

Saturday, October 26, 2019

8:00 am - 3:30 pm

Somerset-Berkley Regional High School



ABOUT THE SUMMIT

2019 Southcoast Education Summit: Social-Emotional Learning

Now in its third year, the Southcoast Summit has aimed to provide tools and strategies for area educators as they do the all-important work of preparing our children for the future. This initiative grew from the efforts of the Bristol County Chamber of Commerce Education Committee chaired by Nick Christ, President and CEO of BayCoast Bank. Made up of representatives of the business community, area education leaders and local non-profit and community organizations, the Education Committee's goal has been to increase support for education and develop opportunities for public/private partnerships that move the needle regarding student achievement in the SouthCoast region.

Educators from across the region have noted that Social Emotional issues continue to negatively impact their student's academic success and acknowledged that this negative impact is compounded by the lack of adequate training and professional development opportunities to learn and share best practices. Moreover, during the past several months, we have come to realize that the foundation for academic success for any individual is laid in their early years – even before pre-school. Today's pre-schoolers are tomorrow's students and our future workforce members. Support for them must be one of our highest priorities if we are to make any progress in closing the achievement gap particularly for gateway cities.

With this in mind, we have expanded our workshop offerings this year to include programs specifically geared toward early childhood educators and program administrators. The planning committee has organized and funded this year's summit with additional outreach to experts from the field of Early Childhood Education and neighboring communities such as New Bedford and its neighboring towns. We hope that this annual free summit continues to bring together educators from across the South-Coast region to engage in meaningful professional development, to share best practices and to integrate proven tools and strategies that support our students and improve educational attainment for all.

We are excited to have you participate in the 3rd Annual SouthCoast Education Summit and hope that you will find it a worthwhile and rewarding program.

A Special Thanks to...2019 SouthCoast SEL Summit Planning Committee

Dan Callahan

Massachusetts Teachers Association

Elizabeth Haskell

Somerset Public Schools and Somerset
Berkley Regional School District

Julie M. Ramos Gagliardi

BayCoast Bank and Bristol County
Chamber Education Committee

Cathy Carvalho

Fall River Public Schools

Matthew Malone

Fall River Public Schools

Gary Reese

Westport Public Schools

Ann Marie Dargon

Fall River Public Schools

Jessica Parlon

Massachusetts Teachers Association

Jeffrey Schoonover

Somerset Public Schools and Somerset
Berkley Regional School District

Sandra Drummey

Fall River Diocese Schools

Denise Peixoto

Fall River Diocese Schools

Elizabeth White

Swansea Public Schools

SUMMIT AGENDA

7:30 am – 8:00 am

Registration/ Breakfast in the Student Dining Center

8:00 am – 8:30 am

Welcome and Opening Remarks

8:45 am – 10:00 am

First Workshop Sessions

10:15 am – 11:30 am

Second Workshop Sessions

11:45 am – 12:30 pm

1st Seating -Buffet Lunch in the Student Dining Center

or

1st Key Note Presentation in the Performing Arts Center

Charles Appelstein “No Such Thing As A Bad Kid!”

Understanding and Responding to Students with Emotional and Behavioral Challenges

Using a Positive, Trauma-Informed, Strength Based Approach

& Creating a Positive Strength-Based Culture in Every School

12:45 pm – 1:30 pm

2nd Seating -Buffet Lunch in the Student Dining Center

or

2nd Key Note Presentation in the Performing Arts Center

Charles Appelstein “No Such Thing As A Bad Kid!”

Understanding and Responding to Students with Emotional and Behavioral Challenges

Using a Positive, Trauma-Informed, Strength Based Approach

& Creating a Positive Strength-Based Culture in Every School

1:45 pm – 3:00 pm

Third Workshop Sessions

3:00 pm – 3:30 pm

Turn in affidavits and receive complimentary books

KEYNOTE PRESENTATION

Understanding and Responding to Students with Emotional & Behavioral Challenges Using a Positive, Trauma-Informed, Strength-Based Approach & Creating a Positive Strength-Based Culture in Every School

The Power of a Strength-Based Approach. In this engaging keynote presentation, youth care trainer Charlie Appelstein, MSW will introduce educators to this emerging approach to guiding students that is exceptionally positive and inspiring. It begins with belief that all young people have or can develop strengths and utilize past successes to mitigate problem behavior and enhance social and academic functioning. It continues with practice methods that identify and marshal these strengths for necessary changes. **Strength-based practice is essentially about two words: Attitude & Actions.** Educators & caregivers maximize the potential of the students they serve when they convey an attitude to each and every one that says: *I believe in you. I know you will succeed this year and beyond and I am absolutely thrilled to be part of your life. Let's go!* And then, through their daily actions - show that they mean it. For educators who seek an even deeper dive into this subject, Charlie will also present a follow-up workshop from 1:45 pm to 3:00 pm.

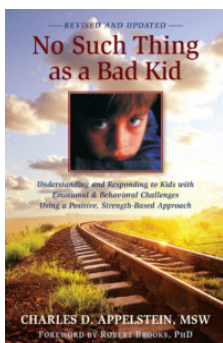
About Charlie Appelstein, M.S.W

Youth care specialist Charlie Appelstein, M.S.W., President of Appelstein Training Resources, LLC (ATR) provides expert strength-based training, consultation, publications, CDs, and DVDs for individuals and groups who work with children and youth experiencing emotional and behavioral challenges. Described as “the best youth care trainer in America” by Robert Lieberman, former president of the American Association of Children’s Residential Centers, Charlie has devoted his entire adult career to helping children and youth struggling with emotional and behavioral challenges and those who guide them. An engaging, informative, and humorous speaker, Charlie is the author of three critically acclaimed books on youth care and the creator of two innovative CDs that helps kids and parents make better choices and lead happier lives. Charlie’s strength-based approach delivers a message of hope and possibility to our most vulnerable youth and those who shape and influence their lives.



Enjoy a FREE copy of *No Such Thing as a Bad Kid!*

Understanding and Responding to Kids with Emotional and Behavioral Challenges Using a Positive, Strength-Based Approach Revised and Updated Edition
by Charles D. Appelstein, MSW



The first 350 participants in the 2019 SouthCoast SEL Summit will receive a complimentary copy of *No Such Thing as a Bad Kid*. Written primarily for professionals and volunteers who guide kids with emotional and behavioral challenges, the revised edition of *No Such Thing As a Bad Kid* is packed with positive, trauma-informed, strength-based principles and techniques that help child-guiders to develop powerful and transforming relationships with the kids they guide. This empowering handbook opens by portraying misbehavior as a call for help. It then guides the reader through “decoding” the message and, via hundreds of hands-on tips, sample dialogues, and inspiring anecdotes into research-backed approaches for revolutionizing interactions with kids at risk. The book is all about changing the negative mindsets many kids harbor and giving them hope for better days. Even parents of children not at risk will benefit from this book.

