>G16. <i>“Everything I Wish I Knew Then That I Know Now...”</i></p> <p>G17. <i>“Exploring Student Success From the Inside Out”</i> repeats H17</p> <p>G18. <i>“Emotional IQ: Navigating Your Days”</i></p> <p>G21. <i>“Running With Rhythm: Learn to Make & Incorporate Rhythm Instruments & Activities Into Daily Play”</i></p>	<p>H16. <i>“MRE Reading Strategy”</i></p> <p>H17. <i>“Exploring Student Success From the Inside Out”</i> repeat of G17</p> <p>H21. <i>“Drumming Up Resilience: Self-Card & Stress Relief for Everyday Life”</i></p>
<p>Half Day Sessions (do <u>NOT</u> attend keynote speaker, note start/end times)</p>		
<p>F19. <i>“ADHD Across a Lifespan”</i> Les Redick (9:00am-11:45am) – do NOT attend keynote speaker</p> <p>G19. <i>“ADHD Across a Lifespan”</i> repeat of F19, Les Redick (12:45pm-3:30pm)</p>		

EA Conference 2018

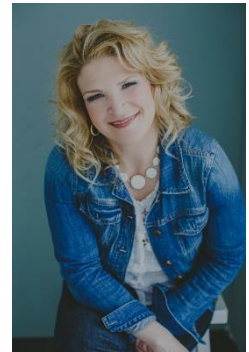
March 8, 2018 Overview

8:00-8:45am	Registration & Morning Refreshments
8:30-3:30pm	Destiny Training (GPPSD Librarians) – do NOT attend Keynote Speaker
8:30-4:30pm	Mental Health First Aid (2 Day Workshop) – do NOT attend Keynote Speaker
9:00-3:30pm	Non-Violent Crisis Intervention – do NOT attend Keynote Speaker
9:00-10:15am	Keynote Speaker: Jody Carrington
10:30–11:45am	Morning Breakout Sessions
11:45-12:45pm	Lunch (menu on page 28)
12:45-2:00pm	First Afternoon Breakout Sessions
2:15-3:30pm	Second Afternoon Breakout Sessions

Keynote Presentation –Jody Carrington 9:00-10:15am

Bringing Crazy Back Into the Classroom: The Power in the Light Up

We will journey through developmental stages from babes to adolescents, discussing the importance of understanding the power in relationship, where children learn to answer two very important questions: “Is this world a safe or scary place”, and most importantly, “Am I worth it?” Through exploring the most recent research on attachment and emotional regulation, we will talk about some very practical things that are critical in assisting children to be available and competent learners. 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. Be ready for laughter and discussion as we navigate our way through this very important and critical conversation.



Morning Sessions 10:30–11:45am

B1. "Trauma and Connection: Working With the Toughest Ones and How to Survive It" Jody Carrington

We will spend some time talking about the ever-increasing mental health concerns in the classroom and how our staff are coping with the added stressors. We will explore what “trauma” means for kids and adults alike, what it means to be “trauma informed” 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 the classroom. 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.

B2. “Strategies for Working with Difficult/Challenging Behaviours” Robin Combres

Repeats and expands as full afternoon Thursday C2

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.

B3. “Mental Health Matters” Sandra Ciurysek, NRLC

Repeats on Thursday C3

Working Together to Support Mental Health in Alberta Schools is a 2017 Government of Alberta resource to support processes for mental health planning in and with schools. The first part of this valuable resource seeks to foster common understandings about supporting positive mental health in schools and the role of education in collaborative work with school and community partners to support positive mental health cultures in schools. The Key Conditions planning and implementation tool that comprises the second part of this resource supports school authorities in considering local needs, available resources, and work already underway in the district as they work collaboratively with their partners to design a continuum of supports for all learners. The Working Together to Support Mental Health in Alberta Schools resource can be downloaded at: <https://education.alberta.ca/mental-health/information-and-resources>. Participants are encouraged to bring a personal digital device to access the resources.

B4. “Roles and Responsibilities of Educational Assistants” Victoria Cooke

Educational Assistants are a vital part of the school team. Working alongside teachers and school administrators, Educational Assistants help to support and enhance student learning. This three part learning series will look at roles and responsibilities of Educational Assistants; how to build highly functioning classroom teams; and how Educational Assistants can help support strategies for positive behaviour management within the classroom setting. Participants are welcome to join in on one or more segments of the learning series.

This session will look closely at the roles of Educational Assistants in relation to classroom teachers as outlined by Alberta Education and the Alberta Teachers Association. Providing clarity on role description will help Educational Assistants and classroom teachers work more effectively to support student programming.

B5. “Picking Up on Early Education Issues” Dana Laliberte & Janine Laliberte

Join Dana, a teacher and administrator with long time experience. Hear what she sees as key issues to look for in the early years of schooling and what you can do as an EA to make positive changes in students who have challenges. Leave with ideas to share with your teachers and administrators. Find out some practical tips and strategies.

B6. “Why Do Children Act the Way They Do? Understanding How a Child is ‘Wired’” Theresa Suderman

This workshop examines how children are genetically “wired” with temperament traits that make each child’s reactions to the world unique. Using a variety of fun, interactive learning activities, the 9 temperament traits and 3 temperament clusters are introduced. Participants learn effective strategies for working with children with all types of temperaments.

B7. "What is Word Work? Gr 3-6" Irene Heffel

Participants will engage in strategies that help students to become good word learners. Word work consists of hands-on time to explore spelling and meanings of words. Making time for word work is vital because it helps patterns and words move into long term memory. Word work helps students to become better reader and writers.

B8. "Visual Imagery in Math: Helping Close the Gap for Kids (Gr 4-6)" Leann Miller

Have you worked with those students who just cannot seem to get it no matter how many time they have heard the instruction? Are you looking for a way to help build their confidence and ease their anxiety around math? Through imagery, manipulatives and thinking activities Leann will share ideas to help these students find their confidence and feel success as mathematical learners. Come prepared to participate and share in a discussion about what quality math instruction for all students can look like.

CANCELLED -B9. "Crafting Conversations About Food" Danielle Todd & Nikol Robbins, AHS

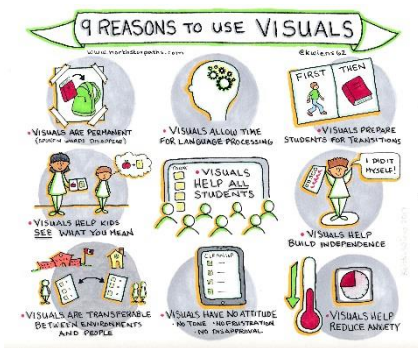
Join us for this fun and positive conversation about food. Explore ways you can help contribute to a healthy food environment and support positive dialogue about food. Gather ideas and resources you can bring back to your classroom. Craft your own Conversations Cards to add some fun and engaging table-talk with your students or at home!

B10. "Exploring Self-Compassion" Kristyn Berry, ASEBP

Repeats on Friday F10

The life of a school employee can be compared to running a marathon - but at a sprinter's pace! We know it can be hectic at times and that's why, in this presentation, we talk about how showing yourself some compassion can make a difference in not only your life, but in your school community. Join us and learn how to set up a self-care plan that will help you amp up the opportunities to refuel and recharge your life!

B11. "Visuals: I See What You Mean" Kristin Weins



The possibilities of how and when to use visuals to support students are endless and exciting. Join Kristin to deepen your understanding of the importance of visuals and explore options for settings K-12. Share your favourite visual ideas with others and leave with resources, ideas, templates and inspiration. Kristin will bring lots of samples to show you... because samples are visuals too!

B12. "The Power of Positive Parenting/Teaching" Shelly Kakoske

Repeats on Friday F12

Children of all ages need a safe, secure environment in order to do well. Positive Parenting is an effective approach to raising children that focuses on the positive. All the strategies used are equally effective in the classroom. Come and learn some positive strategies to encourage a child's learning, and assertive discipline to help your children take responsibility for their actions. All of the strategies will help in the development of confident, competent children.

B13. “Building Independence – Providing ‘Just Enough’ Support to Students” Dione Menzies

This session will inform the role of an educational assistance through the lens of Alberta Education, to provide “just enough” support for the students that you work with. The focus is to enhance the use of the natural supports to increase the engagement and independence of students with disabilities.

B14. “Grade 7-12 Disciplinary Literacy” Sherri Johnston

Repeats on Thursday D14

Do you find yourself supporting secondary students, but are not always sure of the best way to help them become more capable readers? Do you ever feel like you are working alongside students to complete assignments, but are not really seeing progress in their skills or you encounter resistance? This session will provide a look at key strategies that all readers use and ways we can prompt students to engage more confidently with texts particularly as texts get more challenging as students go up the grades. Participants will explore a number of simple reading and vocabulary strategies that can be used when supporting older students in any subject area and we will discuss how to get students thinking more like mathematicians, scientists and historians - our ultimate goal.

B15. “What is Speech and Language?” Tessa Haussecker & Lisa Peberdy

Repeats on Friday F15

During this session, we will explore the differences between speech and language. We will talk about different speech sounds and language targets and how to target them in the classroom and through specific activities. We will practice our skills through hands on activities and there will be lots of opportunity for questions or to talk about specific cases!

