



# Conference Workshops



**Myrna Lashley, PhD**

Dr. Myrna Lashley is an Associate Professor in the Department of Psychiatry, McGill University as well as an adjunct researcher at the Culture and Mental Health Research unit of the Lady Davis Institute for Medical Research. She holds a doctorate in counseling psychology from McGill University and serves as a psychological consultant to institutions, including the juvenile justice system. She has worked as a consultant to First Nations and the Jewish communities. Currently she is the Chair of the Cross Cultural round table on security as well as Vice-chair of the École nationale de police du Québec. Her current research interests are in cultural aspects of youth mental health and radicalization leading to violence.

**ON INCLUSIVITY:**

**What it means, what it does**

The importance of everyone within an institution feeling included cannot be over-estimated as it is a major contributor to the sense of belonging which an individual has to that institution. It also influences how the individual relates to the business of the institution as well as its staff and 'clients'. Always challenging, feeling included can be more taxing when race, ethnicity and other intersecting variables are entered into the equation. This purpose of this presentation is to assist both individuals and institutions to create opportunities to work, collaboratively, on the ongoing process of building and maintaining a safe and inclusive workplace.



**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. For the past 30 years, Dave has worked in a variety of settings including outpatient, residential treatment, and in public and day treatment schools. Along with his focus on Developmental Trauma, Dave has expertise in family therapy, adolescence, attachment, and Trauma-informed Schools. He is trained in EMDR, DDP, and a variety of family systems models.

**Transforming Trauma:  
The School as a Healing Community**

Many students today arrive at school with unprecedented adversity due to high rates of traumatic stress, social isolation, and systemic inequities. Oftentimes our traditional methods of relationship building, discipline, and instruction fall short for these students, leaving educators strained, frustrated, and self-doubting. In this workshop we study the harmful effects of trauma on students, their families, and on the workforce.

**Learning Objectives:**

- Analyze how stress can be both a generative and positive influence on our lives, as well as a destructive and harmful one.
- Learn the 5 Key Practices for Trauma Transformation necessary to be more successful with students.
- Increase knowledge of the impact of traumatic stress.
- Understand the unique and innovative strategies to address traumatic stress.

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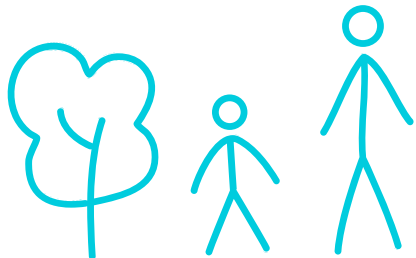


### **Anna Barrafato, MA, OPQ**

Anna Barrafato is an experienced student services professional in higher education and a part-time faculty member at Concordia University with expertise in accessibility, inclusion, and diversity. She has presented nationally and internationally at conferences on Universal Design for Learning (UDL), supporting students with mental health conditions, strengths-based advising, and inclusive teaching practices. She is a licensed psychologist and a Disability Accommodation Specialist at the Access Centre for Students with Disabilities (ACSD) at Concordia University. Anna Barrafato holds a Master's degree in Counselling Psychology from McGill University.

### **Inclusive Teaching Practices: Supporting Students, Reducing Barriers**

Classrooms are a reflection of the world in which we live and represent the diversity within. By implementing inclusive teaching practices, teachers can create learning environments in which all students feel like they belong, can learn at high levels, and reach their true potential. To support educators in creating inclusive learning environments, this presentation will introduce a number of inclusive teaching practices that can be immediately put to use to benefit all students.



### **Gerry Weintraub, Ph.D. Psychologist**

**Coordinator of the Centre of Excellence for Mental Health**

Dr. Gerry Weintraub has been working as a school psychologist for over thirty years. He is currently the Coordinator of the Centre of Excellence for Mental Health.

### **Kirsten Greb, M.Ed.**

**Consultant in Inclusive Education, LBPSB**

**Member of the Centre of Excellence for Mental Health**

Kirsten Greb is a Consultant for Inclusive Education at the Lester B Pearson School Board (LBPSB) where she provides school teams with evidence-based recommendations and assists with implementing best practices for diverse learners. She is a member of the Center of Excellence for Mental Health (CEMH) and holds a Bachelor's degree in Education and a Master's degree in Education (Educational Psychology) from McGill University. Guiding school teams in the use of mindfulness practices in the classroom and with oneself, she supports schools in valuing the importance of teacher-wellness and working in a collaboration within the school and community.

### **Mental Health, Diversity and Inclusion**

Mental health, diversity and inclusion are closely connected. As we become more sensitized to students' experience of racism, discrimination, exclusion, and marginalization we must consider the impact that these experiences have on students' mental health and well-being. In this workshop we will explore the lived experience of children and youth and the consequences to their emotional and psychosocial development; with a main focus on the important role that educators play in providing mentally healthy, restorative, and inclusive school environments.



### **Sue Simatos**

**First Nation, Inuit and Métis Liaison, LBPSB and MEQ 2021-22**

Formerly a Spiritual Animator with a focus on human rights at the Lester B Pearson School Board for over 20 years, Sue is currently the First Nation, Inuit and Métis Liaison for the MEQ as well as for LBPSB.



**Tealey Ka'senni:saks Normandin**  
**Support Worker and Counselor**  
**Women's Native Shelter of Montreal**

Tealey Ka'senni:saks Normandin is a Mohawk adoptee from Kahnawake, Quebec, Bear Clan. In 2008, she completed her B.A. in Human Relations / Sociology from Concordia University followed soon after with a Certificate in Personal & Professional Coaching. She has been working at the Native Women's Shelter of Montreal since 2007, as a support worker, counselor and outreach worker. Tealey is a member of the Board of Directors with the Montreal Indigenous NETWORK and co-founder of the of the Homelessness working committee.

### **Recognizing that infusing diversity in learning is critical to student achievement**

This workshop will focus on three areas that promote wellness for First Nation, Inuit and Métis students in our educational system.

- To provide opportunities for educators to learn about the History of First Nation, Inuit and Métis people in Canada.
- To promote equitable opportunities for First Nation, Inuit and Métis students in schools by introducing Jordan's Principal Funding.
- To promote relationships with Indigenous communities by inviting Native Montreal, as well as Elders and Indigenous community members into our schools.

In order to establish positive relationships, it is important to learn about the History of First Nation, Inuit and Métis people in Canada to further promote equity and inclusivity as well as foster a sense of belonging among First Nation, Inuit and Métis students and community members.