



The 2024 Fall Instructional Conference



WELLNESS IN THE CLASSROOM

REGISTER HERE: <https://cvent.me/NgnD5n>

Friday, October 11, 2024

7:00 AM – 8:00 AM Registration

8:00 AM – 3:15 PM Conference (*certification class ends at 3:30*)

Concord High School

170 Warren Street

Concord, New Hampshire 03301



*This conference is supported by Horace Mann Service Corp.
Thank you to Concord School District for hosting us!*



REGISTRATION DEADLINE: September 29, 2024

**Megan Tuttle,
NEA-NH President**

Dear NEA-New Hampshire educators and members,

We can't wait to see you and collaborate with you at another NEA-NH Fall Instructional Conference, a tradition for New Hampshire educators for almost 170 years! We gather to continue building our professional knowledge and skills and to network and learn from other amazing educators in New Hampshire.

This year's conference features a wide range of workshops centered around WELLNESS IN THE CLASSROOM: emotional, intellectual, mental, and physical health starts for students in the classrooms, where they spend the majority of their days. Our staff in all areas of the school (and on buses, the front office, and afterschool programs) deserve health and wellness too! We offer many workshops that will assist you in understanding and communicating with students, improving your mental health and supporting theirs, and managing your classrooms from a state of chaos to a state of calmness. NEA-NH is here to support you every step of the way in your career. We are pleased to again offer the full-day certification in *Stress Reduction for Teens through Mindfulness: Small Changes that Make a Lasting Impact*, taught by ChildLight Education Company (see page 5).

This year we will offer two keynote choices for the Opening Remarks segment. Choose between hearing more about the upcoming 306 Rules, changes to the minimum standards by the NH Department of Education that will affect all educators; or you can choose to learn about *Radical Self-Care: The Foundation for Connection* with trauma-informed expert Kellie Doyle Bailey. She will also teach three follow-up classes throughout the day.

Classes will fill up very quickly, so be sure to register right away to ensure you get your first choices. To register, go to <https://cvent.me/NgnD5n> or visit NEA-New Hampshire's website at pd.neanh.org and click on the Fall Instructional Conference link. **Registration closes on September 29!**

All of NEA-New Hampshire is looking forward to seeing you there.

Yours in education,



Megan Tuttle, President, NEA-NH

Details about the 2024 Fall Instructional Conference...

Conference Agenda

7:00 AM	Registration & Continental Breakfast
8:00 AM	Opening Remarks (two choices)
9:15 AM	A Workshop Sessions
10:45 AM	Break
11:00 AM	B Workshop Sessions
12:30 PM	Catered Lunch / Vendor Time
1:45 PM	C Workshop Sessions
3:15 PM	Conference Ends for most
*3:30 PM	Stress Reduction for Teens Cert Ends

5.5 Hours of CEU Credit

Registration Information

Your registration fee includes meals, opening remarks, and three workshops!

NEA-NH Members = \$95.00

Non-Members = \$200.00

NEA Student Members = Free

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

Registration Deadline: September 29!



Note about payment: We are no longer processing purchase orders from schools. Please pay with credit card or check and have your school district reimburse you. Your registration must be paid before attending the conference!

Should I attend this conference?

Here are some reactions from last year's Fall Instructional Conference:

"I feel rejuvenated in my 'why' of teaching and ready to tackle the year."

"I have the chance to become introspective which benefits my mood and plan for Monday and beyond."

"Gives me a chance to step outside my district and refresh/renew myself."



"It gives me time to breathe and think and plan, as well as tools to use."

"It allowed me to connect with other educators to build connections across the state. As a first-year educator, this is really important. This conference provided me with important training on how to address harm in my classroom/school and how our state's funding model negatively impacts students, communities, and teachers."

"Practicing Mindfulness reduces stress and makes for a more productive student."

"Allows me to interact with colleagues from other districts to learn and improve my practices by hearing new ideas."

"Helps build community between my peers. Helps me add to my 'toolbox.'"

"I got to hear about new ideas and talk with colleagues. I received resources I can use right away."



OPENING REMARKS

Choose one of two Opening segments:

Choice 1: How Will the New 306 Rules Affect My Classroom and Curriculum?

Panel discussion, President Megan Tuttle, Government Relations Director Brian Hawkins, and more

The State of New Hampshire is currently engaged in a process to revise the state’s “Minimum Standards for Public School Approval” – also known as the “306 Rules” – that has the potential to impact every facet of education for educators and students. In addition to state laws, the 306 Rules articulate what New Hampshire public schools must do to be an approved school. These minimum standards for public education exist to ensure that no matter where a student lives, they receive consistent access to quality education. At every opportunity, NEA-New Hampshire has voiced our concerns about the 306 Rule overhaul and raised educator voices. Come to our panel discussion to learn more about the 306 Rules and what they mean to you.

Choice 2: Radical Self-Care: The Foundation for Connection

Kellie Doyle Bailey MA CCC-SLP MMT/SELI

This keynote will highlight the importance of self-care in creating strong connections with oneself, colleagues, and the students we serve – even the most challenging among them. Educators will walk away with an understanding of why radical self-care is not just a personal need but a professional necessity for fostering a healthy school culture.

Kellie Doyle Bailey is a trauma informed SLP, mindfulness educator, emotional intelligence coach, and adjunct instructor for Maine College of Arts & Design (MECA). She brings to her work a deep knowledge and understanding of mind, brain, and relational sciences deeply rooted in Neuroception. Kellie holds certifications in mindfulness, social emotional learning, emotional intelligence, neuro-integrative birth reflexes and Brain Gym®.



Kellie is the founder of Calm Cool Kids Educate™ and the creator of the *It Takes a Calm Brain to Calm a Brain*™ framework. She offers workshops, retreats, and professional development for schools and corporations, focused on strengthening human connections by cultivating foundational emotional intelligence skills and fostering positive emotional contagion to create cultures of care.

In addition to working with educators, Kellie leads mindfulness and abstract art workshops for youth and adults. She also provides in-class support to help students of all ages understand brain basics, neuroception, and nervous system states, promoting optimal engagement and academic success.

Special Opportunity during the Fall Instructional Conference!

Stress Reduction for Teens through Mindfulness: Small Changes that Make a Lasting Impact (FULL DAY CERTIFICATE PROGRAM)

Targeted for Grades 6-12, but all participants are welcome.

With [Ann Biese](#), Author, C-IAYT, ERT-500, RCYT, and
Teacher Trainer for ChildLight Education Company

How can we work with tweens and teens to make small changes that may make a lasting impact on living with less stress? With mindfulness practices! If you work with this population in any capacity – educators, paraprofessionals, special educators, guidance counselors, school health staff, and parents – you will not want to miss this training. Learn simple, evidence-based techniques to help teens transform their stress and support their mental health. Share tools that are easy to use, creating a sustainable impact for increased resiliency and lifelong positive change.

Earn an Intro to SRTM Certificate during this workshop. The program includes an SRTM Certificate proof of attendance, a downloadable fully illustrated instructor manual, and a *Mindfulness Practices for Teens Booklet* with four weeks of curriculum!



THIS COURSE REQUIRES NO PREVIOUS EXPERIENCE OR EQUIPMENT!

Learning objectives:

1. Participants will be versed in how to apply mindfulness from the *Three C Approach* of CALM, CENTERED, and CONNECTED for a deeper understanding of self and interpersonal relationship skills. This approach helps teens to reduce stress in their daily lives.
2. Participants will have knowledge of how to explain the difference between a growth mindset versus a fixed mindset, encouraging teens to adopt a more mindful lifestyle approach and an improvement in resiliency.
3. Participants will understand how to skillfully share with adolescents that mental health challenges are not something to be “ashamed” of, and instead, students can reduce stress and anxiety through “small habit” changes with mindfulness practices.
4. Participants will become familiar with the Stress Reduction for Teens through Mindfulness (SRTM) curriculum and how to assist tweens and teens in achieving personal goals through self-discipline and SRTM model methods in four-week sessions.

PARTICIPANTS: Register for classes A-KN, A-01, B-01, and C-01 (four classes). This full-day workshop includes a fully illustrated teacher’s guide and a PD certificate demonstrating 6 learning hours. The Introduction to SRTM Course provides the option to apply these hours to the 18-hour training at a future date to pursue the full certification. Learn more at <https://childlighteducationcompany.com/>.

ChildLight Education Company was established in 2005 with the intention of sharing yoga & mindfulness with youth. As we’ve grown, our certification programs include SEL, mental health reset strategies, and additional wellness modalities for all ages and abilities. Our knowledgeable team is dedicated to providing evidence-based and trauma-informed trainings, classes, and curricula. We envision a future in which everyone is equipped with the tools needed to meet life’s challenges in healthy ways.

