



**2019**

# **Educational Assistants Conference**



**March 7 & 8**  
**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

Nancy Gorgichuk, Director of Student Services, GPPSD #2357  
Karen Chrenek, PWSD  
Tammie Maurer, GPPSD #2357  
Sandra Ciurysek, Executive Director, NRLC

## Conference Registration Fees:

2 Day Conference \$150.00  
1 Day Conference (either day) \$100.00  
Post-Secondary Student 2 Day Conference \$50.00 (must provide student ID #)

*Includes morning refreshments and lunches*

*(if you have dietary needs, please bring along your meals and snacks)*

**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 2019](#) prior to Monday, March 4, 2019 (8am).**

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

**Book your Accommodations by February 6<sup>th</sup> to guarantee group rates.**

Stonebridge Hotel	780-539-5561	\$129/double, \$119/single 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 7, 2019**

**9:00-9:45am Keynote: Shelley Moore "Inclusive Education: What Does it Mean for Today's Classrooms & Schools?"**

<b>Morning Sessions 10:00-12:00</b>	<b>Afternoon Sessions 1:00pm-3:30pm</b>
<p><b>A1.</b> "Integration or Inclusion: What Makes Places Purposeful?!"</p> <p><b>A2.</b> "Supporting Educational Assistants: Strategies for Student Success" repeats Thursday B2</p> <p><b>A3.</b> "Supporting Our Students: Understanding and Using Trauma Informed Practice to Support Learning in Schools and Classrooms"</p> <p><b>A4.</b> "Yoga for Self-Care" repeats Friday C4</p> <p><b>A6.</b> "Understanding Behaviour"</p> <p><b>A7.</b> "How to Talk to Littles: Language Stimulation Techniques in Preschool and Kindergarten"</p> <p><b>A8.</b> "The Hunger Games...That Kid's Just Looking for Attention"</p> <p><b>A9.</b> "Mindful Moments and Setting Yourself Up for Success"</p> <p><b>A10.</b> "Mental Health Literacy"</p> <p><b>A11.</b> "Sugar and Spice and Everything Nice"</p> <p><b>A12.</b> "Water Color Painting" repeats Friday C12</p> <p><b>A13.</b> "Meeting All Needs with Read&amp;Write (RW)"</p> <p><b>A14.</b> "Making Math Meaningful Practical Ideas for Educational Assistants K - 5" repeats Thursday B14</p> <p><b>A15.</b> "Learning and Playing Through the 5 Domains" repeats Friday C15</p> <p><b>A17.</b> "Language Intervention That Makes Sense"</p> <p><b>A18.</b> "Communication Strategies and Conflict Resolution"</p> <p><b>A20.</b> "The Holistic and Parallel Truths between Indigenous and Western Worldviews: 'Moving from Chaos to Resilience' Part 1"</p>	<p><b>B1.</b> "Inclusive Education: Why Does This Matter?"</p> <p><b>B2.</b> "Supporting Educational Assistants: Strategies for Student Success" repeat of Thursday A2</p> <p><b>B3.</b> "Supporting Our Students: Understanding the Relationships Between Social Emotional Learning and Self Regulation"</p> <p><b>B4.</b> "MRE Reading Strategy K-5" repeats Friday D4</p> <p><b>B5.</b> "Supporting Practices for use by Educational Assistants: Writing"</p> <p><b>B6.</b> "Anxiety Strategies for the Classroom"</p> <p><b>B7.</b> "The Impact of Trauma on Children's Development: The Neurosequential Model"</p> <p><b>B8.</b> "An Apple a Day: How Technology and the Internet Affect Your Health and Wellness"</p> <p><b>B9.</b> "Move &amp; Play Series Workshop and Move &amp; Play Through Traditional Games"</p> <p><b>B10.</b> "Children and Youths with Complex Communication Needs in the Classroom – Why Do I Have to Learn to Speak Core?"</p> <p><b>B11.</b> "Clearing the Air: Exploring the Myths and Facts Around Vaping and Cannabis"</p> <p><b>B12.</b> "Let's Get Regulated! Introduction to Sensory Rooms" repeats Friday D8</p> <p><b>B13.</b> "Take off the Training Wheels: A Beginners Guide to the G Suite for Education"</p> <p><b>B14.</b> "Making Math Meaningful Practical Ideas for Educational Assistants K - 5" repeat of Thursday A14</p> <p><b>B15.</b> "Under the Umbrella FASD"</p> <p><b>B17.</b> "Supporting Literacy and Language Skills"</p> <p><b>B18.</b> "Beyond the Birds and the Bees"</p> <p><b>B20.</b> "The Holistic and Parallel Truths between Indigenous and Western Worldviews: 'Moving from Chaos to Resilience' Part 2"</p>
<b>Full Morning Sessions (9:00am-12:00pm) (do NOT attend keynote speakers)</b>	
<p><b>A5.</b> "Supporting Practices for use by Educational Assistants: Reading"</p>	
<b>2 Day Session (Both March 7&amp;8) (do NOT attend keynote speakers)</b>	
<p><b>A16.</b> "Non-Violent Crisis Intervention" (9:00am-3:30pm both days) Maximum 32 participants</p> <p><b>A19.</b> "Mental Health First Aid" (8:30am-4:30pm both days) Maximum 24 participants</p>	

Friday, March 8, 2019

9:00-9:45am Keynote: Sandra Woitas "The Smallest Step May Be The Best Step"

Morning Sessions 10:00-12:00	Afternoon Sessions 1:00pm-3:30pm
<p><b>C1.</b> "Behaviour Management 101" repeats Friday D1</p> <p><b>C2.</b> "Taking Care of the Caregiver"</p> <p><b>C3.</b> "PATHS (Promoting Alternative Thinking Strategies)" repeats Friday D3 - DO NOT ATTEND MORNING KEYNOTE</p> <p><b>C4.</b> "Yoga for Self-Care" repeat of Thursday A4</p> <p><b>C5.</b> "Sense Ability Workshop"</p> <p><b>C6.</b> "The Ripple Effect of Your Wellness" DO NOT ATTEND KEYNOTE</p> <p><b>C7.</b> "Brain Games to Engage Students in an Inclusive DI Classroom"</p> <p><b>C8.</b> "Supporting Positive" - <b>CANCELLED</b></p> <p><b>C9.</b> "Strategies and Supports for Social Emotional Learning in Kindergarten" - <b>CANCELLED</b></p> <p><b>C10.</b> "Understanding the Need for Application of Foundational Knowledge: First Nations, Métis and Inuit Knowledge for the Benefit of All Students"</p> <p><b>C11.</b> "Vocabulary and Language Development for English Language Learners (K-6)" - <b>CANCELLED</b></p> <p><b>C12.</b> "Water Color Painting" repeat of A12</p> <p><b>C13.</b> "The 5 Ways to Wellbeing – Connect, Keep Learning, Be Active, Take Notice, Give Back"</p> <p><b>C14.</b> "Screenagers Screening"</p> <p><b>C15.</b> "Learning and Playing Through the 5 Domains" repeat of Thursday A15</p> <p><b>C17.</b> "Wellness: As a Caregiver, the Importance of Balancing Life"</p> <p><b>C18.</b> "What Colour is Happy?" repeats Friday D18</p>	<p><b>D1.</b> " Behaviour Management 101" repeat of Friday C1</p> <p><b>D2.</b> "Critical Conversations"</p> <p><b>D3.</b> "PATHS (Promoting Alternative Thinking Strategies)" repeat of Friday C3</p> <p><b>D4.</b> "MRE Reading Strategy (K-5)" repeat of Thursday B4</p> <p><b>D5.</b> "Adapted Physical Activity"</p> <p><b>D6.</b> "The Big 'B' Word 'Busy'"</p> <p><b>D7.</b> "Picking Up on Early Education Issues"</p> <p><b>D8.</b> "Let's Get Regulated! Introduction to Sensory Rooms" repeat of Thursday B12</p> <p><b>D9.</b> "Promoting Resilience in Children: Relationships and Neurodevelopment"</p> <p><b>D10.</b> "Building Community by Welcoming Diversity: An Experiential Gift for You"</p> <p><b>D11.</b> "Vocabulary and Language Development for English Language Learners (Gr 7-12)" - <b>CANCELLED</b></p> <p><b>D18.</b> "What Colour is Happy?" repeat of Friday C18</p>