8:45 AM - 10:00 AM SESSIONS

■ ■ **A1 - A Place for All to Learn: Creating Safe, Inclusive Schools for Transgender & Non-Binary Students**

Christina Whittlesey, Chelmsford Public Schools

Recent research data illustrate that transgender and non-binary students are at extremely high risk not only for failure in schools, but also for self-harm and suicide. Within this context, educators may want to support these students in their classrooms but are unsure of how to do so. This session will empower participants to create supportive environments for transgender and non-binary students in K-12 schools by providing educators with an understanding of issues that their transgender and non-binary students face, giving them practical tools with which to support a safe and supportive environment for all students, regardless of gender, and addressing ways that they can implement these tools in their classrooms immediately. As a result of this training, participants will be able to: 1) define and use vocabulary related to gender identities; 2) discuss issues that transgender and non-binary students face in schools; 3) identify appropriate practices to support transgender and non-binary students in K-12 schools; 4) demonstrate appropriate pronoun use; and, 5) apply specific approaches to support transgender and non-binary students in their schools.

■ **A2 - A Roadmap to Building Awareness and Putting into Action SEL in Schools**

Jeanne Baskin, Social Success In Schools

Implementing social-emotional learning into your school can feel like an overwhelming task. This most often happens because there are so many pieces involved it can be hard to envision what it should look like when it finally comes together. In this informative and inspiring presentation, we will help participants to un-jumble the schoolhouse by providing a user-friendly roadmap of the sequential steps to fully implementing SEL with integrity, efficacy, and sustainability. We want schools to feel empowered to put SEL into action without feeling like one more thing on their plates. Providing quality SEL professional development to stakeholders is a critical component to the implementation process. This training will guide leaders in SEL on how best to support their staff in moving from awareness into action in their classrooms. Participants can expect to be entertained and engaged during this training with a presentation that gets right down to the meat and potatoes of what's most important to begin or deepen your journey to educating the whole child. As a bonus, participants will also take away from this training a strategy to put a school-wide common language into action immediately upon returning to their classrooms.

■ **A3 - ACEs, Trauma, and Resilience: Addressing Needs and Building Capacity in Early Childhood**

Molly Rose Arp-Sandel, Kennedy-Donavan Center & Stephanie Silva, UMASS Boston

This workshop will provide an overview of the Adverse Childhood Experiences (ACEs) research and its results, framing our conversations around creating and incorporating trauma-informed care into our practice with children and families. We will discuss the impact of childhood trauma, and the importance of providing trauma-informed care, with particular attention paid to building resilience factors and developing educator self-care skills. Trauma affects all types of care providers, such as parents, grandparents, foster parents, educators, early intervention providers, and the children we support. The complex needs of a traumatized population requires collaboration among public health officials, medical professionals, educators, social workers, and mental health professionals, among others. This workshop is designed for participants working in early childhood settings, or with children 0-8, and with all levels of experience. This workshop is a presentation that will include PowerPoint, handouts, discussion questions, and large group activities. Throughout this workshop, participants will be encouraged to reflect upon their practice and the challenges of working with traumatized populations while caring for

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themselves. They will develop plans for supporting their own wellness and resilience, and they will leave with knowledge of the impact of early childhood trauma on children, parents, early childhood professionals, and society, along with resources to integrate evidence-based, trauma-informed care (Bartlett, Smith, & Bringewatt, 2017) into their practice.

■ **A4 - Building Social Emotional Competencies by Talking about Race & Racism**

Lani Blechman, Fort River Elementary School Amherst, MA

The good news: the books that we have to work with, more and more, reflect the lived experiences and the identities of all our students—and not just through historical fiction! From picture books to YA novels, representations of our students and their Black, refugee, Puerto Rican, mixed race, etc. lives are more readily available. This workshop focuses on empowering our marginalized students, particularly students of color, as learners through building K-12 classroom communities that see, discuss, and challenge racism. But how do we empower our students to have the language and understanding to talk about race and racism without hurting each other? How do we celebrate the cultures and communities in our classroom without tokenizing our students? When do we ‘correct’ what our students are saying and when do we let the conversation that needs to happen, happen? Can my school community understand the need for a students of color-only book club? What do I do when my students say, “This book is racist!”? Participants will learn and practice dialogue skills, share best practices for bringing all students into the conversation about race and racism, strategize on how to build support of and navigate push back from white community members, and build the classroom climate that we need: empowered students of color who see themselves reflected in our classrooms, in our books, and in the leadership of our communities.

■ **A5 - Building Trust through Classroom Culture, Language, & Engagement**

Jennifer Curtis, Hanover Middle School, Language-Based Teacher (grades 7 & 8)

The mission of this forum is to create a classroom which is a welcoming space by looking at physical layouts, personalized connections, trust building and engagement and, when necessary, how to take a deep breath and offer an apology. This presentation will be part discussion, part shared experiences (at individual tables and as a whole) and sharing best practices around the room. This is an opportunity to facilitate a rich discussion about necessary boundaries while still being transparent, stepping closer to students who create a difficult atmosphere, and facilitating options to create safety for the entire population. It is an opportunity to learn from colleagues and deepen our practice. Discussion will include cultural components in a classroom – what routines create safety for students for self-expression in a safe space? As leaders, how can we make language adjustments to ensure that we are opening lines of communication and not closing them? How can we step closer to students with whom we may struggle, and, most importantly, how do we develop trust and create engagement? Participants may expect to engage in open dialogue with tablemates and within the group (at their comfort level) to discuss shared experiences, lessons learned within the structure of increasing social/emotional security in a classroom, and to leave with additional shared best practices and strategies easily implemented and requiring little to no prep.

■ **A6 - Collaborative and Proactive Solutions: Working with Behaviorally Challenging Children**

**Lindsey Jacobs, Nationally Certified School Psychologist
and Social Emotional Learning Coach for Weymouth Public Schools**

Collaborative and Proactive Solutions (CPS), formerly known as Collaborative Problem Solving, is an evidenced-based, empirically supported approach for understanding and improving behavior in children and adolescents.