SRTM Certification Schedule:

7:00-8:00	Registration/Breakfast
8:00-9:00	A-KN Part 1
9:15-10:45	A-01 Part 2
10:45-11:00	Break
11:00-12:30	B-01 Part 3
12:30-1:30	Lunch/Vendor Time
1:30-3:30	C-01 Part 4
3:30	Certification Program Ends



FOOD DRIVE at the 2024 Fall Conference!

This year the Human and Civil Rights Committee (HCR) is continuing its commitment to help end food insecurity. We are collecting non-perishable food items donated by conference attendees. The donations will be given to an NEA-NH local association to distribute for the benefit of children in need at their school. The donation from this year's Fall Conference will go to *Pittsfield School District*.

Any non-perishable food items are welcome but *after school snacks, granola bars, pudding cups and boxed pasta* are always needed. Please **AVOID** glass containers. This will ensure that each item is preserved and makes it to the children.

NEA-NH's HCR members work year-round to address issues our children face daily in public schools. Children struggle to learn if they are hungry.

The need for donations is more important now than ever. **Please support the NEA-NH Human and Civil Rights Committee in collecting non-perishable food for Pittsfield School District.** Drop off donations at the HCR Committee's vendor table anytime during the Fall Conference.

Thank you for your help!

NEA-NH Human and Civil Rights Committee



"A" Session Workshop Descriptions 9:15 – 10:45

A-KN and A-01 Stress Reduction for Teens Through Mindfulness (SRTM) Certification (see pg. 5)

Ann Biese, Yoga Teacher Trainer for ChildLight Education
SEE PG. 5 FOR THE DESCRIPTION OF THIS ALL-DAY CERTIFICATION COURSE. SIGN UP FOR: **A-KN, A-01, B-01, and C-01. This class runs from 8:00AM to 3:30PM.**



A-02 If 2+2 Still Equals 4, Why is Teaching Math So Hard Today? (PK-8)

Lucy Canotas, Director, Elementary Education, Timberlane
Building a strong foundation of mathematical number sense in students is critical for conceptual understanding and success in math. Do you agree more students today are having a harder time developing the skills of number sense and fluency? If so, join this workshop to understand changes in society and early number sense development, how young children learn number concepts and the critical learning phases children go through as they develop mathematical understanding. We will then unpack fact fluency and engage in activities to secure fact fluency in your students. You will leave this workshop with many ideas and activities that are quick and easy to implement to help build these critical skills in your students. While the skills we will focus on are typically elementary skills, the knowledge and activities gained in this session can be applied to higher grades.

A-03 The NAN Project:

Preventing Youth Suicide One Story at a Time (All)

Jake Cavanaugh, Executive Director, The NAN Project
The NAN Project is a school-based program to save lives through hopeful, peer-led stories of overcoming mental health challenges. This workshop will introduce their powerful peer-to-peer model that opens mental health conversations and destigmatizes the topic through stories of resilience. Attendees will learn how the organization grew out of the death by suicide of a young woman into the largest school-based mental health program in Massachusetts, serving over 10,000 students a year. We will discuss the Peer Mentor Comeback Stories of strength and resilience in depth, especially how they are constructed and refined to ensure each one offers a strength-based message of hope for students. Participants will have the chance to ask young adults what worked and what didn't regarding mental health interventions and support. The workshop will also provide the steps for bringing the program to New Hampshire schools. SEE ALSO B-03, C-03.

A-04 Cultivating Emotional Intelligence in the Classroom (PK-12)

Kellie Doyle Bailey, MA CCC-SLP MMT/SELI

This course will explore emotional intelligence and how it impacts classroom culture. Participants will engage in reflective exercises to develop practical skills for empathy, communication, and building a supportive learning environment. Kellie Doyle Bailey works as a trauma informed SLP, mindfulness educator, emotional intelligence coach, and adjunct instructor for Maine College of Arts & Design (MECA). She brings to her work a deep knowledge and understanding of mind, brain, and relational sciences, rooted in Neuroception. Kellie holds certifications in mindfulness, social emotional learning, emotional intelligence, and Brain Gym®. Kellie founded Calm Cool Kids Educate™ and created the *It Takes a Calm Brain to Calm a Brain*™ framework. YOU MIGHT ALSO LIKE B-25 AND C-26.

A-05 A Multi-Tiered Approach to Support Learning and Behavior in Students with Autism, I of II (K-12)

Karen Davis, CAGS/BCBA, Behavior Analyst, EBD Certified
This is a two-part series on a Multi-Tiered System of Supports (MTSS) for students with Autism. This session will help teams and staff identify struggling students early and intervene quickly with a wide variety of support. Participants will gain a strong understanding of how to start with universal support and proceed towards targeted and/or more intensive support, such as complex functional assessments and behavior plans. Participants will leave with a handout providing visual examples and information about several tools to provide to students.
TWO-PART COURSE! PLEASE ALSO CHOOSE B-05.

A-06 The Why Behind Behavior: Using Meaningful Data to Support Significant Behavior Changes (K-8)

Melissa Davis, Founder/CEO Education Advisors, LLC.
Frustrated by persistent negative behaviors in your classroom? This workshop empowers you to take control! Learn an EASY, data-driven approach to identify the "why" behind student behavior. By analyzing past incidents, you'll learn skills to develop targeted plans to address these challenges. You will be equipped with practical tools for shaping negative behaviors and solutions for gradually fading support as your students progress. This process-oriented approach will help you create a more positive, productive learning environment for everyone in the classroom. SEE ALSO B-06, C-06.

A-07 Setting Up Your Elementary Classroom Library (PK-5)

Elizabeth Duclos, 2024 New Hampshire Teacher of the Year!

Have you ever wondered how to set up a rich classroom library for your learners? In this workshop, Pre-K through Grade 5 educators will learn why providing a library for students is important and the benefits of including a variety of texts from multiple genres. Participants will also learn effective methods for organizing their classroom library, so students are able to access all of the literature and maximize their learning.



A-08 Incorporating Nature: Strategies to Enrich Your Curriculum and Engage Students (PK-5)

Kelly Dwyer, Nature Education Opportunities

Exploring and understanding our natural world provides an abundance of creative, cross-curriculum lesson ideas to engage students' enthusiasm for learning. The social, emotional, and academic benefits of outside instruction present an invaluable addition to your curriculum planning. In this interactive workshop, we will cover:

- Techniques to build successful academic-based experiences for your students – and for YOU!
- Lesson ideas for multiple cross-curriculum areas such as language arts, math, science, and art.
- Bringing nature inside the classroom – easy ideas for daily integration and exploration.
- Seasonal nature themes and activities for the year.

Please come prepared for some instruction time outside! Learn more at www.natureeducationopportunities.com.

A-09 Supporting English Learners' Literacy Development Across Grade Levels (K-8)

Dr. Janna Jobel, English Learner, Title III Ed Consultant & Dr. Kathleen McCaffery, Reading/Writing Spec., NH DOE

In this course, educators will develop tools and strategies to support English Learners' literacy development in the classroom. We will begin with general best practices and then break out into grade level groups to discuss strategies and reflect on case studies to gain actionable knowledge. This workshop will provide participants with a toolkit that offers foundational information on supporting English Learners' literacy development, methods to collaborate with other teachers, and ways to informally assess progress. SEE B-09 FOR GRADES 9-12.

A-10 Body, Brain, and Breath: Keys to Reducing the Impact of Stress (All)

Cindy Dickinson, M.Ed., Wellness Educator, Counselor

Stress can cause big problems and there doesn't seem to be a way to avoid significant levels of stress in our lives. Fortunately, the more we learn about the power of our brain, our muscular system, and our central nervous system as tools to combat the negative impact of stress, the better we can feel. In this workshop, you will learn and practice full-body relaxation, breath work, and visualization and take away techniques to use in daily life. Cindy has been an educator, counselor, and wellness specialist for 41 years. She teaches Mindfulness and offers meditation sessions at schools and businesses throughout New England as a Cigna EAP presenter. She also counsels children and families at Strong Foundations Charter School in Pembroke. Cindy breathes in and out at every possible opportunity! If possible, bring a towel or mat.

A-11 Look Out for All: Building Community in Your Classroom or Your Workplace (All)

Candace Lilyquist, NEA Organizing Specialist

Using your current view, examine tools and techniques that will support the development of a community within your classroom or your current workplace. Participants will evaluate systems and structures to build an equitable and respectful classroom and school environment. We will discuss listening skills, collaboration techniques, and planning. Participants will examine Peter Block's work on Community. Everyone will take home two or more tools and techniques they can implement immediately in their work life. This content has implications for management in all spaces where students learn. All are welcome!