**Full Morning Sessions (9:00am-12:00pm) (do NOT attend keynote speakers)**

- C3.** "PATHS (Promoting Alternative Thinking Strategies)" repeats Friday, D3 - DO NOT ATTEND MORNING KEYNOTE
- C6.** "The Ripple Effect of Your Wellness" DO NOT ATTEND MORNING KEYNOTE

## EA Conference 2019

### March 7, 2019 Overview

8:00-8:45am	Registration & Morning Refreshments
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
9:00-9:45am	Keynote Speaker: Shelley Moore
10:00am–12:00pm	Morning Breakout Sessions
12:00-1:00pm	Lunch (menu on page 29)
1:00-3:30pm	Afternoon Breakout Sessions (includes 15 minute break)

### **Keynote Presentation –Shelley Moore 9:00-9:45am**

#### **Inclusive Education: What Does it Mean for Today’s Classrooms and Schools?**

In this session, we will also discuss some common misunderstandings and myths and leave with ideas and possibilities of inclusive leaning communities and all who benefit.

### **Full Morning Workshop (9:00am-12:00pm) (do NOT attend keynote speaker)**

#### **A5. “Supporting Practices for use by Educational Assistants: Reading” Dawn Reithaug**

*Full Morning Session 9:00am-12:00pm - This is a full morning session. You will NOT attend the keynote speaker if you attend this session.*

Educational Assistants (EAs) have a valuable role in reinforcing and strengthening the student’s ability and motivation to learn. The intent of this session in to emphasize a repertoire of *evidence-based* practices EAs might find helpful when working with students who need support in the area of **reading** – across the curriculum. Dawn will introduce the ***Collaborative Planning Tool for Reading*** that teams, at any grade level, can use to guide their selection of practices aligned to the student’s specific needs for reading. The focused conversation provides a way for professional learning to take place.

Certain evidence- based practices for reading will be highlighted within the five essential components of reading:

- phonemic awareness
- phonics
- fluency,
- vocabulary, and
- comprehension.

Participants will explore some useful websites within each component of reading. Reproducibles and handouts will ensure easy application of the practices. This session is based on Dawn’s book, titled *Supporting Practices for Educational Assistants Book 1: Reading*.

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

### **A1. "Integration or Inclusion: What Makes Places Purposeful?!" Shelley Moore**

In this session we will look at how we can make any context inclusive and meaningful for students, regardless of age, class, or ability levels.

### **A2. "Supporting Educational Assistants: Strategies for Student Success" Barb Pears**

*Repeats on Thursday B2*

Educational Assistants assume many hats each day in the classroom, influenced by the diversity of the students, subjects and the topics being addressed. This session will provide Educational Assistants practical strategies, interventions and resources to support student success. You will leave with an array of ideas to reach, assist and include students in an inclusive learning environment.

### **A3. "Supporting Our Students: Understanding and Using Trauma Informed Practice to Support Learning in Schools and Classrooms" Sarah McKay**

Explore with me the definitions of childhood trauma and how trauma can affect a child's brain development, impact their learning, and affect behaviour. Participants will develop an understanding in two areas: the ACE score (Adverse Childhood Experience) and its implications for future health and well being; and the 'SPACE' principles which offer the most effective strategies to meet the needs of children with a trauma background.

### **A4. "Yoga for Self-Care" Jennifer Osborne**

*Repeats on Friday C4*

Come join Jennifer for a blissful yoga practice that will leave you feeling relaxed and restored. It will be a combination of traditional poses with a focus on relaxation and gentle stretching. A conversation around self-care will follow the yoga practice. Please bring comfortable clothing, a yoga mat and a water bottle.

### **A6. "Understanding Behaviour" Robyn Combres**

This session will assist you in understanding behaviour and how it varies in presentation in the classroom, school, and community setting. We will discuss the function of behaviour and how to address it using best practice strategies. Throughout the session, we will discuss skill building, learning adaptations, functional skills, and social skills. The session will provide the necessary information to support the students that you work with using thoughtful and student-specific strategies.

### **A7. "How to Talk to Littles – Language Stimulation Techniques in Preschool and Kindergarten" Melise Sears**

This session is intended for preschool and kindergarten educational assistants that want more information on how to talk to students at snack, during table activities, and when playing with them at centres in the classroom. These natural language intervention techniques facilitate language in both receptive and expressive language development. Melise Sears is a Speech-Language Pathologist with Peace Collaborative Services and has been working with littles and their staff in the Peace Region for 25+ years.

#### **A8. “The Hunger Games...That Kid’s Just Looking for Attention” Ariel Haubrich**

Everywhere around us kids are just “looking for attention” starved for connection & positive adult relationships. This session speaks to the biological, psychological and developmental reasons kids seek our attention & uses theory & humor to look at the behaviors & brains of these kids & the survival games they play. Participants will learn the "Vitamin C" approach to attention seeking behavior & explore practical ways to nourish children & youth with the time & attention they seek...and deserve.

#### **A9. “Mindful Moments & Setting Yourself Up for Success” Jodi Minton**

*Mindful Moments* - This session features mindfulness practices that include self-coping strategies to manage stress, emotions, attention and energy levels. Be Fit for Life Network resources will be featured with practical opportunities to engage in easy techniques that can be implemented in your classroom immediately. Learn how mindfulness practice supports social-emotional learning and can create a positive learning environment in your classroom.

*Setting Yourself Up for Success* - Success is not the key to happiness. Happiness is the key to success! Walk away with some planning and organization tools, techniques, and tips to create healthy habits, increased productivity and decrease stress.

