

# Conference Workshops

A **VIRTUAL** conference  
for all SWLSB  
employees and partners

**Monday, January 4, 2021**

**9:00 a.m. to 3:45 p.m.**

**\$125**

To register for the conference please  
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COMMISSION SCOLAIRE SIR-WILFRID-LAURIER  
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## Anna Barrafato, M.A., OPQ

Anna Barrafato is an ardent promoter of accessibility, inclusion, and diversity. She is a licensed psychologist and a Disability Accommodation Specialist at the Access Centre for Students with Disabilities (ACSD) at Concordia University. She has taught courses in inclusive education, educational psychology, diversity, and self-management strategies. Anna Barrafato holds a Master's degree in Counselling Psychology from McGill University.

### Inclusive Education: Ensuring Access to all Learners

While we tend to think there is an "average learner" or "typical student" who learns in a predictable way, the reality is actually much more complex. This presentation will debunk these myths and focus on how we can ensure access to all learners in an inclusive classroom. In this presentation, we will review the history of inclusive education, differentiate between the medical and the social model of disability, and address issues of fairness, social justice and inclusion.

### Strategies for Inclusive Education: Universal Design for Learning (UDL)

Universal Design for Learning (UDL) offers educators an opportunity to ensure they are reaching all learners in their classroom. UDL is a framework to guide the design of learning environments that are accessible and challenging for all. UDL aims to change the design of the environment rather than to change the learner. When environments are intentionally designed to reduce barriers, all learners can engage in meaningful learning. In this presentation, we will identify the core concepts and principles of UDL. Participants will acquire strategies on incorporating these principles in their classrooms.



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## Dr. Jewel Perlin, Ph.D, OPQ

Dr. Jewel Perlin is a passionate and empathetic psychologist at Concordia University who divides her time between her clinical practice, training, and supervision, facilitating workshops, and a psychological expert on television. She received her PhD from McGill.

### Thriving during challenging times

Description: Wondering how to manage and cope with the barrage of changes and new realities impacting your personal, social, and professional life. This webinar will help frame the challenges of the current situation and present tools about not just getting by, but how to thrive, during these unprecedented times.

This interactive, informative, and practical webinar focuses on strategies to stay positive during challenging time. Participants will be introduced to the PERMA model that promotes positivity within each of us. They will learn ways to build daily practices and maintain balance using the principals of positive psychology. Participants will walk away with a personal wellness action plan to help them thrive during these unprecedented times.

### Learning Objectives

At the end of this workshop, participants will be able to:

1. Describe the PERMA model to promote positivity
2. Learn strategies to increase positivity during challenging times
3. Apply evidence-based positive psychology practices



**Nathalie Constant, BA**



**Kirsten Greb M.Ed**

Nathalie Constant a Student Services Consultant at Lester B. Pearson School Board, holds a bachelor's degree, specializing in psychology from McGill University. With 28 years of experience and acquired knowledge, Nathalie has dedicated her career to the support of students, parents, school staff, and community partners in the areas of psychosocial education, social-emotional learning, and positive school climate. As a member of the Centre of Excellence for Mental Health (CEMH), Nathalie assists in the implementation of best practice approaches in the field of mental health, both locally and provincially. By sharing resources, and creating documents related to mental health issues, she responds to the needs expressed by the school communities.

Kirsten Greb is a Consultant in Inclusive Education at the Lester B Pearson School Board (LBPSB). She is a member of the Center of Excellence for Mental Health (CEMH) and the School Climate Team. She holds a Bachelor's degree in Education and a Master's degree in Educational Counselling Psychology from McGill University. Prior to her work as an Educational Consultant, Kirsten was a Resource Teacher for 10 years, at several schools where she promoted a distinct focus on positive school climate and social-emotional learning. She supported colleagues with an understanding of the importance of building connections and working with the whole child. As an advocate for children, she encourages taking a solution-focused, positive behaviour and support approach; while guiding students to adopt an academic mindset that allows them to become lifelong learners.

### **Center of Excellence Mental Health - Social Emotional Learning**

This workshop will provide a summary of Social and Emotional Learning as a framework to support the mental health and wellbeing for youth. Participants will be engaged to explore their current practices promoting students social emotional learning and how these practices can be further expanded to go beyond program and thus become part of school culture.



**Dave Melnick, LICSW**

Dave Melnick, LICSW is the Director of Outpatient Services at NFI, Vermont, a statewide mental health agency primarily serving children, adolescents and families. Along with his focus on Developmental Trauma, Dave has expertise in family therapy, adolescence, attachment, and Trauma-informed Schools. Dave received his master's in social welfare from UC Berkeley. . Dave teaches graduate classes for the Vermont Higher Education Collaboration, and is a much in-demand presenter and consultant in Vermont, New York and Canada.

### **Webinar Part 1 The School as a Healing Community: Transforming Stress and Building Resilience.**

In this webinar we will examine a unique perspective about stress, traumatic stress, and resilience in the context of living and working through the COVID-19 pandemic. Attendees will learn ways to mitigate stress at a leadership, workforce and student level, as well as examining the key features of resilience.

### **Webinar Part 2: The School as a Healing Community: Stress Mitigation and the 5 Key Practices of Transformative Education.**

In Part 2 we will continue to examine stress mitigation and the four other key practices necessary to improve outcomes with our students. Included is a discussion of strategies known as reflective practices, reframing, upstream and "picking a line". Participants will leave with a sense of agency about ways to shift their thinking and approaches while working with students.



**Roxane de la Sablonnière, Ph.D.**

Roxane de la Sablonnière is a full professor in the Department of Psychology at the University of Montreal and the director of the Social Change and Identity Laboratory. Her research focuses on the challenges people face when exposed to dramatic social change, such as the colonization for Indigenous peoples in Canada, or immigration. Recently, Roxane was awarded a grant to conduct a major study on the psychological impact of the COVID-19 pandemic on the Canadian population.

### **Integrating new identities into the self-concept: A key to well-being in inclusive education**

Integrating a new identity into the self-concept is one of the most important challenges immigrants and members of minority groups currently face. There is an important scientific consensus in social psychology that a well-integrated identity leads to positive consequences such as less prejudice, higher self-esteem and greater well-being. In this presentation, we describe the four steps involved in the process by which individuals integrate a new identity into their self-concept. We will discuss the implications of this process for inclusive education and for the COVID-19 context.



**Natalie Mongeau, M.Sc., BCBA**

Natalie Mongeau is an ASD Consultant with the Lester B. Pearson Centre of Excellence. Having always had a passion for working with children she pursued a master's degree in psychology at The New School in New York City and obtained her certification in behavior analysis (BCBA). She has worked with children of various ages in different contexts; private home-based intervention, diagnostic clinic, as well as intervention clinics. She strongly believes in not only intervening with the individual themselves, but also educating the family and community at large.

### **Navigating ASD**

Although each individual with an Autism Spectrum Disorder is unique, there are standard best practices when it comes to intervening with these individuals. It can be particularly challenging knowing how to support individuals that are non-verbal or very oppositional. In this presentation, Natalie Mongeau will go over some useful intervention strategies for this population, while being mindful of the current COVID-19 guidelines and restrictions.