A-12 Art and Writing are Fun! Creating a Sequential Art Zine (5-12, All)

Mike Lynch, Professional Cartoonist

This is a hands-on workshop in which award-winning professional cartoonist Mike Lynch teaches the power of creating your own stories. Mike "teaches drawing to people who can draw and people who can't." You will be actively engaged and drawing. After a presentation about the history of telling stories with pictures, you will learn techniques: drawing faces, expressions, how a word balloon works, etc. This is the first step to mastering the creation of the graphic novel format of words and pictures. For a young student, telling their own stories is thrilling – but the work can be daunting. Utilizing basic shapes to create characters and situations, students will be able to develop their own narratives using the techniques learned. Mastering this popular media form to tell your own stories is the beginning of empowerment.



A-13 Organized Study: Skills that Teach Organization and Accountability (6-12)

Anne McQuade, English Language Learner Teacher

This workshop will introduce teaching strategies that help students of all ages get organized and manage their time and materials. Too often students 'forget' or 'ignore' required assignments due to hectic schedules or a lack of personal organization. Come join ELL teacher Anne McQuade as she discusses and reviews techniques that have been provided to help students with their organizational skills. These skills help them to become responsible and successful in school and teach them valuable strategies that can be used throughout life.



A-14 Restorative Justice Practices (All)

Maxine Mosley, Retired NEA Member, Trainer, and Guidance Counselor

What we say, how we say it: how we communicate. How we respond to concerning and difficult behaviors: punitive or restorative practices. Why does it matter? It matters to the children and youth you work with. Learn about what restorative practices mean, what they look like in a school setting, and how you can modify or change your response to student behaviors to assist students to gain resiliency, trust, respect, and cooperation. Join Maxine Mosley to learn and explore this concept and gain some tools and strategies to use on the job. TOPIC REPEATED IN B-14.



A-15 Hands-On Learning to Inspire Climate Action (K-12, All)

Aubrey Nelson & Angie Krysiak, NHEEP Energy Educators

Through a guided engineering challenge, participants will explore some of the robust equipment and supporting interdisciplinary climate and energy curricula that the NH Energy Education Project (NHEEP) can offer. We will look at thermal cameras, model wind turbines, materials to capture transportation emissions, and more. The challenge: Figure out how YOU might use hands-on investigations to inspire students to make meaningful change in their communities around energy and climate issues. After you share your creative ideas, we will share examples of some of the PBL projects that other classes have undertaken and then troubleshoot ways you can integrate these strategies. We'll also share a myriad of no cost or low cost resources and other opportunities NHEEP can offer to you and your students.



A-16 Executive Function Skills 101: Helping Learners be Successful (K-5)

Dr. Rachael Ramsey, 6th Grade Educator, Bedford

This workshop will provide participants with an understanding of executive function skills and how those skills influence achievement within a classroom setting. Executive function skills allow us to plan into the future, reflect on the past, problem solve, and adjust plans. We will discuss how elements of executive function skills affect students in the classroom and interact with the curriculum. This workshop will be a lecture/discussion format to help provide resources, ideas, and details to help students, while saving teachers time! SEE B-16 FOR GRADES 6-12.



A-17 Using Trees and Forests as Windows to the World: Project Learning Tree (6-12)

Jennifer Scarinza, NH Project Learning Tree Coordinator

Come learn how to use trees and forestry as a window to the world for your students! Project Learning Tree (PLT) is an award-winning environmental education initiative designed for teachers and other educators, parents, and community leaders working with youth from preschool through grade 12. PLT provides educators with high quality PD, hands-on activities, and multi-disciplinary supplemental curriculum that can be easily integrated into lesson plans for all grades and subject areas. The curriculum helps teach youth about forests, trees, and the environment, and is designed to teach students HOW to think, not WHAT to think. All lessons are aligned with NGSS, STEM and other standards. PLT lessons are useful to teachers – whether you have no trees in your schoolyard or many acres available. This section is geared towards Grades 6-12. Come ready to be outside and get hands-on! SEE B-17 FOR GRADES PreK-5.



Did you know?

One area of NEA-NH's website is dedicated to YOUR professional development and training!

In the Spring of 2025, we will hold a New & Aspiring Teachers Conference *and* an Education Support Professionals Conference. Stay tuned for details!

We have multiple choices for online learning for your convenience. Visit pd.neanh.org for more info!



A-18 Mariposa Museum Explores: Children Across Cultures (PK-5)

*Tina Thaing, Administrator and Educator &
Eugenia Villanueva, Education Coordinator,
Mariposa Museum and World Culture Center*

Around the world, children play, learn, work, and participate in family and community rituals. Using objects from Mariposa Museum’s rich collection of folk art from around the world, we will explore the stories these objects tell, appreciating the ways they differ – and what this tells us about the culture and environment they come from – and also finding the common threads that connect us. Our conversation will model the way we can talk about world cultures in our classrooms. We will be handling and using the artifacts – instruments, clothing, and tools. Dress comfortably and be prepared to sit on the floor! [We will provide chairs for those who need them.]

Mariposa is the only museum of world cultures in New Hampshire. We offer tours, programs and cultural events at the museum. Our education programs are tied to the Civics, Economics, Geography and NH/US/World History curriculum frameworks set by New Hampshire’s Department of Education. We will work with you to create programs that meet your needs, and we also do outreach to civic groups in the Monadnock Region. Learn more about us at mariposamuseum.org. SEE ALSO B-18.



A-19 Cultural Competency in the Classroom (All)

*Tara Haarlander, Special Educ. Teacher, Case
Mgr, NEA-NH Exec. Board, NEA Leaders for Just Schools*



This NEA Leaders for Just Schools interactive listening session will explore content in the following areas: Culturally Responsive Teaching and Best Practices, Growth Mindset with Diversity, Equity, Inclusion and Belonging (DEIB) integrated throughout activities, and a wrap-up lesson titled, “Words that Can Hurt, Help, and Heal.” We will explore the many ways that we convey biased language and stereotypes, without even realizing it. Participants will experience and discuss challenges that directly impact school environments and learning spaces that are working towards improving racial and social justice in their communities. Please wear comfortable clothing and bring your own notetaking materials, such as pens, pencils, computer/tablet, highlighters, etc.

A-20 Understand and Respond to the Impact of Adversity on School Readiness: IMPACT (PK-12, All)

*Dr. Cassie Yackley, Psy.D, Director, Center for Trauma-
Response Practice Change centerfortrprchange.com*

This is part ONE of a three-part series; you can take one, two, or all sessions. Given the prevalence of adverse childhood experiences (ACEs), it is vital for today’s educators and school staff to understand how adversity impacts learning and behavior. Adversity in childhood, in the absence of adequate buffering relationships, disrupts development—often in ways that make going to school, being with others, and learning in a classroom feel overwhelming, even threatening. Dr. Yackley will explain how this developmental impact is intertwined with a child’s capacity to form relationships and shapes their baseline capacity for regulation. In her other two sessions, Dr. Yackley will discuss trauma-responsive approaches with your individual students and trauma-responsive interventions and classroom approaches. SEE ALSO B-20 AND C-20.

A-21 Mentoring Towards Culturally Sustaining and Equitable Unified Arts Teaching Practices (PK-5)



Dr. Erin Zaffini, Director, Teacher Ed, Longy School of Music
Many early career arts teachers and students learning to teach music within their preparation programs lack sufficient training in culturally sustaining pedagogy and equitable teaching practices. Similarly, teacher educators, as well as those who mentor early career teachers, might also need development in this area. This interactive session, designed for arts teacher educators and arts teacher mentors, will focus on how mentors can successfully help their mentees to engage in culturally sustaining and equitable teaching in the classroom.

Specific topics include how to facilitate reflection within early career teachers through investigating hidden curriculum commonly encountered in arts education and arts teacher education programs, as well as through providing beginning teachers what they specifically need during the various stages of teacher development. Guided by their own reflection as equity-driven educators, class participants will practice mentoring techniques and strategies through role play and will be given specific web-based tools that will support the facilitation of beginning unified arts teacher reflection, development, and growth.

A-22 AI and Education (All)

Ed Kissell, Educator, MBE, MBA



Like it or not, Artificial Intelligence (AI) is here, and it is going to transform everything. This presentation is designed to look specifically at AI within education. We will look at what transformations are coming in education, as well as problems and solutions for integrating this technology. Your students are using AI right now. Come learn some ideas about how to truly assess your students' knowledge and understanding of the materials being taught to them. Bring your questions and let's jump in! REPEATED IN B-22.

A-23 Civics and the Moose (6-8)

Elizabeth Dubrulle, NH Historical Society

This workshop focuses specifically on the foundational civics instruction offered in New Hampshire's statewide social studies curriculum, "Moose on the Loose: Social Studies for Granite State Kids" (moose.nhhistory.org). Developed by the NH Historical Society for students in grades 3–8, this resource provides everything you'll need to introduce students to the ideas that underlay our system of government and the structures and practices Americans have established for self-governance. The "Moose" includes lesson plans, explainer videos, inquiry resources, and fun, easy ways to work with primary and secondary sources. It's all available free of charge on an open-access site! "Moose on the Loose" integrates high-quality social studies instruction with ELA requirements. It's a balanced curriculum from a trusted source.