#### **A10. “Mental Health Literacy” Kristi Roy & Danielle O’Connell**

Mental Health Literacy is the knowledge and understanding that helps us become responsible, effective and successful in living full and healthy lives. With good mental health literacy we learn how to take better care of ourselves, our loved ones and our communities. We are empowered and provided with the skills that we need to help us build better lives, better systems of care, and a better society.

#### **A11. “Sugar and Spice and Everything Nice” Theresa Suderman**

Turn on the TV, stroll through the mall, or scroll through social media and you will see the hypersexualized world that today’s children are experiencing on a daily basis. Premature sexualization has been linked to three of the most common mental health problems experienced by girls: low self-esteem, body dissatisfaction, and eating disorders. In this session we will take a hard look at how our society is pressuring young girls to grow up too fast. What can we, as educators who care about the next generation, do to fight the war against our girls?

#### **A12. “Water Color Painting” Leslie Bjur**

*Repeats on Friday C12*

Watercolour is all about staining as surface. Participants will learn the most effective methods of layering pigments with various tools including string, q-tips and brushes. Subject focus is animals.

#### **A13. “Meeting All Needs with Read&Write (RW)” Leah Montes**

Do you want to know how to use that “Purple Puzzle Piece” called Read&Write from Texthelp? This session will take a look at the amazing features of this tool and how they can help all students with reading, writing, fluency and research. You will explore speech-to-text, text-to-speech, word prediction, vocabulary building, as well as other useful components of R&W.

*Bring a Chromebook or laptop, signed into a school-based Google account, in order to participate during the session.*



**A14. “Making Math Meaningful: Practical Ideas for Educational Assistants K-5” Bonnie Edgecombe**

*Repeats on Thursday B14*

Students need to know that math makes sense and that they are capable of making sense of math. Ideas will be shared for effectively assessing the strengths and misconceptions of students, and instructional strategies will be demonstrated that can help guide students forward in their math understanding and skills. We will explore the common characteristics of students who struggle in math such as slow or inaccurate recall of basic facts and poorly developed number sense. We will also explore the progression of math skills and processes. You will be involved in activities, games, and songs that can be used to help struggling students develop computational fluency, a better understanding of number sense, and a better understanding of math vocabulary. Picture books, videos and websites that engage students and support mathematics understanding and skills will also be shared.

**A15. “Learning and Playing Through the 5 Domains” Tara Dryden & Amanda Perks**

*Repeats on Friday C15*

Come and explore through the 5 Domains. Learn new different experiences on how to enhance children’s physical health and well-being, social competence, emotional maturity, language and thinking skills, communication skills and general knowledge.

**A17. “Language Intervention That Makes Sense” Carolyn Hovey-Johnson**

Children with language delays or disorders benefit the most from well-planned intervention sessions that impact their learning at school and at home. This session will provide you with tools and sample activities to help link language intervention to the classroom and home.

**A18. “Communication Strategies and Conflict Resolution” Tanya Ray**

“I just can’t talk to her.” “What I have to say doesn’t make any difference.” “Telling her how I feel is a lost cause; I will just put my head down and do as I am told.” Have any of these statements come out of your mouth at work? If they/similar ones have then this is the session for you! In this session, we will explore a variety of communication strategies for use within your workplace. We cannot control what others do or say, but we can be influential through our own words and actions. Despite effective or well-intentioned communication, we still encounter conflict in the workplace. Can conflict be positive? How do you deal with conflict? The session will help you reflect on these questions, as well as explore conflict resolution methods.

**A20. “The Holistic and Parallel Truths between Indigenous and Western Worldviews: ‘Moving from Chaos to Resilience’ Part 1” Kerrie Moore**

*Part 2 is Thursday B20 – you are invited to attend both or either of the sessions.*

This workshop will examine the universal concepts of Indigenous worldviews. The exploration of the effects of historical trauma and colonization on holistic (spiritual, emotional, physical and cognitive) balance of self will be identified. How trauma creates chaos in the mind and body will be examined. Intergenerational trauma is a normalized and pervasive construct that creates attachment, grief and trauma issues spanning multiple generations. How we heal our "survivor brain" through culture and parallel methodologies will be explored.

## **Full 2 Day Workshops (do NOT attend keynote speakers)**

### **A16. “Non-Violent Crisis Intervention” Mike Heckbert & Crystal Gaede**

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

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

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

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

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

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

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

*Max 32 Participants*

## A19. "Mental Health First Aid" Carla Eckstrom & Charlene Eckstrom

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](http://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
- ▶ Anxiety and trauma-related disorders
- ▶ Lating disorders
- ▶ Mood related disorders
- ▶ Psychotic disorders
- ▶ Deliberate self-injury

#### CRISIS FIRST AID INTERVENTIONS FOR

- ▶ Suicidal behaviour
- ▶ Self-harm
- ▶ Acute stress reaction
- ▶ Overdose
- ▶ Psychosis
- ▶ 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
- ▶ Coaches
- ▶ Social workers
- ▶ Babysitters
- ▶ Counsellors
- ▶ First responders
- ▶ Law enforcement
- ▶ Healthcare providers
- ▶ Parents and family members
- ▶ Community leaders

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

- ▶ [mhfa@mentalhealthcommission.ca](mailto:mhfa@mentalhealthcommission.ca)
- ▶ 1-866-989-3985
- ▶ [www.mhfa.ca](http://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 supports. Over 700,000 people in Canada have been trained in MHFA.

To learn more about the MHCC, [www.mentalhealthcommission.ca](http://www.mentalhealthcommission.ca)

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Mental Health  
Commission  
of Canada

Commission de  
la santé mentale  
du Canada

Mental Health  
First Aid Canada



## Afternoon Sessions 1:00-3:30pm

### **B1. "Inclusive Education: Why Does This Matter?" Shelley Moore**

In this session we will look at examples of how and why inclusion makes a difference for both individuals and classrooms.

### **B2. "Supporting Educational Assistants: Strategies for Student Success" Barb Pears**

*Repeat of Thursday A2*

### **B3. "Supporting Our Students: Understanding the Relationships Between Social Emotional Learning and Self Regulation" Sarah McKay**

When we understand the connections between the 5 domains of Social Emotional Learning and the 5 domains of Self Regulation we can more accurately determine why a student is behaving in a particular way. In turn, we will learn how to identify the areas that our students require direct instruction. We can shift the language from a child being lazy, unproductive, or misbehaved to a child who may have lagging skills in executive functioning, self awareness or self management. And from this, our lens begins to change to the positive and proactive...making our contributions feel so much better.

### **B4. "MRE Reading Strategy (K-5)" Carmen Moore**

*Repeats on Friday D4*

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

### **B5. "Supporting Practices for Use by Educational Assistants: Writing" Dawn Reithaug**

Educational Assistants (EAs) have a valuable role in reinforcing and strengthening the student's ability and motivation to learn. The intent of this session is to emphasize a repertoire of *evidence-based* practices EAs might find helpful when working with students who need support in the area of **writing** – across the curriculum. Dawn will introduce the **Collaborative Planning Tool for Writing** that teams, at any grade level, can use to guide their selection of practices aligned to the student's specific needs for writing. The focused conversation provides a way for professional learning to take place.

