



Education
PO Box 2703, Whitehorse, Yukon, Y1A 2C6



PROFESSIONAL DEVELOPMENT OPPORTUNITIES
By: Student Support Services
To: School Staff

| Title of the presentation | Subject-related | Objectives | Audience | Time needed | Presented by: |
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| Assistive Technology | | | | | |
| Assistive Technology at Your Fingertips! | Assistive Technology | <ul style="list-style-type: none"> Exploring accessibility features built in to Apple products and some easy-to-use software. | Kindergarten to Grade 12 teachers and educational assistant | 1.5 hour | OTs |
| A glimpse into iPad apps | Assistive Technology | <ul style="list-style-type: none"> Discuss pros and cons of using iPads in a classroom setting. Explore accessibility features available on iPads Discuss how to link the use of iPads and apps to goals and objectives in students' IEPs or Student Learning Plans Explore iPad accessories such as styluses and keyboards used for input. Identify iPad apps that support the occupational performance of school aged students in skill areas of visual motor integration, visual perceptual skills, development of handwriting, self-regulation, executive functioning, and speech and language. | Kindergarten to Grade 12 teachers and educational assistant | 3 hours | Joined OT / SLP OTs only |
| Lesson Pix | Visual support Language development | <ul style="list-style-type: none"> Software helping with the creation of various visuals to support student at school in various domains (i.e . task completion, productivity, visual schedule, language development, speech, attention, etc.). | Kindergarten to Grade 6 teachers and educational assistant | 1 hour | OTs |
| Clicker 7 (Docs Plus is the upgraded versions of Clicker 7 for higher grades) | Assistive Technology Supporting writing and reading at school | <ul style="list-style-type: none"> The latest version of Clicker is more accessible, user-friendly and customisable than ever before. Clicker 7 helps every child to play an active role in their own learning and offers complete support throughout the writing process. | Grade 3 to high school | 2 hours | OTs |
| Read & Write | Assistive technology | <ul style="list-style-type: none"> Boost reading and writing confidence across all types of content | Grade 3 to high | 1 hour | OTs |

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| | Supporting writing and reading at school | <p>and devices, in class, at work, and at home!</p> <ul style="list-style-type: none"> • Designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles. • Read&Write offers a range of powerful support tools to help you gain confidence with reading, writing, studying and research, including: text-to-speech, text and picture dictionaries, dictate words to assist with writing, proofreading, word prediction, highlights collections for summarizing and research and more. | school | | |
| Executive Functions | | | | | |
| Visual strategies for instruction of executive functional skills | Executive functions. | <ul style="list-style-type: none"> • What Executive Function (EF) skills are • Learn 5 concrete strategies to nurture the development of executive functions | Kindergarten to Grade 7 teachers and educational assistants | 1 hour | OTs / Ed Psych / SLPs |
| Visual Supports in High School | Using visual tools are an evidence-based practice for use with a diversity of students of all ages | <ul style="list-style-type: none"> • Why visual supports are necessary • Different ways of creating and using visual supports | Educators 8-12 | 1 hour | SSSC |
| Fine Motor / Printing Development | | | | | |
| Fine motor Bootcamp | Fine Motor skills, In preparation for printing development | <ul style="list-style-type: none"> • Engage your student in fun and graded fine motor activities, every day, for a short period of time but over the course of few months at the beginning of kindergarten in order to prepare them for printing (i.e. dexterity, strength, grasping, thumb opposition, hand stability, hand separation, eye-hand coordination, posture, etc). | Kindergarten and grade 1 teachers | 2 hours | OTs |
| Grade 2 Reversals Remediation | Printing development Letter/Number reversal remediation | <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Encourage automatic letter (and number) formation by introducing a multi-sensory approach to teaching printing, including visual, auditory, and kinesthetic strategies to learning • Correct letter (and number) reversals • Encourage appropriate letter-sound correspondence • Increase strength, stability, and pencil control required for effective letter formation. | Grade 1-2-3 teachers and educational assistants. | 2 hours | OTs. |
| The complexity beyond Handwriting | Fine Motor skills Printing development Written output | <p>Objectives of this presentation focus on:</p> <ul style="list-style-type: none"> • Principles of the Motor Development • Developmental sequence of printing | Kindergarten to grade 4 Education | 3 hours | OTs |