A-24 Leaders for Just Schools: Microaggressions (All)



Lisa Dillingham, Teacher, NEA Leaders for Just Schools

Hey guys, none of us want to hurt or traumatize our students or colleagues, but sometimes what we say or do can cause pain even when we have the best intentions. Microaggressions happen every day. Our words, actions, and school environment may be sending unintentional and negative messages. This workshop will teach us to examine ourselves and our school setting to be more accepting and welcoming educators. Did you catch the microaggression I made? Participants will learn what a microaggression is and how it can harm students and colleagues; identify microaggressions that occur in the school environment; learn to self-examine our own habits to recognize the microaggressions we make; and talk about ways to address microaggressions when they happen, to repair the situation. Come with an open mind!

A-25 Tuning in to Learning with NH PBS! (PK-12)

Susan Adams, NH PBS Education Manager



You might be surprised to know that NH Public Broadcasting System (PBS) offers teachers and learners of all ages a wide variety of free multimedia resources perfect for integration into learning environments. Come and explore sound learning practices for using video in the classroom. Susan Adams will show you how to access learning and teaching resources and effectively integrate them into classroom instruction. And you will have fun!



A-26 Educational Opportunities with Mt. Kearsarge Indian Museum (3-12)

Robert Whitehead, NEA Retired, MKIM Museum Educator

Through partnership with Native peoples, exhibits, and workshops, Mt. Kearsarge Indian Museum (MKIM) in Warner, NH serves as a living center for artistic expression, traditional values, and contributions from past and contemporary Native life. MKIM embraces cultural diversity and encourages environmental action, based upon respect for nature and a deep understanding of Native cultures. MKIM is a natural resource for classroom teachers, home school parents, youth group leaders, and enrichment coordinators. In addition to offering scheduled group tours and cultural events at the museum, MKIM offers Outreach Travel Programs that will come to your group or classroom. The Museum aligns with the NH Department of Ed's State Curriculum Frameworks for Teaching Social Studies Common Core standards, as well as the National Council for the Social Studies standards. Programming can be customized to meet your needs. MKIM's outreach also includes civic engagement groups, historical societies, libraries, and volunteer opportunities. Come discover what amazing art, history, and culture can become part of your students' enrichment! THIS CLASS REPEATED IN B-26.



(photo from MKIM website, indianmuseum.org)

**A-27 Improving Connection through Communication:
Helping Youth Thrive (6-12)**

*Jess Morton, NH Dept Health and Human Services &
Martha Bradley, JSI Consultant*

This workshop will explore proven strategies to improve communication with youth in middle school and high school using motivational interviewing approaches. Building rapport and trust with young people when delivering messages and discussing health is pivotal to success. We will demonstrate and practice (in small groups) ways to meet youth where they are, address what's important to them, and motivate behavior change. We will discuss youth-serving groups and what they can do, and how to frame conversations, to address substance use prevention, wellness, and other risk and health related concerns. You will leave the workshop with handouts, posters, connection to resources, and other materials you can take back to your school or program.



**A-28 Faberge Imperial Easter Eggs: Arts,
History, Culture, Science, and Technology (9-12)**

Marina Forbes, Traditional Artist & Educator

This inspiring workshop will focus on the life and remarkable work of master jeweler and artist, Peter Carl Fabergé. The program will feature a spectacular photo-tour of the Fabergé collections at the world-famous museums and private collectors from around the world. (Currently 19 Faberge Eggs are in major American Museums!) We will explore the important role of egg painting in Slavic culture and on the unique development of this major art form from a traditional craft to the level of exquisite fine art under the patronage of the tsars. The fascinating history of these eggs and their role in the dramatic events of the last decades of Romanov rule in Russia and in the years following the Revolution will also be discussed. Marina will also bring her own Russian-Ukrainian art for display!



A-29 Yoga and Mindfulness in the Classroom (All)

Lisa Flynn, Founder and Trainer, Yoga4Classrooms.com

In this workshop, you will how integrating simple, 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 SEL competencies, emotional resilience, positive climate and student success. Participants will learn a variety of practical strategies they can immediately use with their students and for themselves, as well as research, case studies, and best practices for implementation. Illustrated handouts and access to a library of additional helpful resources will be provided. This fun and informative workshop will relax and inspire you. No equipment or experience required!

"B" Session Workshop Descriptions 11:00 – 12:30

B-01 Stress Reduction for Teens

Through Mindfulness (SRTM) Certification (see pg. 5)

Ann Biese, Yoga Teacher Trainer for ChildLight Education

SEE PG. 5 FOR THE DESCRIPTION OF THIS ALL-DAY CERTIFICATION COURSE. SIGN UP FOR: A-KN, A-01, B-01, and C-01. **This class runs from 8:00AM to 3:30PM.**



B-02 Strengthening Social Emotional Learning Skills Through Mathematics Instruction (PK-8)

Lucy Canotas, Director of Elementary Education, Timberlane

Social emotional learning is a heavy focus for educators today, but SEL can't be a stand-alone lesson, unit, or even daily practice. It must be embedded into the fabric of our day. Social emotional learning can and should be explicitly taught, modeled, and practiced in math class. How? Join this class to understand how work study habits/practices and social emotional competencies are present in our math instructional expectations, and how we can provide students the opportunities to practice these skills. You will leave this workshop with ideas and activities to develop both math conceptual understanding and needed social and emotional skills. This session will use elementary examples but what you learn can be applied to middle and high school curriculum and instruction.

B-03 The NAN Project: Mental Health 101 (All)

Jake Cavanaugh, Exec Director & Lizzie MacLellan,

[The NAN Project](#)

This non-clinical training offers a straightforward introduction to common mental health diagnoses and challenges that educators may see in the classroom – anxiety, depression, ADHD, PTSD, etc. The NAN Project team will provide the signs of these challenges as well as practical responses and strategies to identify a student who may be struggling, informed by our own Peer Mentors' lived experiences. The workshop includes a story from a Peer Mentor and the chance for attendees to ask questions and get feedback about strategies that work, or don't, from resilient young adults who have faced their own mental health challenges. **THIS COURSE REPEATED IN C-03. YOU MAY ALSO LIKE A-03.**

B-04 Breaking Barriers: Building Connections with Each Other and Our Students (All)

Lorraine Connell, Education Coach and Former Educator

In today's rapidly changing society, families and schools are experiencing significant shifts. As parents and educators, we often need clear guidance and support. Today we will explore some of the highlights of the "Essentials of Being Human," program which is designed to bridge this gap by providing practical tools and strategies for navigating changes with empathy and understanding. As a parent, teacher, and professional facilitator, Lorraine emphasizes the importance of social and emotional learning (SEL), not just for our children but also for ourselves. Just as we're instructed on airplanes to secure our own masks first, this course focuses on equipping you with strategies to enhance your own SEL skills. By doing so, you'll be better equipped to support your students and foster a stronger peer community.

This workshop provides a safe space for collaboration, scenario-based learning, and real-world application of SEL principles. Join us to discover how embracing our humanity can transform our interactions and enrich relationships at home and in the classroom.

B-05 A Multi-Tiered Approach to Support Learning and Behavior in Students with Autism, Part II of II (K-12)

Karen Davis, CAGS/BCBA, Behavior Analyst, EBD Certified

This class completes a two-part series on a Multi-Tiered System of Supports (MTSS) for students with Autism. This session is designed to help teams and staff identify struggling students early and intervene quickly with a wide variety of support. Participants will gain a strong understanding of how to start with universal support and proceed towards targeted and/or more intensive support, such as complex functional assessments and behavior plans. Participants will leave with a handout providing visual examples and information about several tools to provide to their students. **THIS IS A TWO-PART COURSE; ALSO SIGN UP FOR A-05.**



B-06 Diffusing the Difficult Child: Ways to Help Student Behaviors When They are Happening (K-8)

Melissa Davis, Founder/CEO Education Advisors, LLC.

Feeling lost when a child in your classroom is elevated or experiences a crisis? This workshop empowers educators with the tools they need to manage challenging behaviors and support students during difficult times. Join Melissa Davis to learn effective intervention strategies, discover practical techniques to de-escalate stressful situations, and develop skills to proactively recognize potential behavioral issues before they escalate. Gain access to a valuable toolkit filled with resources and tips, and discover how to create your own supportive learning environment that fosters student well-being and positive behavior. This workshop is ideal for teachers of all grade levels, special education educators, paraprofessionals, and anyone who works with children in a classroom setting. Don't wait! Equip yourself with the skills to navigate challenging times and create a calmer, more positive learning environment for all your students. REPEATED IN C-06. YOU MAY ALSO LIKE A-06.