Certain aspects of writing will be highlighted. These include:

- mastering the mechanics of writing,
- using *The Writing Process*,
- writing types of text,
- building confidence,
- becoming fluent, and
- using adaptations.

Participants will explore some of the practices and websites within each aspect of writing. Reproducibles and handouts will ensure easy application of the practices. This session is based on Dawn's newest book, titled *Supporting Practices for Educational Assistants Book 2: Writing*.

**B6. “Anxiety Strategies for the Classroom” Robyn Combres**

This session will teach you anxiety strategies to use in the classroom that will support class-wide regulation. In addition, you will learn how to individualize them to support specific students who require a more intensive approach.

**B7. “The Impact of Trauma on Children’s Development: The Neurosequential Model” Vicki Juneau, Ashley Schneider & Jessica Frison**

This session will provide foundations of knowledge in the areas of trauma, its impact on children’s development and resulting behavior in the school. The Neurosequential Model in Education (NME) developed by Bruce Perry will be used as a framework for this understanding. This model draws upon knowledge and evidence on the impact of trauma on brain development and applies this information to help educators understand student behavior and performance. The goal of this session is to educate teachers and EAs about trauma informed practice with children and understanding of how trauma impacts behaviors and learning. Various strategies and regulation tools for working with children in the school setting will also be identified and explored.

**B8. “An Apple a Day: How Technology and the Internet Affect Your Health and Wellness” Ariel Haubrich**

Technology and the world-wide-web have opened up the world to connection, information and entertainment, but oh what a tangled web! Did you know that all this texting, tweeting and selfie-taking are having a major impact on your health? Be it email, Facebook, gaming or Googling, our brains, bodies and bank accounts are paying the price for the digital demand. This session will talk about how technology changes our relationships, our thoughts and our behaviors and how we can make sure it is for the good. We will review the basics of staying safe online, and recognize the importance of staying well online...because there’s no app for that.

**B9. “Move & Play Series Workshop and Move & Play Through Traditional Games” Jodi Minton**

*Move & Play Series Workshop* - This series was created to develop physical literacy in a variety of programs and environments that support the development of confidence, motivation and skills. The resources in this series include the original Move & Play Cards, the Inclusive Way Card Set, Move & Play at Recess and Move & Play through Winter! This session can be easily customized to support physical literacy development of any group.

*Move & Play through Traditional Games* - This interactive session will share some of the traditional FNMI games and physical activities that link traditional values and culture to physical activity. An ongoing partnership with the Alberta Native Friendship Centre has supported this project. In addition to the physical activity components of these resources, the cross curricular connections provided is a great opportunity to link Social Studies and Physical Activity.

**B10. “Children and Youths with Complex Communication Needs in the Classroom – Why Do I Have to Learn to Speak Core?” Katrin Sannig, Sarah Anderson & Kayti Bigelow**

This session is for those who are new to or would like a refresher on working with a student with complex communication needs (CCN). A child/adolescent with CCN does not develop speech and language skills as expected due to motor, language, cognitive, and/or sensory perceptual impairments that may result from developmental disabilities such as cerebral palsy, autism, Down syndrome. These children/adolescents may be non-speaking or have limited verbal output and cannot communicate in conventional ways. Our CCN students typically experience restricted access to the environment, limited interactions with their communication partners, and few opportunities for communication (Light, 1997). Alternate and augmentative communication (AAC) systems/strategies offer potential tools to meet their communication needs. The session will teach you how to support students with CCN communication needs at school. We will introduce the concept of Aided Language Stimulation and core vocabulary as well discuss different AAC strategies/ systems including low tech (i.e., core boards) and high tech (proloquo2go, Touch Chat etc.) AAC options.

**B11. “Clearing the Air: Exploring the Myths and Facts Around Vaping and Cannabis” Greg Paterson**

With the fast growing trend of e-cigarette use (Vaping) and recent legalization of cannabis, it is necessary to be well informed. This session will provide current and accurate information on both issues, relative to what they are and how they work, the impact they bear on individuals, and precautionary measures that can reduce related harms. We will also discuss the advantages and risks associated with having these cultural changes develop our society.

**B12. “Let’s Get Regulated! Introduction to Sensory Rooms” Jodi Trapp**

*Repeats on Friday D8*

This session is designed to provide Educational Assistants with information regarding the application and use of Sensory Rooms. Background information will be provided on how to use a sensory room, how tools, activities and equipment impact the student(s) sensory systems, who uses the sensory rooms, and why sensory rooms and programming is recommended. Educational Assistants will also leave with hands on exploration and use of various sensory equipment and activities as well as strategies to be an active participant in their student(s) sensory programming as outlined by the Occupational Therapist.

**B13. “Take off the Training Wheels: A Beginners Guide to the G Suite for Education” Leah Montes**

Come and get some hands on practice with some of the main G Suite tools such as Drive, Docs, Slides, Sheets, Drawings, YouTube, Classroom, Keep and more). Bring a Chromebook or laptop, in order to participate during the session.

**B14. “Making Math Meaningful: Practical Ideas for Educational Assistants K-5” Bonnie Edgecombe**

*Repeat of Thursday A14*

**B15. “Under The Umbrella - FASD” Betty-Lou Wyness –Boettcher & Pam Sware**

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.

**B17. “Supporting Literacy and Language Skills” Nicole Morrell**

This workshop will provide a deeper understanding of language and literacy skills in young children. Participants will learn about ways to support children's ability to communicate, express, and understand feelings. They will discuss ways to support thinking and problem-solving, as well as walking children through developing and maintaining relationships. Participants will be provided with concrete ideas, provocations, and opportunities that help children with the progression of their language and literacy development.

**B18. “Beyond the Birds and the Bees” Michelle Dechaine**

Description Students of all ages and abilities are curious about sexuality. And sometimes their honest questions lead to some embarrassing moments. Access to information to learn skills for sexual health and wellness is a human right. In addition to ways to handle these potentially awkward question, the session will cover typical sexual development, sexual development for youth with disabilities and an overview of age appropriate sexual health education. Strategies for providing personal care in a way which fosters students’ understanding of their bodies and boundaries will also be provided. This session will be relevant to educational assistants supporting students with and without disabilities.

**B20. “The Holistic and Parallel Truths between Indigenous and Western Worldviews: ‘Moving from Chaos to Resilience’ Part 2” Kerrie Moore**

*Part 1 is Thursday A20 – you are invited to attend both or either of the sessions.*

The second part of this workshop will explore more of "what now". How do we create a bridge between worldviews. Research and methodologies of holistic practice will be identified. A model of practice to create interdependency and safety will be examined. What that looks like in our learning environments will be explored. The preventative and restorative methodologies of Indigenous healing and the parallels within worldviews will be examined.