B17. “Zen Me” Jodi Minton

The Zen Me cards are a tool for wellness leaders that includes self-coping strategies to manage stress, emotions, attention and energy levels. The deck includes sections to address relaxation and stress management, journal prompts, energizer ideas, and more.

Zen Me Cards will be available for purchase for \$25 at the event. <http://benefitforlife.ca/resources/zen-me>

B19. “Kids Have Stress Too!” Kacey Harms

Repeats on Friday F17

Kids Have Stress Too! Has been developed to help teachers, Early Childhood Education Practitioners and others working with children, understand and promote effective social-emotional development and stress-management strategies with their children in their care. The program is grounded in the science of early childhood and brain development, and also in the day-to-day reality of the early learning and care setting. “People often mistake the symptoms of unmanaged stress. Children may be reprimanded by teachers or parents for actions that are really stress reactions, rather than intentional misbehaviour or poor cognitive ability.”

B21. “A Cultural Perspective on Relationship Building” Darrell Willier

Repeats on Thursday C21

Darrell will introduce the ‘Green’ side of the Circle of Courage, a model of mental wellness and positive youth development currently taught in a number of Peace Country schools which is based on a philosophy of life adapted by Dr. Martin Brokenleg. He will discuss how the Circle of Courage model provides a positive direction in relationship building. The session will have audience participation followed by a time for questions and answers. This session is applicable to all school staff.

Full Day Workshops (do NOT attend keynote speaker)

B16. “Destiny Library Manager Advance Training” Linda Crear

Session for GPPSD Library Technicians 8:30am-3:30pm

Calling all librarians! Do you want to be a leader in digital and information literacy? Do you want to make a big impact by collaborating with others? Follett Professional Development offerings help you find clear solutions to becoming a digital leader, cultivate networks that promote innovative thinking about libraries and provide you with numerous resources that promote future-readiness. School districts also have the option to expand their knowledge with Follett Destiny®, eBooks and other topics.

B18. “Non-Violent Crisis Intervention 1 Day FLEX Training” Mike Heckbert & Lisa Schlosser

9:00am-3:30pm

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 of confrontational, disruptive, or potentially out-of-control students, even during their most violent moments.

This course now consists of online and classroom components. Online course instruction can typically be completed in 2-3 hours. The one-day classroom portion will follow successful completion of the online component. **The online portion MUST be completed prior to in class portion of the training.**

Once registered for the NVCI FLEX training, you will receive a second, automated email (from CPI <elearning@crisisprevention.com>) containing a link that will allow you to access the online portion to be completed prior to the classroom portion. The email subject link will simply say "Welcome".

The following aspects will be covered:

- The stages of 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 to maximize student and staff safety if the aggressive behavior becomes physical.
- Understanding and development of team intervention strategies and techniques.
- 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.

Please dress in comfortable clothing as there will be a lot of moving around, learning physical movements, etc.

Please bring pens / pencils to classroom portion, to write with.

All participants must successfully complete online portion and attend for the full duration of the classroom instruction to become certified.

Max 30 Participants

Full 2 Day Workshop (do NOT attend keynote speakers)

B20. “Mental Health First Aid for People Who Interact With Youth” Tracy Golnick, SPRC

Do NOT register for any other breakout sessions. This is a 2 day workshop.

8:30-4:30pm both days

Mental Health First Aid for Adults who Interact with Youth focuses on the basics, and more specifically on mental health problems and first aid for young persons aged 12–24.

Recognize the symptoms of mental health problems or crises as they develop in youth, including eating disorders and non-suicidal self-injury.

Provide initial help when facing a mental health problem or crisis.

Guide youth and/or adults who support them toward appropriate professional help.

Learn how to accommodate young people who are in distress or are recovering from a crisis.

For more info on course content the course is titled: Mental Health First Aid for People Who Interact with Youth. www.mhfa.ca

Min 8/Max 24 Participants



MENTAL HEALTH FIRST AID Adults Who Interact With Youth

Mental health problems begin sooner than you think.

Mental Health First Aid for Adults who Interact with Youth focuses on the basics, and more specifically on mental health problems and first aid for young persons aged 12–24.

AIMS OF THE 14 HOUR COURSE

- ▶ Recognize the symptoms of mental health problems or crises as they develop in youth, including eating disorders and non-suicidal self-injury.
- ▶ Provide initial help when facing a mental health problem or crisis.
- ▶ Guide youth and/or adults who support them toward appropriate professional help.
- ▶ Learn how to accommodate young people who are in distress or are recovering from a crisis.

"This was an excellent course, made even better by the instructor. It opened my eyes to my own biases and preconceived ideas. I definitely feel better equipped to deal with students in crisis."

Course participant

TOPICS COVERED

- ▶ Substance related disorders
- ▶ Mood related disorders
- ▶ Anxiety and trauma-related disorders
- ▶ Psychotic disorders
- ▶ Eating disorders
- ▶ Deliberate self-injury

CRISIS FIRST AID INTERVENTIONS FOR

- ▶ Suicidal behaviour
- ▶ Overdose
- ▶ Self-harm
- ▶ Psychosis
- ▶ Acute stress reaction
- ▶ Panic attacks



1 in 4 young people aged 9–19 report experiencing mental illness.

- ▶ Over 44% of Canadian postsecondary students report feeling so depressed within the last 12 months that it was difficult to function.
- ▶ In Canada, suicide is the second leading cause of death among those aged 15 to 34.

Who should train in MHFA Adults Who Interact With Youth?

- ▶ Teachers
- ▶ Social workers
- ▶ Counsellors
- ▶ Law enforcement
- ▶ Parents and family members
- ▶ Coaches
- ▶ Babysitters
- ▶ First responders
- ▶ Healthcare providers
- ▶ Community leaders

To learn more, register for a course or become an instructor:

- ▶ mhfa@mentalhealthcommission.ca
- ▶ 1-866-989-3985
- ▶ www.mhfa.ca

MHFA Canada is a program of the Mental Health Commission of Canada (MHCC). The MHCC collaborates with hundreds of partners to change the attitudes of Canadians toward mental health problems and illnesses and to improve services and support. Over 700,000 people in Canada have been trained in MHFA.

To learn more about the MHCC, www.mentalhealthcommission.ca

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Mental Health Commission of Canada
Commission de la santé mentale du Canada

Mental Health First Aid Canada

First Afternoon Sessions 12:45-2:00pm

C1. "The Kids are the Least of Our Worries: Addressing Compassion Fatigue in Our Staff" Jody Carrington

Repeats on Thursday D1

"The kids are the least of our worries" seems like a powerful statement, considering the task before us is to educate. We will spend some time talking about the critical consideration of not only student wellness and support, but all the other critical relationships that are involved in student wellness, including those of teachers, support staff, and administrators. We know that if we do this job right, some of these babes will get our "hearts". We also know that we cannot serve from an empty vessel. This session will involve a discussion about how we need to look after each other if we can ever hope to assist the children and families we serve and teach. How do we rally the "village" to be the best we can be?

C2. "Strategies for Working with Difficult/Challenging Behaviours" Robin Combres

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in D if you attend this session.

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.

C3. "Mental Health Matters" Sandra Ciurysek

Repeat of Thursday B3

C4. "Educational Assistants as Part of the Collaborative Team" Victoria Cooke

Educational Assistants are a vital part of the school team. Working alongside teachers and school administrators, Educational Assistants help to support and enhance student learning. This three part learning series will look at roles and responsibilities of Educational Assistants; how to build highly functioning classroom teams; and how Educational Assistants can help support strategies for positive behaviour management within the classroom setting. Participants are welcome to join in on one or more segments of the learning series.

Educational Assistants are an essential part of the school team. This session will focus on aspects of collaborative teaming including how to foster open productive communication and how to face situations involving potential conflict resolution.

C5. "Brain Games" Dana Laliberte & Janine Laliberte

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in D if you attend this session.

We continue to learn more and more about the brain. Come learn some practical ideas to use in the classroom on Monday with your students. Tap into the research and increase your students' chances of success. Dana will send you home with ideas she and fellow teachers have used in the classroom.

C6. “Pool Safety Session” Rebecca McTavish

Location: This session is at Crystal Park School Pool.

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in D if you attend this session.

The pool workshop will cover water safety supervision, and how to stay safe in water with your students. As well, introduce you to the developing swimmer, basic swim skills, and The Lifesaving Society’s Swim to Survive program. The goal is to give you more confidence when in the pool with your students, and most important the chance to teach water safe behaviors to then and lessen the chance of drownings.

Be prepared to be in the water, bring a bottle of water and an extra towel. Max 30 participants

C7. “Supporting Student Writers (Gr 3-6)” Irene Heffel

Writing is essential to learning and social interaction. Participants will learn how to give students a sense of success with strategies that will enhance student’s ability to communicate what they have learned and to be more motivated to write. (Gr 3-6)

C8. “Visuals, Manipulatives & Practice: Helping Kids Understand Numbers (K-3)” April Brown

Are you working with a student who does not understand numbers? Are they continually counting on their fingers to solve simple math facts? Do they become very anxious when math class begins? Are you anxious trying to help these students because you have a phobia around math? April will explore visuals, manipulatives and activities to help ease the anxiety of math so students can be successful and understand.