B-07 Resources to Help You Address Your Students' Digital Divide Challenges (K-12)

*Bob McLaughlin & Jenelle Leonard,
National Collaborative for Digital Equity*

In this interactive session, we'll explore the fairly extraordinary array of new resources now becoming available for NH educators to help identify and address their students' digital divide barriers at home and school. In 2024-25, federal broadband funding to NH is bringing affordable broadband access to previously unserved and underserved areas of the state. The NH-based nonprofit, National Collaborative for Digital Equity, is starting a fundraising campaign to urge donors to fund devices for distribution to lower-income students in districts unable to themselves provide one for every student. There also will be a growing array of free courses, webinars, and workshops for educators, adult educators, librarians, and others to equip students with digital literacy, cybersafety, AI, and media literacy skills. Come join us to learn more and help us make sure these opportunities truly benefit you, your colleagues, your students and their families.



B-08 Creating Success: Essential Strategies for New Educators (K-12)

*Kelly Dwyer, Founder/Educator,
[Nature Education Opportunities](#)*

Beginning a career in education today can offer you many opportunities to positively impact students; however, the numerous demands on your energy, time, and creativity can quickly lead to being overwhelmed and even burnout. In this interactive workshop, we will explore some surprising job-related stressors and develop concrete strategies and techniques to restore your energy, enthusiasm, and sense of purpose as an educator. We will discuss creating a healthy work-life balance and setting professional boundaries; how to recognize stress AND what to do about it; time management techniques for efficient and focused planning; and developing your personal teaching style and confidence in the classroom.

B-09 Supporting English Learners' Literacy Development Across Grade Levels (9-12)

*Dr. Janna Jobel, English Learner, Title III Ed Consultant &
Dr. Kathleen McCaffery, Reading/Writing Spec., NH DOE*

In this course, educators will develop tools and strategies to support English Learners' literacy development in the classroom. We will begin with general best practices and then break out into grade level groups to discuss strategies and reflect on case studies to gain actionable knowledge. This workshop will provide participants with a toolkit that offers foundational information on supporting English Learners' literacy development, methods to collaborate with other teachers, and ways to informally assess progress. SEE A-09 FOR GRADES K-8.

B-10 Get Back in the Game of Classroom Management (3-8)

Beth Crampton, 8th Grade Teacher, Merrimack

Are you running "out of bounds" with your classroom management? Feel like you're losing the classroom management game? In this workshop, you will learn how to create a successful classroom environment while minimizing distractions and maximizing academics. The strategies discussed will focus on clear communications and expectations, building caring relationships, and removing multiple warnings for all ages. You will walk away with several effective management techniques that empower students to take responsibility for their actions while achieving success. These strategies will be easy to implement, and you can take them back to your classroom and use them the very next day!

B-11 Two Sides to a Coin: Teaching Reading and Writing Together (6-12)

Benjamin Ludwig, Library Media Specialist, Author

Standardized tests are laser-focused on assessing reading, but only because reading ability can be easily measured on a computer. With the exception of the NH-SAS Writing test, all other ELA-related standardized tests measure reading and reading-related skills exclusively. But reading is only one half of the coin, as the saying goes. The other side – writing – is equally important. Reading gives students access, but writing gives them voice and agency! In our workshop, we'll explore how a powerful research-based approach to teaching close reading can be adapted to teaching writing, and how the teaching of writing and reading must be intertwined. Participants will learn how to use *Notice and Note* Signposts to improve close reading and to inspire creative writing.

B-12 Drawing History:

The History of Political Cartoons (6-12)

Mike Lynch, Professional Cartoonist



The role of a political cartoon in a democratic society is to act as an editorial watchdog, taking government, society, and corporations to task through the means of satire. Working hand in hand with a free press, political cartoons criticize those in power, using humor and hyperbole to make their point, and promoting democratic values. Successful cartoons hold power to account. Political cartoons promote democratic values such as civic rights, religious rights, and political rights. These popular, funny and memorable images help drive civic awareness and participation. We will explore how political cartoons affect change in society. This content can be applied by educators in Art, ELA, Writing, History, and Civics!

B-13 Practical Studies for Teaching the EL Student:

Who Are Today's Language Learners? (K-12)

Anne McQuade, English Language Learner Teacher

This workshop will equip teachers and support staff with practical teaching strategies that will encourage language acquisition in English Language Learners. We will discuss the English Language Learner's background and learn how prior knowledge or lack of knowledge will impact second language learners. Anne will model strategies and share accommodations for lessons that can be used by content area teachers.



B-14 Restorative Justice Practices (All)

Maxine Mosley, Retired NEA Member, Trainer, and Guidance Counselor

What we say, how we say it: how we communicate. How we respond to concerning and difficult behaviors: punitive or restorative practices. Why does it matter? It matters to the children and youth you work with. Learn about what restorative practices mean, what they look like in a school setting, and how you can modify or change your response to student behaviors to assist students to gain resiliency, trust, respect, and cooperation. Join Maxine Mosley to learn and explore this concept and gain some tools and strategies to use on the job. ALSO AVAILABLE IN A-14.

B-15 Climate, Water, and Wildlife! Get Your Students Moving with Science (6-12)

Lara Hooper, Drinking/Ground Water Education

Coordinator, NHDES & Lindsay Webb, Wildlife Educator



Climate change – the wickedest wicked problem. How do you even start to teach the complicated environmental forces at play in our changing world? What is changing? Why does it matter? How best to incorporate these issues into your current curriculum? In this hands-on workshop, we will explore resources that get kids moving as they learn climate science. The primary resources we will explore are Project WET's *Climate, Water & Resilience* and Project Wild's *Climate and Wildlife*. These activities are designed for middle and high school students to discover the causes, dynamics, and impacts of climate change. This workshop is a mini version of our full day program (November 8, 2024). Each time we have offered this workshop, teachers have passionately shared the resources they have used successfully. Please join us and bring *YOUR* favorite climate-related tool(s) to share!

B-16 Executive Function Skills 101:

Helping Learners be Successful (6-12)

Dr. Rachael Ramsey, 6th Grade Educator, Bedford

This workshop will provide participants with an understanding of executive function skills and how those skills influence achievement within a classroom setting. Executive function skills allow us to plan into the future, reflect on the past, problem solve, and adjust plans. We will discuss how elements of executive function skills affect students in the classroom and interact with the curriculum. This workshop will be a lecture/discussion format to help provide resources, ideas, and details to help students, while saving teachers time! SEE A-16 FOR GRADES K-5.





B-17 Using Trees and Forests as Windows to the World: Project Learning Tree (PK-5)

Jennifer Scarinza, NH Project Learning Tree Coordinator

Come learn how to use trees and forestry as a window to the world for your students! Project Learning Tree (PLT) is an award-winning environmental education initiative designed for teachers and other educators, parents, and community leaders working with youth from preschool through grade 12. PLT provides educators with high quality PD, hands-on activities, and multi-disciplinary supplemental curriculum that can be easily integrated into lesson plans for all grades and subject areas. The curriculum helps teach youth about forests, trees, and the environment, and is designed to teach students HOW to



think, not WHAT to think. All lessons are aligned with NGSS, STEM and other standards. PLT lessons are useful – whether you have no trees in your schoolyard or several acres available. This section is geared towards Preschool to Grade 5 educators. Come ready to be outside and get hands-on! SEE A-17 FOR GRADES 6-12.



B-18 Mariposa Museum Explores:

Teaching Immigration in Middle & High School (6-12)

Eugenia Villanueva, Education Coordinator &

Tina Thaing, Administrator and Educator,

Mariposa Museum and World Culture Center

New Hampshire has a rich history of immigration from around the world. In this workshop we will look at the trends of immigration to our state since colonial times, focusing especially on the post-Civil War era and the modern era. The presenters will introduce a variety of resources available to you from the Mariposa Museum in Peterborough: lesson plans and study guides, first person narratives, story books, fiction and nonfiction, video and 30 copies of “Dreaming Again,” an original dramatic play based on stories of Granite State immigrants and refugees who have settled in NH over the past 150 years. There will be time for you to browse these materials as well as for conversation about participants’ own immigrant history and that of the students in your classrooms.

Mariposa is NH’s only museum of world cultures; they offer tours, programs, and cultural events. The education programs are tied to the Civics, Economics, Geography and NH/ US/ World History curriculum frameworks set by NH’s Department of Education. Mariposa staff will work with you to create programs that meet your needs; they also do outreach to civic groups in the Monadnock Region. Visit mariposamuseum.org. SEE ALSO A-18.

B-19 Intrinsic Motivation: When PBIS and External Reward Systems Aren't Working (All)

Megg Thompson, Certified Behavioral Consultant

Intrinsic motivation is the key to learning. Our education system has deemed external motivation king and therefore promotes PBIS, but while we are promoting reward systems at every turn, we are diminishing intrinsic motivation. We are “training” children to want something for everything they accomplish and instead, we want students to turn inwards and understand how their bodies and minds work through challenges for inherent satisfaction. Participants in this workshop will be able to link temperaments to intrinsic motivation; understand why intrinsic motivation is better than external motivation; get the newest research on why intrinsic motivation is what we want to use for teaching and discipline; and gain new language to use to speak up and be LOUD against PBIS.

