The 2019 Fall Instructional Conference

Building Resilience

Friday, October 11, 2019

7:00 AM – 8:00 AM Registration
8:00 AM – 3:15 PM Conference*
    Bow High School
    55 Falcon Way
    Bow, New Hampshire 03304

*Two classes run late – Mental Health First Aid and Retirement Planning; read course descriptions carefully!

This conference supported by SchoolCare and by Horace Mann Service Corp.
Thank you to Bow Education Association and Bow Support Staff for hosting us!
Dear NEA-New Hampshire educators and members,

We are excited to share the NEA-New Hampshire Fall Conference brochure with you. This year’s conference features 90 workshops on a variety of topics that you have requested throughout the year, with a strong continued focus on mental health and wellness. We are pleased to announce that NEA-New Hampshire will partner with SchoolCare for this event to offer a strand on resilience strategies for educators (workshops A-01; B-01 and C-01). Through a special generous arrangement, the first twenty-five SchoolCare subscribers who register for all three workshops will have their registration fee covered.

Your conference will provide training on a variety of subjects, with key focus on: Classroom Strategies, College Transitions, Mental Health and Safety, Unified Arts, STE(A)M Instruction, and Staff and Student Wellness. This year we are fortunate to have workshops on Project-Based Learning provided by PBLWorks, as well as a great educational performance by Plymouth State University’s TIGER group. You will find a course on ESSA and all of the helpful resources available to you through NEA-NH and three workshops specifically designed for early career educators, to help ensure they have a strong start.

I hope that you (and your districts) will set aside the Friday of Columbus Day weekend every year for this amazing learning opportunity. At our last Fall Instructional Conference, members said, “This was REALLY what I needed,” and, “I very much enjoyed the workshops I attended. They were relevant, informative, and eye-opening,” and, “Amazing day – especially for the cost. Thank you so much.”

Classes fill quickly, so I urge you to **please register right away to get your first choices**! To register, go to www.neanh.org, and click on the Fall Instructional Conference link; or complete the registration form and mail it to NEA-NH before September 29. The NEA-NH staff and I look forward to seeing you there.

Yours in education,

Megan Tuttle, President, NEA-NH
Details about the 2019 Fall Instructional Conference…

Conference Agenda

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<td>Keynote Speaker</td>
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<td>10:45 AM</td>
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<td>3:45 PM</td>
<td>End of Retirement Planning Seminar</td>
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<td>4:15 PM</td>
<td>End of Mental Health First Aid</td>
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5.5 Hours of CEU Credit

Registration Information

Your registration fee includes meals, a keynote speaker, and three workshops!

- NEA-NH Members = $65.00
- Non-Members = $160.00
- NEA Student Members = Free

Became an NEA Student Member by 9/29 at http://www.nea.org/home/1676.htm.

Registration Deadline: September 29!

Directions to Bow High School at 55 Falcon Way, Bow, New Hampshire

From the North or South
Take Interstate 93 to Interstate 89 North. Exit Interstate 89 North at Exit 1. At the bottom of the off-ramp, turn right onto Logging Hill Road. Proceed approximately 9/10ths of a mile to the intersection of Logging Hill Road and White Rock Hill Road (at the Bow Fire Station). Turn onto White Rock Hill Road and proceed approximately 2/10ths of a mile to Bow High School.

From the West
Take Interstate 89 South to Exit 1. Turn right at the bottom of the off-ramp onto Logging Hill Road. Proceed approximately 7/10ths of a mile to the intersection of Logging Hill Road and White Rock Hill Road (at the Bow Fire Station). Turn onto White Rock Hill Road and proceed approximately 2/10ths of a mile to Bow High Sch.

From the East
Take U.S. Route 4 East to Interstate 393. Follow Interstate 393 to Interstate 93 South. Take Interstate 93 South to Interstate 89 North. Or Take U.S. Route 101 East to Interstate 93 North. Proceed North on Interstate 93 thru the Hooksett toll plaza to Interstate 89 North. Exit Interstate 89 North at Exit 1. At the bottom of the off-ramp, turn right onto Logging Hill Road. Proceed approximately 9/10ths of a mile to the intersection of Logging Hill Road and White Rock Hill Road (at the Bow Fire Station). Turn onto White Rock Hill Road and proceed approximately 2/10ths of a mile to Bow High School.
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<td>An Introduction to the Outward Mindset: A Tool for Improving School Culture (All)</td>
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<td>School Safety</td>
<td>A-15</td>
<td>The Implications of the Opioid Epidemic on Schools, Educators, and Students (All)</td>
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<td>School Safety</td>
<td>B-16</td>
<td>But What Can I Do? EVERYONE Helps Create a Healthy and Safe School (All)</td>
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<td>School Safety</td>
<td>C-22</td>
<td>School Emergency Preparedness: A Community Approach (All)</td>
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<td>SPED</td>
<td>A-24</td>
<td>Autism and Co-existing Conditions: Working with Medical Professionals (PK-5)</td>
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<td>SPED</td>
<td>B-24</td>
<td>Supporting Students with Behavioral Challenges in the Regular Education Setting (PK-8)</td>
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<td>Staff Wellness</td>
<td>A-13</td>
<td>Learning in the Midst of Crisis: Educator Resilience and the Imperative of Self-Care (All)</td>
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<td>Staff Wellness</td>
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<td>Everyday Well-Being (All)</td>
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<td>Staff Wellness</td>
<td>B-29</td>
<td>Say It! Hear It! The Power of Effective Communication (All)</td>
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<td>Staff Wellness</td>
<td>C-16</td>
<td>Mindful Moments: Self-Care for Teachers and School Staff (All)</td>
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<td>Staff Wellness</td>
<td>C-24</td>
<td>Retirement Planning Seminar (All) Workshop ends at 3:45</td>
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<td>Staff Wellness</td>
<td>C-29</td>
<td>Coaching You, Them, and Us (All)</td>
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<td>Student Wellness</td>
<td>A-10</td>
<td>Mental Health First Aid - Youth, Part I of III (All) Course ends at 4:15</td>
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<td>Student Wellness</td>
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<td>Movement to Refocus or Re-energize (PK-5)</td>
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<td>Student Wellness</td>
<td>B-19</td>
<td>Yoga and Mindfulness in the Classroom: Trauma-Informed Tools to Support Social and Emotional Learning (K-12)</td>
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<td>Student Wellness</td>
<td>C-07</td>
<td>Filling the Toolbox to Handle Stress: Strategies of Wellness and Self-Care (All)</td>
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<td>Student Wellness</td>
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<td>Mental Health First Aid - Youth, Part III of III (All) Course ends at 4:15</td>
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<td>Student Wellness</td>
<td>C-18</td>
<td>I'm Not Good at This Yet: Increasing Student Engagement, Optimism, and Capability (6-12)</td>
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<td>Student Wellness</td>
<td>C-26</td>
<td>Role-Modeling and Relationships to Foster Positive Student Behavior (3-8)</td>
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<td>Student Wellness, Mental Health/Safety</td>
<td>C-03</td>
<td>24/7: How Connectedness to Technology Can Contribute to Anxiety and Depression (All)</td>
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<td>Student Wellness, Mental Health/Safety</td>
<td>B-14</td>
<td>Vaping in Schools (6-12)</td>
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<td>Student Wellness, Mental Health/Safety</td>
<td>C-30</td>
<td>Angst: Film and Discussion (All)</td>
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Cassie Yackley, Psy.D. has spent more than 25 years committed to understanding and effectively addressing the impact of traumatic/adverse experiences on children, caregivers/families, and systems. She brings together recent discoveries from developmental neuroscience, attachment, implementation science, and reflective practice to help audiences develop skills of relationship and self-awareness in ways that transform organizations, promote staff professional growth and wellness, and improve outcomes for the consumers they serve.

**Keynote Address:**

*Creating Safety and Promoting Learning in a Time of Fear and Disconnection*

Violence is ubiquitous, empathy is on the decline, and respect for others seems increasingly rare. How do educators engage students and promote learning when we are living in fear of violence in our homes and public settings? Fortunately, there is clear and convincing evidence that tells us what the problem is and how to move forward together to create safe communities in which both students and educators are able to thrive. I hope participants leave this presentation hopeful and inspired to be the change in their own communities (school and otherwise).

Join Cassie Yackley’s workshop, A-13 Learning in the Midst of Crisis: Educator Resilience & the Imperative of Self-Care, to explore the necessity of a reflective practice as the primary means for educators to care for the self.