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The approach, originated by Dr. Ross Greene and outlined in his books “The Explosive Child,” “Lost at School” and “Raising Human Beings,” is based on the simple philosophy “Kids do well if they can.” This workshop will introduce the model, including a new understanding of behavior based in research over the last 50 years in the field of child psychology.

■ ■ **A7 - Commercial Sexual Exploitation of Children (CSEC) 101**

Stephanie Joyal, Children’s Advocacy Center of Bristol County

CSEC (human trafficking) is a type of child sexual abuse and the CAC manages the case coordination for all reported CSEC cases in Bristol County. The average age of entry into the sex industry is between 11-14 years old. It is essential that Middle School and High School personnel are skilled in recognizing and responding to cases of CSEC in our community. The identification of CSEC victims is crucial to ensure that these victims receive the appropriate supports and services. Youth who have been commercially sexually exploited come with unique needs that require these cases to be handled differently than youth who have experienced traditional child sexual abuse. The goal of this lecture style training is to assist youth serving professionals in effectively identifying and responding to suspicions of CSEC. Training topics include defining CSEC, the nature and frequency of CSEC, identifying risk factors for victimization, recognizing indicators that a youth is a CSEC victim and aims to equip adults with an understanding of mandated reporting laws and their role as a first responder to suspected CSEC.

■ **A8 - Keep Calm and Carry On:**

Using Mindfulness to Manage Stress for Early Childhood Educators

Linda Price, Minding Your Mind

Early Childhood Educators experience unique stressors in their role. With that in mind, participants are introduced to the concept of mindfulness to manage stress and anxiety and improve focus and wellbeing. Participants will learn about formal and informal mindfulness practices, the neuroscience behind mindfulness, the positive impacts of the relaxation response on the body and mind. Participants are invited to try a variety of mindfulness-based activities throughout the workshop to enhance their self-care practice and develop a toolbox to be used throughout the school day (and beyond!).

■ **A9 - Navigating the Social Emotional Maze with Traumatized Youth**

**Christine Piltzecker, MA/CAGS The Attachment Institute of New England
and the Institute for Trauma and Healing**

According to the World Health Organization in June 2019, it is estimated that up to 1 billion children aged 2–17 years, have experienced physical, sexual, or emotional violence or neglect in the past year. These children at some point are then placed into the school setting where the expectations for positive social engagement and learning is high and faced paced. Because of many of the experiences that these children have had, many are functioning from a much younger place than what they present to those around them (10- year old but acts more like a 6-year old). This creates patterns of difficult social interactions and broken friendships that follow them as they continue to grow and develop. All of these struggles are challenges for the child as well as for those in the schools who are trying to support them both academically and socially. Building a socially aware environment in the school is a step in helping the traumatized child heal and move forward. Learning sensitive ways to interact with the child that has a different and often challenging history, helping other students build relationships with the child and providing the child themselves with ways to discuss feelings and build relationships all help the child gain competence and succeed. Participants choosing this presentation should come prepared to learn about how trauma impacts the child and their perceptions of the world around them and more directly, how it effects their social emotional functioning and how to help support the child and those around them. Additionally, we will discuss strategies to help support healing and growth in the school setting.

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■ **A10 - Preschool Problem-Solving**

Traci Glynn, Educator

Do you sometimes feel more like a referee than a preschool teacher? So much classroom time is spent solving social conflict rather than teaching and playing. Explicit and indirect teaching of social emotional concepts are critical components to early childhood curriculum, ultimately affecting a child's overall development and learning. During this presentation, we will review the challenging behaviors many preschoolers present each day. The focus will be on strategies which promote positive relationships and increase independence in social areas including problem solving, sharing, taking turns, and self-regulating emotions. Behavior is a child's first language and participants will walk away with a better understanding of what message a child may be trying to send. Other key discussion points include maintaining a positive classroom environment including rules and routines, effectively using visuals to promote positive social interactions, and connecting and reinforcing appropriate expression of feelings and emotions through children's literature and activities. Participants will leave with several strategies and ideas to add to their problem-solving kits including visuals that help foster independent conflict resolution.

■ **A11 - Recess Time:**

Supporting Early Elementary Students' Problem-Solving Skills At Recess

Megan Ring, Newton Public Schools

Recess is a time of day that many elementary students look forward to. It is an opportunity for children to connect with peers in an unstructured setting. Though upon picking their classes up from recess, teachers can often be met with a chorus of complaints and concerns from students such as, "She pushed me!" and "He said I couldn't play their game." During this session, teachers will learn how to support students in strengthening their relationships with peers as well as how to help students effectively problem solve with others. Different problem-solving protocols will be reviewed. Together, the group will discuss common recess concerns and how to help students manage these problems. By the end, participants will leave with effective and practical strategies to support their class's recess time.

■ **A12 - Responding to Trauma:**

Arriving at a New Understanding of Children and Youth Behaviors

Jimmy Owens, LICSW, NorthStar Learning Centers, Inc.

Far too many children and youth have experienced trauma, including exposure to violence, abuse or neglect, loss of a loved one, or other frightening experiences. The resulting traumatic stress can affect their brains, bodies, emotions and behavior in ways that interfere with their learning and can be challenging to understand and manage. This workshop discusses how to recognize the signs of trauma and how to respond sensitively to the needs of the children and youth who have been traumatized. Workshop outline: a.) Provide an overview on the impact of trauma on student behavior and learning and recognizing its effects – review 12 Core Concepts for Understanding Traumatic Stress Responses in children and families b.) Recognize the prevalence of trauma in children as well as trauma histories of many parents c.) Learn how to respond to trauma and avoid triggering re-traumatization d.) Support all children and youth to feel safe- physically, socially, emotionally and academically – e.g. recognize that a child/youth is going into survival mode and respond in a kind, compassionate way e.) Address children/youth needs in holistic ways, taking into account their relationships, self-regulation, physical and emotional well-being f.) Embrace teamwork with a sense of shared responsibility g.) Anticipate and adapt to the every changing needs of children/youth and the surrounding community h.) Identify "secondary traumatic stress" and learn strategies for taking care of YOU.

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■ ■ ■ **A13 - Responsive Classroom for Specialist Teachers**

Victoria Arons, Letourneau Elementary School, Fall River, MA

Becky Jontos Silvia Elementary School, Fall River, MA

Discover how to seamlessly blend the powerful practices of Responsive Classroom into your daily teaching of Music, Art, Physical Education, Computers, Library or other Specialist subject. Primarily for grades K-8, this course will provide teachers with practical strategies, tips, charts, planners, examples, and more from experienced teachers who use Responsive Classroom practices every day. Through presentation and interactive learning structures we'll focus on how to: 1.) Open and close each period in calm, orderly ways 2.) Set students up for success with skills, rules, and routines 3.) Use positive teacher language to help students meet expectations and develop confidence 4.) Engage students more deeply in your special area content 5.) Reduce off-task behavior so students spend more time learning.