B-20 Understand and Respond to the Impact of Adversity on School Readiness: TRAUMA-RESPONSIVE APPROACHES (PK-12, All)

Dr. Cassie Yackley, Psy.D, Director, Center for Trauma-Response Practice Change centerfortrpchange.com

This is part TWO of a three-part series; you can take one, two, or all three sessions. Trauma and adversity disrupt a child’s development in complex ways. When schools are underprepared to work with students whose early development has been disrupted, their approaches and interventions are less likely to be effective and can, in some instances, be harmful. Dr. Yackley will explain how powerful 1) building trauma-responsive relationships with students and 2) employing a trauma-responsive, developmentally informed approach to teaching and learning can be. Taking a trauma-responsive approach equips educators to both make learning and being part of a school community feel safer for students *and* offers students experiences that promote resilience. This workshop assumes participants have attended Yackley’s first session (A-20) or have a foundational understanding of childhood adversity’s impact on school readiness. SEE ALSO A-20 AND C-20.

**B-21 The Adaptive K-6 General Music Teacher:
Meaningful Student Inclusion (K-6)**



Dr. Erin Zaffini, Dir., Teacher Ed., Longy School of Music

Every student in our classroom has needs. Many children learn best in a variety of ways, with multiple paths for engagement towards understanding. Through the lens of access, equity, and inclusion, this experiential and interactive session focuses on the struggles that general music teachers face as they strive to ensure a quality music education for all their students. Participants will learn about the "big four" modes of adaptations that they can implement to promote students' learning as they experience, first-hand, general music activities that promote kinesthetic, aural, and visual learning. This workshop will be highly interactive and will include opportunities for movement, exploration, and music-making, while engaging in tried-and-true strategies for creating a more accessible general music classroom.



B-22 AI and Education (All)

Ed Kissell, Educator, MBE, MBA

Like it or not, Artificial Intelligence (AI) is here, and it is going to transform everything. This workshop will look specifically at AI within education. We will examine what transformations are coming in education, as well as problems and solutions for integrating this technology. Your students are using AI right now! Come learn some ideas about how to truly assess your students' knowledge and understanding of the materials being taught to them. Bring your questions and let's jump right in! ALSO AVAILABLE IN A-22.

[There is no B-23]

**B-24 Taking Care of You: Self-Care Practices
for Better Health and Well-Being (All)**

Sandy Bothmer, M.Ed., AYT

Do you want to be more mindful and calmer? Do you want to have enough energy to get through the day? Would you like to be more balanced so that you can be as effective in your school role as possible? If the answer is yes, then *Taking Care of You* is the workshop for you. You'll explore practices such as breathing patterns, yoga mudras (hand gestures), spirals, acupoints, and others that will help you calm or energize yourself for better health, well-being, work performance, and interactions with others. You'll leave this class with a Self-Care Tool Kit, containing practices that you can use as needed for preventive and maintenance care. REPEATED IN C-29.

**B-25 Understanding Nervous System States
for Educators (PK-12)**

Kellie Doyle Bailey, MA CCC-SLP MMT/SELI

This workshop will help educators understand how their own and their students' nervous system states affect behavior and learning outcomes. Strategies for regulating and co-regulating will be provided, to create a more productive, calm classroom atmosphere. Kellie Doyle Bailey is a trauma informed SLP, mindfulness educator, emotional intelligence coach, and adjunct instructor for Maine College of Arts & Design (MECA). She brings to her work a deep knowledge and understanding of mind, brain, and relational sciences, rooted in Neuroception. Kellie holds certifications in mindfulness, social emotional learning, emotional intelligence, and Brain Gym®. Kellie is the founder of Calm Cool Kids Educate™ and the creator of the *It Takes a Calm Brain to Calm a Brain*™ framework. YOU MIGHT LIKE A-04 AND C-26.



**B-26 Educational Opportunities with
Mt. Kearsarge Indian Museum (3-12)**

Robert Whitehead, NEA Retired, MKIM Museum Educator

Through partnership with Native peoples, exhibits, and workshops, Mt. Kearsarge Indian Museum (MKIM) in Warner serves as a living center for artistic expression, traditional values, and contributions from past and contemporary Native life. MKIM embraces cultural diversity and encourages environmental action, based upon respect for nature and a deep understanding of Native cultures. MKIM is a natural resource for classroom teachers, home school parents, youth group leaders, and enrichment coordinators. In addition to offering scheduled group tours and cultural events at the museum, MKIM offers Outreach Travel Programs that will come to you. The Museum aligns with the NH Department of Ed's State Curriculum Frameworks for Teaching Social Studies Common Core standards, as well as the National Council for the Social Studies standards. MKIM's outreach also includes civic engagement groups. Discover art, history, and culture to enrich your students! ALSO IN A-26.



B-27 Three Real-World Science Labs, Part I (3-8)

Dick Bothmer, Science Education Consultant

Participants will work through three practical science labs, exploring how scientific information is collected and organized. We will rely on readily available materials and the outdoor area if weather cooperates. ADDITIONAL LAB CONTENT IN C-28!

"C" Session Workshop Descriptions 1:45 – 3:15

C-01 Stress Reduction for Teens

Through Mindfulness (SRTM) Certification (see pg. 5)

Ann Biese, Yoga Teacher Trainer for ChildLight Education

SEE PG. 5 FOR THE DESCRIPTION OF THIS ALL-DAY CERTIFICATION COURSE. SIGN UP FOR: A-KN, A-01, B-01, and C-01. **This class runs from 8:00AM to 3:30PM.**



C-02 Designing Math Instruction from the Edges: Wrapping in Students with Disabilities (PK-12)

Lucy Canotas, Director, Elementary Education, Timberlane

Students with disabilities can and do become confident mathematical thinkers. As educators, we must see, hear, and support students in our classrooms and to do that, we must trust the thinking of all students in the room. We must disrupt biases about the capacities of our students and work to develop students' positive mathematical identities by designing instruction from the edges. Join us for an in-depth discussion of how we create a wider disparity in skills by well-intentioned efforts to provide for, scaffold, and accommodate in mathematics. Learn strategies for supporting the assets each student brings. This session will lay a foundation for this design and apply the design to a few mathematical content ideas. Additional resources will be provided for development.

C-03 The NAN Project: Mental Health 101 (All)

Jake Cavanaugh, Exec Director & Lizzie MacLellan,

[The NAN Project](#)

This non-clinical training offers a straightforward introduction to common mental health diagnoses and challenges that educators may see in the classroom – anxiety, depression, ADHD, PTSD, etc. The NAN Project team will provide the signs of these challenges as well as practical responses and strategies to identify a student who may be struggling, informed by our own Peer Mentors' lived experiences. The workshop includes a story from a Peer Mentor and the chance for attendees to ask questions and get feedback about strategies that work, or don't, from resilient young adults who have faced their own mental health challenges. THIS COURSE AVAILABLE IN B-03. YOU MAY ALSO LIKE A-03.



C-04 Maximizing Efficiency and Creativity with ChatGPT for Educators (6-12)

Lorraine Connell, Education Coach and Former Educator

This workshop is designed to empower educators with the skills and knowledge to effectively utilize ChatGPT, a powerful AI tool, to enhance their teaching practices. We will discuss its capabilities and limitations. Participants will learn how to integrate ChatGPT into their curriculum planning and daily tasks to save time, foster creativity, and support student engagement. And we will explore ways to partner with students in understanding and shaping the ethical use and regulation of AI in education. Educators should bring their laptops.

C-05 Classroom Management Strategies for the Elementary Classroom (PK-8)

Karen Davis, CAGS, Board Certified Behavior Analyst

Effective classroom management involves organizing students and their space, time, and materials to facilitate teaching and learning. We must establish clear routines, procedures, expectations, and reinforcement systems. With credit to PBIS Coach RJ. Harrell, this workshop outlines the steps to develop a classroom management plan, including how to define rules and behavioral expectations, how to teach these expectations to students, and how to use positive reinforcement to encourage appropriate behavior. Samples/examples will be shared.

C-06 Diffusing the Difficult Child: Ways to Help Student Behaviors When They are Happening (K-8 +)

Melissa Davis, Founder/CEO Education Advisors, LLC.