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| | | <ul style="list-style-type: none"> • Ready for printing: the pre-requisite motor skills • Learning how to print letters and numbers • The impact of graphomotor challenges on student’s written output and academic learning • Possible remediation & adaptations | assistants | | |
| Language Development | | | | | |
| Phonological Awareness | Development of Phonological & Phonemic Awareness Phonics Decoding Spelling Listening | <ul style="list-style-type: none"> • Phonological awareness is a vital set of skills that allows children to learn how to read. Research has shown that “The level of phonemic awareness that children possess when first beginning reading instruction and their knowledge of letters are the two best predictors of how well they will learn to read during the first two years of formal reading instruction.” (Adams, Fooman, Lundberg, & Beeler: 1998 - Phonemic Awareness in Young Children: A Classroom Curriculum). • This presentation will discuss how to integrate phonological and phonemic awareness within everyday classroom activities. Games and activities, as well as systematic intervention resources will be discussed. | K-3 teachers and Educational Assistants | 2 hours | S-LPs |
| Visual Supports in the Classroom | Behaviour Receptive and Expressive Language Autism Learning Difficulties Memory | <ul style="list-style-type: none"> • Researchers have determined that visual supports (e.g., photographs, written words) help create independence and are beneficial to children who struggle with understanding and expressive language, as well as students with behaviour difficulties, social communication challenges, poor memory skills, etc.). • This presentation will discuss different types of classroom and personal visual supports to meet the needs of different learners. We will introduce/review different resources available to create various customized learning materials. | ALL | 1-2 hours | S-LPs |
| Cueing/Prompting Hierarchies (as they apply to speech, language and reading) | Scaffolding Speech Expressive/Receptive Language Phonological Awareness/Reading | <ul style="list-style-type: none"> • | K-5 (teachers/EA) | | S-LPs |
| Reading and Writing with Children: Providing Effective and Specific Corrective Feedback | Phonological Awareness Emergent literacy Decoding Phonics Reading fluency | <ul style="list-style-type: none"> • Research has shown that correcting errors during oral reading (corrective feedback) improves students' reading accuracy on words in lists, and in reading words in passages. • Some correction procedures are known to have greater benefits than others. This presentation will discuss successful error | K-5 (EA) | 1 hour | S-LPs |

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| | Spelling | correction procedures, and provide recommendations for instruction. | | | |
| Self-regulation / Trauma-Informed Care | | | | | |
| Self-regulation: Opening the doors to learning | Self-regulation | This session will equip you with the knowledge and tools you need to support students on their journey towards self-regulation, through the power of relationship and co-regulation. Strategies presented will be useful both inside and outside of the classroom, and include such topics as flexible seating, quiet spaces, self-soothing activities, up- and down-regulation, visual supports, sensory tools, and transition helpers. | Kindergarten to Grade 7 teachers and educational assistants | 2-3 hours | OTs |
| Self-regulation: Success Stories | Self-regulation | <ul style="list-style-type: none"> Exploring successful self-regulation implementation in other school districts | Kindergarten to Grade 7 teachers and educational assistants | 1 hour | OTs |
| Sensory Circuit 101 | Sensory-Processing challenges Self-regulation Movement breaks Sensory diet | <ul style="list-style-type: none"> Sensory circuit is a series of activities that target proprioceptive or deep pressure movement to support students who seek/require this form of sensory input in order to regulate their bodies for classroom readiness. While everyone can benefit from a body break, some students may struggle to get their level of alertness “just right”. They may need sensory input of <u>greater intensity, longer duration and more frequently</u>. In order to increase/decrease students’ levels of alertness, a sensory circuit that incorporates the vestibular and proprioceptive senses into heavy work activities was developed. This goal is to achieve and sustain a "just right" level so the student is available for learning and able to regulate behaviors in class. | Kindergarten to Grade 7 teachers and educational assistants | 1 ½ hour | OTs |