**MAKE YOUR CONFERENCE DAY EVEN BETTER!**

12:45-1:30 – Please enjoy your lunch in the cafeteria, to experience a dynamic and inspiring musical theater performance called “Kindness Counts,” brought to you by Plymouth State University’s TIGER troupe. You will love the original writing geared for K-5 grades, and the entertaining acting, singing, and dancing! You can book this program to come to your school for a DISCOUNTED PRICE using the coupon below! Learn more about TIGER here: [https://campus.plymouth.edu/tiger/](https://campus.plymouth.edu/tiger/).

Mention the NEA-NH Fall Instructional Conference to receive 15% off when you book TIGER to perform at your school! Their newest program is called “Kindness Counts,” and is geared for grades K-5. Other performances geared to K-5 (*Brand New Day*), Middle School (*Bystander: A Portrait of Apathy*) and High School (*Alex’s Story*) are also available. Call Pam Irish, TIGER Tour Manager at (603) 535-2647 to book now!
We are pleased to present the SchoolCare Strand for Educator Resilience

*Cindy Dickinson, M. Ed., Cigna Employee Assistance Program & Jana Dalton, Group Relations Specialist, SchoolCare*

This is a 3-part workshop for those who may benefit from learning more about mental health as it relates to ourselves, people around us, and students in the classroom. The workshops are designed to build upon the prior knowledge from each segment, with activities to demonstrate real-life scenarios and build a toolbox of support and resources to take with you. Become more empowered about mental health issues and advocate against the stigma. These workshops are open to all. *If you are enrolled in the SchoolCare/Cigna medical plan, your registration may be provided at no cost (free registration is limited to the first 25 SchoolCare registrants).*

**A-01 Mental Health: Let’s Talk about It, Part I of III**
In this workshop, participants will explore the history of mental health treatments and learn how the stigma of mental illness can stand in the way of people getting the help they need. We will discuss how to approach the topic of getting mental health support with someone, as well as the most productive ways to offer support. The workshop will also cover the different types of mental health support that are available in New Hampshire and how you can access these services.

**B-01 Your Emotional Well-Being: A Blueprint for Emotional Wellness, Part II of III**
In this second workshop of the strand, participants will explore the various components of emotional wellness and will increase their self-awareness knowledge about wellness. Participants will learn basic information about emotional intelligence and will discover and explore effective ways to manage emotions. The workshop will conclude with ideas and strategies to help participants understand and enhance their personal support system.

**C-01 Children’s Well-Being: Helping Children Cope with Traumatic Events, Part III of III**
In the third workshop, participants will explore and become more aware of how children may respond to a traumatic event in their lives. The workshop will explore what children need to help them overcome traumatic experiences and what educators can do to help. Participants will learn appropriate and effective ways to respond to children’s questions and concerns, including knowing when a child might benefit from professional help.

We invite you to join us as we explore mental health issues and openly discuss the many ways we can help ourselves and others.

SchoolCare is a non-profit public entity health plan covering about 70 school districts in NH. It was founded in 1995 as a labor/management coalition between NEA-NH, the NH School Administrators’ Association, the NH School Boards Association, and the NH School Association of School Business Officials.
A-01 Mental Health: Let’s Talk about It, Part I of III (All)
Cindy Dickinson, Cigna Employee Assistance Program & Jana Dalton, Group Relations Specialist, SchoolCare

In this workshop, participants will explore the history of mental health treatments and learn how the stigma of mental illness can stand in the way of people getting the help they need. The workshop will discuss how to approach the topic of getting mental health support with someone as well as the most productive ways to offer support. The workshop will also cover the different types of mental health support that are available in New Hampshire and how you can access these services. THREE-PART CLASS. ALSO CHOOSE B-01 AND C-01.

A-02 Deepening Trauma-Informed Teaching with the PolyVagal Theory, Part I of III (All)
Emily Daniels, M.Ed., MBA, NCC, SEP™ in training

A new buzz among educators is Trauma-Informed Teaching, (TI). In most TI-training, you’ll learn about the power of relationships to buffer adversity and build resilience. Although true, that’s only half the story. In this workshop, participants will gain an understanding of the cutting-edge research that is exposing how the autonomic nervous system (ANS) influences human behavior. Participants will learn about the PolyVagal Theory of the ANS and its applicability in creating safety and regulation in classroom environments. Participants are encouraged to attend all three workshops. THREE-PART CLASS. ALSO CHOOSE B-02 AND C-02.

A-03 Connect Program: Recognizing and Responding to Suicide Risk as School Staff, Part I of II (All)
Ann Duckless, Community Educator, NAMI

School personnel often notice changes in youth behaviors (attitudes, academic performance, or social interactions) that may signal symptoms of depression, substance misuse or other risk factors which can lead to suicide. Connect is a unique, community-based prevention and intervention training that helps increase the competence of school communities to promote suicide prevention, recognize individuals at risk, and respond to individuals who are thinking about or have attempted suicide. We review National Best Practice protocols for schools as well as sample policies and procedures to guide a school’s response to a suicide incident. We will explore interactive case scenarios based on possible situations and discuss how to integrate key community service providers to develop an effective and comprehensive response. TWO-PART CLASS. ALSO CHOOSE B-03.

A-04 Hit the Ground Running with Project-Based Learning (PBL)! (K-12)
PBLWorks’ National Faculty

As teachers seek ways to engage their students in meaningful and enduring learning, many are turning to Project Based Learning (PBL). When done well, PBL enables students to learn key content standards and develop essential success skills they will need for college, career, and life. However, poorly designed or facilitated projects can fall short of the desired learning goals. Teachers have a lot on their plate though, and many shy away from PBL because it’s a lot of work! Led by a PBLWorks’ dynamic National Faculty member, this workshop will highlight key resources from PBLWorks (formerly The Buck Institute for Education) that can help both novice and experienced PBL teachers get started quickly with a new Gold Standard PBL unit. You’ll get a chance to explore model projects, planning tools, and templates, as well as critical resources such as rubrics to assess student learning in projects. Access to PBLWorks’ new online learning platform, My.PBLWorks.org, will be provided to all participants in the workshop to help guide the learning experience. For further information about PBLWorks or how a Gold Standard PBL experience can provide powerful and lasting deeper learning experiences for students, visit our website at www.PBLWorks.org.

A-05 Helping, Not Hovering (PK-12)
Cynthia Lucero, Professor, NHTI-Concord’s Comm. College

While every para wants to make sure students get the help and support they need, it’s also important that students develop the skills they need to become self-sufficient learners. It is important to know when HELPING crosses the line and becomes HOVERING. Come join veteran educator and presenter Cynthia Lucero as she shares strategies to ensure that the assistance provided helps students become self-sufficient.
A-06 Cultural Proficiency and Culturally Sensitive Classrooms for New Educators (PK-12)
Tina Philibotte, High School Teacher, Goffstown, NH
Diverse student populations fill our schools with a beautiful range of life experiences and backgrounds. This cultural variety provides students with the opportunity to learn about ways of life that differ from their own. In a multicultural classroom environment, students learn to be more culturally aware. The benefits of a diverse school also come with some challenges. New teachers sometimes struggle to create a classroom that is culturally sensitive and responsive to the needs of their students. As new educators, we may feel ill-prepared to talk about this issue, unsure of how to create a multicultural classroom, or worried about our ability to answer students’ questions on the topic. This workshop will help new educators develop cultural proficiency and competence, provide practices for building culturally competent habits, and help build culturally sensitive classrooms. You may also be interested B-06 and C-06.

A-07 When You and Your Student CLASH: Figuring Out Challenging Behaviors (ALL)
Megg Thompson, Certified Behavioral Consultant, Life Coach
Why is it that some educators find the actions of certain students challenging, while other educators handle those same students with no trouble at all? Why are some children hard for us to understand, while other students fuel our creativity and job satisfaction? Knowing yourself and knowing others is a key to figuring out challenging behaviors. If we can pinpoint why some obstacles are harder than others, then we can find solutions and craft new strategies. This class focuses on early childhood behaviors, in grades PK-2, but the concepts for understanding other humans are universal.

A-08 Tips and Tricks for the Mentor Teacher (K-12)
Erin Zaffini, Adjunct Professor of Music, Keene State College
This workshop will focus on the training of in-service teachers to be effective mentors for pre-service and novice in-service teachers. Participants will learn research-based tools and methods that will help them develop as mentors. We will explore observation and feedback techniques, stage-based mentoring practices, and tools to enhance digital mentoring. Join us!

A-09 Self-Regulated Strategy Development for Writing (3-5)
Heidi Zollman, Curriculum, Instruction, and Assessment Coach & Dr. Erin Mahoney, Principal, NLS, Rochester, NH
Make writing your students’ favorite activity of the day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include formative assessment, modeling, goal setting and graphic organizers, as well as how to cultivate the kind of self-regulation that expert writers possess. This approach will strengthen your existing writing instruction. It is not a separate program! State/district assessment data and pre to post student-writing samples show significant gains made with these practices.