■ **A14 - Social Emotional Teaching Strategies**

**Stacey L. Gay, MS in Counseling Psychology, Program Director of
JRI's Early Childhood Mental Health and Consultation Program**

This training focuses on identifying and utilizing appropriate teaching strategies to assist children with their social emotional development. The notion of identifying teachable moments is examined and its importance is emphasized. The social emotional teaching areas that are explored include: friendship skills, emotional literacy, emotional regulation, controlling anger and impulse, and problem-solving. Examples of activities are also provided to facilitate further teaching in these critical areas. It is the goal of this workshop that Early Childhood Professionals who participate in the training will walk away with a better understanding of importance of teaching social emotional skills to young children and be able to identify teachable moments and strategies.

■ **A15 - The CALMM Classroom: Mindfulness for K-5**

Lissa Williams, Needham Public Schools

This workshop is aimed at elementary school teachers but can be modified for middle and high school aged students. It will include lecture, group discussions, and hands-on activities. It will provide participants with tools and strategies that they can take back and use in their classrooms immediately. It's no secret that our world has become inundated with information. Stimulation is everywhere we look, from screens, to news, to advertising, and more. Unfortunately, children aren't immune to this constant inundation of information. In the classroom, they continue to be bombarded by test prep, district initiatives, social expectations, and more. Mindfulness is a lifestyle that helps students to calm their minds, reduce anxiety, and helps them to be more present. In this workshop, we will discuss the biology of the brain and how the various areas of the brain play different parts in shaping behavior. We will review and practice the five pillars of a CALMM Classroom: Conscious CONTACT, Positive AFFIRMATION & self-talk, LOCOMOTION, MEDITATION, and METACOGNITION. During the "hands-on" portion of the workshop, participants will be introduced to meditation through the "calm.com" app and we will discuss implementing "Mindful Minutes" in the classroom. Participants will participate in a movement related activity and we will then discuss the use of positive affirmations and self-talk. Participants will be provided with a list of affirmations to use in the classroom with students. Finally, we will take a moment to reflect on our experience in the workshop.

■ **A16 - Understanding and Managing Behavior in Young Children**

Kelly Rodriguez, MSW, LCSW, CCLS, Early Childhood Consultation

It has been said that knowledge is power, and this is especially true when it comes to children and managing their behavior. Through this workshop early childhood professionals will obtain a better understanding of why children behave a certain way as well as gain effective tools and strategies to manage challenging behavior in

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young children. If you are a teacher, caregiver, or provider who finds yourself constantly thinking “Why does she/he do that?” – this workshop is for you!

■ **A17 - Vicarious Trauma: Preventing, Recognizing, and Responding to Symptoms within Ourselves**

Jessica Koslouski, Boston University, Wheelock College of Education & Human Development & Kristabel Stark, Boston University, Wheelock College of Education & Human Development

This hands-on workshop introduces educators to the topic of vicarious trauma, whereby teachers (and other helping professionals) experience symptoms of traumatic stress (e.g., hyperarousal, disconnection, hopelessness) due to their work with trauma survivors. Vicarious trauma can lead to burnout and attrition among teachers. After providing psychoeducation on trauma and vicarious trauma, this workshop will introduce PreK-12 educators to six types of self-care strategies: physical, emotional, spiritual, financial, social, and intellectual. Educators will have opportunities to share their experiences with peers and to develop a prevention plan for themselves. This workshop aims to provide resources to empower teachers to improve their own well-being, support colleagues, and remain in their chosen field.

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■ ■ **B1 - Best Practice for Recognizing and Responding to Child Abuse** **Stephanie Joyal, Children’s Advocacy Center of Bristol County**

This session will prepare youth serving professionals for a best practice response to ensure the safety of the child as well as an efficient and effective investigation when there is suspicion of child abuse. Often educators find themselves unsure of what to do next when a child discloses abuse. This session offers specific steps for both responding to the child as well as navigating the reporting process to both school administrators and agencies with investigative responsibilities (Law Enforcement and DCF). Massachusetts law requires mandated reporters to file an oral report immediately when they believe a child under 18 is suffering from abuse or neglect. A written report is required within 48 hours. Training topics include mandated reporting laws, recognizing signs/symptoms, myths and facts of child abuse, best practices in responding to disclosures of abuse including minimal facts interviewing techniques. Participants will learn about the role of Children’s Advocacy Centers and the multi-disciplinary team response to child abuse, gain knowledge of the varying aspects of child abuse and increased ability to recognize abuse, and gain an increased understanding of Massachusetts mandated reporting laws. The information offered in this session is intended for staff working with children at all grade levels.

■ **B2 - Can Developing Relationships with Students of Color Make a Difference in Students Learning Content?**

Joseph Fails, Fails Educational Consultant

Explore how culturally relevant pedagogy can benefit students in your classroom. Christopher Emdin has explored the use of culturally relevant pedagogy in schools and has written about it as a crucial way to meet each student on his or her own cultural and emotional turf, which he believes can play a significant role in helping them to be successful in school. According to Emdin, instead of seeing the students as equal to their cultural identity, cultural relevance sees students as individuals influenced by their cultural identity. Emdin believes the teacher should not make assumptions about the student’s interest or their abilities based on stereotypes or

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preconceived notions of who they are because of their racial or ethnic background. Findings showed a significant relationship between students of color and their teachers skilled in culturally relevant pedagogy, which translated into academic growth. This workshop will require each of us to become comfortable with who we are and how society portrays us, which may place us in an uncomfortable light at times. This workshop is designed to help us grow more comfortable with who our students are.

■ **B3 - Collaborative and Proactive Solutions: Working with Behaviorally Challenging Children**

**Lindsey Jacobs, Nationally Certified School Psychologist
and Social Emotional Learning Coach for Weymouth Public Schools**

Collaborative and Proactive Solutions (CPS), formerly known as Collaborative Problem Solving, is an evidenced-based, empirically supported approach for understanding and improving behavior in children and adolescents. The approach, originated by Dr. Ross Greene and outlined in his books “The Explosive Child,” “Lost at School” and “Raising Human Beings,” is based on the simple philosophy “Kids do well if they can.” This workshop will introduce the model, including a new understanding of behavior based in research over the last 50 years in the field of child psychology.