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| Regulate, Relate and Reason | Trauma and Self-Regulation | <ul style="list-style-type: none"> • Importance of self-care for individuals who work with students who have experienced developmental trauma. • Understanding the 3 R’s of supporting individuals who have experienced developmental trauma. • How the brain functions during stress responses. • How to change the way individuals think in working with students who have experienced developmental trauma. • Ideas for tools and activities for supporting students with regulating in the classroom and school environments. | All educators, administrators | 3 hours | Educational Psychologist, OT, Community Liaison |
| Classroom Design | How does the environment affect the people within the environment? Ideas to consider when setting up your classroom | <ul style="list-style-type: none"> • The environment as the 3rd teacher • Foundational Elements of Classroom Design : Gathering Space, Student Work Space, Charts, Quiet Signal, Lighting, Classroom Walls and Teacher Workspace | Educators K-8 | 1.5 hour | SSSC |
| Brain Matters | Brain function for individuals during trauma | <ul style="list-style-type: none"> • Understanding the parts of the brain and their function. • Neurodevelopment • Memory – Implicit and Explicit • Strategies for individuals supporting students with trauma | All educators, administrators | 3 hours | Educational Psychologist |
| Setting up a Trauma Informed Classroom | Setting up both physical and emotional environment of your classroom through a trauma informed lens | <ul style="list-style-type: none"> • Creating safe learning environments • Classroom set up, flexible work environments, quiet spaces, walls, lighting and visuals • Big ideas: Scheduling for Success, Build a Community – Don’t just Manage One, Social Skills Can be Taught | Educators K-8 | 1.5 hour | SSSC |
| Understanding Autism Spectrum Disorders | | | | | |
| Introduction to Autism Spectrum Disorder (ASD) for Educators | Autism | <ul style="list-style-type: none"> • Participants will identify common characteristics and possible indicators of Autism Spectrum Disorder (ASD) • Participants will understand the impact of ASD symptoms for students • Participants will make considerations for their own educational environments for students with ASD • Overarching interventions and supports will be discussed | Kindergarten to Grade 12 educators (teachers, specialists, EAs) | 1 ½ hour | PBIS Coach |

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| <p>Supporting Students with Autism Spectrum Disorder (ASD)</p> | <p>Autism</p> | <ul style="list-style-type: none"> • This is part 2 of the autism presentations, participants must have received part 1 (Introduction to ASD for educators) prior to this presentation • Participants will be familiar with characteristics of ASD • Participants will be able to identify effective strategies for developing effective educational programs for students with ASD • Participants will understand the importance of effective collaboration, resources and support for students with ASD | <p>Kindergarten to Grade 1 educators (teachers, specialists, EAs,) who support students with ASD in school</p> | <p>1 ½ -2 hours</p> | <p>PBIS Coach</p> |
| <p>Positive Behavior Support</p> | | | | | |
| <p>Effective Supervision in Non-classroom Settings</p> | <p>Positive Behaviour Support School Wide Support/PBIS Active Supervision</p> | <ul style="list-style-type: none"> • Data shows that non-classroom settings (e.g. outdoors/recess, hallways, cafeteria) have a higher frequency of unexpected student behaviour in them • Active Supervision is an effective approach to supporting positive student behaviour through movement, scanning, positive contact and positive reinforcement • In a less structured environment with a lower staff to student ratio, it is important that students are explicitly taught the skills necessary to be successful. Examples for specific skills to proactive teach to students in a variety of settings will be discussed • School staff need to be consistent and predictable in their expectations of students, especially in these non-classroom settings; opportunities to individualize the school’s expectations and create plans for staff collaboration and consistency will be part of this presentation | <p>Elementary School Staff</p> | <p>1 – 1 ½ hours</p> | <p>PBIS Coach</p> |