A-10 Mental Health First Aid – Youth, Part I of III
This class ends at 4:15 PM!
**ALL THREE SECTIONS ARE REQUIRED FOR THE CERTIFICATION.**
Savannah Bell, NH Dept of Ed., Bureau of Student Wellness
Members continue to report that mental health issues and trauma-affected students are on the rise in schools. Mental Health First Aid – Youth training prepares teachers, support staff, guidance counselors, and other school staff how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge or is in crisis. Designed for those who regularly interact with young people, the course covers anxiety, depression, psychosis, substance use disorders, and other disorders, such as disruptive behavior disorders (including AD/HD) and eating disorders. We will discuss the mental health challenges that frequently affect adolescents and review typical adolescent development. You will learn a five-step action plan for how to help youth in crisis and non-crisis situations. You will receive a 3-yr certification card after completing the 6-hour course. NOTE: Consider bringing a team from your school. You MUST also sign up for B-10 and C-10. Class ends at 4:15.

“When I approach a child, he inspires in me two sentiments - tenderness for what he is and respect for what he may become.”
- Louis Pasteur, French chemist and microbiologist
A-11 Exciting Indoor and Outdoor Science Labs, Part I (3-8)
Dick Bothmer, Science Consultant
In this course, we will try out a series of labs using indoor and outdoor situations found in any school. It will be very low tech. We will use the same tools that da Vinci, Galileo and Archimedes used. They used their five senses plus their wits, plus their sense of curiosity. You may also enjoy Part II (B-11), in which we continue with different labs, and we will discuss climate change and how to talk to students about climate change. Don’t miss it!

A-12 Movement to Refocus or Re-energize (PK-5)
Sandy Bothmer, Consultant, Yoga Teacher/Therapist
Movement to refocus and re-energize? Yes, it can be used to do both! Movement can be used to help adjust your students’ state-of-being, which can enhance their learning, creativity, and interactions with others. It can help you too! Join me as we have some fun exploring movement practices and activities that will refocus and re-energize everyone’s bodies and brains, making all more receptive to better learning, teaching, and living. Be ready to move around!

A-13 Learning in the Midst of Crisis: Educator Resilience and the Imperative of Self-Care (All)
Cassie Yackley, Psy.D., Keynote Speaker
Educators are faced with the seemingly insurmountable job of maintaining academic excellence, protecting the welfare of students, and, now, healing traumatized brains with ever-dwindling resources and supports. Given the high incidence, as well as the known contagion effects of traumatic exposure, educators run the risk of developing secondary traumatic stress, compassion fatigue, and ultimately burnout if they are not equipped with the knowledge and tools of self-care. Participants will develop understanding of educator “self-care” and will explore the necessity of reflective practice for educators as the primary mechanism for caring for self.

A-14 Gamification (9-12)
Ed Kissell, Presenter and Educator, Manchester
A number of classrooms, websites, and corporations use the innovated technique of gamification to help people achieve their goals. Be part of this effective growing movement in education, business, and society. We will cover: what is gamification, the types of gamification you can use, and how to implement these techniques into your classroom to reach your high school students!

A-15 The Implications of the Opioid Epidemic on Schools, Educators, and Students (All)
Kathryn Welby, Ed.D, Director, Teacher Preparation Program/Assistant Professor of Practice
As every community continues to battle the current opioid crisis, children born addicted to opioids and children living in a home devastated by opioids will be in classrooms across the country. Children exposed to drug addictions or born addicted to opioids may have cognitive, social-emotional, and behavioral needs all school personnel will be responsible for accommodating. Research results will be shared from an investigation and case study of three elementary schools located in the opioid crisis regions of the Northeast. The differences in programs, experiences of teachers, and the impact on special education in the three schools will be shared and discussed. The objective of this presentation is to create an understanding and an awareness of the impact this epidemic has on the classroom, teachers, and special education services. All teachers should be prepared and educated on the educational and social-emotional needs of children traumatized by the devastation of the opioid epidemic. Successful strategies will be discussed in a collaborative format.

A-16 Math Madness from NHPBS (K-5)
Susan Adams, Education Manager NHPBS
Bring your laptop or handheld device and discover the wealth of standards-aligned mathematics programming, online games, interactives, and professional development resources available for free from NHPBS and PBS. Visit: https://nhpbs.pbslearningmedia.org/subjects/mathematics/k-8-mathematics/.

A-17 What is National Board Certification and How Do I Get It? (PK-12)
Wendy Baker & Christian Mock, Southern NH University
Have you ever received an email from a teaching colleague who had the initials “NBCT” after his or her name? The acronym stands for “National Board-Certified Teacher.” Teachers who have achieved this recognition have gone through a reflective and rigorous process of thinking about their teaching and their impact on student learning. Come join Wendy Baker and Christian Mock to learn more about the process of becoming a National Board-Certified Teacher and the support available in New Hampshire for achieving this important career milestone. In this interactive workshop, you will review the National Board Standards for your content area, hear from National Board-Certified Teachers who have gone through the process, and discover supports for achieving this credential. Take your career to the next level.
A-18 Yoga and Mindfulness for Physical and Health Education (K-12)
Ann Biese, ChildLight Yoga Teacher Trainer
In this experiential class, physical and health educators will learn about the transformative benefits of yoga and mindfulness and how it can be integrated into their curricula. You will learn a variety of age-appropriate yoga postures, breathing techniques and mindful community-building games that encourage mindful awareness and reduce stress while improving physical strength, focus, and self-confidence! Wear comfortable clothing suitable for movement. No experience necessary.

A-19 Failing Well Before Leaving High School: Gen Z Life Skills and Resilience (9-12)
Colleen Bolton, Assistant Dir., Campus Accessibility Center & Andrea Bard, Asso. Professor of Communication, SNHU
Generational shifts on college campuses typically progress slowly. However, the arrival of Gen Z has been much more abrupt. More conservative than the many millennials who preceded them, Gen Z is the most diverse generation in US history. They are more concerned about finances, they report higher incidence of anxiety and depression, and they are responsible for managing both their real and virtual lives. The common aversion to risk-taking results in students who are afraid of failure, are overwhelmed by setbacks, are reluctant to try new things, and are resistant to thinking independently. Join us to discuss this unique generation that we are meeting on college campuses. Learn strategies for helping students develop resilience through failing well prior to their college enrollment or entry into the workforce.

A-20 ACEs Part I: Statistics, Facts, and Life Course Outcomes for Children with Trauma (All)
Joan Boisvert, Special Education Teacher, Merrimack Valley
Adverse Childhood Experiences (ACEs) affect many of the students we see at school; you may not know the child’s circumstances, but you recognize evidence or symptoms of something going on, either at home or in a previous school. This is an introduction to the topic of adverse childhood events and childhood trauma. The workshop will give participants a look into how events from childhood can affect outcomes and decision-making skills throughout life. We will discuss what it means to have ‘mental health’ and ways a person’s mental health can be compromised. We will cover in detail different ACEs and the impact they can have on a person’s lifelong health. This course includes a 15-minute ACEs video and wrap-up discussion. You may also be interested in ACEs Part II: Classroom Techniques for Working with Students with Trauma, workshop B-20.

A-21 Trauma-Sensitive Stories: Using Books as Therapy to Support Social Emotional Development (3-5)
Dr. Gerry Buteau, Prof., Elementary Ed/Youth Development & Moriah Maki, Graduate Teaching Assistant, PSU
Participants will learn about Bibliotherapy and how this technique can be utilized in a trauma-sensitive classroom. Participants will also explore the links between social emotional development and the trauma recovery process and learn how Bibliotherapy can simultaneously support social emotional development and recovery from trauma. Attendees will be provided with several titles and summaries of high-quality children’s and young adult literature that support social and emotional development. Sample lesson plans based on suggested books will also be provided.

A-22 Screen Shots: Social Media Literacy as a Pathway to Healthy, Resilient Kids (6-8)
Heather Inyart, Media Power Youth, Executive Director
Now that digital devices and social media are ever-present in teens’ lives, students are exposed to a constant stream of information and peer-generated content that can impact their physical, mental, and social well-being. However, few students are taught how to navigate this complex landscape that is often filled with peer pressure, misinformation, distractions, emotional drama, and cyberbullying. Heather Inyart, Executive Director of New Hampshire-based non-profit Media Power Youth, will share how media literacy interventions can empower students by teaching them the essential skills needed to manage their digital lives. Skills of critical-thinking, empathy, emotional intelligence, and conflict resolution all serve to help students reap the benefits of multiple technologies. We’ll explore how media shapes cultural norms, beliefs, and decision-making and how you can introduce Media Power Youth’s latest social media curriculum, Screenshots, to your middle school. Visit https://mediapoweryouth.org to learn more.