■ ■ **B4 - Get Up Out of Your Seat: Strategies for Using Picture Books to Engage Students in SEL Learning**

Lani Blechman, Fort River Elementary School, Amherst, MA

To engage and learn, many of us and most of our students need to get up out of our seats. We need to move. Our early education and elementary students want to experience SEL learning in their bodies, hearts, and minds. Contrary to popular belief, picture books are not made for sitting around. In this workshop, you will use picture books to practice different teaching strategies that employ multi-modal, kinesthetic and theater-based learning. Picture books have long been used as an instructional tool at the elementary level, which may be why many mistake the format for ‘easy readers’. But our early ed and elementary pre- and developing readers often need advanced skills to access the content, which is where your teaching comes in. Your students want to engage in the tough SEL learning, grappling with the experiences that our culture makes it hard to talk about or explain in developmentally appropriate ways (mental health, racism, etc.). Picture books can be didactic, explicitly teaching the social emotional skills that we need our students to access. Picture books can be illustrative, giving students a glimpse into the experiences that they see or hear about in our communities (teaching empathy) and giving other students a reflection and validation of their own experiences (teaching resilience). Come to grow your skills for using picture books to maximize engaged and active learning. You will participate in learning activities that you can replicate in your classroom and peruse and share picture books that teach empathy and resilience.

■ **B5 - Keep Calm and Carry On: Using Mindfulness to Manage Stress for Early Childhood Educators**

Linda Price, Minding Your Mind

Early Childhood Educators experience unique stressors in their role. With that in mind, participants are introduced to the concept of mindfulness to manage stress and anxiety and improve focus and wellbeing. Participants will learn about formal and informal mindfulness practices, the neuroscience behind mindfulness, the positive impacts of the relaxation response on the body and mind. Participants are invited to try a variety of mindfulness-based activities throughout the workshop to enhance their self-care practice and develop a toolbox to be used throughout the school day (and beyond!).

■ ■ B6 - Recess Time:

Supporting Early Elementary Students' Problem-Solving Skills at Recess

Megan Ring, Newton Public Schools

Recess is a time of day that many elementary students look forward to. It is an opportunity for children to connect with peers in an unstructured setting. Though upon picking their classes up from recess, teachers can often be met with a chorus of complaints and concerns from students such as, "She pushed me!" and "He said I couldn't play their game." During this session, teachers will learn how to support students in strengthening their relationships with peers as well as how to help students effectively problem solve with others. Different problem-solving protocols will be reviewed. Together, the group will discuss common recess concerns and how to help students manage these problems. By the end, participants will leave with effective and practical strategies to support their class's recess time.

■ ■ B7 - SEL Action Planning System

Nate Shockley, Coaching for Change

Principals and teachers are looking to reduce suspensions, office referrals and loss of instruction time. They have identified student behavioral challenges and a lack of motivation as a growing need for support. While there are a lot of SEL strategies and restorative justice best practices in the marketplace, very few offer opportunities for teachers and administrators to tailor these practices and strategies to meet the unique needs of each teacher, classroom, and building. Coaching4Change does not train on more strategies to implement. We focus on helping teachers build a continuous SEL action planning system that enables them to evaluate practice, monitor outcomes, and adjust practice/strategies based on student needs in real-time. We understand teachers have a lot on their plate already. So, we are focused on helping them integrate strategies into daily activities while creating learning environments where students thrive. We know teachers have the biggest impact on student achievement. C4C is focused on helping teachers experience small successes which enable them to take more ownership of implementing and adopting strategies they are learning to better connect with students and build powerful relationships that change children's lives.

■ B8 - Social & Emotional Morning Meetings

Sara Wright, Educator

Morning Meeting is the epicenter for social emotional learning. In this workshop participants will participate in designing several mock morning meetings designed for elementary children. The presenter will demonstrate relevant, targeted, and effective strategies for integrating social emotional learning through Morning Meetings in the elementary classroom. She will demonstrate how this will set the tone for the day/week/month/year! Participants will learn how to target behaviors and write specific objectives for their upcoming Morning Meetings. With these objectives, participants will be prepared to implement valuable Morning Meetings which address their student's social and emotional needs, setting them up for a successful class/day all year long!

■ B9 - Social and Emotional Learning for Educators

Carol Radford, Mentoring in Action

How can we teach our students SEL skills when we are often overworked and feeling stressed? In this interactive session participants will learn the skills vital to adult SEL success, rate their SEL strengths, and reflect on why it is important to focus on the adults to build an SEL culture. Using current research, videos, and mindfulness practices participants will experience practical strategies that can be easily integrated into a busy day. Social and emotional learning is not just for our students, it is for all members of the school community.

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■ **B10 - Supporting Young Children in the Face of Trauma**

**Stacey L. Gay, MS in Counseling Psychology, Program Director of
JRI's Early Childhood Mental Health and Consultation Program**

We often see children who are acting out, hurting others, endangering themselves or displaying odd behaviors that don't seem to make sense. This training is designed to provide participants with a general knowledge of signs and symptoms that are often associated with trauma. A broad overview of the types of traumatic events that affect children are reviewed. The goal is that participants will walk away with a better understanding of the complex nature of trauma and the way it can affect a child's social, emotional and cognitive development as well as brain development. The workshop is geared to Early Childhood Professionals.

■ **B11 - Teaching Values with Rules: An SEL approach to Classroom Management**

Susan Barry, Norwood Public Schools

During this workshop, teachers will be presented with strategies that integrate social-emotional learning with classroom management. Participants will examine the CASEL model of Social-Emotional development and examine ways to build the SEL philosophy into practical management techniques. We will explore both print and online resources (videos) that relate to creating a positive, safe, respectful and stress-free classroom for both the teacher and students. We will also take a quick tour of Class Dojo, an engaging online mindfulness/classroom management tool.