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| <p>Supporting Positive Behaviour: Strategies for Staff</p> | <p>Positive Behaviour Support School Wide Support/PBIS</p> | <ul style="list-style-type: none"> • Understand what PBIS is and how the approach supports staff and students • Know how to approach/think about student behaviour; behaviour is communication • Learn strategies for supporting students that are engaging in behaviour of concern (in our classrooms and in our hallways) • Review of nonverbal and paraverbal behaviour and the impact they have on interactions | <p>High School Staff</p> | <p>1 – ½ hours</p> | <p>PBIS Coach</p> |
| <p>Introduction to Positive Behaviour Interventions and Supports (PBIS)</p> | <p>School wide Positive Behaviour Support PBIS</p> | <ul style="list-style-type: none"> • Describe the reason for approaching student behaviour from a systems level • Explain the essential elements of School-wide PBIS • Show examples of Yukon school’s PBIS implementation – what it looks like in a school implementing PBIS • Share strategies and interventions for schools to begin with • Provide resources to learn more about PBIS | <p>School staff new to PBIS approach</p> | <p>1 hour</p> | <p>PBIS Coach</p> |
| <p>Introduction to Positive Behaviour Interventions & Supports (PBIS) – <i>for Parents</i></p> | <p>School wide Positive Behaviour Support PBIS</p> | <ul style="list-style-type: none"> • A very general overview of what PBIS is and what it looks like in a school • Information about why a PBIS approach is effective and how parents and/or community members can support the school with implementation • Ideas for how parents can become involved in a schools PBIS approach, or what types of questions they could ask their school to learn about the specifics of PBIS (e.g. values/expectations, resources/supports for their child if they are having difficulty meeting behaviour expectations) | <p>Parents, Community members, school council</p> | <p>45 minutes</p> | <p>PBIS Coach, supporting or co-presenting with School PBIS team member(s)</p> |

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| <p>Momentum, Sustainability & Consistency in the PBIS Approach</p> | <p>School wide Positive Behaviour Support PBIS</p> | <ul style="list-style-type: none"> Once a PBIS approach has been implemented in a school, it is necessary to continue to review and update and enhance the supports and interventions that are in place in order to keep the approach going in the school and effectively meet the needs of the staff and students Suggestions for how to keep momentum throughout the full 10-month school year will be provided Ways to address concerns regarding sustainability such as a staff turnover and school or departmental goal/focus changes will be offered A review of data – why and what – will be done to demonstrate how data supports momentum and sustainability, and how it can be taken and used most effectively | <p>School PBIS team members and leaders</p> | <p>1 ½ - 2 hours</p> | <p>PBIS Coach</p> |
| <p>Discipline: Understanding Student Behaviour & Responding Effectively</p> | <p>School wide Positive Behaviour Support PBIS</p> | <ul style="list-style-type: none"> When students engage in unexpected behaviour, there can be a variety of reasons – precipitating factors, internal or external triggers etc.- that lead to their engagement in the behaviour. It is important to know how to look beyond just the observed actions or words, and be curious about the ‘why’ A combination of a PBIS approach, a Restorative Approach and a Trauma-informed approach is most effective for supporting student behaviour There is no ‘one size fits all’ approach to responding to incidences of concern, but an overarching approach and a list of strategies that could be implemented for supporting students following an incident should be developed Methods for increasing communication among all staff and between staff and administrators to ensure consistency in understanding and support for individual students will be offered The differences between staff managed and administrator managed behaviours of concern will be discussed, as well as introductory information about Workplace Risk Assessments (WRAs) and VTRAs (Violence Threat Risk Assessments) | <p>All educators, administrators</p> | <p>1 ½ - 2 hours</p> | <p>PBIS Coach School Community Consultant</p> |