A-24 Autism and Co-existing Conditions: Working with Medical Professionals (PK-5)
Karen Davis CAGS/BCBA Board Certified Behavior Analyst & Evie Stacy, MS APRN, Pediatric Neurology – DHMC
This workshop will provide an overview of the diagnostic features of autism followed by information regarding comorbidity of other diagnoses and disorders. Medical treatment options for several co-existing conditions will be reviewed. Why behaviors occur as well as strategies to support young children with autism will be provided.
A-25 Executive Function 101 (K-12)
Rachael Ramsey, Educator, Bedford School District
This workshop will provide participants with an overview of executive function skills and how executive function skills influence student achievement and effort. Executive function is the ability to plan into the future, reflect on the past, problem solve, keep emotions in check, and adjust plans. This workshop will be more of a lecture/discussion format to provide resources and ideas to help students while saving teachers time. This is a helpful, but not necessary, workshop to prepare for “The Independent Classroom” workshop, B-13.

A-26 New Hampshire’s Traditional Arts and Cultural Heritage (3-8)
Kayla Schweitzer, Heritage & Traditional Arts Coordinator, NH State Council on the Arts
NH has rich cultural traditions that are part of our state history and heritage. In this workshop, learn more about NH’s traditional arts and how to share them in your classroom. We will share lesson plans for classroom teachers with no arts experience on teaching NH and US history through arts integration. Participants will engage in a hands-on demonstration of one sample curricular unit. Offered by the NH State Council on the Arts.

A-27 Connecting Young Children with Nature (PK-2)
Mary Goodyear, Wildlife Educator & Lara Hooper, Drinking Water and Ground Water Education Coordinator
We look forward to introducing you to three creative supplementary educational programs for young learners, designed to connect children aged 3-7 with wildlife, trees and water: Growing Up WILD: Exploring Nature with Young Children; Project Learning Tree’s Environmental Experiences for Early Childhood; and Project WET’s Getting Little Feet Wet. Workshop participants will have an opportunity to sample activities from the three programs that foster critical early childhood skill development, while tapping into children’s sense of wonder about the natural environment. The workshop is designed to introduce participants to all three manuals, including their layout, multi-discipline connections, and the thematic activities. Participants should be ready to use the manuals to their best advantage immediately upon returning to the classroom or childcare setting.

A-28 Understanding How Our Biases Can Affect Our Work with Students, Part I of II (All)
Michelle Couture & Lorri Hayes, NEA-NH UniServ Directors
“Hate, bias and passivity toward harm to others all thrive on a lack of knowledge. We stand up for one another when we get more informed about fellow human beings and the world.”
- Mica Pollock

Bias exists. It can be unconscious and automatic. This workshop will provide you with honest and heartfelt opportunities to examine your own possible biases and take an important step toward understanding the roots of stereotypes and prejudice in our society. It can be easy to reject self-assessments that reveal bias as “not me” when you first encounter them…but that’s the easy path. To ask where these biases come from, what they mean, and what we can do about them is the harder task and the one that enables personal growth. When people are aware of their hidden biases, they can monitor and attempt to adjust hidden attitudes before they are expressed through behavior. Recognizing that the problems of preference and predisposition are in many other people—as well as in ourselves—should motivate us all to try for better understanding and better actions. Be prepared to look at your students, friends, and family a little differently. THIS IS A TWO-PART CLASS; ALSO CHOOSE B-28.

A-29 Everyday Well-Being (All)
Eric Russell, Professional Coach
Having high WBIQ (Well-Being IQ) isn’t an accident. There’s a reason why people can flow through life despite ups and downs, hardships and good times. They’ve learned how to have real well-being. The findings by researchers, scientists, the medical and the therapeutic communities are conclusive: there is a prescribed way of approaching life – a pathway – that produces high WBIQ and a life that matches it. So, get ready for a 90-minute workshop that can profoundly change your life. Whether you feel confident that you’ve got this (you might want to come to make sure), or you know your life can and should be better, come and let’s blow open and dive deep into well-being! THIS CLASS IS ALSO OFFERED IN B-15.

“Children are likely to live up to what you believe of them.”
- Lady Bird Johnson, Former First Lady of the United States
A-30 Rapid Prototype for Performance Assessment Design (PK-12)
Carisa Corrow, Senior Associate, Quality Performance Assessment Center for Collaborative Education
Rapid Prototyping is used as a strategy in performance assessment development; it uses strategically sequenced design questions, timed response, and feedback loops. In this workshop, each participant will put on their design hat and come away with a well-developed design idea, complete with peer feedback. This course is for educators who have experience with performance assessment design and want a jump-start on a new assessment, or it can be for leaders who want to learn a new protocol to bring back to their systems.

A-31 Creating a Network of Districts to Advance Competency-Based Learning (ALL)
Ellen Hume-Howard, Executive Director, New Hampshire Learning Initiative
One of the hallmarks of NHLI’s work in the field is a focus on supporting teachers and administrators where they are in the work. This emphasis on entry points supports collaborative professional practice and builds a network of practitioners sharing their work. This workshop will provide a picture of the entry points that are invitations to the field to join NHLI’s Learning System.

DID YOU KNOW?
There is a section of our website www.neanh.org just for New Educators! CHECK IT OUT AND TELL YOUR FRIENDS!
B-01 Your Emotional Well-Being: A Blueprint for Emotional Wellness, Part II of III (All)
Cindy Dickinson, Cigna Employee Assistance Program &
Jana Dalton, Group Relations Specialist, SchoolCare
In this second workshop of the strand, participants will explore the various components of emotional wellness and will increase their self-awareness and knowledge about wellness. Participants will learn basic information about emotional intelligence and will discover and explore effective ways to manage emotions. We will conclude with ideas and strategies to help participants understand and enhance their personal support system. THREE-PART CLASS. ALSO CHOOSE A-01 AND C-01.

“B” Session Workshop Descriptions 11:00 AM – 12:30 PM

B-02 Applying the PolyVagal: Cues of Safety for Co-Regulation, Part II of III, (All)
Emily Daniels, M.Ed., MBA, NCC, SEP™ in training
In this workshop, participants will learn about the unique cues of safety that give rise to the capacity for co-regulation. Participants will experiment with locating their own state of regulation and determine how prosodic speech, eye contact, and facial expression impact their experience of human synchrony/co-regulation in a learning environment. THREE-PART CLASS. PLEASE ALSO CHOOSE A-02 AND C-02.

B-03 Connect Program: Recognizing and Responding to Suicide Risk as School Staff, Part II of II (All)
Ann Duckless, Community Educator, NAMI
School personnel often notice changes in youth behaviors (attitudes, academic performance, or social interactions) that may signal symptoms of depression, substance misuse or other risk factors which can lead to suicide. Connect is a unique, community-based prevention and intervention training that helps increase the competence of school communities to promote suicide prevention, recognize individuals at risk, and respond to individuals who are thinking about or have attempted suicide. See more details in A-03. THIS IS A TWO-PART CLASS. ALSO CHOOSE A-03.

B-04 Project-Based Teaching: Fine-Tuning Your Instruction for Deeper Learning, Part I of II (K-12)
PBLWorks’ National Faculty
Momentum for Project Based Learning (PBL) is building across the United States and internationally as K-12 educators seek strategies to prepare students for college, career, and life. To support teachers in designing and facilitating high-quality PBL, PBLWorks (formerly the Buck Institute for Education) has developed a framework of seven project-based teaching practices identified in our Gold Standard PBL model. Led by a PBLWorks’ dynamic National Faculty member, this two-part workshop will explore the seven Gold Standard Teaching Practices through hands-on activities, video analysis, resource sharing and peer collaboration. Intended for teachers, instructional coaches, and school leaders, participants will use these tools to reflect on their practice and identify ways to focus and improve their teaching through PBL. The workshop will model strategies you can take back to your classroom right away! Access to PBLWorks’ new online learning platform, My.PBLWorks.org, will be given to all participants. Additional information about the Gold Standard PBL Teaching Practices are on our website at www.PBLWorks.org. THIS IS A TWO-PART CLASS. PLEASE SIGN UP FOR C-04. [You may also want A-04.]

B-05 How to Provide Feedback that Helps Student Learning (PK-12)
Cynthia Lucero, Professor, NHTI-Concord’s Comm. College
Providing feedback to students is one of the most effective ways to help boost their learning…but not all feedback is helpful to students. Cynthia Lucero will share how you can formulate and deliver feedback that helps students persevere in their work and increase their learning. You will learn how and when to use the different types of feedback – oral, written, and visual. You will leave this workshop with knowledge about the best strategies for providing feedback to students.