## EA Conference 2019

### March 8, 2019 Overview

8:00-8:45am	Registration & Morning Refreshments
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
9:00-9:45am	Keynote Speaker: Sandra Woitas
10:00am–12:00pm	Morning Breakout Sessions
12:00-1:00pm	Lunch (menu on page 29)
1:00-3:30pm	Afternoon Breakout Sessions (includes 15 minute break)

### **Keynote Presentation –Sandra Woitas 9:00-9:45am**

#### **The Smallest Step May Be The Best Step**



Change is the only constant in our lives. Dr. Woitas will address how to navigate the wild waters of change and remain positive through it. As they say in the crayon business, "We are all a little broken but the last time Dr. Woitas checked, broken crayons still colour the same." She will guide us through accepting what is, letting go of what wasn't and having faith in what will be. Be prepared for a good laugh along the way.

### **Full Morning Workshops (9:00am-12:00pm) (do NOT attend keynote speaker)**

#### **C3. "PATHS® (Promoting Alternative Thinking Strategies)" Susan Gibson**

*Repeats on Friday D3*

*Full Morning Session 9:00am-12:00pm - This is a full morning session. You will NOT attend the keynote speaker if you attend this session.*

Participants will discuss benefits of social emotional learning (SEL) with students. Participants will explore each of the core components of the PATHS® program. Participants will receive SEL information and materials to support practical applications of PATHS® strategies to their role in the school.

#### **C6. "The Ripple Effect of Your Wellness" Joyce Sunada**

*Full Morning Session 9:00am-12:00pm - This is a full morning session. You will NOT attend the keynote speaker if you attend this session.*

It is imperative that educators are healthy and well. Your ability to make a difference in the lives of your family and your students depends on it! "If you don't take time for your wellness, you will be forced to take time for your illness." During this session, educator Joyce Sunada will share the consequences of ignoring her own health and the ripple effect of her actions. As participants, you will assess your current wellness, share successful practices and strategize how to create a positive ripple effect on your family, students and school community.



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

### **C1. "Behaviour Management 101" Sandra Woitas**

*Repeats Friday D1*

This practical 2 hour session will look at the importance of building a foundation and system of dealing with the day to day behaviours that occur in our classrooms across Alberta. Be prepared to ask those 'niggling' questions. And have a few giggles about our day to day interactions with kids and youth.

### **C2. "Taking Care of the Caregiver" Sonia Yudcovich**

Congratulations! As an E.A. you have chosen a very noble career. All who care for children and in particular, those with special needs, are to be admired and appreciated. However you need to know that this career can be extremely demanding and even very stressful. So welcome to the reality of daily routines. Do you sometimes feel like you need to be cloned? Do you feel that you are asked to do several things at once while running laps around the school at the same time? Do you feel pulled in many directions by the variety of teacher, parents and student demands? Are you totally exhausted even before the day is over? If you answer is "Yes" to any or all of these questions, then this is the workshop for you! Come to this workshop to learn how to manage your school day and to love what you do each day. Learn ways to "chill out" and enjoy your own life by taking time for you. E.A.'s spend everyday day taking care of others. It is important for E.A.'s to take care of themselves in order to remain healthy and maintain high energy for a demanding job...besides, you deserve it!!!

### **C4. "Yoga for Self-Care" Jen Osborne**

*Repeat of Thursday A4*

### **C5. "Sense Ability Workshop" Ever Active Schools**

Join Ever Active Schools as we consider different sensory aspects of our teaching and learning spaces. In this workshop participants learn how to find their Sense Ability Strengths and their Sense Ability Sensitivities through experiential learning. Participants will leave with a greater knowledge of how our sensory system helps to create environments where people feel safe and accepted and how sensory integration can affect how our students experience the learning environment. Come ready for sensory play!

### **C7. "Brain Games to Engage Students in An Inclusive DI Classroom" Dana Laliberte & Janine Laliberte**

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.

**C10. “Education for Reconciliation: What’s it All About?” Kim Barker-Kay**

Lots is happening in Alberta around Education for Reconciliation. Curriculum is changing, as well as standards that guide teaching and administrating in education. After this session, you will learn about the Truth and Reconciliation calls to action in education and what is meant by reconciliation. You will also learn about the TQS – Teacher Quality Standards – and the changes happening in January 2019. Most importantly, you will be introduced to actions you can personally take that will prepare you to support students and teachers.

**C12. “ART – Water Color Painting” Leslie Bjur**

*Repeat of Thursday A12*

**C13. “The 5 Ways of Wellbeing: Connect, Keep Learning, Be Active, Take Notice, Give Back” Jody Walker**

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.

**C14. “Screenagers: Growing up in the Digital Age – Documentary Screening” hosted by Karen Chrenek**

Being a good citizen is the underlying foundation of everything we do in education. How to participate and engage in today’s society; how to communicate with others, how to be lifelong learners. These are many themes that we work on with students on an ongoing basis.

As Education Technologists, our job is to help you utilize and leverage technology in the classroom and use it in ways that has never been possible before. We would be foolish, however, to ignore the changes we are seeing in the world around us because of technology. The popularity of social media, gaming, and having access to the world in our back pockets have given rise to new concerns, and dilemmas that we have previously never had to deal with.

*Screenagers: Growing Up in the Digital Age* is a 67 minute documentary filmed in 2015. It talks about the impact of the digital age on children and how we can help to minimize harmful effects and find balance. It gives us a jumping off point to begin considering our own beliefs and practices, and start conversations; both at school and home.

**C15. “Learning and Playing Through the 5 Domains” Tara Dryden & Amanda Perks**

*Repeat of Thursday A15*

**C17. “Wellness: As a Caregiver, the Importance of Balancing Life” Jamie Crozier**

In a busy world with busy lives we can find ourselves running ourselves ragged and finding our self to be out of gas sort to speak. This is a short presentation on understanding the importance of Wellness. Defining and understanding compassion fatigue and burnout while looking at ways to maintain balance in life. Understanding that mind and body are connected, and when we ignore one, the other is impacted as well.

**C18. “What Color is Happy?” Faris Atkinson**

This presentation has been provided to children and youth in many schools and has been beneficial to help them understand and deal with feelings, especially those around loss, and has also helped the adults there! Come and see this presentation for yourself and get some ideas on how best to support the young folks in your life with their grief associated with different types of loss.

## Afternoon Sessions 1:00-3:30pm

### **D1. "Behaviour Management 101" Sandra Woitas**

*Repeat of Friday C1*

### **D2. "Critical Conversations" Sonia Yudcovitch**

A truly collaborative approach includes informal Fireside Chats, where everyone's voice is heard. As E.A.'s and teachers plan to deliver the best education to all children, let us listen and use everyone's strengths.

In this session participants will interact through discussions on a variety of experiences and situations they encounter in the E.A. role. As a group we will try to develop a realistic plan of the best way to deliver excellent service for our exceptional learners within the Inclusive classroom.

Come to this session prepared to speak up and share your ideas...bring some laughter too!