C9. “Healthy Youth Relationships” Denay Bjornson, PACE

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in D if you attend this session.

This interactive workshop will increase participants' understanding of emotional, physical and sexual assault as they arise in youth relationships. They will learn about how to foster healthy communication (with a focus on the impacts of technology) and learn practical strategies to help a young person who is experiencing violence in a relationship.

C10. “Getting to Your Best Self: Skills For Your Greatest Year Yet! Self-Reflection & Super Strengths” Kylie McLean, ASEBP

Repeats on Friday G10

The path to your best self will likely be dotted with successes as well as some setbacks. Explore concepts of positive psychology and discover a variety of helpful skills with this workshop that will help put those successes within reach!

1. Self-reflection and motivation

- Join us for an opportunity to self-reflect, establish what’s important in your life and identify what motivates you to get to where you want to be. These building blocks of goal setting will ensure you stay on track no matter what comes your way!

2. Super strengths

- Join us to learn how to use and build upon your strengths when setting and executing goals by capitalizing on the stellar characteristics that energize and motivate you—how exciting!

C11. “Building a Bridge” Kristin Weins

Repeats on Thursday D11

Participants will explore UDL (Universal Design for Learning) strategies aimed to reduce anxiety and increase self-regulation. Participants will leave with practical strategies to try right away and recommendations for resources to explore in the future. We will look at ideas that support students' sensory and communication needs.

C12. “Changing Problem Behaviour to Positive Behaviour” Shelly Kakoske

Repeats on Friday G12

Many children with and without disabilities behave in ways that cause problems in both a home and classroom environment. Children with disabilities are more at risk for developing difficult behavior patterns. Come learn ways to change and manage these behaviors in a positive way so it builds strong trusting relationships. We will learn how to identify the purpose of the behavior so you can deal with the behavior in a productive way. A way in which children learn what to do instead.

C13. “Indigenous Cultural Teachings Through Mixed Media Art” Natascha Okimaw

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in D if you attend this session.

The day will include art opportunities with cultural teachings of the medicine wheel, 7 sacred teachings, tipi, and dreamcatchers. Create a medicine wheel using raw hide, using paint and mixed media for the 7 sacred teachings. Create dreamcatchers with willow branches and feathers. Create snare drum. All materials will be supplied. Slide show presentation to go with the teachings and activities that can be copied on to a USB stick.

Max 20 participants

C14. “English Language Learners in the Classroom” Sherri Johnston

This practical session is designed to provide a deeper understanding about English Language Learners and how we can best support these learners when working one-on-one or in small learning groups. We will discuss guiding principles about ESL and the language prompts and modeling we can use to develop student language proficiency at each skill level. Participants will try out some learning strategies and will leave armed with new confidence and a wealth of tools and ideas to share back at their school.

Grade 1-12

C15. “Under The Umbrella - FASD” Leanne Aspen & Gwen Vekved, City of Grande Prairie

Repeats on Friday G15



Learn about FASD from a holistic perspective. Fetal Alcohol Spectrum Disorder encompasses more than behavior and cognition issues.

New research indicates that those whom are affected, may have health concerns, which are more “than 100 times more prevalent” than other children and adults.

We will share how physical and mental health concerns, environment and proper diagnosis play a large role in the network of support for families and individuals. We will conclude with unique strength – based methods that support children and youth within this spectrum.

C17. “Setting Yourself Up for Success” Jodi Minton, Be Fit For Life, GPRC

Repeats on Thursday D17

Do you need some organization and planning techniques to help create healthy habits and be more productive and less stressed? No one likes running around like a chicken with their head cut off (seriously NO ONE!), yet so many of us live that life. Let’s get you on the right track by giving you the tools you need to feel in control of your life again and set you up for success!

C19. “Understanding Traumatic Stress in Children” Vicki Juneau & Brendan McCann

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in D if you attend this session.

At times, students will experience difficult life events outside of school that impact their social functioning and academically learning. Traumatic events that occur in the lives of our students are often carried into their classrooms in a way that can be highly disruptive and limiting or constraining. As professionals within the school, we may recognize this in the form of impulsiveness, attention seeking and defiant behavior or as overly compliant and passive behavior. This workshop will provide in-depth knowledge regarding the impact of traumatic life events on students’ social, emotional and physical development. In addition, there will be a strong focus on the use of relationship for emotional regulation and sensory strategies to help de-escalate behavioral disruption.

C21. “A Cultural Perspective on Relationship Building” Darrell Willier

Repeat of Thursday B21

Second Afternoon Sessions 2:15-3:30pm

D1. “The Kids are the Least of Our Worries: Addressing Compassion Fatigue in Our Staff” Jody Carrington

Repeat of Thursday C1

D2. “Strategies for Working with Difficult/Challenging Behaviours” Robin Combres

Continuation of C2

D3. “Social Referencing Throughout the Day” Melise Sears & Morgan Hall

Mélise Sears, Speech-Language Pathologist, and Morgan Hall, Occupational Therapist will be presenting an *Introduction to Social Referencing*. This is an introductory workshop to social referencing; based on the ‘Reference and Regulate’ program by David Loyst & Associates (randforautism.com). They will briefly review the stages of the reference and regulate program, and share ideas on direct intervention strategies.

D4. “The Role of Educational Assistants in Supporting Positive Behaviour” Victoria Cooke

Educational Assistants are a vital part of the school team. Working alongside teachers and school administrators, Educational Assistants help to support and enhance student learning. This three part learning series will look at roles and responsibilities of Educational Assistants; how to build highly functioning classroom teams; and how Educational Assistants can help support strategies for positive behaviour management within the classroom setting. Participants are welcome to join in on one or more segments of the learning series.

This learning opportunity will provide an overview on the importance of positive adult interaction on the development of children and youth. The session will offer practical suggestions on how Educational Assistants can help to adapt and accommodate for student differences, set children up for success within the school setting and work collaboratively within school teams to implement positive behavioural management strategies.

D5. “Brain Games” Dana Laliberte & Janine Laliberte

Continuation of Thursday C5

D6. “Pool Safety Session” Rebecca McTavish

Continuation of Thursday C6

D7. “The Reading Process (Gr 3-6)” Irene Heffel

The reading process is complex and multi-dimensional. Become aware of this complexity and learn about specific, practical strategies that produce confident readers. Participants will be able to apply said strategies immediately in the classroom. (Gr 3-6)

D9. “Healthy Youth Relationships” Denay Bjornson

Continuation of Thursday C9

D10. “Getting to Your Best Self: Skills for Your Greatest Year Yet! Resiliency & Gratitude Attitude” Kristyn Berry & Kylie McLean, ASEPB

Repeats on Friday H10

The path to your best self will likely be dotted with successes as well as some setbacks. Explore concepts of positive psychology and discover a variety of helpful skills with this workshop that will help put those successes within reach!

1. Cultivating resiliency

- Join us to learn how to build your personal resiliency! Your perspective, attitude, values, social connections and more can have a major impact on how you respond to and grow from life’s challenges.

2. Gratitude attitude

- Join us as we examine the numerous positive effects of regularly reflecting on and expressing gratitude, including helping you achieve your goals! Being grateful throughout your life, whether it’s for simple or profound things, maintains positivity—and that’s positively wonderful.

D11. “Building a Bridge” Kristin Weins

Repeat of Thursday C11

D13. “Indigenous Cultural Teaching Through Mixed Media” Natascha Okimow

Continuation of Thursday C13 MAX 25 participants

D14. “Grade 7-12 Disciplinary Literacy” Sherri Johnston

Repeat of Thursday B14

D15. “Youth, Alcohol and FASD” Leanne Aspen, City of Grande Prairie



Drinking trends for youth in Canadian schools have changed drastically over the past few decades. In an open conversation format, we will explore the following areas: prevention discussions with youth that engages both males and females, how peer pressure affects decision making with regards to alcohol and sex, what youth may not know about alcohol consumption, strategies for youth vs children with FASD.

D17. “Setting Yourself Up for Success” Jodi Minton, Be Fit For Life, GPRC

Repeat of Thursday C17

D19. “Understanding Traumatic Stress in Children” Vicki Juneau & Brendan McCann

Continuation of Thursday C19

EA Conference 2018

March 9, 2018 Overview

8:00-8:45am	Morning Refreshments
8:30-4:30pm	Mental Health First Aid (2 Day Workshop) – do NOT attend Keynote Speaker
9:00-10:15am	Keynote Speaker: Colleen DeVeyrac
10:30–11:45am	Morning Breakout Sessions
11:45-12:45pm	Lunch (menu on page 28)
12:45-2:00pm	First Afternoon Breakout Sessions
2:15-3:30pm	Second Afternoon Breakout Sessions

Keynote Presentation –Colleen DeVeyrac 9:00-10:15am

Save Your Sanity: Proactive Strategies for Children with Challenging Behaviour

"Save Your Sanity" workshops concentrate on presenting skills and strategies to address difficult behaviours students may be exhibiting in the classroom as well as providing specific strategies for educators to decrease their stress levels and reactions to challenging situations. 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. Colleen is committed to presenting workshops that are engaging, informative and motivating to all participants.