“It is easier to build strong children than to repair broken men.”
- Frederick Douglass, abolitionist and statesman
Have you ever asked yourself, “How can I convince misbehaving students to stop what they’re doing? How can I inspire well-behaved students to continue to cooperate? How can I motivate passive, underachieving students to respond to the material and apply themselves academically?” You’re not alone! Along with the energy and enthusiasm new teachers bring to their classrooms comes a very specific set of needs. A teacher’s first year on the job is often difficult, and the number one issue new educators say they face is classroom management and creating classroom culture. The most effective classroom cultures are created by preparing for success, managing the classroom, disciplining behaviors, and reaching out when you need help. Learn practical advice and techniques from teachers just like you to help you successfully navigate your first few years as an educator. You may also be interested A-06 and C-06.

“You can learn many things from children. How much patience you have, for instance.”

~ Franklin P. Jones, American humorist

Break Out of the Old Rut: Changing Conversation and Practice Around Classroom Discipline (All)

Meg Thompson, Certified Behavioral Consultant and Life Coach working with children

Through my work as a certified behavioral consultant, I see what does and doesn’t work with children who have challenging behaviors. Across the board, it is the same traditional attitudes, curriculum, philosophies, language, and lack of humor that keep us stagnant. I need your help to break out of the traditional methods and thinking, to clear a new path, and to guide today’s children in a proactive, empowering way. Let’s start this conversation!

Folk Dancing from Around the World (PK-8)

Erin Zaffini, Adjunct Professor of Music, Keene State College

Folk dancing is a powerful tool that keeps students engaged in learning within the physical education setting! In this workshop, participants will learn a variety of folk dances from around the world that represent a multitude of skill levels for all your students. In addition, participants will also learn ways to adapt folk dances for students of various abilities, in order to ensure the accessibility of dancing for all! Come prepared to move!

Self-Regulated Strategy Development for Writing (6-12)

Heidi Zollman, Curriculum, Instruction, Assessment Coach & Dr. Erin Mahoney, Principal, NLS, Rochester, NH

Make writing your students’ favorite time of day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include formative assessment, modeling, goal setting and graphic organizers, as well as how to cultivate the kind of self-regulation expert writers possess. This approach will strengthen your existing writing instruction. It is not a separate program. See state/district assessment data and pre to post student-writing samples that show significant gains made with these practices.

Mental Health First Aid – Youth, Pt. II of III (All)

Savannah Bell, NH Dept of Ed., Bureau of Student Wellness

Members continue to report that mental health issues and trauma-affected students are on the rise in schools. This training prepares teachers, support staff, guidance counselors, and other school staff to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge or is in crisis. See more description in A-10. You will receive a 3-yr certification card after completing the 6-hour course. NOTE: Consider bringing a team from your school. You MUST also sign up for A-10 and C-10. Class ends at 4:15.

Exciting Indoor and Outdoor Science Labs, Part II, Including Climate Change (3-8)

Dick Bothmer, Science Consultant

In Part II, which can be taken on its own, we will explore indoor and outdoor labs you can use in your classes, plus a presentation on climate change and how to talk to students about climate change. You may also enjoy Part I (A-11), in which we will try out a series of labs using indoor and outdoor situations found in any school. It will be very low tech. We will use the same tools that da Vinci, Galileo and Archimedes used. They used their five senses plus their wits, plus their sense of curiosity. Don’t miss it!
B-12 Flip Teaching (9-12)
Ed Kissell, Presenter and Educator
Make your job easier, have your students learn better, and increase productivity exponentially! Give yourself time to create in the class. Build high-energy-focused lessons that help students individually. The Flip Teaching technique has been getting a lot of press lately. Come talk to someone that has been doing it for almost 20 years and hear the ins and outs of doing this type of classroom.

B-13 The Independent Classroom (K-12)
Rachael Ramsey, Educator, Bedford School District
The strategies shared in this interactive workshop can help educators rethink/tweak tactics to help students manage their time, space, long-term projects, and help students become more self-sufficient. In this workshop, educators will leave with specific strategies to help their students become more reliable, organized, independent learners. You may also like A-25, Executive Function.

B-14 Vaping in Schools (6-12)
Mark Schnetbie & Mark Hassapes,
Concord Police Officers and School Resource Officers
Vaping is going on in high schools and middle schools all across NH. Come learn from two current School Resource Officers (SROs) and police officers how to identify the various aspects of vaping, how to report it, what your role is in reporting it, and what happens after you do. Understand the difference between legal and school consequences and gain some helpful suggestions to bring back to your administration on how to solve the problem of vaping in schools. In addition, we will have time to talk about the school safety issues that are on your mind. Come with your questions about school safety; this will be an open discussion. All are welcome.

B-15 Everyday Well-Being (All)
Eric Russell, Professional Coach
Having high WBIQ (Well-Being IQ) isn’t an accident. There’s a reason why people can flow through life despite ups and downs, hardships and good times. They’ve learned how to have real well-being. The findings by researchers, scientists, the medical and the therapeutic communities are conclusive: there is a prescribed way of approaching life – a pathway – that produces high WBIQ and a life that matches it. So, get ready for a 90-minute workshop that can profoundly change your life. Whether you feel confident that you’ve got this (you might want to come to make sure), or you know your life can and should be better, come and let’s blow open and dive deep into well-being! THIS CLASS IS ALSO OFFERED IN A-29.

B-16 But What Can I Do? EVERYONE Helps Create a Healthy and Safe School (All)
Marjorie Schoonmaker, Safe & Healthy Schools Educator
This course will address how teachers, support staff, and administrators can promote better working conditions in their school buildings. We will go over some easy steps to maintain fire & life safety codes. We will also discuss tips to help promote a better air quality for the building. Every person in the school can and should make a difference in promoting a healthy school building!

B-17 Building Number Sense in Your Students (PK-2)
Lucy Canotas, Dir. of Elementary Curriculum, Timberlane
Building a strong foundation of mathematical number sense in students is critical for their full understanding and success in math. This workshop will focus on understanding how young children learn number concepts and the critical learning phases children go through as they develop mathematical understanding. You will leave this workshop with many ideas and activities that are quick and easy to implement and help to build these critical skills in your students.

B-18 NEA Micro-Credentials: Professional Learning at Your Fingertips (All)
Becky Butler, NEA-NH Secretary/Treasurer
If you’re looking for no-cost, relevant, and timely professional learning opportunities, then NEA micro-credentials are what you’re seeking. As an NEA member, you have access to over 100 micro-credentials that cover topics of interest to members. This workshop will show you how to access and select the course that most fits your needs, how to register, and how to complete the professional learning. We will also explain how you can work with your colleagues to do team micro-credentials.

B-19 Classroom Yoga and Mindfulness: Trauma-Informed Tools for Social and Emotional Learning (K-12)
Meg Durkin, Yoga 4 Classrooms® & ChildLight Yoga Trainer
In this experiential workshop, you will learn how integrating simple, engaging, developmentally-appropriate yoga and mindfulness practices, specifically designed for the time and space-crunched classroom, can be a convenient, engaging and effective way to promote the development of social and emotional learning (SEL) competencies, positive climate, and student success. Participants will practice and learn a variety of practical strategies they can immediately use with their students and for themselves, as well as gain access to helpful resources, supporting research, case studies, and tips and tools for building support in their school community.
B-20 ACEs Part II: Classroom Strategies (All)
Joan Boisvert, Special Educator, Merrimack Valley Schools
Adverse childhood experiences (ACEs) affect many of the students we see at school; you may not know the child’s circumstances, but you recognize evidence or symptoms of something going on, either at home or in a previous school. ACEs Part I (A-20) is an introduction to the topic of adverse childhood events and childhood trauma. ACEs Part I is recommended, but not required, for individuals interested in ACEs Part II: Classroom Techniques for Working with Students with Trauma. We will get into practical strategies you can use in your classroom right away. Please join us!

B-21 I’m Anxious, I’m Depressed, and I’m Heading Off to College (9-12)
Colleen Bolton, SNHU Campus Accessibility Center & Kimberly Smith, LCNHC
College personnel are seeing sharp increases in the number of students joining our communities with mental health challenges, both diagnosed and undiagnosed. Some students opt to disclose these; others do not. Many experience symptoms of anxiety and sadness, but they are not diagnosed with Generalized Anxiety Disorder or Major Depressive Disorder. This workshop will identify trends we are seeing on the Southern New Hampshire University campus, in addition to national trends as indicated by research. We will introduce participants to resources on college campuses and provide tips for helping prepare students with mental health challenges as they prepare their transition to life in college. This course is great for teachers, special education staff, guidance counselors, administrators, and parents!