Feeling lost when a child in your classroom is elevated or experiences a crisis? This workshop empowers educators with the tools to manage challenging behaviors and support students during difficult times. Learn effective intervention strategies, discover practical techniques to de-escalate stressful situations, and develop skills to proactively recognize potential behavioral issues before they escalate. Gain access to a valuable toolkit full of resources and tips, and discover how to create your own supportive learning environment that fosters student well-being and positive behavior. This workshop is ideal for all grade level teachers, special educators, paraprofessionals, and anyone who works with children in a classroom setting. Equip yourself with the skills to navigate challenging times and create a calmer, more positive learning environment for all your students. ALSO AVAILABLE IN B-06. YOU MAY LIKE A-06.

C-07 New Teacher Round Table: Tips and Tricks for Your First Few Years (PK-12)

Elizabeth Duclos, 2024 NH Teacher of the Year!

Are you in your first year of teaching? Just starting your second or third year? Are you looking to network and find other educators who are just starting out? Then this round table discussion is for you! In this session, the goal is to meet other educators who are in their first few years of teaching, gain some tips and tricks from a veteran educator, and find a safe place to share stories and get advice. Tips and tricks will be provided, but this will be a low-key chance for new educators to share their experiences, get advice, and make allies in hopes to build relationships with others from around the state. All you need to bring is an open mind and questions you have!

C-08 Engaged, Calm, and Connected Students: Your Toolkit for Success (PK-5)

Kelly Dwyer, Founder, [Nature Education Opportunities](#)

Effective classroom management is essential for students' academic engagement, social and emotional health AND your professional wellbeing and satisfaction. As many educators quickly experience, successful classroom and/or individual instruction can be challenging when the collective energy and behaviors of the class are out of sync with where you need the atmosphere to be! In this interactive workshop, we will explore:

- Strategies for effectively creating a cohesive classroom or small group dynamic.
- Techniques for calm transitions throughout the day, including an assessment and planning tool.
- Nature-themed mindfulness activities such as easy yoga poses, deep breathing exercises, and fun guided imagery.
- Outside instruction options to easily incorporate into your planning.

C-09 Including and Engaging English Learners (and All!) in Assessments (PK-12)

Ashley Frame, NH NAEP State Coordinator &

Janna Jobel, NH English Learner and Title III Consultant

Learn and share ways to use the strengths of the students in your classroom. Janna and Ashley will be teaching ways to engage English learners (ELs) (and all!) in your classroom and introduce effective task and inquiry-development techniques. You will learn how to leverage multilingual learners' assets, recognize the benefits of using an inquiry approach, and learn how to help your students develop questions and tasks. These tips will help you develop a more inclusive and balanced classroom.

C-10 Stealth Stress: Life in the Digital Age (All)



Cindy Dickinson, M.Ed., CIGNA/EAP Presenter

Technology is reshaping our lives in amazing ways, but it can also bring some sneaky stressors that can affect our mental and physical health. Join us to discuss the impact of digital interactions on brain processes, our emotional lives, and our relationships. Learn how you can take control to manage technology in a healthy, balanced way. This information will help school staff, their families, and their students! All are welcome.

C-11 From Paraprofessional to Registered Behavior Technician: Steps to Becoming Certified (ESP)

Brittany Lavigne, Board Certified Behavior Analyst

Are you a paraprofessional who would like to better understand and contribute recommendations for student behavior challenges? A registered behavior technician (RBT) is a paraprofessional certification offered in behavior analysis. RBTs assist in delivering behavior-analytic services and practice under the close supervision of a Board-Certified Behavior Analyst (BCBA). Brittany will review the Behavior Analyst Certification Board (BACB) guidelines on becoming a Registered Behavior Technician. You will learn where to access the courses and how to secure BCBA supervision to accomplish your goal. Participants will get a copy of the RBT task list and steps to access the RBT handbook. You will gain a strong understanding of how to pursue the RBT certification.

C-12 Young Engaged Citizens: Easy Integration of Civics (K-8)

Martha Madsen, Ed.M., Educational Consultant

In an era when civic life needs tending to, it is imperative to equip our students with the knowledge, skills, and civic attitudes necessary to participate well in society. The passage of SB 216 mandates changes to civics education in grades K-8, presenting both opportunities and challenges for educators. The mandates are designed to be flexible. Though many elementary educators teach civics and citizenship already, through literature or music selections or classroom management techniques, this workshop will help you explore additional practical strategies to implement SB 216. The national and NH-based movements to ensure civics is taught K-12 means there are free, vetted, standards-aligned resources to ensure that the scope of sequence is there for all students. Martha will help you understand SB 216: More Time on Civics and how it will change K-8 instruction. She will review the College, Career, and Civic Life framework in relation to SB 216, and help you access resources and best practices to integrate civics into literacy, classroom management, SEL, and other subjects.



C-13 Culturally Responsive Teaching Practices (K-12)

Anne McQuade, ELL Teacher

In our growing multicultural society, teachers and educators are faced with students who represent many different countries and cultures. Learn about some of the cultural misconceptions in education that can harm the learning process of our multicultural students. We will discuss the different cultures we see in today's classrooms, how to teach diverse students, and the importance of reducing judgment and intolerance.

C-14 Twice Exceptional: Connecting Gifted and Special Education Students (All)

Maxine Mosley, Retired NEA Member, Trainer, and Guidance Counselor

Currently, there is no designation in New Hampshire for students as "twice exceptional," meaning the student is gifted and also has an identified special education need. Why is there no designation and how can we support changes to accommodate these unique children? Be a part of the conversation to explore who these students are, what this designation does to enhance their learning and growth, and how can each of us advocate for these students in our schools. Join Maxine Mosley (retired school counselor) to explore how to bring these students to light and support their needs. We will discuss ways to better understand these students in your classrooms (or families) and begin advocating for change in how we view students that are twice exceptional.

C-15 How NH Harvest of the Month Supports Cultural Diversity in your Classroom (PK-5)

Stacey Purslow, NH Farm to School Program Coordinator

The new NH Harvest of the Month program offers materials for classrooms and cafeterias. It is a seasonal eating and learning calendar designed to promote NH grown and harvested seasonal foods, integrate the rich cultural diversity in our communities and classrooms, and to help bridge differences. In this course, learners will understand and be able to access program materials that



offer multiple choices to fit your classroom learning plans. Come and experience several of the recommended activities, including some food tasting, and learn about the different cultures here in NH.

C-16 Gamification and Executive Function Skills: More Fun Together (K-12)

Dr. Rachael Ramsey, 6th Grade Educator



Do you like to play games? Do you wish you could support your learners to use their executive function skills more in class? Participants will have an opportunity to see how gamification can support access to executive function skills. There will be a brief explanation of executive function skills and gamification to create common language with participants. Bring either a notebook or an electronic device (or both) to brainstorm some ideas for the kids you learn with each day! Different styles of games will provide more access to different executive function sub-skills. We will explore and discuss different options for gamification. The presenter will provide some examples of how they have embedded gamification into their own classroom and the benefits they've experienced. Get ready to be excited and creative. If you don't feel creative, get ready to utilize ideas from others as a great starting point!

C-17 Nature Journaling (K-12)

Lindsay Webb, Wildlife Educator, NH Fish & Game Dept.



In this workshop, NH Fish and Game Wildlife Educator, Lindsay Webb, will lead participants through several hands-on activities that incorporate writing, quantitative data collection, and drawing into journals or science notebooks. Participants will learn the Words, Numbers, and Pictures concept, use nature artifacts to answer prompts such as "I notice," "I wonder," and "It reminds me of," as well as several other activities. Nature journaling is a fun and powerful practice to help you and your students slow down, observe, be mindful, and get curious about the natural world in your schoolyard. Please bring a notebook and be prepared to be outside for part of this workshop.

C-18 School Funding and Property Taxes 101 (All)

*Zack Sheehan & Noah Telerski,
NH School Funding Fairness Project*

Join the NH School Funding Fairness Project to learn how NH neglects its responsibility to fund public schools, creating inequities for both students and taxpayers. Participants will gain a 101-level understanding of why the system functions this way; see real life examples of the disparities in property taxes and in the quality of schools; and learn about possible solutions. This workshop is part PowerPoint; part Q&A; and part interactive exercise. Participants will only need something to write with. Laptop optional but helpful.

C-19 Neurosparkly: Understanding and Connecting with Autistic Students (All)

Megg Thompson, Certified Behavioral Consultant

Through my behavior career, I have seen the absolute worst strategies used with autistic children. This workshop will talk about how a neurodivergent brain works, what we need to know to help them be at their best, and strategies cemented in LOVE. We will talk about ABA, relationships, planned ignoring, alexithymia, and sensory pieces. We will explore compliance and reward systems, autistic burnout, what needs to be in an IEP, and strategies you can use right away to connect with the neurodivergent community. We will consider ideas around eye contact, attention seeking language, person first language, and the puzzle piece. Participants will learn how to walk away from old, archaic and traditional strategies that aren't supported by the autistic community; they will leave this workshop with new language and strategies that are neuro-affirming so they can best support the autistic kids in their classrooms.