■ **B12 - The CALMM Classroom: Mindfulness for K-5**

Lissa Williams, Needham Public Schools

This workshop is aimed at elementary school teachers but can be modified for middle and high school aged students. It will include lecture, group discussions, and hands-on activities. It will also provide participants with tools and strategies that you can take back and use in your classrooms immediately. It's no secret that our world has become inundated with information. Stimulation is everywhere we look, from screens, to news, to advertising, and more. Unfortunately, children aren't immune to this constant inundation of information. In the classroom, they continue to be bombarded by test prep, district initiatives, social expectations, and more. Mindfulness is a lifestyle that helps students to calm their minds, reduce anxiety, and helps them to be more present. In this workshop, we will discuss the biology of the brain and how the various areas of the brain play different parts in shaping behavior. Following that discussion, we will review and practice, the five pillars of a CALMM Classroom: Conscious CONTACT, Positive AFFIRMATION & self-talk, LOCOMOTION, MEDITATION, and METACOGNITION. During the "hands-on" portion of the workshop, participants will be introduced to meditation through the "calm.com" app and we will discuss implementing "Mindful Minutes" in the classroom. Participants will participate in a movement related activity and we will then discuss the use of positive affirmations and self-talk. Participants will be provided with a list of affirmations to use in the classroom with students. Finally, we will take a moment to reflect on our experience in the workshop.

■ ■ **B13 - Using Academic Choice to Build Community and Increase Student Engagement**

Becky Jontos, Silvia Elementary School, Fall River, MA

Participants will be introduced to the who, what, when, where, why, and how of using Academic Choice. This session is meant for any K-12 educator who is looking to maximize students' learning, help them develop self-efficacy, and build a stronger learning community. This session will feature both presentation and small group discussions. In this workshop, we will go through the three-phase process completed by students to be successful

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with academic choice: planning, working, and reflecting. We will look at a variety of menu and choice boards as an option for setting up academic choice. Participants will also have an opportunity to work in small groups of similar content or age group to both watch an example and brainstorm possibilities for their own classrooms. Participants will leave with a practical understanding of how to plan and implement academic choice.

■ B14 - Vicarious Trauma:

Preventing, Recognizing, and Responding to Symptoms within Ourselves

Jessica Koslouski, Boston University Wheelock College of Education & Human Development

Kristabel Stark, Boston University, Wheelock College of Education & Human Development

This hands-on workshop introduces educators to the topic of vicarious trauma, whereby teachers (and other helping professionals) experience symptoms of traumatic stress (e.g., hyperarousal, disconnection, hopelessness) due to their work with trauma survivors. Vicarious trauma can lead to burnout and attrition among teachers. After providing psychoeducation on trauma and vicarious trauma, this workshop will introduce PreK-12 educators to six types of self-care strategies: physical, emotional, spiritual, financial, social, and intellectual. Educators will have opportunities to share their experiences with peers and to develop a prevention plan for themselves. This workshop aims to provide resources to empower teachers to improve their own well-being, support colleagues, and remain in their chosen field.

■ B15 - What is the Pyramid Model?

Maura Letourneau, Early Childhood Consultant, Pyramid Model Consortium Trainer and Coach, Child's Express Childcare, Inc.

This workshop will provide attendees with an overview of the Pyramid Model framework. These evidence-based practices for promoting young children's healthy social and emotional development are being implemented through several initiatives throughout the state at this time. The Pyramid Model is a tiered public health approach to providing universal supports to all children to promote wellness, targeted services to those who need support and intensive services to those who need them. This workshop will highlight the work of the Fall River Public Schools school-wide implementation of Pyramid Model. Additional resources will be provided for agencies, programs and classroom teachers who would like to learn more about Pyramid Model Practices.

■ B16 - Yoga and Mindfulness Strategies For The K-5 Classroom

Eve Costarelli, Always Be Dancing: Yoga & Flamenco For Every/Body

Mindfulness and yoga, which is mindfulness-in-motion, reduce stress, build strength and flexibility and promote imitation, playfulness and positive social interaction. For all children, a mindful classroom offers strategies to control difficult emotions and it encourages focus and a calm state of being. Mindfulness is especially important for special education classroom as these students often have severe issues regulating their emotions, have weak muscle tone or limited mobility and often have repetitive behaviors that distract them from the present moment. Yoga is a perfect form of mindfulness as it lends itself to multiple modalities by combining visual, auditory, kinesthetic and tactile learning. Yoga breaks include activities for strength, flexibility and balance not only for the physical body but for the intellectual, emotional and energetic bodies too. Unlike many physical activities, yoga is accessible to all students and is an easily modifiable so that the whole class can participate. In this workshop, participants will learn breathing practices to help bring inner focus, short yoga breaks to pep-up or cool-down your students, and other applied practices such as arts & crafts, games and curriculum tie-ins. Through a clear, straightforward framework, participants will gain the confidence and skills to effectively implement mindfulness-based activities, specially chosen for their suitability for the typical classroom space and schedule. These basic strategies are easy for teachers, students, parents and therapists to use, and help to create a more harmonious, learning-friendly school day. This class is aimed at the grades K-5.

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■ **C1 - Using a Positive Trauma-Informed, Strength-Based Approach with Students Struggling with Emotional and Behavioral Challenges and Creating a Positive, Strength Based Culture in Every School. Part II**

**Charlie Appelstein, Author, Youth Care Specialist and
President of Appelstein Training Resources, LLC**

Described as the “best youth care trainer in America” by Robert Lieberman, former president of the American Association of Children’s Residential Centers, Charlie has devoted his entire adult career to helping children and youth struggling with emotional and behavioral challenges and those who guide them. An engaging, informative, and humorous speaker, Charlie is the author of three critically acclaimed books on youth care and the creator of two innovative CDs that help kids and parents make better choices and lead happier lives. Charlie’s strength-based approach delivers a message of hope and possibility to our most vulnerable youth and those who shape and influence their lives.

■ **C2 - Introduction to the MA Standards for Pre-K and K Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL)**

Holly Hargraves, Laliberte Elementary School, Bridgewater-Raynham School District

This interactive course provides an overview of the Standards and will include small and large group activities, videos and vignettes. Participants will gain a familiarity of the SEL/APL standards as well as ideas for supporting, implementing and assessing.

■ **C3 - Being Fair Means Everyone Gets What They Need: SEL in the Early Childhood Classroom**

Ruth Allen, Dracut Teachers Association

According to the Collaborative for Academic, Social and Emotional Learning (CASEL), social and emotional learning is the process through which children learn to understand and manage their emotions, feel and show empathy for others, as well as establish and maintain positive relationships and grow into adults who make responsible decisions. When early childhood educators establish an environment where this approach is embraced, children flourish. In this workshop, we will explore strategies being implemented in an integrated preschool program. There will be time for discussion for everybody in the room to share tips and techniques about what works for them.