B-22 Middle Schoolers CAN Love Reading!
Comprehension Strategies (6-8)
Sue Hannan, Language Arts Teacher, Hillside Middle School & Nancy Rothe, Assistant Principal, Hillside Middle School
Teaching reading comprehension can be a challenge at the middle school level. Students often come to middle school not reading on a middle grade level. Here, you will learn to assess students’ reading comprehension level and explore strategies that will work with students’ reading skills at a wide range of grade levels.

B-23 Google Suite Basics (All)
Jill Schock, Educational Technology Specialist
The Google Suite is an alternative to using Microsoft programs. Google programs are useful for use when collaborating with others. They can be used as templates and assignments while using Google Classroom. While these programs are similar to the Microsoft products, there are some differences in both their usability and uses in the classroom. If your school is a Google school or you want to become a Google Suite user, this introductory workshop will give you a taste of what these products can do! Participants need to bring a Google-compatible device; please create a Google account ahead of time.

B-24 Supporting Students with Behavioral Challenges in the Regular Education Setting (PK-8)
Karen Davis CAGS/BCBA, Board Certified Behavior Analyst
This workshop will provide beneficial information for teachers and paraprofessionals who work with students with emotional and behavioral disorders (EBD) in the regular education setting. You will gain knowledge of positive behavioral strategies that are deemed most beneficial for students with EBD. This workshop is also for guidance counselors, special education coordinators, and any other specialists working with EBD students in the general education setting.

B-25 What “Trauma-Responsive” Looks Like as a Paraeducator (PK-12)
Shannon Fuller, Paraeducator & Kristen King, Paraeducator
In this workshop participants will learn about how their own personal experiences and reactions to those experiences impact the students they work with. Participants will have a greater understanding of how to regulate their bodies and reactions to have the most positive impact on their students. We will experience activities to help you understand how activators and settling activities can have an impact on student learning. Please wear comfortable clothing and expect to go outside for some activities. This workshop could be a game-changer for your daily interactions with students.

“We worry about what a child will become tomorrow, yet we forget that he is someone today.”
~ Stacia Tauscher, dancer and artist
B-26 Role-Modeling and Relationships to Foster Positive Student Behavior, Part I of II (3-8)

Karen Matso, PD Director, Demonstrated Success

As educators, we inevitably work with students that challenge our patience and our own capacity. In this workshop, we will explore how our behaviors impact the behaviors of our students. The foundation of student success lies in the relationship between the teacher and the student and the sense of community in the classroom. You will leave with new relationship-building tools, community-building routines for your classroom, and a fresh perspective on the students that challenge you most. TWO-PART COURSE. ALSO CHOOSE C-26.

B-27 Planting the Seeds for a School Garden (PK-5)

Ruth Smith, UNH Extension Master Gardener Coordinator & Gary Sheehan NH Free Seeds Project Coordinator

School gardens provide a special place to teach nearly any topic and engage students in a truly authentic learning experience. Yet to be successful they require careful planning, teamwork, and resources. This workshop will review the beneficial steps in planning and implementing an educational garden. Participants will see examples of gardens (slides) and engage in a hands-on seed sprouting activity. The NH Free Seeds Project will be introduced as a resource for getting started and finding connections with other school and youth garden projects.

Lucy Snyder with her first flower garden

B-28 Understanding How Our Biases Can Affect Our Work with Students, Part II of II (All)

Michelle Couture & Lorri Hayes, NEA-NH UniServ Directors

This is Part II of workshop A-28. Bias exists. It can be unconscious and automatic. This workshop will provide you with honest and heartfelt opportunities to examine your own possible biases and take an important step toward understanding the roots of stereotypes and prejudice in our society. It can be easy to reject self-assessments that reveal bias as "not me" when you first encounter them…but that's the easy path. To ask where these biases come from, what they mean, and what we can do about them is the harder task and the one that enables personal growth. When people are aware of their hidden biases, they can monitor and attempt to adjust hidden attitudes before they are expressed through behavior. Recognizing that the problems of preference and predisposition are in many other people—as well as in ourselves—should motivate us all to try for better understanding and better actions. Be prepared to look at your students, friends, and family a little differently. THIS IS A TWO-PART CLASS; ALSO CHOOSE A-28.

B-29 Say It! Hear It! The Power of Effective Communication (All)

Pamela Muldoon, Success Coach/Reading Specialist

What a surprise...communication is the one activity that you do more than any other...except for breathing! Do you feel like you are often misunderstood or that others don’t listen well to you? In this workshop, we will break old habits of communication, and through activities and debriefing, build a toolbox of effective communication strategies. New communication skills can make a big difference in your professional, public, and personal life!

B-30 Using Practice Standards to Improve Instruction in the Mathematics Classroom (K-12)

Rob Lukasiak, President, NH Teachers of Mathematics

This workshop will focus on strategies to improve instruction in the mathematics classroom. Participants will become familiar with practice standards and other resources that guide and support a more student-centered approach. This class will be very interactive and will offer several opportunities to engage in some problem-solving activities. Participants will walk away feeling better about teaching mathematics and will have a few tools they will be able to implement immediately. It is highly recommended that participants bring a laptop.
B-31 How to Use Your Educator Voice: NEA-NH Resources for ESSA (All)
Shelly Moore Krajacic, NEA’s Executive Committee

The Every Student Succeeds Act (ESSA) provides educators and community members with opportunities to improve their public schools. Working collaboratively, educators and community members can create the equitable schools our students and children deserve. This workshop will introduce you to the tools developed by the National Education Association to help you understand and implement this law and to unleash your voice about how schools must be improved to better serve students. You will leave this workshop with: tools to help you conduct an audit of the opportunities your school provides to students, ways to hold conversations with community members about public schools, tips for engaging the community in their schools, how to fund these efforts, and an ESSA Guide for Families, among others. You can view NEA’s many ESSA resources here: myschoolmyvoice.nea.org.

“Only where children gather is there any real chance of fun.”
~ Mignon McLaughlin, journalist and author

DID YOU KNOW?

NEA New Hampshire, The Sage Colleges and Virtual Education Software (VESi) have partnered to offer NEA-NH members and staff access to online graduate credit courses. Register for up to three online graduate credit courses per year for one low annual fee of $225. Complete the courses on your own schedule at your own pace. No additional materials are required. Course facilitators are available by email or phone.


The course membership is only offered to NEA-NH members. If you are not an NEA-NH member, we would love to have you as part of the NEA-NH family! See the full course list and course information online or call VESi at 1-800-313-6744 for more info.

- One low annual Course Membership Fee of $225.00 per year
- You may take one course each term for a total of three courses each year
- Choose from over 30 courses for re-certification/pay raise purposes

SAVE UP TO $1400 EACH YEAR!
**C-01 Children’s Well-Being: Helping Children Cope with Traumatic Events, Part III of III, (All)**

*Cindy Dickinson, Cigna Employee Assistance Program & Jana Dalton, Group Relations Specialist, SchoolCare*

In the third workshop of this strand, participants will explore and become more aware of how children may respond to a traumatic event in their lives. The workshop will explore what children need to help them overcome traumatic experiences and what educators can do to help. Participants will learn appropriate and effective ways to respond to children’s questions and concerns, including knowing when a child might benefit from professional help. THREE-PART CLASS! CHOOSE A-01 AND B-01.

**C-02 Applying the PolyVagal: State Regulation for Trauma-Affected Students, Part III of III (All)**

*Emily Daniels, M.Ed., MBA, NCC, SEPT™ in training*

In this workshop, participants will learn about Dr. Bruce Perry’s 3 R’s model and how to regulate the body in order to achieve a more optimal state of social engagement and learning in the classroom. Participants will engage in rhythm and movement activities, along with settling activities, to experience the cycle of activation and settling in their autonomic nervous systems (ANS). THIS IS A THREE-PART CLASS. ALSO CHOOSE A-02 AND B-02.

**C-03 24/7: How Connectedness to Technology Can Contribute to Anxiety and Depression (All)**

*Ann Duckless, Community Educator, NAMI*

This workshop will create a space for dialogue about the role that connectedness to technology (e.g. mobile-based and social media) plays in human development at all ages, our communication and relationships with self and others, and how these factors relate to signs and symptoms of anxiety and depression, as well as other neurological changes. As a “call to action,” this workshop offers an opportunity for participants to familiarize themselves with an informative and thought-provoking, research-based power point presentation, replete with resources and critical thinking for all. Come explore the ways technology affects society and how you can have a positive influence on students and family members.