FULL Morning Session 9:00-11:45am

F19. "ADHD Across a Lifespan" Les Redick

Repeats on Friday G19

Full Morning Session 9:00-11:45am - This is a double block session with a break. You will NOT attend the keynote speaker if you attend this session.

ADHD looks very different as it moves from childhood to adolescences through to adulthood. It is important to recognize how these stages reveal themselves and what can be done to help the symptoms. Through Les' personal stories, parents will gain a clearer understanding of what it is like to be a child, as well as an adult, with ADHD. They will also gain insight into what ADHD is and how it reveals itself at home. Les shares examples of how children with ADHD struggle with Executive Functioning and share strategies to provide support at home. (Topics: Sugar & Additives, Emotional Dysregulation, Driving, Criminal Behavior, Peer Rejection and when will my ADHD go away.)

Morning Sessions 10:30-11:45am

F1. "Save Your Sanity: Proactive Strategies for Children with Challenging Behaviour" Colleen DeVeyrac

This session continues on from Colleen's Keynote Presentation.

"Save Your Sanity" workshops concentrate on presenting skills and strategies to address difficult behaviours students may be exhibiting in the classroom as well as providing specific strategies for educators to decrease their stress levels and reactions to challenging situations. 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. Colleen is committed to presenting workshops that are engaging, informative and motivating to all participants.

F2. "Stress & Making it Work for You" Greg Paterson, AHS

No matter where you live or what you do, the pressures of everyday life can have an impact on your wellbeing and avoiding stress is near impossible. This means we all need a strategy; a plan of action. This workshop talks about how to manage stress so it doesn't manage you.

F3. "Mindful Resilience: How to Feel Less Fried by The End of The Day" Laurel Vespi

Are you ready to collapse after the final bell? No matter how much you love your work, by the end of a stressful day juggling multiple demands in the classroom, it's no wonder you go home feeling stretched to the max. Resilience is a set of skills you can develop which help you deal confidently with the daily challenges of a busy environment and also bounce back with greater ease when things feel overwhelming. In this session you will learn what contributes to a resilient mindset and some simple and ready-to-use strategies to manage stress & cultivate personal and professional resilience.

F5. "Aboriginal Games" Terry Lakey

Come explore ways to assist your teacher in supporting students in the classroom with FNMI Math curriculum, in an active, fun, project based learning environment. The goal of this session is to demonstrate some traditional Aboriginal games, and how they can be used within a classroom; while connecting directly to Math outcomes of the Program of Study. You will have an opportunity to create Math Games of your own to take back to class and use them to connect with First Nations, Metis and Inuit students in a cultural way. You will also be able to use the games to make learning/reinforcement activities for review, enhance and recall math learning from their classroom. Terry will also share how he has developed his own Teacher/EA relationship and mutual classroom roles. Come prepared to participate, create your traditional games, and leave the session more prepared for the next day of school!

F6. "Creating Calm" Laura Paiement

Repeats/Expands on Friday G6 for Full Afternoon as well

Educators and Educational Assistants are the professionals who work most consistently with individuals and groups of students who struggle with self-regulation. It takes a community, working together, to teach our students how to develop these self-regulation skills. Skills that not only impact their learning but their overall health and well-being. Let's work together to discuss how to teach our students (and ourselves) the tools that we all need to move from just getting by to actually THRIVE.

F7. “Cooling Worries in the Classroom: Helping Anxious Students Survive and Thrive at School” Mary-Catherine Bailey-McKenna

Anxiety is on the rise in our students. What can a classroom teacher do? In this adult-education styled workshop participants will explore strategies to help students in mainstream classrooms cope with school-based worries. Participants will use "What if I... calming worries to survive and thrive at school" to:

- understand some causes of school worry
- help students better understand themselves
- teach strategies to calm
- know when to refer for more intensive supports.

Presenter and Author MC Bailey-McKenna will be offering a conference rate (\$10/book, cash only) on her books (this day only – limited copies). Her books focus on supporting surviving and thriving in school and at home:

- *Instead I ...* for surviving and thriving at school
- *What if I ...* for calming worries at school
- *So then I ...* recess strategies to survive and thrive at school
- *Why Can't I ...* for beating the blues to survive and thrive at school
- *CHILL Like a Superhero...*for surviving a thriving at junior high (graphic novel)
- **NEW!!! My Backpack...*supporting children through separation and divorcee

F8. “The 5 Ways to Wellbeing – Connect, Keep Learning, Be Active, Take Notice, Give Back” Jody Walker, AHS

The 5 Ways to Wellbeing is a set of evidence-based public mental health messages/strategies aimed at improving the mental health and wellbeing of the whole population across the life span. This presentation will allow you to explore the 5 Ways to Wellbeing, develop personal goals and strategies while also looking at a plan to increase wellness in your home, classroom and workplace.

F9. “Authoritative, Age Appropriate Content for Division I Students” Bethany Arsenaull

Let the ORC help take away your concerns about young students using internet resources while enriching your curriculum. Never heard of the ORC? The ORC is a \$1.3 million collection of digital resources licensed on behalf of all K-12 students, parents, school staff and pre-service teachers in Alberta. Join this session to learn about the wonderful resources available for young learners through the ORC, and get tips on the logistics of using them with your division I students. Anyone, regardless of their field, would learn about the ORC resources and how they can be incorporated into a Library Learning Commons or classroom.

Min 20 participants

F10. “Exploring Self-Compassion” Kristyn Berry, ASEBP

Repeat of Thursday B10

F11. “Laughter, Learning, Leisure and Love: Taking Care of Balance in Our Lives” Bill Gordon

This workshop was originally designed for people working with and for others, the “others” usually being children, students, patients, clients in care/in need of support. Those who choose to work toward creating a better life for others, often spend so much time caring for those around them, that they are often woefully “negligent” in taking care of themselves.

This session examines the importance of creating a balance in life; of making sure that each of us takes time to give ourselves “gifts” on a regular basis, and Bill believes that four of the most powerful “self-gifts” are laughter, learning, leisure and, #1, love.

F12. “The Power of Positive Parenting/Teaching” Shelly Kakoske

Repeat of Thursday B12

F13. “Infusing P.L.A.Y. Into Everyday” Tracy Lockwood

Repeats on Friday H13

Purposefully choosing activities that encourage P.L.A.Y. (Physical Literacy And You) can establish the basis for life-long participation. This interACTIVE session will focus on activities that promote positive social interactions, develop fundamental movement skills, foster confidence, inspire creative self-expression and support multidisciplinary experiences. This includes making connections to curricular outcomes that infuse more play into your day.

F14. “Color Mixing, Skies and Water” Leslie Bjur

Plasticene Study. This requires the participant to mix colours and follow the base principals of laying in background and building up to the foreground. Some students who have tried this are greatly encouraged by their success. "I can't even draw and look at this beautiful sky I made."

Max 25 participants

F15. “What is Speech and Language?” Tessa Haussecker & Lisa Peberdy

Repeat of Thursday B15

F16. “Executive Functioning: Essential Skills for Success” Heather Craigdallie

Our world is getting more complex, moving at a faster speed, and we have more competing for our attention than ever before. In our classrooms, many students struggle with sustaining focus and attention, staying organized, prioritizing effectively, controlling impulses, and adapting to new situations. These executive functioning skills, or the lack thereof, have an important impact on learning, social interaction, and their ability to succeed in the classroom. For some, this is the missing link when we see a student with great capacity who does not seem to be meeting their full potential. Join us to learn more about what executive functioning entails, its importance in the classroom (and beyond), and learn how to help students build these essential skills.

F17. “Kids Have Stress Too!” Kacey Harms

Repeat of Thursday B19

F18. “Supporting Students with Anxiety” Frederick Audet

Many psychologists agree with the fact that anxiety is exploding amongst students in schools across the country. In the last decade, the number of students suffering from mild to extreme anxiety has increased drastically. There is a fundamental need for educational assistants to better understand this phenomenon. In this workshop, we will talk about the psychological and physiological roots of anxiety, why it is on the rise in our children, and what to do to better manage it. This workshop will share valuable and practical tools that Educational Assistants can use with their students that will help alleviate suffering from anxiety.

Audience: K-6

First Afternoon Sessions 12:45-2:00pm

G1. "Executive Functioning Strategies for Children with ADHD" Colleen DeVeyrac

Children with ADHD may have difficulties with organization, planning and problem solving. Executive functioning difficulties may hinder a child's ability to initiate and complete tasks. This workshop will examine strategies that will aid in setting students up for success in the classroom.

G2. "Montessori Math Magic Key Lessons in The Decimal System 1-9000" Carol Scarratt

LOCATION – this session is at Parkside School. Please arrive on time as session must start at 12:45pm.

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in H if you attend this session.

From the hierarchy decimal tray, counting thru quantity and symbol 1-9000, tens and teens and all in between, the four static and dynamic operations with and without notation, we'll plan to cover it all, with a few surprises along the way! Early registration is strongly advised as space is strictly limited. A comprehensive handout is included for all registered Bring clipboard, paper and pen. Suitable for ages 5-9 years, remedial and ESL.