■ **C4 - Best Practice for Recognizing and Responding to Child Abuse**

Stephanie Joyal, Children’s Advocacy Center of Bristol County

This session will prepare youth serving professionals for a best practice response to ensure the safety of the child as well as an efficient and effective investigation when there is suspicion of child abuse. Often educators find themselves unsure of what to do next when a child discloses abuse. This session offers specific steps for both responding to the child as well as navigating the reporting process to both school administrators and agencies with investigative responsibilities (Law Enforcement and DCF). Massachusetts law requires mandated reporters to file an oral report immediately when they believe a child under 18 is suffering from abuse or neglect. A written report is required within 48 hours. Training topics include mandated reporting laws, recognizing signs/symptoms, myths and facts of child abuse, best practices in responding to disclosures of abuse including minimal facts interviewing techniques. Participants will learn about the role of Children’s Advocacy Centers and the multi-disciplinary team response to child abuse, gain knowledge of the varying aspects of child abuse and increased ability to recognize abuse, and gain an increased understanding of Massachusetts mandated reporting laws. The information offered in this session is intended for staff working with children at all grade levels.

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■ C5 - Building Body-based Emotional Intelligence

Christopher Spicer, Integral Guesthouse

For teachers, therapists, counselors, coaches. As teachers of social-emotional learning, it's essential that we do our own emotional practice. Even when we're typically functioning reasonably well, there's often an undercurrent of "running" that we are good at ignoring, or pretending isn't "a problem." What if this, or more overt unpleasantness was a gateway for finding strength, and even humor, in your daily life? Join us in this experiential introduction to a central foundation of emotional intelligence – the somatic psychotherapy of Core Energetics. Chris brings his experience with Core to explore where we get stuck, how to work with those places, and reveal the locked-up power and truth that we all have on the other side. We'll explore the basics of a somatic approach to working with the classic challenging emotions like anger, fear, and sadness. We'll look at our tendency to point the finger of blame at others - which often ensures the same old patterns. And we'll explore strategies to break those patterns: ways to look at and change the part we play in the conflicting relationships of our world (really, the only part we have control of). What you'll learn: 1.) A sharper understanding of why you lose your way, or repeat the same old conflicts. 2.) Building awareness of our body wisdom and its part in guiding how we can "partner" with our emotions. 3.) Body-based practices for staying more grounded and centered, key for building emotional intelligence and shifting the way we encounter conflict.

■ C6 - Can Developing Relationships with Students of Color Make a Difference in Students Learning Content?

Joseph Falls, Falls Educational Consultant

Explore how culturally relevant pedagogy can benefit students in your classroom. Christopher Emdin has explored the use of culturally relevant pedagogy in schools and has written about it as a crucial way to meet each student on his or her own cultural and emotional turf, which he believes can play a significant role in helping them to be successful in school. According to Emdin, instead of seeing the students as equal to their cultural identity, cultural relevance sees students as individuals influenced by their cultural identity. Emdin believes the teacher should not make assumptions about the student's interest or their abilities based on stereotypes or preconceived notions of who they are because of their racial or ethnic background. Findings showed a significant relationship between students of color and their teachers skilled in culturally relevant pedagogy, which translated into academic growth. This workshop will require each of us to become comfortable with who we are and how society portrays us, which may place us in an uncomfortable light at times. This workshop is designed to help us grow more comfortable with who our students are.

■ C7 - Inclusive Practices at the Middle School Level

Derek Lakey, Fall River Public Schools

Within a diverse school system and a diverse population of students, small subgroups can sometimes be excluded. This session will provide an overview of strategies used at one Fall River urban middle school to build relationships with a challenging, trauma-sensitive, and social-emotionally fragile population.

■ C8 - Indirect Victims of the Crisis:

Educational Consequences for Children of Opioid Using Parents

Jessica Koslouski, Boston University Wheelock College of Education & Human Development
Dr. Michelle Porche, Boston University Wheelock College of Education & Human Development
The rate of opioid-related deaths has risen dramatically since 2000; Massachusetts' rate is twice that of the national rate (Vance & Schuster, 2018). The less spoken about victims of the current opioid epidemic are children: born drug dependent, living with substance using parents or removed from their homes for the same reason, and/or

1:45 PM - 3:00 PM SESSIONS

mourning the death of a parent or loved one due to overdose. Students who exhibit challenging behaviors in the classroom may in fact be experiencing symptoms related to parental substance use. This workshop will discuss the educational impacts of these stressors in students' lives. Brain science will be presented in an accessible manner to help teachers understand what is occurring internally for students enduring these circumstances. Educators will have opportunities to share learning needs and behaviors they have observed when working with these students. Next, evidence-based teaching strategies will be shared so that teachers can optimize learning for students impacted by parental substance use. Illustrative case examples will be used throughout the workshop. Teachers will be provided with a note-taking handout and a list of online psycho-educational resources to promote engagement and ongoing learning. The workshop will conclude with a goal setting activity, in which educators are asked to set realistic and attainable goals of implementing acquired strategies in their classrooms. Small and large group discussion, as well as opportunities for questions and answers, will be a part of this presentation.

■ C9 - Providing Effective Professional Development to School Communities on SEL and Behavioral Health

Sheila Denney, Boston Children's Hospital and Molly Jordan, Boston Children's Hospital

For seventeen years, Boston Children's Hospital Neighborhood Partnerships Program (BCHNP) has provided comprehensive behavioral health services to partnering schools in Boston. In September 2015, BCHNP, in partnership with Boston Public Schools (BPS), launched a new arm of our program to focus on training and consultation. The Training and Access Project (TAP) is a new model embedded in existing efforts within BPS. A cornerstone of this project has been providing high quality professional development as it is key in building a school's capacity to address social, emotional, and behavioral health. TAP's workshops engage participants by utilizing different methods to promote learning: group activities, small and large group discussion, didactic presentations, opportunities to network, and time to plan strategies for bringing information back to the whole school. The trainings consist of a blend of theory and practice and include ideas for increasing self-awareness, family engagement, cultural responsiveness, and concrete tools. They are structured to incorporate a combination of evidence-based practices, practical tools that can be adapted, evaluation, and follow-up. This session will share an example needs assessment, sample training content, activities, and incorporate free online learning tools developed by Boston Children's Hospital featuring interviews with educators that can be used at their schools. Participants will be invited to discuss with each other how these strategies can be used for professional development in their schools, share practices with others, and plan for adaptations to their settings. Discussion about follow-up and planning for sustainability will also be included.