**C-04 Project Based Teaching: Fine-Tuning Your Instruction for Deeper Learning, Part II of II (K-12)**

*PBLWorks’ National Faculty*

Momentum for Project Based Learning (PBL) is building across the United States and internationally, as K-12 educators seek strategies to prepare students for college, career, and life. To support teachers in designing and facilitating high-quality PBL, PBLWorks (formerly the Buck Institute for Education) has developed a framework of seven project-based teaching practices identified in our Gold Standard PBL model. This two-part workshop will explore the seven Gold Standard Teaching Practices. See full description, B-04. TWO-PART CLASS WITH B-04.

**C-05 Strategies to Help Improve Students’ Reading Comprehension (K-12)**

*Cynthia Lucero, Professor, NHTI-Concord’s Comm. College*

Comprehension is one of the areas in which readers struggle. In this “hands-on, minds-on” workshop, veteran educator Cynthia Lucero will explain strategies for assisting readers who struggle with comprehension. She will share the questions to ask students to help them reflect on what they’ve read as well as ways to monitor student comprehension. If you work with students who have a hard time with comprehension and you are looking for strategies to try right away, then this workshop is for you!
C-06 Early Career Educator Challenges and Resources Roundtable (PK-12)
Svea Schreiner, High School Teacher, Goffstown & Alexandra Stewart, Founder, the New Teachers Retreat

Many new teachers spend their first few years trying to figure out their professional craft and may struggle with translating teacher preparation experiences into current teaching realities. Too few early career educators receive comprehensive induction and mentoring. NEA-NH wants you to know that we hear you and you’re not alone. NEA-NH has formed an Early Career Educator (ECE) Team as an important step in incorporating early career educator support and engagement into the DNA of our association. The team’s mission includes hosting some engagement opportunities for you, including workshops, field events, small group meetings, and one-on-one sessions. This workshop is an opportunity to meet other early career teachers, openly share the challenges you are facing, and learn about ways the ECE Team can help you now and in the future. It’s also your opportunity to help us define and provide the kind of support you need most. You may also be interested A-06 and B-06.

C-07 Filling the Toolbox to Handle Stress: Strategies of Wellness and Self-Care (All)
Megg Thompson, Certified Behavioral Consultant and Life Coach working with children

In the field of education, we are expected to be patient, joyous, level-headed and also to teach! Teaching is the hardest job out there and educators feel that stress. Our toolboxes need to be filled with strategies in self-care and wellness. Through self-reflection, exploration and new language, we may be able to get that toolbox filled. Fueled up teachers fire up children! Join us to fill the toolbox today.

C-08 Integrating Music into the Elementary Classroom (PK-5)
Erin Zaffini. Adjunct Music Professor, Keene State College

Research shows that music and movement enhance learning for many students. This workshop will introduce simple, yet effective ways to use music and movement in the elementary classroom. We will address integrating music with literature, culture, and community-building. How to use music and movement as tools for classroom management techniques and to build community will also be presented. Participants will play instruments, sing, and dance! This is going to be fun!

C-09 Self-Regulated Strategy Development for Writing (PK-2)
Heidi Zollman, Curriculum, Instruction, Assessment Coach & Dr. Erin Mahoney, Principal, Maple Street Magnet

Make writing your students’ favorite time of day with evidence-based practices, particularly those from the Self-Regulated Strategy Development model. These practices include formative assessment, modeling, goal setting, and graphic organizers, as well as how to cultivate the kind of self-regulation that expert writers possess. This approach will undoubtedly strengthen your existing writing instruction. It is not a separate program. See state/district assessment data and pre to post student-writing samples that show significant gains made with these practices.

C-10 Mental Health First Aid – Youth, Part III of III, (All)
This class ends at 4:15 PM!
**ALL THREE SECTIONS ARE REQUIRED FOR THE CERTIFICATION.**
Savannah Bell, NH Dept of Ed., Bureau of Student Wellness

Members continue to report that mental health issues and trauma-affected students are on the rise in schools. Mental Health First Aid – Youth training prepares teachers, support staff, guidance counselors, and other school staff how to help an adolescent (ages 12-18) who is experiencing a mental health or addictions challenge or is in crisis. See full description in A-10. You will receive a 3-yr certification card after completing the 6-hour course. NOTE: Consider bringing a team from your school. You MUST also sign up for A-10 and B-10. Class ends at 4:15.

C-11 Work Study Practices: Critical Competencies for Success in School, Work, and Life (All)
Jonathan Vander Els, Project Dir., NH Learning Initiative

Now, more than ever, the deeper learning competencies of communication, collaboration, creative thinking, and self-direction are imperative for success in careers, college, and life. New Hampshire has been formally engaged for the past four years in integrating Work Study Practices competencies into curriculum, instruction, and assessment. Learn about this larger effort in New Hampshire school districts, and how these skills and dispositions have become a transformational, integral component of competency-based learning.
C-12 Para Mentoring is Paramount (PK-12)
Julie Doiron, Special Education Paraprofessional
Like teachers, paraprofessionals benefit from having a mentor during their first year working at a school. A mentor can make a critical difference in how successful you are at your job and how you feel about your day-to-day work. Don’t go it alone! This past year, Northwood worked with NEA-NH to successfully design and implement a paraprofessional mentoring program. Come learn how to propose, fund, design, and run a para mentoring program at your school!

C-13 Beyond Differentiation in Math: Active Learning for All (K-8)
Lucy Canotas, Dir. of Elementary Curriculum, Timberlane
Ever struggle to engage all your students in all your lesson topics? Is it challenging to differentiate, in order to allow all students an entry point with a common end in mind? This workshop is designed to focus on formative assessment and the ways to actively engage all students in inquiry to drive their own learning. While we will focus on instruction in math, what you learn in this workshop can be applied to all content areas. Examples in this workshop will be elementary level-based but can be adapted for secondary grades as well.

C-14 I Need to Learn More about This! Useful and FREE Research Available to Every Educator (All)
Robert McLaughlin, National Collaborative for Digital Equity
Have a problem at school you don’t know how to handle? Faced with a student whose learning style you don’t understand? Join this informal, interactive workshop to learn what’s available FOR FREE in an exceptional array of online databases that hold full-text books and articles on effective educational practice. The online access to thousands of resources comes to you thanks to funding from NEA-NH and, more recently, the NH Department of Education. If possible, please be sure to bring a mobile device so you can learn to conduct searches keyed into your priorities using a familiar device. This class is great for support staff and administrators, in addition to teachers, counselors, nurses, and librarians!

C-15 NGSS + BioFabrication: A Cutting-Edge Science & Engineering Project for NH (K-12)
Barbara Hopkins, Science Education, UNH Leitzel Center
The BioFab/NGSS NH Project has just begun to help support K-12 teachers with knowledge of cutting-edge developments in bio-engineering and regenerative medicine AND to provide supportive resources for implementing the Next Generation Science Standards. From K-2, 3-5, 6-8 and 9-12 storylines that emphasize the life sciences (LS1 & LS3) to video segments that demonstrate how current scientists and engineers use the Science & Engineering Practices to solve problems, this project is developing open-access resources for children and students across grade areas. Join us as together, we build strong science experiences for our NH students!

C-16 Mindful Moments: Self-Care for Teachers and School Staff (All)
Meg Durkin, Yoga 4 Classroom and ChildLight Yoga Trainer
How can we improve our resilience and prevent burnout? “Mindful moments” provide opportunities to improve self-awareness and self-regulation ability, reduce stress, cultivate self-compassion, and support mindful and effective communication with others. Learn to recognize signs of imbalance and proactively integrate simple strategies for implementing self-care throughout your day. Mindful educators = effective, productive teaching and learning and more mindful students and school communities. Empower yourself to lead the change!

C-17 Breaking Down Barriers to Post-Secondary Education, One Myth at a Time (9-12)
Angela Castonguay, College Outreach Specialist
Every educator knows “that kid” that they have worked with who would do great in college if they just didn’t have so many social, economic, or educational barriers in front of them. This workshop is designed to empower high school faculty and staff with the knowledge and resources they can offer these students to remove barriers or work around their unique situations. Some barriers to be discussed include: good grades/poor standardized test scores, limited family support, unique family situations and guardianship issues, incarcerated parent(s), myths surrounding financial aid availability and required forms, and concerns about family’s documented legal status. Come and learn how to help students turn their barriers into post-secondary opportunities.
C-18 I’m Not Good at This Yet: Increasing Student Engagement, Optimism, and Capability (6-12)
Alice Giarusso, High School Academic Coach
This workshop looks at three essential components for student success and shows you ways to incorporate them into your classroom teaching or student support services. First, we will talk about tapping into the deep well of intrinsic motivation to find meaning and purpose in the educational experience. Second, we must help create a positive mindset for success that helps students view obstacles as opportunities and challenges as invitations. Third, students can learn to integrate explicit instruction of key skills and habits that develop executive function and assist them in achieving their academic goals. Every student has the potential to succeed in school, if we give them the tools to flourish.