Max 24 participants

G3. "The Power of Presence" Laurel Vespi

Repeats on Friday H3

If I only had a better strategy, students would be able to focus and learn more. Perhaps not. In the classroom, everything you do is enabled and undermined by the kind of presence you bring. Presence is one of the most important and under-appreciated aspects of classroom management and student engagement. In this session, you will learn the important impact that presence has on your ability to work with students. The effectiveness of any strategy used in the classroom depends on how you show up while you are using it. Great presence invites respect and attention from students enabling them to be more successful.

G5. "Building Your FNMI Classroom Toolkit" Terry Lakey

Repeats on Friday H5

Come explore ways to assist your teacher in supporting students in the classroom with FNMI curriculum, in a project based learning environment. Participants will experience ways to support students in connecting the curriculum to Indigenous culture and history. Ideas and activities shared in this session will help EA's to discuss culture and history, build some icebreaking techniques with students, as well as to add hands on activities to their tool box when connecting student learning and reinforcement to their classroom experience. This is a great way to build your knowledge of Indigenous culture and history, while supporting teachers and students. Come prepared to participate, create your tools, and leave the session more prepared for the next day of school!

G6. "Creating Calm" Laura Paiement

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in H if you attend this session.

Educators and Educational Assistants are the professionals who work most consistently with individuals and groups of students who struggle with self-regulation. It takes a community, working together, to teach our students how to develop these self-regulation skills. Skills that not only impact their learning but their overall health and well-being. Let's work together to discuss how to teach our students (and ourselves) the tools that we all need to move from just getting by to actually THRIVE.

G7. “The Journey with Complex Kids: Eight Messages That Make the Difference” Mary-Catherine Bailey-McKenna

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in H if you attend this session.

We know that the complexity of classrooms is increasing. What do we need to know to help? This adult-education styled workshop will explore eight key messages needed by complex children.

In this time you can:

- get clear on what you are already good at
- discover eight key messages from research
- figure out how to get these messages across
- be savvy about what sabotages your plan
- find ways to keep hopeful when it seems hopeless
- remember why you are in this work

Come learn some of the key messages that make a difference!

Presenter and Author MC Bailey-McKenna will be offering a conference rate (\$10/book, cash only) on her books (this day only – limited copies). Her books focus on supporting surviving and thriving in school and at home:

- *Instead I ...* for surviving and thriving at school
- *What if I ...* for calming worries at school
- *So then I ...* recess strategies to survive and thrive at school
- *Why Can't I ...* for beating the blues to survive and thrive at school
- *CHILL Like a Superhero...*for surviving a thriving at junior high (graphic novel)
- **NEW!!! My Backpack...*supporting children through separation and divorcee

G8. “Children & Trauma” Carla Eckstrom & Charlene Eckstrom

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in H if you attend this session.

Provides information on how to support children who are victims of trauma/abuse, how to re-establish trust and provide strategies to support these children.

G9. “Reaching Division II Students with Authoritative Resources” Bethany Arsenault

Repeats on Friday H9

If your student’s research process begins and ends with Google and/or Wikipedia you are not alone. You know that students should be accessing information beyond these two sources, but from where? Learn Alberta’s Online Reference Centre (ORC) is a \$1.3 million collection of curricular-aligned digital resources licensed on behalf of all K-12 staff, students and parents in Alberta. Join this session to learn about the ORC’s engaging and authoritative resources that directly align with the grades 4-6 Alberta curricula. Anyone, regardless of their field, would learn about the ORC resources and how they can be incorporated into a Library Learning Commons or classroom.

Min 20 Participants

G10. “Getting to Your Best Self: Skills For Your Greatest Year Yet! Self-Reflection & Super Strengths” Kristyn Berry, ASEBP

Repeat of Thursday C10

G11. “Outstanding Schools...Outstanding People” Bill Gordon

Repeats on Friday H11

This session is a school based version of a session originally developed for parents which focussed on “climates of self-worth”. While looking at ten of the most important ingredients in developing and maintaining a school’s wellness, participants are encouraged to consider the ways in which their own school or individual classroom is helping promote or create positive well-being. The session uses anecdotes and humour to illustrate the “top ten” qualities found in outstanding schools or classrooms and to demonstrate the ways in which each of us can work to be quietly effective in improving school or family wellness.

G12. “Changing Problem Behaviour to Positive Behaviour” Shelly Kakoske

Repeat of Thursday C12

G13. “10 Simple Songs to Get Students Moving” Tracy Lockwood

Get ready to move, wiggle, boogie and get playful as you learn 10 simple songs guaranteed to get students K-Grade 6 moving! Inspired from a variety of dance styles from around the world (African, Indian, Chinese, First Nations and more) you’ll discover easy and fun moves and combos that develop Fundamental Movement Skills while fostering positive mental health and social skills.

G14. “Ink Animals” Leslie Bjur

Repeats on Friday H14

Permanent and washable marker animals. Everything is shapes and smaller shapes within these shapes. Basic drawing techniques in pencil, outlined in permanent marker and filled in with washable marker on watercolour paper. Participants will then use plain water to soften and manipulate the washable markers resulting in an ink painting. This process is great for students who may have some drawing ability but are intimidated with painting.

Max 25 participants

G15. “Under the Umbrella - FASD” Leanne Aspen & Gwen Vekved, City of Grande Prairie



Repeat of Thursday C15

G16. “Everything I Wish I Knew Then That I Know Now...” Carmen Moore

This session is a sharing of a unique perspective of a teacher, administrator, inclusive education teacher/coach, educational assistant and parent of a child with challenges. It highlights both sides of the family and educational experience for families that have children with any extra needs/diagnosis/struggles. On the education side of the issue, I thought that I was saying and doing the 'right things' for students and families. It is only after becoming a parent that I see things from a much different perspective and that has informed my practice immensely.

It is told within a story framework (with a dash of humour) highlighting some hints on how to foster relationships, communication and understanding to move forward with more trust and cooperation. This session is very popular as it pertains to many parties. We are all on a team to better support the child and this remains the focus.

G17. “Exploring Student Success From the Inside Out” Kim Barker-Kay, NRLC

Repeats on Friday H17

Come explore ways to assist your teacher in supporting student success in the classroom by learning about the barriers Indigenous students face in the classroom today. You will build greater foundational knowledge of Canada’s Indigenous culture and history; increase understanding of how this affects students and their educational communities today; and discover how you can do your part in increasing student success. A brief introduction of available resources and supports will be shared as well. This session is an overview of the current Alberta Education Closing the Achievement Gap initiative, as well as the Education for Reconciliation initiative.

G18. “Emotional IQ: Navigating Your Days” Frederick Audet

A day as an Educational Assistant can be challenging. Whether it be supporting students with major difficulties, interacting efficiently with teachers or completing other administrative duties, Educational Assistants are true partners in successful schools. Every day they are asked to facilitate dozens of interactions with educational stakeholders. Often, and particularly with students, they are called upon to take a role of emotional and intellectual support. This session will teach how to effectively manage various daily emotions. It will focus on identifying and managing one’s emotions, and the emotions of others, so it is possible to enhance personal effectiveness. After all, understanding what one is feeling, and why one is feeling it, can give Educational Assistants an edge in schools.

G19. “ADHD Across a Lifespan” Les Redick

Repeat of Friday F19

Full Afternoon Session 12:45-3:30 - This is a double block session with a break. You will NOT register for a session in H if you attend this session.

G21. “Running With Rhythm: Learn to Make & Incorporate Rhythm Instruments & Activities Into Daily Play” Grace Hussey

Just as the title describes, please join Grace in actually making a rhythm instrument, and then playing it. Learn specific rhythm games and activities that you can use at home, work, or in your community to help children (or adults) have fun, listen, learn, build empathy & relationships. No rhythm, musical talent or previous experience necessary.

Participants are asked to bring a large empty coffee can (with or without lid), 12” stick or wooden dowel (5/8”) and 10”x10” square piece of material (maybe something with meaning cut from old shirt or jeans).

Max 30 participants

Second Afternoon Sessions 2:15-3:30pm

H1. "Students With Anxiety: Intervention To Accommodate Issues With Anxiety That Affect Behaviour and Learning” Colleen DeVeyrac

Anxiety in a social situation like school can dramatically affect a child’s success at school. Anxiety can be emotionally draining for the child and as educators we need to implement strategies that help each student reach their potential. This workshop will present strategies and ideas that can reduce student anxiety and improve performance at school.