### **D3. "PATHS® (Promoting Alternative Thinking Strategies)" Susan Gibson**

*Repeat of Friday C3*

### **D4. "MRE Reading Strategy (K-5)" Carmen Moore**

*Repeat of Thursday B4*

### **D5. "Adapted Physical Activity Workshop" Ever Active Schools**

At Ever Active Schools we know that educators need simple tools to be innovative in an instant when it comes to helping every student achieve their potential. Join us as we find new and creative ways to make our inclusive healthy schools a space where everyone plays regardless of physical, cognitive, sensory or social/emotional ability or difference. Together we will explore a simple delivery design model and convey easy to understand principles that make the activity accessible to every level of sport, community, education, recreation, or to other physical activity programming and instruction. We know that positive play experiences are the foundation for continued lifelong participation in learning, movement and activity.

### **D6. "The Big 'B' Word 'Busy'" Joyce Sunada**

As an Educational Assistant your life is full. Each year there seems to be a dramatic increase in the challenges and demands of your role. As a result, you are feeling overwhelmed, stressed and unable to meet the needs of students, teachers and your own family. There never seems to be 'enough time' to do it all. And the answer to "How are you?" defaults to, "I'm sooo BUSY!" This interactive session will allow you to reflect on how, why and where you currently spend your time, then show you how 'to choose to invest' your time, so you can live a more balanced and enjoyable life.

### **D7. "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.

### **D8. "Let's Get Regulated! Introduction to Sensory Rooms" Jodi Trapp**

*Repeat of Thursday B12*

### **D9. "Promoting Resilience in Children: Relationships and Neurodevelopment" Ruth Proulx**

Resilience is our ability to bounce back from adversity. How we respond and relate to children can significantly influence the outcomes of a child's life. Using Ruth's story, research and evidence-based practice, come learn the skills that can help promote resilience in a child's life.

**D10. “Building Community by Welcoming Diversity: An Experiential Gift for You” Kim Barker-Kay**

In this session, Kim will introduce you to diversity training from the National Coalition Building Institute.

After this session, participants will

- Identify and take pride in the different groups we belong to and learn the interests, strengths, and difficulties of groups other than your own in order to be a more effective ally.
- Expand your understanding and appreciation of diversity. • Identify misinformation and learn new information about groups.
- Learn approaches for encouraging respect and teamwork among all students and staff.

This introduction to diversity training is offered as a gift as you embark upon your “inside-out” journey toward truth and reconciliation.

**D18. “What Colour is Happy?” Faris Atkinson**

*Repeat of Friday C18*

## Presenter Biographies

**Shelley Moore** Originally from Edmonton, and now based in Vancouver, British Columbia, Shelley Moore is a highly sought after teacher, researcher, speaker and storyteller and has worked with school districts and community organizations throughout both Canada and the United States. Her research and work has been featured at national and international conferences and are constructed based on theory and effective practices of inclusion, special education, curriculum and teacher professional development. Her first book entitled, *“One Without the Other”* was released in July 2016 to follow up her TEDx talk hosted in Langley in January 2016. Shelley completed an undergraduate degree in Special Education at the University of Alberta, her Masters at Simon Fraser University, and is currently a PhD candidate at the University of British Columbia.

**Sandra Woitas** As part of the City of Edmonton’s 100<sup>th</sup> birthday celebrations, Sandra was honored as one of the *100 Edmontonians of the Century*. As a long time educator and tireless advocate for the needs of Edmonton’s most disadvantaged children and families, she continues to spread the word that poverty cannot be an excuse and by only working together, we, as an entire community, can raise the bar for all children and youth. Sandra believes we can no longer make excuses for not meeting the needs of our marginalized children and youth and can only be part of the solution.

As a former Director of the *City Centre Education Project* with Edmonton Public Schools, she worked collaboratively with seven inner city schools to make sure the students had the resources and supports they needed to realize their full potential, academically and in life. The *City Centre Education Project* was recognized by *Today’s Parent* magazine as one of the *Top Forty Schools in Canada* and by the Association of Supervision and Curriculum Development for its collaborative practices. The project also received the *Alberta Premier’s Award for Excellence*.

From November 2004 to August 2009, Sandra was on secondment to Alberta Education/Children and Youth Services as part of the cross ministry *Family Violence and Anti-Bullying Initiative*. She travelled the province working with parents, communities and schools providing them with the skills, resources, and supports required to reduce the frequency and severity of bullying behaviours. She spoke to thousands of educators, parents, youth and community members on the issue of bullying. In collaboration with the Alberta Mental Health Board, Sandra was the co-lead on assisting 18 school jurisdictions in piloting site-based, integrated mental health services for children and youth.

In September 2009, she returned to Edmonton Public Schools as the Executive Director of the Edmonton Public Schools Foundation. The role of the Foundation was to raise the profile of Edmonton Public Schools in the community, advocate for public education, build strong partnerships with all stakeholders, and raise funds and/or in-kind resources to enrich and enhance the teaching and learning going on in our early learning and full-day Kindergarten classrooms in socially vulnerable communities.

**Barb Pears** has been a teacher of students with behaviour challenges since 2000 and was instrumental in the design and implementation of a Behaviour Support School. Barb is gifted at fostering collaborative, respectful, supportive teaching and learning environments for students, families and staff. She has worked as a Behaviour Consultant for the past 5 years at the school division level and believes that a multi-disciplinary approach is essential to offer the best possible programming for students. This involves partnering with students, parents, staff, external agencies, district schools and community organizations. Barb has always had a connection with students with behaviour challenges and loves sharing her passion and knowledge with others through direct service and workshops. Barb is currently a Learning Associate with Jigsaw Learning.

**Sarah McKay** is the Manager of the Safe Schools Department in Surrey School District, BC's largest, most diverse and most progressive school district. Sarah is a regular presenter to education assistants, teachers and administrators in the district and also serves as a resource person/presenter at Safer Schools Together conferences and professional development sessions.

**Bonnie Edgcombe** has worked with Elk Island Public Schools for 38 years as an elementary teacher, AISI lead teacher in Mathematics, and Supervisor of Elementary Mathematics. She has always had a passion for helping students understand mathematics. Over the years she has presented sessions on effective mathematics practices and has worked with Alberta Education on various projects. For the last two years, Bonnie has facilitated math workshops for the Edmonton Regional Learning Consortium.

**Sonia Yudcovitch** is the president of MYCO International Consulting and does an extensive number of professional development sessions for teachers and teacher assistants across the province. Sonia has been a regular presenter at several Support Staff Conferences in Alberta.