C-19 Arts Integration: Creating Pathways to Learning for All New Hampshire Students (PK-12)
Jennifer Berube, Arts Integration Specialist
Let’s celebrate the revision of the New Hampshire arts standards by exploring the positive impact that arts integration will have on all students and educators in our state! Students who learn and demonstrate their understanding through the arts develop the ability to generate ideas, communicate concepts, and bring learning to life. Arts integration engages multiple skills in a variety of domains at all levels in K-12 education. Students who have experienced rigorous arts integration curricula are our future collaborators and innovators! In this workshop, our discussion includes: how arts integration enhances inclusive learning opportunities for students at risk or with identified needs; how it provides access to higher order reasoning and active content engagement; how it empowers students toward an active ownership for their learning; and how arts integration enables problem solving through the use of time, space, materials and interpersonal relationships. When we design arts integrated curriculum by aligning arts and non-arts content standards, we create access to richer and more lasting learning experiences for all students. Engagement in visual arts, dance, music, theatre, or media arts nurtures the development of cognitive, social, and emotional competencies. Arts integration practices go beyond art projects in class. Learning through the arts connects students to their creativity, more authentic learning experiences, and deeper reflections on growth.

C-21 Fairytales, Folktales, and Myths (K-3)
Mary Kuechenmeister, Director, Story Preservation Initiative
This workshop introduces teachers to a project that brings timeless and imaginative fictional stories, including fairy tales, folklore, myths, and contemporary stories into the K-3 classroom. Story Preservation Initiative, working in collaboration with master storyteller Odds Bodkin, has designed a project for early elementary students that fosters literacy and social emotional learning. Bodkin’s audio recordings are supplemented with recommended teacher read-aloud books and standards-aligned projects, all designed to instill in kids a love of story, which translates in later years to a love of reading. To listen to Odds Bodkin talk about the project, click here: https://soundcloud.com/user-874967525-913804267/teacher-intro-to-project-4-9-19

“Children see magic because they look for it.”
~ Christopher Moore, writer

C-22 School Emergency Preparedness: A Community Approach (All)
Scott Lambertson, NH Homeland Security & Dean Jore, Emergency Management Trainer
It is so important to have your community involved in the development of a school’s all-hazard-focused emergency operations plan. We will discuss how the School Emergency Readiness Program supports SAUs and schools. We will also examine training opportunities that we provide to schools. If you are wondering how to make your school safer and ready for any emergency, this class is for you! All are welcome.

C-23 Using Book Creator Across the Curriculum (PK-12)
Jill Schock, Educational Technology Specialist
Book Creator is a tech tool that can be used for more than digital storytelling. It can be used to create books for any subject area and to be used as learning tools. Participants will need a device such as a laptop or Chromebook or an iPad. A phone will be too small for this project. Whether you are using an iPad, laptop, or Chromebook, you do not need to download the app. We will all be using the Chrome version. If you are using an Apple product, do make sure you have Chrome loaded on your device.
C-24 Retirement Planning Seminar (All) 1:45-3:45
Jeff Kantorowski, Anne Murray, Jeff Parsons, & Mike Reilly, NEA Member Benefits Partners

We all hope for a well-deserved retirement with financial security. NEA-NH and NEA Member Benefits have teamed up for the last several years to present seminars that help you plan and prepare for the future. A well-planned retirement can result in fiscal security, but there are many factors to consider. Come and learn how to take full advantage of the resources available to you. [We apologize that this workshop is not for our college or university association members, as your retirement system is quite different than what our member majority has.] PLEASE NOTE THIS WORKSHOP ENDS AT 3:45.

C-26 Role-Modeling and Relationships to Foster Positive Student Behavior, Part II of II (3-8)
Karen Matso, PD Director, Demonstrated Success

As educators, we inevitably work with students that challenge our patience and our own capacity. In this workshop, we will explore how our behaviors impact the behaviors of our students. The foundation of student success lies in the relationship between the teacher and the student and the sense of community in the classroom. You will leave with new relationship-building tools, community-building routines for your classroom, and a fresh perspective on the students that challenge you most. TWO-PART COURSE. ALSO CHOOSE B-26.

C-27 Guiding Students in Number Talks (K-2)
Stephanie Mezquita, Kindergarten Teacher & Darci Militello, Special Education Teacher

Empowering students to take risks and share their mathematical thinking can be much easier than you think! Come explore how to engage students in math/number talks. Even young children, with teacher guidance, can engage with basic numeracy, place value, geometry concepts, measurement, estimation, and the application of both subtraction and addition. Using a collaborative approach with a frequent exchange of mathematical ideas and problem-solving strategies allows students to clarify their thinking and learn from the creative thinking of others. This workshop will focus on teaching in primary grades (K-2), but the strategies and planning can be adapted to all elementary levels.

C-28 An Introduction to the Outward Mindset: A Tool for Improving School Culture (All)
Karen Ladd, NEA-New Hampshire UniServ Director

Sometimes educators find themselves immersed in school cultures that aren’t as positive as they could be. [If you just laughed out loud, this class is for you!] You may want to improve the culture but don’t have the tools to do so. In this introduction to the Outward Mindset, participants will learn the difference between inward and outward mindsets and how to recognize mindset in themselves and others. You will learn how to turn your mindset and behaviors outward by applying specific tools to increase self-awareness and how to adjust your mindset over time to sustain an outward mindset. Members who have studied these concepts have found the work to be revolutionary to their thinking and their ability to influence positive change around them.

C-29 Coaching You, Them, and Us (All)
Pamela Muldoon, Success Coach and Reading Specialist

This is a workshop of introspective and interactive activities, with debriefing, that will allow us to check in with individuals, groups, and most importantly, ourselves as we chart our journey forward. If your job involves guiding others, whether in the school counseling office, the classroom, the playing fields, or otherwise, you will want to join us! Participants will discover the unique strengths that influence their coaching skills. We will develop coaching techniques for various individuals and groups, to meet the needs of diverse populations. And we will practice coaching strategies and activities to help participants develop their own style. Experimenting with selected tools will be the focus. Your leadership will benefit from taking time to explore what it is you bring to the table and how to enhance your best coaching skills.

C-30 Angst: Film and Discussion (All)
NEA-NH Staff

The word “angst” is described as: a feeling of deep anxiety or dread, typically an unfocused one about the human condition or the state of the world in general. Angst is a 56-minute film and virtual reality experience that explores anxiety, its causes and effects, and what we can do to help. The filmmakers’ goal is to have a global conversation and raise awareness around anxiety. Angst features candid interviews with kids and young adults who suffer, or have suffered, from anxiety. In the film, mental health experts discuss the causes of anxiety and its sociological effects, as well as help, resources, and tools. We will debrief the film together. Come prepared for a great discussion! See more about the film here: https://angstmovie.com/.
To register, go to http://www.cvent.com/d/nyqf7s or complete and mail this form.

2019 NEA-NH Fall Instructional Conference
REGISTRATION FORM
Registrations must be postmarked by September 29, 2019!

Name: ______________________________________________________

Mailing Address: ______________________________________________
(Street, City, State, Zip)

Email: ______________________________________________________
(Please provide your current HOME email address.)

Best Phone: _____________________________

Write out your Local Association: ______________________________________________
(Example: Merrimack Valley SSAC)

School Name: _________________________________________ □ I am on SchoolCare/Cigna insurance.
(Example: Loudon Elementary School)

Position: ___________________________________________________________
(First Grade Teacher)

“A” Session ______________________  ____________________________
First Choice (Ex: A-01)  Second Choice (these are required)

“B” Session ______________________
First Choice  Second Choice

“C” Session ______________________
First Choice  Second Choice

Do you have dietary allergies or restrictions that PREVENT you from being able to find food to eat at these types of events? If so, please list them here. _____________________________________________________

Payment: □ Member $65.00  □ Non-member $160.00  □ NEA Student Members: Free

Make checks or purchase orders payable to: NEA-NH

Mail completed form and payment or purchase order* to:

NEA-NH Fall Instructional Conference
Attn: Ally Snyder
9 South Spring Street
Concord, NH 03301

*PLEASE DO NOT WAIT UNTIL YOU GET SCHOOL’S APPROVAL OR YOU MAY MISS YOUR FIRST CHOICE CLASSES. Complete registration now; then submit payment online or by mail as soon as you have it!