H2. “Montessori Math Magic Key Lessons in the Decimal System 1-9000” Carol Scarratt

Continuation of Friday G2 at Parkside School

H3. “The Power of Presence” Laurel Vespi

Repeat of Friday G3

H5. “Building Your FNMI Classroom Toolkit” Terry Lakey

Repeat of Friday G5

H6. “Creating Calm” Laura Paiement

Continuation of Friday G6

H7. “The Journey with Complex Kids: Eight Messages That Make the Difference” Mary-Catherine Bailey-McKenna

Continuation of Friday G7

Presenter and Author MC Bailey-McKenna will be offering a conference rate (\$10/book, cash only) on her books (this day only – limited copies). Her books focus on supporting surviving and thriving in school and at home:

- *Instead I ...* for surviving and thriving at school
- *What if I ...* for calming worries at school
- *So then I ...* recess strategies to survive and thrive at school
- *Why Can't I ...* for beating the blues to survive and thrive at school
- *CHILL Like a Superhero...*for surviving a thriving at junior high (graphic novel)
- **NEW!!! My Backpack...*supporting children through separation and divorcee

H8. “Children & Trauma” Carla Eckstrom & Charlene Eckstrom

Continuation of Friday G8

H9. “Authoritative Resources for Secondary Humanities Teachers and Students” Bethany Arsenault

Accessible 24/7/365 from anywhere with an internet connection, the Online Reference Centre is a curated collection of authoritative digital resources licensed on behalf of all K-12 staff, students and parents learning/teaching/supporting the Alberta curriculum. Regardless of your school location, student population, or budget, ORC resources provide superior support for your students and staff at **no cost to the school**. Join this session to learn about the resources supporting Grades 7-12 English Language Arts and Social Studies.

Min 20 Participants

H10. “Getting to Your Best Self: Skills for Your Greatest Year Yet! Resiliency & Gratitude Attitude” Kristyn Berry & Kylie McLean, ASEPB

Repeat of Thursday D10

H11. “Outstanding Schools...Outstanding People” Bill Gordon

Repeat of Friday G11

H12. “Piecing Together Mental Wellness” Samantha Naidu, AHS

Just as we have physical health, we all have mental health. Participate in this interactive workshop to explore strategies we can use to improve mental wellness and identify early warning signs to mental health concerns.

H13. “Infusing P.L.A.Y. into Everyday” Tracy Lockwood

Repeat of Friday F13

H14. “Ink Animals” Leslie Bjur

Repeat of Friday G14

Max 25 participants

H16. “MRE Reading Strategy” Carmen Moore

Do you have a student in your classroom that is really seeming to struggle with reading? The phonics approach just isn't seeming to work with them as easily as the other students for some reason? This reading strategy is more of a whole word reading approach and is often effective for students with autism but has worked with many students with a wide variety of reading needs. It not only focuses on improving reading ability but greatly improves overall confidence as it is an errorless approach. It is basically free and easy to try. You do not need to bring anything except positivity and excitement!

Max 12 Participants

H17. “Exploring Student Success From the Inside Out” Kim Barker-Kay, NRLC

Repeat of Friday G17

H21. “Drumming Up Resilience: Self-Care & Stress Relief for Everyday Life” Grace Hussey

When living life in today's busy world, resilience is key. Join Grace for interactive, experiential learning to build your resilience using techniques for self-care and stress relief. When you are done you should have learned about your own unique strengths, as well as some skills you can use in your own daily life. The drumming is based on the Remo Health Rhythms therapeutic techniques through the research by Dr. Barry Bitman, not on any spiritual or ceremonial practice. I use drums from all over the world, and am a certified Integrative Drum Circle Facilitator. You do not need rhythm, talent or experience to participate, just a willingness to have fun. If you have your own drum please bring it along!

Max 30 participants

Presenter Biographies

Dr. Jody Carrington is a Clinical Psychologist who has spent most of her career working with children and families who have experienced trauma. For ten years, she worked on the Mental Health Inpatient Units of the Alberta Children's Hospital, where she became a believer in the power of the relationship in assisting children and their families who are struggling with emotional dysregulation. She has developed a particular passion working with teachers and school staff, who often spend more time during the day that their primary caregivers do. Most recently, she presented at CASSA in July 2017, discussing with superintendents across Canada the mental health “crisis” in our classrooms. She believes that human connections shape neural connections. Through the relationships that children have with their caregivers and their teachers, they begin to develop the “story” of themselves and others around them, and they decide two things: whether they are worthy of love and support and whether they are capable and competent beings. Children are in constant search of the “bigger, stronger, kinder, wise”; they need an anchor. When they have these things in place, they have a much greater chance of developing into strong, healthy, and competent learners. Together, we will spend some time talking about the Power of the Relationship inside and outside of the classroom in assisting children in developing these skills and how critical (and life changing) these relationships can become.

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.

Bill Gordon, A former teacher, counsellor and student leadership advisor with Elk Island Public Schools in Alberta, Bill has travelled across Canada speaking to thousands of students, educators and volunteers on topics such as "Healthy" Communities/Organizations, Outstanding Leadership, Personal Life Balance, and this favourite topic, The Power of Kindness. Bill is an active member of the volunteer community. He's President of the Fort Saskatchewan Rotary Club, and has served as a Board member on the Alberta Coalition for Healthy School Communities, the Alberta Policy Coalition for Chronic Disease Prevention, and a grant reviewer for the Alberta Wellness Fund. Although he is no longer active as a high school teacher and counsellor, he continues to work with youth as an inhouse counsellor and ombudsman with the altView Foundation for Gender Variant and Sexual Minority Youth. A former recipient of the Alberta Teachers' Association award for outstanding school counsellor in Alberta, he is actually most proud of being married for forty nine years to his junior high school sweetheart, Jean, and of their teamwork in parenting two sons into adulthood where both have become educators, married to educators raising Bill and Jean's three amazing grandchildren (who seemed destined to become educators). His wife Jean is embarrassed to admit, however, that he has spent most of his life engaging in acts of creative silliness and living up to the nickname given to him by his former junior high school students, BILL "THE BIONIC TURKEY" GORDON."

Frederick Audet From journalist and radio announcer to high school teacher and business owner, Frederick possesses the drive and talent to succeed. With almost 15 years of teaching and 10 years of consulting in curriculum and assessment at the government level, Frederick knows how learning works. His life took him on a wild road of personal and professional growth. He has delivered professional development workshops across Alberta and has built a reputation of creating outstanding work. He has proven time and again his abilities in communication, leadership, facilitation and coaching. Moreover, Frederick has developed various resources beneficial to learners of all ages that are still in use today in many professional circles. Fully bilingual, Frederick consistently puts the quality of instruction at the forefront of what he does. Through his company, Learn Square Inc., he sticks by what drives him every day: only produce quality work (competency), always deliver with punch (passion) and all in all make the client better (personal growth).

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.

Sandra Ciurysek, the new Executive Director for the Northwest Regional Learning Consortium (NRLC), is a longtime resident of the Peace Country and lives in Berwyn, Alberta. She holds a Master's Degree in Education from the University of Lethbridge and a Bachelor of Education from the University of Alberta. Sandra has an experienced background in K-12 education, teacher professional development and is an advocate for lifelong learning.

Kim Barker-Kay is a retired teacher, principal, and researcher. She was also a professional development provider. Kim has an elementary generalist Bachelor of Education degree and a Masters in Educational Studies with a focus on the Roles and Responsibilities of Native Liaison Workers in Northern Alberta. She has 33 years of experience as an educator in High Prairie and area. Kim spent many years researching and learning about barriers to Indigenous student achievement and how to remove those barriers. Her journey led her in many directions, including an opportunity to put what she learned into practice. The results were highly rewarding for students and were encouraging for increasing minority student achievement. Kim's work on closing the achievement gap was influenced by a variety of findings and experiences, including: The Equity Framework, Diversity Training, Cultural Awareness and Personal Wellness as well as Critical Pedagogy and Transformative Theory. Over the years, Kim has become an expert on transforming school cultures and closing the educational achievement gap.

Victoria Cooke has been in the field of Education for over 30 years. She has worked as a classroom teacher, a program coordinator and an educational consultant. Vicki completed her Masters in Special Education with a focus on working with Educational Assistants in the inclusive education setting. She has worked as an instructor at Grant MacEwan University and spent time as a Senior Education Manager with Alberta Education. Vicki brings a wealth of knowledge, an optimistic attitude and the ability to bring people together to work as functional collaborative teams.

Irene Heffel is a literacy consultant and educator with over 35 years of experience at all levels. She has worked with both elementary and secondary teachers to implement best practices in literacy, assessment and Backward Design.

Sherri Johnston has been an educator for over 25 years. She has her M.Ed. in Elementary Literacy and is passionate about reading. She served as a district literacy consultant in Elk Island Public Schools for ten years where she supported both English and French Language Arts teachers. Sherri has taught all subjects, Grades 4 – 9, including three years as a teacher-librarian. She is currently on secondment with the Edmonton Regional Learning Consortium and is pleased to support K-12 Literacy, English Language Learning, Second Languages and First Nations, Métis and Inuit Education.

Linda Crear, Technical Trainer. Twelve years traveling in the USA and internationally as an expert of Destiny Resource software.

Tracy Golnick has worked in the field of mental health in various capacities since 1999. Starting on the front lines and working up to senior management; including education and promotion, housing, RCMP emergency communications, disaster social services and critical incident stress management across Alberta, BC, Yukon and NWT. Currently Tracy is the Coordinator for the Tough Enough To Talk About It Program with Suicide Prevention Resource Centre in Grande Prairie. Tracy has been involved with MHFA for over 10 years and is a Master Facilitator for the brand new MFA Seniors version, People Who Interact with Youth and the Basic course.