**Susan Gibson**, MEd, School and Child Psychology, has extensive and varied experience working with children with behavioural, social, academic and trauma-based challenges, educational systems, and families involved with Child Protection Services. Susan is a Master Trainer in PATHS®, providing training and consultation in Social and Emotional Learning (SEL) across North America and abroad. Susan is involved with the Canadian Mental Health Association, Nova Scotia research program SEAK (Socially Emotionally Aware Kids), providing PATHS® training and consultation to multiple elementary school sites in Winnipeg, Manitoba, as well as Edmonton and Calgary, Alberta. She has also provided PATHS® training for elementary school staff in the UK, special needs schools in Singapore and kindergarten classrooms in Shanghai, China. Susan has delivered training and given fidelity and sustainability support for many school sites in the USA, including Chicago, Illinois, Denver, Colorado and Yonkers, New York. Susan has trained and supported staff with the PATHS® curriculum in various childcentred organizations including daycare and preschool sites, specialized school settings, afterschool programs, and family support centres.

**Joyce Sunada** Wellness Educator Joyce Sunada is committed to inspire, empower and ignite educators to live joyful and fulfilling lives. She does this by providing Professional Development opportunities, and wellness coaching sessions for groups and individuals. Joyce has over 30 years' experience as an educator. During that time she was a teacher, an administrator and provincial leader who helped create and support healthy school communities. Joyce is the recipient of the "Health Promoting Schools Champion" award from the national Physical & Health Education organization, PHE Canada. In May, Joyce was recognized for her contribution to Health and Phys. Ed. in Alberta and gave the Robert Routledge Address at the annual Health and Physical Education Council conference. After ignoring her own wellness, Joyce was forced to take a medical leave from teaching. She now realizes the importance of her well-being and the impact (OR Ripple Effect) it has on her family and school community! Joyce is adamant, "If you don't take time for your wellness, you will be forced to take time for your illness." When Joyce is not presenting or coaching you can find her running, biking, practicing yoga or hanging out with family and friends.

**Kerrie Moore**, MSW, RSW, Cree/Metis is originally from Saskatchewan. Kerrie is in Private practice, specialized in trauma and grief, and has extensive experience and training in Post-Traumatic Stress Disorder. Kerrie has worked for over 20 years in the fields of Justice, Child Welfare, Health Canada, Education, Veterans Affairs and Community Development. Kerrie is a psychotherapist, educator and Elder, providing workshops and Elder services for the University of Calgary, agencies who work with Indigenous people, Calgary Board of Education and the Calgary Homeless Foundation. She is an integrative psychotherapist and incorporates both Traditional and Bio-Medical methodology in her practice. Kerrie is currently working with agencies incorporating a new model, which incorporates the parallels within worldviews. The model is informed by Intergenerational trauma practice and integrates an interdependency framework and training specific to the policies of the agencies. Kerrie sits on several Elder boards including the University of Calgary, Indigenizing Education Strategy and is a recipient of the Alumna of the Year Award, 2008, University of Calgary's Women's Center.

**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.

**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.

**Ariel Haubrich** works in school & community mental health as a counsellor and program manager, and also as a consultant, presenter and private practitioner with government, businesses, teams and individuals working toward personal and organizational development. She is a Certified Professional Counsellor and a professional affiliate of the Psychologists' Association of Alberta with a Master's Degree in Educational Psychology. Ariel has over 15 years of experience as a counsellor and programming coordinator in school & community systems, and has been involved in developing and leading school division projects, crisis response teams, and program initiatives. She has written a number of journal and interest articles on various school mental health topics, and enjoys providing training, presentations and workshops provincially, nationally and internationally. Ariel loves yoga and reading to "mind her mind," and the rewards that collaboration and connection can bring to our lives and our teams. For more information on Ariel, please visit [www.knowledge-power.ca](http://www.knowledge-power.ca) or [www.arielhaubrich.com](http://www.arielhaubrich.com).

**Dawn Reithaug** is an educational and behavioural consultant. She has worked as a classroom, ESL, LA, behaviour program, and diagnostic centre teacher. She has also served as a Coordinator for a First Nation's School and as a Consultant – Curriculum and Instruction. She has a Master of Education degree in Special Education from the University of Victoria, BC.

She has written twelve books. *A Handbook On Naturalistic Reading Assessment* (1991), *A Handbook On Adapting and Modifying Programs* (1995), *Orchestrating Academic Success by Adapting and Modifying Programs* (1998), *Orchestrating Positive and Practical Behaviour Plans* (1998), *Orchestrating Success in Reading* (2002), *The Learning Folder* (2003), *A Guide for Developing IEPs for Reading* (2005), *Supporting Adolescent Readers* (2007), *Three Tiers of Instruction and Intervention for Reading* (2009), *Three Tiers of Positive Support and Intervention for Behaviour* (2010), *A Guide for Conducting the FBA and Developing the BIP* (2012), and *Supporting Practices for use by EAs Book 1: Reading* (2015) and *Book 2: Writing* (2016). Dawn's books are being used by educators across North America, Australia, and in several other countries.

Dawn offers seminars based on her publications, and enjoys helping to bring the research into practice to support students who have challenging behavioural or academic needs.

**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.

**Betty – Lou Wyness – Bottcher and Pam Sware** work for the NW FASD Network. They are both very passionate about increasing awareness and prevention of FASD in NW Alberta. As Prevention Facilitators, they are 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.

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

**Faris Jean Atkinson** is with Community Helpers.

**Carla Eckstrom** BSc. M.A. RSW, has been a family therapist and Assistant Executive Director with PACE in Grande Prairie for over eighteen years. Carla also has a private clinical practice. Her area of expertise is working with children and adults who have experienced trauma, grief, and have various mental health issues. Prior to her work at PACE, Carla was the Executive Director with the RCMP Victims Assistance Program. In addition, Carla is contracted with the Grande Prairie and District Grief Support Association as the Senior Clinical Therapist. Carla is an ASIST and Mental Health First Aid Trainer and facilitates workshops on Grief and Loss and Children and Trauma. Carla holds a Master of Arts in Counseling.



**Charlene Eckstrom** BSc. (HEc.) M.A. RSW, has been a family therapist with PACE in Grande Prairie for over fifteen several years. Charlene has a private clinical practice where she works with people experiencing various issues. Her work at PACE deals primarily with children and teens who have experienced grief, trauma, and a variety of mental health related issues. Prior to her work at PACE, Charlene worked as a school counselor in Grande Prairie. In addition, Charlene is contracted with the Grande Prairie and District Grief Support Association as a Clinical Therapist. Charlene is also an ASIST and Mental Health First Aid Trainer and facilitates an awareness workshop on Self-Harming behaviors. Charlene holds a Master of Arts in Education Counseling.

### **Ever Active Schools**

**Nicole Morrell** is the Director at Johnstone Daycare in Red Deer. She is part time faculty at Red Deer College and Lethbridge College as well as a Pedagogical Partner, coach, mentor for Alberta Resource Center for Quality Enhancement. With 13 years' experience working in Early Childhood education, Nicole has spent her last four years devoted to learning and exploring Flight- Alberta's Early Learning and Care Framework within her own daycare as well as throughout centers across the province.

