

## Monday, December 9, 2024

9:00 – 9:30	Welcome
9:30 – 10:45	Keynote - "The Resilient Educator: Managing Stress and Building Resilience"
10:45 – 10:55	Break
10:55– 11:40	Breakout Session A
11:45 – 12:30	Breakout Session B
12:30 – 1:30	Lunch
1:30 - 4:00	Putting It Into Practice: Implementation and Integration

## Keynote - “The Resilient Educator: Managing Stress & Building Resilience

-Dr Bryan Harris

*Resiliency - that ability to “bounce back” after setbacks and to persist in the face of stress and adversity - is an essential skill for educators. Because the profession is stressful and unpredictable at times, educators need to develop, practice, and refine their own resiliency before they attempt to support students. This relevant, interactive, and fun session will provide techniques, strategies, and methods that help to educators manage stress and build resilience.*

## Putting It Into Practice: Implementation and Integration

*Utilizing a foundation of implementation science that integrates systems thinking concepts into school environments, participants will engage in a process to reflect on what they learned in their breakout sessions, identify small but significant steps they can take to immediately to implement what they learned, and create an individualized plan to help support integration into their work.*

**BLOCK A**

10:55 am – 11:40 am

**WORKSHOPS A1–A4****A1 Early Childhood Track | Co-Regulating in the Classroom: Supporting Young Children and Ourselves** *Patsy Rethore-Larson*

In the early years, self-regulation is an emerging skill. All young children need the support of caring adults to navigate their emotional storms; children who have experienced trauma may struggle even more to cope with big emotions. How do we as adults manage our own stress and regulation while providing nurturing support to young children? This session will examine the foundational importance of co-regulation, discuss how we can effectively manage our own stress, and what classroom strategies are best practice for developing positive social and emotional skills in the early years.

**A2 Primary Grades Track | Six Life Lessons from a Cactus** *Theresa Spriggs*

Participants will review the meaning of resilience, grit and persistence and how it can be developed in our students and our daily lives. The presenter will review the 6 life lessons with real-life examples: -Get Plenty of Sunshine -Accentuate Your Strong Points -Be Patient Through the Dry Spells -Conserve Your Resources -Wait For Your Time To Bloom -Stay Sharp Participants will discuss each of the life lessons as they relate to us as individuals. The cactus theme and analogy is analyzed throughout the presentation. This is a fun presentation with lots of symbolism and depth, showcasing the beauty of our area and our desert wildlife, cactus and saguaros. (If time permits, participants will be able to create their own cactus.)

**A3 Secondary Grades Track | Leveraging the Power of Relationships** *Robin Blumenthal*

Relationships are the #1 Protective Factor when someone is struggling with adversity and stress. Now, more than ever, harnessing the power and nature of safe, strong, and healthy relationships is vital to success, engagement and learning. Join us as we explore 7 strategies for cultivating student-teacher, leader-client, case-manager-parent, or any other relationships that help set (or reset) a foundation for healing, learning, and growth!

**A4 Administration Track | Responding to Trauma in Schools: A Proactive Approach to Student Support** *Tamera Miyasato*

This session explores how Winyan Wakan Owayawa uses the Trauma Continuum and ACEs to create healing-centered environments that support students, staff, and the community. Participants will gain practical, culturally proficient strategies for fostering belonging, engaging families, and addressing trauma holistically, even in underfunded schools. The session highlights collaborative, restorative practices and innovative solutions to promote resilience and healing.

**BLOCK B**

11:45 am – 12:30 pm

**WORKSHOPS B1 - B4****B1 Early Childhood Track | Integrating Compassion Resilience** *Katie Tacey*

The session will focus on how schools can integrate compassion resilience practices into everyday activities, and how to implement them effectively within the school environment, supporting teacher well-being and sustainability Using the Compassion Resilience Toolkit

**B2 Primary Grades Track | The Road to Resilience: Paved by Maslow's Hierarchy of Needs** *Paula Obeid; Dr Camea Peca*

This workshop explores how building resilience starts with meeting foundational needs, inspired by Maslow's Hierarchy. Designed for educators, especially K-6, it includes practical self-regulation techniques, stress management strategies, and cultivating trauma-informed, supportive environments. The workshop emphasizes how educators set the tone and energy of the classroom and highlights their professional responsibility to develop personal well-being. By prioritizing their own well-being, educators can model resilience in the classroom and set the stage for both personal and professional success. Attendees will leave with actionable techniques to improve both personal well-being and workplace productivity, fostering an environment where both educators and students thrive.

**B3 Secondary Grades Track | Building Bridges: Brain Science and Attachment in the Secondary Classroom** *Jessica Smith*

Building Bridges: Brain Science and Attachment in the Secondary Classroom explores how understanding the teenage brain can transform classroom dynamics. This lecture introduces educators to the neurosequential model, assisting teachers in identifying behaviors as expressions of unmet needs through an attachment perspective. Attendees will gain strategies to foster meaningful connections that promote learning and resilience. Empower your teaching practice by bridging neuroscience and compassion in the secondary classroom.

**B4 Administration Track | Reconsidering ACEing Attendance: Building Community Partnerships to Support Youth and Family Resilience** *Dr Sarah Lindstrom Johnson; Elise Beaudoin*

The ACEing Attendance workshop will illustrate how ACEs form the foundation of chronic absenteeism, by demonstrating how ACEs affecting teachers, families, and children interact. As such, we will build off the Attendance Works model of chronic absenteeism to suggest the need for multi-systemic partnerships and highlight successful initiatives from across the state. In addition, we will facilitate action planning to facilitate local partnerships and discuss how to message this reframe to school and parent audiences.