Carol Scarratt "Ms Carol" is currently principal consultant of Renaissance Montessori Services, Redwood Meadows-Bragg Creek. She is an award-winning Master of Arts (Leadership and Training) alumnus of Royal Roads University, Victoria. A Montessori career-professional with certification at both the Casa and Elementary levels from St. Nicholas Montessori College, UK. With 35+ years combined experience in classroom teaching, teacher-training, personal coaching, child and adult tutoring, conference presenting, curriculum and classroom development and school consulting. As a frequently-requested speaker, she has presented seminars and training courses on all aspects of Montessori theory and curriculum at conferences world-wide. Contact Ms Carol at carol.renaissance@gmail.com

Bethany Arsenault accepted the role of ORC Coordinator in June 2017. She holds a Master of Library and Information Science (MLIS), as well as a B.Mus.Ed. and B.A. English Honours. She has taught in both elementary and junior high classrooms, and is passionate about information literacy and digital learning spaces. Bethany has extensive experience in literacy and educational research. Her Master's thesis, published through the University of Alberta and funded through a Social Sciences and Humanities Research Council grant, focused on social media, digital literacy, and digital learning spaces for young adults. She has also worked as a copy editor for the academic journal *Theory and Research in Social Education* through the University of Alberta. She has presented her research on topics such as Young Adult Literature and digital media at conferences all across Canada. Bethany is excited to be taking on the role of ORC Coordinator, and looks forward to working with ORC users across the province.

Kristyn Berry, is an ASEBP workplace wellness liaison with a diverse background in health promotion and policy. With a Bachelor of Arts degree in Sociology, a minor in Political Science and a Certificate in Peace and Post-Conflict Studies, Kristyn is a passionate advocate for public health both locally and internationally. Kristyn has spent her career focused on engaging communities in all dimensions of wellness, driven by the belief that the key to success in this area is through relationship building. In her downtime, you might catch her spending time with family or playing board games. She also loves backpacking internationally—especially if there's a beach involved.

Kylie McLean, is an ASEBP Workplace Wellness Liaison with a wealth of experience helping people manage chronic illness through nutrition. As a Registered Dietitian with a Bachelor of Science in Nutrition and Food Science, Kylie is invested in public health and health promotion. At ASEBP, Kylie works with school jurisdictions across Alberta providing health and wellness workshops to education staff and leadership groups and develops resources to improve staff wellness. She is passionate about promoting wellness beyond diet and exercise and believes in the importance of strong social connections, emotional resiliency and mental well-being. Kylie is a lover of all things food—cooking, eating, taking pictures, you name it. In her spare time, she enjoys the outdoors and travelling the world.

Laura Paiement, is a facilitator for the Canadian Self-Regulation Initiative, Healthy Schools and Self-Regulation Coordinator for SD83 in B.C., and a pediatric therapist. Laura has been teaching school district staff, parents, and students throughout western Canada how to implement self-regulation strategies into their classrooms, their schools, and their communities in order to live healthier and happier lives. Laura truly believes that using self-regulation strategies and tools can allow you to bring your nervous system into balance so you can think clearly, learn with ease and passion, and enjoy life- in essence, to thrive!

Kristin Wiens (@kwiens62), MEd, is an Inclusion Coach for SD#62 in Victoria, B.C. She supports integration support and classroom teachers from Kindergarten to grade 12. Kristin is also one of the co-creators of the SD62 Education Assistant program and has been an instructor in this program since 2015. She is author of *My Gratitude Jar* and co-creator of the Long Story Shortz videos and graphics available at: www.northstarparks.com .

Les Redick For 30 years, Les has taught ADHD and Learning Disabled students from grades 7 through 12. In addition to his professional experience, Les has personal experience living with ADHD himself and raising a son with ADHD. This combination of professional and personal experience has given Les an excellent perspective on ADHD, executive functioning issues and motivation. In 2014, Les presented at the Learning Disabilities Association National Conference in Anaheim, CA. He has also presented at the Inclusive Education Specialist Council Conference in Alberta as well as at various jurisdictions across the province. Currently, Les is taking his MEd in ADHD Resiliency through the University of Calgary.

Mary-Catherine Bailey-McKenna, M.Ed., M.A., B.Ed., is a registered psychologist and author. She has worked in private practice, non-profit therapeutic, and educational settings. Her books have been well received by classroom support staff, teachers, counsellors and parents: *Instead I ... helping students survive and thrive at school* and *What If I ... for calming worry to survive and thrive in school* and her newest book *“So then I ... recess strategies to survive and thrive at school.”* Mary-Catherine blends recent brain research and children’s development to create practical and “doable” interventions.

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.

Janine Laliberte worked for many years as a teacher assistant at Holy Family School in Grimshaw. She has worked with a variety of students - students with severe physical/medical needs, visual impairment, behavioral issues and speech language needs. She worked with Dana to try out many new brain techniques and had some good successes with her students. Retired now, Janine volunteers with seniors in the community.

Laurel Vespi is a Certified Life Coach who helps people live The Mindful Way. She specializes in teaching individuals and organizations simple and practical ways to incorporate greater mindfulness in their work and daily lives. Laurel is the author of the award winning book *To Be Awake: Simple Principles for Mindful & Intentional Living*.

Darrell Willier was born in High Prairie, Alberta and grew up on the Sucker Creek First Nations Reserve, ten minutes east of High Prairie. He is a father of one son and two daughters and has four grandchildren. He earned his undergraduate Degree in 1990 and his three children also graduated from various post-secondary institutions. Darrell has been employed with Peace Wapiti School Division for 15 years and is the First Nations, Metis & Inuit Education Coordinator as well as the Community & School Liaison Workers’ Supervisor for PWSO 76. He has been an avid basketball coach for 39 years in northern Alberta. Darrell is currently the coach for Ridgevalley Sr. Girls basketball team. He also started Peace Country Thunder Club basketball in April 2009 and has had 8 players signed to college teams. Darrell is also an avid golfer since 1986 and is still hoping for the elusive hole in one.

Terry Lakey is currently working for First Nations, Metis, and Inuit Learning Services in Red Deer Public Schools. Prior to joining Red Deer Public Schools in 1999, he taught with Northland School Division. Since joining Red Deer Public Schools, he has taken on several roles. As well as being a classroom teacher for years, Terry has been involved in the development of First Nations, Metis, and Inuit curriculum resources for many years. He uses the resources for his own classroom, as well as enjoys sharing his ideas with others. He has a passion for making classroom learning engaging, hands on, and covering a wide variety of learning styles.

Grace Hussey was born and raised in a small town in Newfoundland where her love for music flourished. Grace began playing drums at the age of 4, and developed a passion for hand drums in her 20’s. Grace gained a degree in social work and specializes in the fields of addiction and mental health, and her love of music has not faded. Grace has become a certified Integrated Drum Circle Facilitator using techniques from Remo Health Rhythms. Over the last few years, Grace has been bringing her passion for helping others and music together through recreational and therapeutic drum circle facilitation in the Grande Prairie area. Grace is excited to bring fun, laughter and connection to the North as she continues her musical journey working with people of all ages and ability levels.

Leanne Aspen 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.

Gwen Vekved is the Coordinator for the North West FASD Network in Grande Prairie and Northern region. With her team, she develops contracts with agencies, who provide innovative supports for those affected by Fetal Alcohol Spectrum disorder. With a Bachelor degree in Child and Youth Care and a diploma in Early Childhood, Gwen has a good understanding of a variety of different disabilities. Her past positions include “Inclusion and Early Intervention worker,” giving her a good appreciation of the front-line worker role. Gwen is one of 12 FASD coordinators in the province who advocates for more diagnosis, unique supports, policy and community development in the field of Fetal Alcohol Spectrum

Natascha Okimaw Originally from Edmonton, AB, Natascha has lived her adult life in Grande Prairie, AB with her partner of 21 years and their three children aged 13, 10 & 5. She is of Cree and French descent as is a member of the Driftpile First Nations Band. She grew up in a home that experienced the effects of the residential school and did not learn her indigenous language or her culture. As a result she has spent most of her adulthood learning from several different Elders and knowledge keepers and has worked to share her knowledge with her family and others. She has her Associate of Arts Degree and Business Administration Diploma. She has been working for the Grande Prairie Friendship Centre on and off for 10 years, she has had many opportunities within the organization to utilize her skills and teachings and is currently in a new 5 year position as the Cultural Navigator for the Northern Indigenous Health Alliance.

Carla Eckstrom MA, RSW, Assistant Director of Pace. Carla holds a Master of Arts Education with a dual major in Counseling and Administration from San Diego State University. Carla has been a family therapist with Pace for many years and is currently one of the Assistant Directors at Pace. Her area of expertise is working with children, individuals, and families who have experienced trauma. Carla has extensive training in the area of children and trauma, grief and loss and has been actively training volunteers and professionals in this field for several years. Prior to her job at Pace, Carla was the Executive Director of the RCMP Victims Assistance Program where she was instrumental in developing the Provincial Training Program.