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| Supporting Student Behaviour on the Bus | Ways to understand and respond to student behaviour on the school bus | <ul style="list-style-type: none"> • Precipitating Factors • Behaviour is Communication • Pro-active and Preventative Strategies • Responses | Bus Drivers | 1 hour | SSSC |
| Behaviour Support Plans and Safety Plans | Creating effective Behaviour Support and Safety Plans | <ul style="list-style-type: none"> • When are BSPs and SPs needed? • Strategies for creating plans • Review of Functional Behaviour Assessment (FBA) • Behaviour is Communication • BSP are proactive and preventative | School Staff | 1.5 hour | SSSC PBIS Coach |
| Supporting Reading and Writing Skills Development | | | | | |
| Learning to Read: Why Can It Be So Hard? | Why students can struggle with learning to read and what can be done to support students. | <ul style="list-style-type: none"> • Understanding the strands of early literacy development. • Understanding underlying difficulties that may impact a student's ability to learn how to read. • Strategies to use in the classroom or with individual students. | Educators 1-7 | 3 hours | S-LP, Educational Psychologist |
| Visual perceptual skills | Visual perceptual skills | The impact of visual perceptual challenges on reading and writing development. | Kindergarten to Grade 7 teachers and educational assistants | 1 hour | OTs |
| Physical Development | | | | | |
| Low Muscle Tone | Physical development | <ul style="list-style-type: none"> • To understand what low muscle tone is and how it affects a child. • To recognize some of the difficulties experienced by a child with low muscle tone. • To explore strategies and activities that can be used with children with low muscle tone. | Kindergarten to Gr.7, teachers and EA's | 1 hour | PT |
| Lifting and Transferring | Safety and proper body mechanics | <ul style="list-style-type: none"> • To review principles of safe lifting and transferring • To review proper body mechanics • Examples of one and two person lifts can be discussed. | Teaching staff who are required to lift and/or transfer students. | 30 minutes | PT |
| Play. The Work of Children | Motor development | <ul style="list-style-type: none"> • To explore what play is and what risky play is. • To explore the benefits of play for young children • To become familiar with some of the principles of motor development. • To provide guidance on how children learn motor skills and on | Kindergarten to Grade 3 teachers and EA's. | 1 hour | PT |

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| | | how to instruct motor skills. | | | |
| Safe & Caring Schools | | | | | |
| Trauma Sensitive Classrooms | Supporting trauma informed principles in the classroom | <ul style="list-style-type: none"> • What is trauma & toxic stress; how do we recognize it? • Toxic stress & the brain; the impact • Strategies to support students; Bruce Perry’s 3 R’s. • Interventions at the self, student, classroom level • Self-care | All School Staff | 3 hours | School Community Consultant |
| Restorative Practices in Schools | Using restorative approaches to foster positive school community | <ul style="list-style-type: none"> • What is the Restorative Approach? • Understanding basic concepts of restorative practices • Practical tools for classroom use • Move from punishment and punitive discipline to restoration and relationships. | All school staff | 3 hours | School Community Consultant |
| Mental Health Literacy | Mental health awareness and support to schools | <ul style="list-style-type: none"> • What is mental health literacy? • What is mental health and mental illness? • Fostering good mental health and resiliency skills. • Decreasing stigma and supporting children and their families in accessing help effectively. | All school staff | 3 hours | School Community Consultant |
| Let’s Talk Suicide | Important discussion and action points about suicide | <ul style="list-style-type: none"> • Suicide • How to talk about it and what to do • Decrease stigma and asking the suicide question directly | All school staff | 1.5 hours | School Community Consultant |
| Positive School Climate | Aware and inclusive supports for school health and well-being | <ul style="list-style-type: none"> • Safe & inclusive environments for schools • Awareness of bullying • School wide approaches for safe and positive school climates • Sexual orientation and gender identity inclusivity | All School Staff, PBIS Committees, GSA Support Teachers | 2 hours | School Community Consultant |