C-20 Understand and Respond to the Impact of Adversity on School Readiness: INTERVENTIONS & CLASSROOM APPROACHES (PK-12, All)

Dr. Cassie Yackley, Psy.D, Director, Center for Trauma-Response Practice Change centerfortrpchange.com

This is part THREE of a three-part series; you can take one, two, or all three sessions. Trauma and adversity disrupt a child's development in complex ways. When schools are underprepared to work with students whose early development has been disrupted by trauma and adversity, their approaches and interventions are less likely to be effective and can, in some instances, be harmful. Dr. Yackley will explain how SEL alone does not function effectively as part a universal design for learning because it is insufficient for meeting the developmental and learning needs of traumatized students. Dr. Yackley will discuss trauma-responsive classroom approaches and interventions that recognize and help remediate disruptions to development. This workshop assumes participants have attended Yackley's first session (A-20) or have a foundational understanding of childhood adversity's impact on school readiness. SEE A-20 & B-20.



C-21 A Curriculum and Assessment Refresher in the Arts: Teach Less, Do MORE! (K-12)

Dr. Erin Zaffini, Dir., Teacher Ed., Longy School of Music
Looking for more "buy-in" from your students while helping to ensure that all their needs are being met? This session centers the lens of equity while promoting realistic and practical approaches to the development and revision of curriculum and assessment in our classrooms and ensemble settings. Come learn how to take the mystery out of teaching and learning by allowing students more agency when it comes to learning in the arts. Learn how students learn best—and why equity is so important to mitigate the need to "re-teach" things in your classroom. Become a *facilitator* of knowledge—not the gatekeeper! This session is very interactive: you will actively participate in revising current curriculum or assessments and leave with a stronger conception of next steps. Bring a lesson plan, a scope and sequence, or anything you wish to build upon. Let's get your curriculum and assessment goals on track!



C-22 A Unique Perspective: Comparing Aerial Earth Photos with Celestial Objects of Our Universe (6-8)



*Sally Jensen, Retired Teacher,
NASA Solar System Ambassador*

What is science? What is art? As we see patterns of beauty throughout the universe, can we use the methods of science AND art to gain a unique understanding of what we are seeing? Will it help us raise more questions and will we gain the ability to better communicate our thoughts? Science uses the visual arts to communicate to the public its discoveries. This is a very necessary connection! Participants will begin by using images from the NASA's Chandra X-ray Observatory and compare them to the Earth images taken by Yann Arthus-Bertrand. They will compare and contrast, using the basic elements in art and properties of matter used in science to describe each object. Participants will create comparisons using various images, and we will share student comparisons too. The concepts incorporated for these activities are patterns, structure, and function, which are used in science and art and are key crosscutting components in the Next Generation Science Standards (NGSS). There will be a packet of resources available. Come get inspired!



C-23 Visualize Your Life! The Ultimate Vision Boarding Experience (All)

Sue Penney Bergman, M.Ed., Education Consultant

When you think about what you want your life to be, how does it compare with where you are now? Do you wish you had support carving your path? If so, join Sue Penney Bergman, Founder and Chief Inspiration Officer of Learning Is Contagious, LLC., as she shares her 30+ years of experience as an educator, inspirational speaker, trainer, and consultant for a hands-on, creative workshop experience focused on turning our individual visions for the world we dream about into the world we live in now. Using guided, visualizing techniques to tune in to what we want to feel, do, be, have, and achieve, we'll create personalized vision boards as a catalyst to living the life we desire. This workshop will bring us together, engage our highest selves, and foster connection through JOY, authenticity, and inspiration! All materials provided.



[There is no C-24]

C-25 Empowering Teachers to Lead Traditional Social Dancing at School (PK-12, All)

Jacqueline Laufman, Master Artist NHSCA, Traditional Dance Fiddler & Caller



Come have fun dancing to lively fiddle tunes played by the leader, Jacqueline. Various figures such as swing your partner, do-si-do, sashay, and peel-the-banana are taught and called. Participants will learn 8-10 fun, easy social dances which come from a centuries-old tradition, still practiced around the country. Circles, squares or longways are explained and adapted to fit the needs of our workshop community. All ages can take part.

Dancing brings positive joy, respect, and physical connection with others. In this course, the history, music, rhythms, and modifications are interspersed with the dancing, creating a good-hearted sense of community for those taking part. We will discuss techniques to resolve issues like recalcitrant students; boys and girls not wanting to touch; special needs; and wheelchair inclusion. You will learn key ingredients to providing successful social dancing in your community, in or out of school. Jacqueline will share resources to assist you after you leave the workshop. Come and have some fun!

C-26 Building Safety and Trust: Neuroception and Creating Safety in School Communities (PK-12)

Kellie Doyle Bailey, MA CCC-SLP MMT/SELI

Fight, flight, or freeze? Or calm, cool, and collected? Focused on the subconscious detection of safety and threat, this session will teach educators how to create a classroom environment where students feel safe and connected, enhancing both emotional and academic engagement. Kellie Doyle Bailey is a trauma informed SLP, as well as a mindfulness educator, emotional intelligence coach, and adjunct instructor for Maine College of Arts & Design (MECA). She brings to her work a deep knowledge and understanding of mind, brain, and relational sciences, rooted in Neuroception. Kellie holds certifications in mindfulness, social emotional learning, emotional intelligence, neuro-integrative birth reflexes and Brain Gym®. Kellie is the founder of Calm Cool Kids Educate™ and the creator of the *It Takes a Calm Brain to Calm a Brain™* framework. She fosters positive emotional contagion to create cultures of care. YOU MIGHT ALSO LIKE A-04 AND B-25.

C-27 Applying the Science of Reading into the Classroom Setting (PK-8)



Elizabeth Cannon, Curriculum Director, SAU 39 & Kathleen McCaffery, Ed.D., Reading/Writing Spec., NHED

Dive into the science behind how students learn to read and process language in this workshop designed for educators. You will gain the knowledge and tools to support students effectively using evidence-based practices. Learn how to apply this research and data directly in the classroom, using strategies that have been proven to enhance student literacy. We will emphasize continuous monitoring and evaluation, teaching you how to use data review protocols to make informed decisions and track student progress effectively. With interactive presentations and hands-on activities, you will engage with the material in meaningful ways, ensuring you leave with practical skills you can implement immediately. There are no prerequisites, and you are encouraged to bring a laptop. By the end of this course, we hope to empower you with a deeper understanding of the science of reading, practical tools for classroom application, and a commitment to fostering literacy development in every one of your students.

C-28 Three Real-World Science Labs, Part II (3-8)



Dick Bothmer, Science Education Consultant

Participants will work through three practical science labs, exploring how scientific information is collected and organized. We will rely on readily available materials and the outdoor area if weather cooperates. ALSO SEE B-27 FOR ADDITIONAL LAB IDEAS!

The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice.

~ Brian Herbert

C-29 Taking Care of You: Self-Care Practices for Better Health and Well-Being (All)

Sandy Bothmer, M.Ed., AYT

Do you want to be more mindful and calmer? Do you want to have enough energy to get through the day? Would you like to be more balanced so that you can be as effective in your school role as possible? If the answer is yes, then *Taking Care of You* is the workshop for you. You'll explore practices such as breathing patterns, yoga mudras (hand gestures), spirals, acupoints, and others that will help you calm or energize yourself for better health, well-being, work performance, and interactions with others. You'll leave this class with a Self-Care Tool Kit, containing practices that you can use as needed for preventive and maintenance care. ALSO IN B-24.



Registration Information

Register right away! To register, go to <https://cvent.me/NgnD5n>

Or you can visit our website, pd.neanh.org
and click on the Fall Instructional Conference
link **before September 29!**

If you do not have access to the internet, please contact Ally Snyder at (603) 715-9316.

Registration Information

Your registration fee includes meals,
opening remarks, and three
workshops! 5.5 CEU hrs!

NEA-NH Members = \$95.00

Non-Members = \$200.00

NEA Student Members = Free

Become an NEA Student Member by
9/29 by clicking [here](https://www.nea.org/join-our-movement/become-a-member).

[<https://www.nea.org/join-our-movement/become-a-member>]

**REGISTRATION DEADLINE:
SEPTEMBER 29!**

Important Note about Payment:

**WE ARE NO LONGER TAKING
PURCHASE ORDERS as payment.
Please pay with a credit card when
you register online and have your
school district reimburse you. Or
you can mail a check, but it must be
received before the date of the
conference.**

*****Choose classes right away and
complete your registration, even if
you are waiting to hear from your
business office about payment. We
don't want you to lose the spot in
your favorite class!**

If an individual or a school district is paying by check, please mail your payment, written out to "NEA-NH," to:

NEA-NH Fall Instructional Conference

Attn: Ally Snyder

9 South Spring Street

Concord, NH 03301

Questions? Email Ally at asnyder@nhnea.org or call: (603) 715-9316.