■ C10 - Social & Emotional Morning Meetings

Sara Wright, Educator

Morning Meeting is the epicenter for social emotional learning. In this workshop participants will participate in designing several mock morning meetings designed for elementary children. The presenter will demonstrate relevant, targeted, and effective strategies for integrating social emotional learning through Morning Meetings in the elementary classroom. She will demonstrate how this will set the tone for the day/week/month/year! Participants will learn how to target behaviors and write specific objectives for their upcoming Morning Meetings. With these objectives, participants will be prepared to implement valuable Morning Meetings which address their student's social and emotional needs, setting them up for a successful class/day all year long!

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■ **C11 - Supporting Your School/District to Adopt and Implement a Mindfulness Curriculum for SEL**

Linda Price, Minding Your Mind

Researchers have seen that bringing Social Emotional Learning and Mindfulness into schools promotes a more productive, calm, and compassionate school environment. But making changes to a large system can seem daunting. Join Linda to learn from her experience of selecting and implementing a school or district-wide curriculum to support Social Emotional Learning and Mindfulness. Participants will learn about some of the curriculum available, what to expect in this process and how to overcome challenges, learnings from different educational settings, and how one person can make a difference.

■ **C12 - Teaching Values with Rules: An SEL approach to Classroom Management**

Susan Barry, Norwood Public Schools and FA Cleveland School

During this workshop, teachers will be presented with strategies that integrate social-emotional learning with classroom management. Participants will examine the CASEL model of Social-Emotional development and examine ways to build the SEL philosophy into practical management techniques. We will explore both print and online resources (videos) that relate to creating a positive, safe, respectful and stress-free classroom for both the teacher and students. We will also take a quick tour of Class Dojo, an engaging online mindfulness/classroom management tool.

■ **C13 - The Mind-Body Classroom – Caring for Yourself & Your Students**

Theresa Melito-Conners, Lesley Graduate School of Education

As educators, it can be challenging to unplug from the reality of teaching and take time to recharge your batteries. You may find yourself feeling, stressed, overwhelmed, demoralized, compassion fatigued, or burnt out. Such negative emotions often accompany the joys of being an educator in the 21st-century classroom. How you care for yourself, not only impacts you as a person and a professional, but it also impacts your student's well-being. Connecting your mind, body, and classroom can ease the challenges you face as a teacher while engaging your students in the process and helping to teach them skills that they can use in their everyday lives. In this interactive workshop, you will learn quick, easy, and inexpensive (or free), self-care techniques to incorporate into your daily routine and your classroom. You will learn to evaluate your current strengths and weaknesses around self-care and learn about best practices and the benefits. Being able to care for yourself while taking care of others is critical. At the end of this workshop, you will be able to begin designing your self-care practice and connect your practice to your classroom or school setting. Make time for you; your future self will thank you.

■ **C14 - Understanding Students With Trauma**

Presented By: Jessica Rosenthal

The number of students entering schools with trauma backgrounds is on the rise, often leaving educators unprepared to deal with its effects. This workshop will provide an introduction of the psychological, physical, and academic implications to students who have experienced trauma. Participants will be provided with case studies for discussion and learn basic strategies to implement in their classrooms and schools. This workshop is open to educators of all levels.

1:45 PM - 3:00 PM SESSIONS

■ **C15 - Using Books to Embed LGBTQIA+ Acceptance and Celebration in Your Curricula**

Lani Blechman, Fort River Elementary School, Amherst, MA

In order to protect and educate all our students, we need to go beyond bullying-prevention, tolerance, and acceptance in order to celebrate the LGBTQIA+ community. Massachusetts state law mandates nondiscrimination. But what does this look like in elementary schools where discussions of sex and sexuality are not always developmentally appropriate? In order to prevent bullying and create a school climate where all students can learn, LGBTQIA+ nondiscrimination and celebration needs to start in PreK, Kindergarten, and continue through all elementary school grades. We will explore developmentally appropriate ways to celebrate LGBTQIA+ identities in your classroom practices and curriculum by using books to explicitly and implicitly talk about and celebrate LGBTQIA+ experiences outside of targeted bullying prevention lessons. You will leave with ideas for books to use in your curriculum, strategies for creating a classroom that accepts and includes LGBTQIA+ experiences even when not directly discussed, and resources for continuing to find books to meet your student and curriculum needs.

■ ■ **C16 - When Sophie Gets Angry**

Pati Mari, William E. Norris School

This breakout session, suitable for Pre-K - Grade 2 educators, will center around the story *When Sophie Gets Angry - Really, Really Angry...* by Molly Bang. This colorful, engaging and beautifully illustrated picture book is a great jumping off point to begin conversations with our youngest students about “What makes me angry?” and “What can I do to relieve my anger in healthy, safe and productive ways?” Students come to realize that anger is a normal human emotion, like sadness or frustration, and that there are tools we can all use to manage these more difficult feelings. The session will include a short discussion of brain science, video, read aloud, and instructions on how we can help our youngest students navigate strong emotions, like anger, through simple breathing exercises, guided imagery, Take a Breath Space and mind jars. Also discussed will be follow up activities that can be used in the classroom to go along with the book, as well as other picture books that can be used to explore a wide range of human emotions. Come prepared to listen, share, and be led through a few breathing exercises, guided imagery and some small movement.

■ **C17 - Yoga and Mindfulness Strategies For The K-5 Classroom**

Eve Costarelli, Always Be Dancing: Yoga & Flamenco for Every/Body

Mindfulness and yoga, which is mindfulness-in-motion, reduce stress, build strength and flexibility and promote imitation, playfulness and positive social interaction. For all children, a mindful classroom offers strategies to control difficult emotions and it encourages focus and a calm state of being. Mindfulness is especially important for special education classroom as these students often have severe issues regulating their emotions, have weak muscle tone or limited mobility and often have repetitive behaviors that distract them from the present moment. Yoga is a perfect form of mindfulness as it lends itself to multiple modalities by combining visual, auditory, kinesthetic and tactile learning. Yoga breaks include activities for strength, flexibility and balance not only for the physical body but for the intellectual, emotional and energetic bodies too. Unlike many physical activities, yoga is accessible to all students and is an easily modifiable so that the whole class can participate. In this workshop, participants will learn breathing practices to help bring inner focus, short yoga breaks to pep-up or cool-down your students, and other applied practices such as arts & crafts, games and curriculum tie-ins. Through a clear, straightforward framework, participants will gain the confidence and skills to effectively implement mindfulness-based activities, specially chosen for their suitability for the typical classroom space and schedule. These basic strategies are easy for teachers, students, parents and therapists to use, and help to create a more harmonious, learning-friendly school day. This class is aimed at the grades K-5.