Charlene Eckstrom BSc (HEc) MA, RSW. Charlene received her Bachelor of Science Degree from the University of Alberta and has a Master of Arts in Education Counseling. Charlene has been a family therapist at Pace for many years. In her practice, Charlene deals primarily with children who have experienced trauma and their families. Charlene has a wide variety of training in the area of children and trauma and working with individuals of all ages with various mental health problems. Charlene has trained volunteers and professionals in the Grande Prairie area for years. Prior to her work at Pace, Charlene worked as a school counselor at Holy Cross School in Grande Prairie. In her role at the school, Charlene developed programs for children and staff; as well as the school’s critical response coordinator.

Denay Bjornson, Public Awareness Coordinator at Pace, has a passion for helping the community members of Grande Prairie & area. She especially enjoys watching children and youth grow and thrive. Denay is currently the Public Awareness Coordinator at Pace. She oversees the public education team and delivers the “Who Do You Tell?” Program, teaching children from K-Gr.6 about sexual abuse and facilitates the “Sexual Violence” Presentation to teenagers Gr.7-12. In addition to presenting in students' classrooms, Denay receives disclosures and reports concerns to parents or Child and Family Services. Denay is also a youth care worker at Pace, working with children and youth involved with Child and Family Services. In this role, Denay is a positive mentor for children/youth, capitalizing on teachable moments and helping them increase their sense of self-esteem, boundaries, supports, etc.

Leslie Bjur has been painting for over 20 years and is currently the special needs art instructor at The Centre For Creative Arts.

Danielle Todd is a Registered Dietitian with Alberta Health Services. She is the Population & Public Health Team Lead for the North Zone and has worked with many local and provincial school nutrition initiatives.

Nikol Robbins is a dietetic intern completing placement at the Grande Prairie Public Health Centre, with Registered Dietitians from Alberta Health Services. She is a student from the University of Alberta. Nikol's placement involves various public nutrition education opportunities for both adults and children. She will be completing her training in March 2018.

Jody Walker is the Mental Health Promotion Facilitator with AHS - Addiction & Mental Health - Grande Prairie. She worked as an Addiction Counsellor for 13 years and has held her current position for over 3 years. Jody's passion is supporting individuals and workplaces to create psychologically safe environments that promote positive mental health and wellness.

Greg Paterson, is a School Based Prevention Counsellor for Addiction Services in Grande Prairie. He provides support, consultation, training, and direct program delivery to school communities and works with at risk children within the general population. He has a combined six years of addiction related career experience from various positions through the Northern Addiction Center, Adult Outpatient Services, and his current involvement with the Prevention and Promotion team in Addiction and Mental Health. Aside from his counselling endeavors, Greg is also a teacher and is currently pursuing graduate studies in Applied Psychology.

Samantha Naidu, is the Tobacco Reduction Counsellor with AHS - Addiction and Mental Health. She recently completed her certification for a Certified Tobacco Educator. She is responsible for providing counselling services to clients and cessation programs or presentations within the community.

Theresa Suderman has been on the faculty of the Department of Human Services at Grande Prairie Regional College teaching courses in the Educational Assistant and Early Childhood Education Programs since 2005. She currently sits as the Chairperson for the Department of Human Services. Theresa has presented workshops at local, regional and national conferences for educators and parents of young children. She is very excited to be presenting at the upcoming World Forum in Auckland, New Zealand. Presentation topics have included: heuristic play, experiences for infants and toddlers, child temperaments, creating inspiring invitations for learning, and school age care programming. In addition to being an instructor in Human Services, Theresa is a groovy grandma and enjoys spending time with her ever expanding family.

Tracy Lockwood is a certified K-12 PE Teacher and has over 20 years of experience as an educator. Her experience includes working with K-12 students in Alberta & Abu Dhabi. She was employed as a HPE consultant for nearly 10 years & is a Master Trainer for National Coaching Certification Program & DANCEPLAY (dance-play). Tracy has her Masters in Educational Leadership and has a passion for all things PE, physical literacy and physical activity. Through her many years of teaching, coaching, and facilitating, she has discovered her greatest passion! Today, Tracy runs a successful business, PLAY Education, and works with children, youth and adults around the world to empower and inspire them to move, laugh, connect, and smile, while learning new ways to be physically active and develop physical literacy. Visit her website @ www.playeducation.ca

April Brown is the primary numeracy and literacy instructional coach for the Peace Wapiti School Division. Previous to coaching, she was a classroom teacher for over 18 years with experience in grade 2. She is passionate about helping students enjoy math as they become lifelong learners.

Leann Miller is the elementary numeracy and literacy instructional coach for the Peace Wapiti School Division. She has been an educator for 18 years and is passionate about meeting the needs of all students as they learn to think flexibly and problem solve.

Kacey Harms is the Office Administrator and a Family Support Worker at the ECRC-Parent Link Centre. She is a graduate from the Grande Prairie College with a diploma in Early Childhood and Child Care. Kacey has been actively involved in a variety of roles in the early childhood field for 23 years. Kacey's childhood years were spent in Slave Lake and her mom was the Executive Director of the Slave Lake and Grande Prairie Friendship Centres for 20 plus years. As a result she has always had a love and a deep respect for the indigenous culture and their peoples.

Carmen Moore 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.

Rebecca McTavish has spent most of her life in a pool, was a National level competitive synchronized swimmer and worked as a swim instructor when 16 years old. After working in a few different careers, she came back to the pool and worked with the City of Grande Prairie in aquatics for about 10 years before moving to Crystal Park School. She co-developed the Tailored Aquatics Program for the City of Grande Prairie, and had the privilege of working with the Canadian Red Cross to develop an Adapted Aquatic learn to swim program that is now run nationally. At the Eastlink Center, she was able to take on a several roles; Adapted Aquatics coordinator, Lesson Coordinator, Head Lifeguard and a few other projects along the way. Rebecca loves what she does and enjoys sharing what she knows with others.

Dione Menzies is employed at Grande Prairie Public School District apart of 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 students with inclusive education needs in a variety of ways. Outside of work, she has a 6 year old daughter, and a 2 year-old son. She has a new found love of running, and entered her first 10 km race. She also enjoys painting and spending time with her kids.

Brendan McCann is an Occupational Therapist 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.

Mike Heckbert 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.

Lisa Schlosser is a Registered 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.

Vicki Juneau is a Registered 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.

Shelly Kakoske is the Triple P Parenting Supervisor 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.

Heather Craigdallie completed her Master of Education in Counselling Psychology at the University of Alberta in 2012. She completed her registration as a Psychologist and is in her fifth year with the Peace Collaborative Services team. Heather has particular interest in executive functioning and the impact of trauma on child development.

Melise Sears is a Speech-Language Pathologist with Peace Collaborative Services and has worked in schools throughout Northern Alberta for many years. She provides support to school staff in the form of information, resources, direct services, workshops and presentations, mainly for preschool and elementary school staff.

Morgan Hall is an Occupational Therapist in the Grande Prairie Public School District (PCS). She completed her OT degree at Dalhousie University in Halifax, NS and a Kinesiology degree at Acadia University before that. She is very interested the area of sensory processing and she is passionate in her role helping to support children and families with a wide range of abilities and needs.

Tessa Haussecker is a Speech-Language Pathologist with the Peace Collaborative Services team. Speech-Language Pathologists (SLP's) work closely with administration, teachers, EA's, and other PCS team members to help provide strategies to improve communication skills in the classroom in areas such as: phonemic awareness, literacy, articulation, language, social skills, assistive technology, and augmentative communication.

Lisa Peberdy is in her first year as a Speech-Language Pathologist with Peace Collaborative Services. She is from Saskatoon, Saskatchewan, which is also where she completed her undergraduate degree in linguistics. She went to Minot, North Dakota to complete her master's degree in Speech Language Pathology. She is passionate about the development of speech and language, and has been enjoying learning more about Alternative and Augmentative Communication and working with students with Autism.

Jodi Minton, CSEP CPT, Be Fit for Life Centre Coordinator, Grande Prairie Regional College.

Head Chef Gavin Young of Charles Spencer High School: My vision is to teach young adults to have the confidence to prepare, cook and serve a quality wholesome dining experience, with respect to creeds, colours and religions of the modern world we live in.

Menu

Catered by Head Chef Gavin Young & Team

Coffee, Tea, and Water is available throughout the day

Meals will be served and eaten in the cafeteria area.

Breakout Sessions will start as per posted times.

Thursday, March 8, 2018

Morning Treats (8:00-8:45)

Ham & Cheese Croissants & Fresh Fruit

Lunch (11:45-12:45)

Cheese Burgers with Pasta Salad

or

Veggie Burgers with Pasta Salad

Dessert – 3 Bite Strawberry Tart

Friday, March 9, 2018

Morning Treats (8:00-8:45)

Cinnamon Buns with Sticky Maple Icing & Fresh Fruit

Lunch (11:45-12:45)

Chicken Stew with Biscuits

or

Veggie Stew with Biscuits

Dessert – 3 Bite Ganache Chocolate Tart



Dishes may contain nuts. *If this menu does not meet your dietary needs, please bring along your meals and snacks.* Treats and meals are included in your conference fee, if you plan to not enjoy the provided treats and meals please let the organizing committee know by emailing nrlc@gppsd.ab.ca.

With Appreciation & Thanks

We recognize each and every 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 of 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 of our room hosts, school hosts, and representatives.

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