**Ruth Proulx** is the owner and operator of Mountain View Psychological in Grande Prairie, Alberta where she works as a therapist, facilitator and educator. Ruth is also a sessional instructor of Psychology at the Grande Prairie Regional College and for Pace, Grande Prairie's Sexual Assault and Trauma Centre. After being born and raised in the Northwest Territories, Ruth moved to Alberta on a volleyball and soccer scholarship where she studied both social work and psychology. Due to her passion of both fields, Ruth is now a Registered Social Worker who graduated with a Bachelor of Social Work from the University of Calgary and, she is a Registered Provisional Psychologist who graduated with a Masters of Science in Psychology from Walden University. As a distinguished traumatologist, Ruth specializes in sexual and relational violence, addictions, attachment as well as rural, remote and Indigenous practice and healing modalities. As an awarded Canadian humanitarian and, as a Witness to the House of Commons special committee on violence against Indigenous women, Ruth is dedicated to trauma informed best practice and education. Besides her professional pursuits, you will find Ruth volunteering her time with many non-profit groups, athletics programs and philanthropy clubs.

**Tara Dryden**, Supports To Early Learning Consultant. Tara is an Early Childhood Educator and has worked for Stepping Stones Society for 13 years. She lives in Grande Prairie with her husband, 2 children and puppy. She loves incorporating Sensory and Literacy play to different activities for children.

**Amanda Perks**, Parent Link Centre- Family Support Worker. Amanda is an Early Childhood Educator and has worked for Stepping Stones Society for 15 years. She lives in Grande Prairie with her husband and 2 cats. She loves making homemade resources to show parents how they can incorporate literacy, math and science etc at home.

**Jamie Crozier**, MSW RSW Jamie graduated from Dalhousie University with a Masters of Social Work in Individual Mental Health. She is an accomplished, knowledgeable, and an effective interventionist with over 15 years practicing in the field of trauma. She is committed to working with individuals, couples, groups including children and adults, victims and offenders. She has presented provincially on Domestic Violence as well as at the House of Commons in Ottawa.

**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 an Addictions Prevention Counsellor for Alberta Health Services - Addiction and Mental Health in Grande Prairie. He provides support, consultation, training, and direct program delivery to both school and general communities while working with at risk children from our overall population. Greg's career experience within the field of addiction spans across his past involvement with the Northern Addiction Center, Adult Outpatient Services, and his current role on the Prevention and Promotion team. A proud husband and father, Greg's academic background is comprised of the complimentary fields of Education and Psychology.

**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.

**Tanya Ray** is an Instructor at Grande Prairie Regional College in the Educational Assistant Program. She has a Bachelor of Community Rehabilitation and a Master of Arts in Communication and Technology. She teaches a variety of courses, including Behavior Management and Interpersonal Communications. Tanya has also worked as a facilitator of person-centered planning and as a conversation facilitator. All of these experiences have developed her belief in and passion for effective communication in the workplace.

**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.

**Leah Montes** has been teaching for over 20 years. She has taught different grades, different languages, and in different countries. While many people are nervous and dislike change, she thrives on it. That makes her job as an Education Technologist with Peace Wapiti School Division #76 perfect for her. With the ever changing world that is technology, she is passionate about helping people become more confident and comfortable with it.

**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.

**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.

**Crystal Gaede** has worked for the Grande Prairie Public School district for over 10 years. She is currently an Educational Programmer on the Inclusive Education Team and works to support students and teachers across the district through PCS.

**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.

**Ashley Schneider**, Peace Collaborative Services (PCS).

**Jessica Frison** is a Registered Psychologist with Peace Collaborative Services (PCS). PCS provides support for staff and students in schools across Northwest Alberta.

**Michelle Dechaine** For over 15 years, Michelle has been a school-based Occupational Therapist working to support student success. Professional areas of interest are sensory friendly classrooms, self-regulation, printing/writing and, not surprisingly, sexual health education. In 2015 she completed a Post-Professional Masters in Occupational Therapy in which her area of interest was sexual health education to address consensual capacity for individuals with intellectual disability. Currently she is completing the last required course for a post-graduate Certificate in Sexual Health Education.

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

**Kristi Roy** is a mental health therapist with Peace Collaborative Services. She currently working with the Catholic School District. Kristi is a registered Social Worker and currently completing her Master's of Counselling Psychology with Athabasca University. She has previous work experience in group homes with female youth (aged 12-16) at risk of being involved in the sex trade, Children's Services, and Assured Income for the Severely Handicapped.

**Danielle O'Connell** is a Mental Health Therapist with Peace Collaborative Services. She has a Bachelor's of Social Work through the University of Calgary and has worked several years in the field with previous experience is in the field of Child Protection.

**Carolyn Hovey-Johnson** is a Speech Language Pathologist who has been working with students, teachers and Educational Assistants for over 20 years. Her current specific interests include the link between speech, language and reading, and the impact of Developmental Language Disorders in the classroom.

**Katrin Sannig**

**Kayti Bigelow** is a Speech-Language Pathologist with Peace Collaborative Services, based in Peace River.

**Sarah Anderson** has been practicing as a Speech-Language Pathologist in Grande Prairie for 6 years. She grew up in British Columbia and completed her Speech-Language Pathology master's degree at University of Alberta. Her area of interest is working with students with developmental delays, as well students who are non-speaking.

**Jodi Trapp** is an Occupational Therapy Graduate out of the University of Toronto who has been employed with Peace Collaborative Services for the past four years. She enjoys working collaboratively with teachers and students to promote independence, success, engagement and participation for all student's in their school and classroom environments.

**Jennifer Osborne** is a District Counselor with the Grande Prairie Public School District. She works to support students from K to grade 8 at Isabel Campbell and Crystal Park. Jennifer completed her Bachelor of Social Work in 2007 and became a Registered Social Worker that same year. Jennifer then went on to work in a number of front line positions supporting children, youth, adults, seniors and families. She completed her Masters of Social Work with a specialization in Clinical Social Work Practice in 2014. Jennifer has always had a consistent yoga practice and completed her 200hr Yoga Teacher Training in 2014 becoming a Registered Yoga Teacher with Yoga Alliance. She then completed her Yoga Kids training in May 2016 to become a Registered Children's Yoga Teacher with Yoga Alliance. Jennifer enjoys teaching/practicing yoga and spin in her free time and highly values exercise as a form of self-regulation. She also brings in breathing and relaxation techniques from her yoga training into her counseling practice.

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

**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.

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

# Menu

**Catered by Head Chef Kevin Mahoney & 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 7, 2019

Morning Treats (8:00-8:45)

Lunch (12:00-1:00)

Tomato Vegetable Soup with ham & swiss croissant  
Dessert – Cookies

## Friday, March 8, 2019

Morning Treats (8:00-8:45)

Lunch (12:00-1:00)

Chicken Burger with Caesar Salad  
Dessert – Assorted Squares

Dishes may contain nuts. ***If this menu does not meet your allergies or dietary needs, please bring along your meals and snacks.*** In an attempt to be more environmentally friendly, please remember that there are bottle refilling stations at the school to refill water bottles.

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](mailto: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.***