20th Annual Fall for Education Conference
UW–La Crosse Institute for Professional Studies in Education
November 4-5, 2017

“Mental Health and Trauma in PK-12”

Welcome to the University of Wisconsin–La Crosse!

Book store hours (first floor):
Saturday, November 4th, 10:00am to 3:00pm

Institute for Professional Studies in Education
“Experience the Transformation!”
www.uwlax.edu/pse
Welcome!

20th Annual Fall for Education Conference

“Mental Health and Trauma in PK-12”

Hello, Everyone!

Welcome to the 20th Annual Fall for Education Conference! This year our conference theme is “Mental Health and Trauma in PK-12.” This two-day event will provide you with an array of presentations directly relevant to your practice. I hope you all have a wonderful conference experience!

Best,

Dr. Pat Markos, Director, Professional Studies in Education

Never stop learning, growing, teaching!
Saturday, November 4, 2017

7:00—8:00am  Registration  Bluffs, 2nd floor
7:00—8:00am  Breakfast (for those who reserved meals)  Bluffs, 2nd floor
8:00—8:30am  Introductions—Pat Markos, Ph.D., Director of Professional Studies in Education

8:30—10:00 am  Opening Keynote: Dr. Jeffrey Kottler, California State University
**The Power of Storytelling: Trauma Recovery and Resilience**

One conception of trauma is that it represents a disordered memory, one that is haunting precisely because it is experienced as a series of disjointed fragments and intrusive images that are not linked into a coherent narrative. We seek to promote recovery, and access resilience, by helping people realize they are not victims of their trauma story, nor even mere survivors, but rather heroes/heroines in which they have moved beyond recovery to personal triumph. This presentation explores the ways that storytelling is so much a part of the work we do, as well as the prominent way that we process and make sense of life events.

10:00—10:15 am  Break—Refreshments  Hallway outside of Bluffs

10:20 am—11:50 am  Breakouts  3rd floor
◊ Laura Kestemberg—Take a Breath, Take a Break: A Useful Meditation Toolkit for Educators and Students  Room 3314

Teachers and their students often feel overwhelmed during the academic year. Research has demonstrated that the practice of mindfulness aids in stress reduction even when practiced in brief 3-5 minute intervals. Recent fMRI studies have shown that mindfulness meditation effects brain changes and improves physical and emotional well-being. This workshop will review three brief mindfulness techniques that teachers can feel comfortable using for their own and their students’ growth and well-being. Basic mindfulness techniques such as deep breathing, mandalas, and desk yoga will be reviewed and practiced to help those in the teaching professions reduce the effects of stress and burnout fatigue. The three techniques covered in this workshop can be done in the office, in the classroom, and at home and can be practiced by people across the lifespan.

◊ Cheryl Bartky—Dancing with Trauma, Helping Students Move Ahead  Room 3310

Traumatic events impact students’ bodies and brains—thus their capacity to learn. This highly experiential workshop presents a dynamic and creative paradigm for educators like you to understand and help your students suffering from trauma. By exploring core dance principles you will experience tangible tools to more enjoyably and effectively help your students (and yourself!) move ahead cognitively and emotionally.

(more on next page)
Jeffrey Kottler— A Storytelling Circle: Sharing Narratives of Transformational Change
Room 3105
Drawing on the ideas introduced during the keynote address, this experiential program will discuss the nature of life-changing stories in the lives of educators, especially those traumatic, challenging, or seminal narratives that hold our cherished joys, as well as most painful lessons. Participants will be invited to share one of their own most critical or significant stories, perhaps one that set them on this particular life journey, personally and professionally.

Alison DuBois and Molly Mistretta— When Caring Hurts: Identifying Signs of Burnout and Compassion Fatigue in Education
Room 3110
Participants attending this session will identify factors that increase the likelihood of secondary trauma in young, inexperienced teachers, identify the criteria used in determining educator burnout, and will discuss recommendations on prevention including the implementation of resiliency strategies. This session will address the diagnostic criteria used to identify burnout and secondary trauma, in addition to covering constructive coping strategies that can be employed to mitigate these phenomena. Further discussion will also include discussion pertaining to research being conducted by the presenters in the field of special and early childhood education regarding burnout and secondary trauma.

11:50—12:35pm Lunch—Processing Time Bluffs, 2nd Floor (for those who reserved meals)

12:40—2:10pm Breakouts Third Floor
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La Crosse B3 Learning Community Presentations 3rd Floor

2:15—2:35pm

◊ Alyssa Haug- The Effects of Writer’s Workshop on Student Achievement Room 3110
   This research was on implementing Writer’s Workshop in the classroom.

◊ Phil Buedding—Small Group Reading Strategies in Intellectual Disabilities Programmed Classrooms Room 3310
   This presentation will discuss best practice strategies, specific to reading, for students with intellectual disabilities. I will also share my research findings within the classroom, as well as a review of best practices found in the literature.

◊ Ryan Berndt–Effects of Pre-delivered Information Through Technology on Student Autonomy Room 3105
   This presentation will share how giving students information and checking for understanding through Google Classroom helped motivate and improve learning.

◊ Joey Fredrick–Group Strategies Effects on Student Achievement in Physical Education Room 3314
   This action research was conducted to determine what grouping strategies are the most effective in increasing student achievement in the physical education classroom.

2:35—2:50pm Break—Refreshments Hallway near Rm. 3110

2:55—3:15pm

◊ Josh Hein–Point, Step, Throw: UDL and Student Engagement Room 3310
   This session will explore the positive impacts that Universal Design Learning can have on student engagement. We will discuss representation, expression, and engagement strategies that are not only useful, but natural to teaching.

◊ Rachel Rockwell–Comprehension of Nonfiction Texts Using Graphic Organizers Room 3314
   The objective of this study is to observe how graphic organizers affect sixth grade students’ comprehension of nonfiction reading.

◊ Kyle Allen–Effects of Math Workshop on Student Achievement in a Second Grade Classroom Room 3110
   This study focused on the implementation of math workshop in a 2nd grade classroom. Key data points involved were the changes in student test scores, time on task, confidence, and interest levels in math.

◊ Carrie Pomplun-What are Effective Practice Techniques for the Beginner Musician? Room 3105
   This presentation explores the practice strategies the typical young musician uses while learning new music. The research shows that almost all students practice inefficiently, which leads to the questions: What are effective practice techniques, how do we teach them to students, and will they increase students’ overall musical ability?
La Crosse B3 Learning Community Presentations
Third Floor
3:20—3:40pm

◊ Courtney Vail— Data Visualization Goal-Setting and Student Achievement
Room 3310
The purpose of this study was to examine the effects of data visualization goal setting tool ConquerEd and its correlation to achievement among seventh grade students in a mathematics classroom.

◊ Lori Wineland— How NoRedInk Affects Student Achievement in Grammar in the Writing Classroom
Room 3314
This study examined the impact of NoRedInk, an online grammar program, on student achievement in grammar in the writing classroom. The results of the research supported the hypothesis of improved grammar, but indicated that certain gaps existed between the online exercises and formal writing.

◊ Steph Wisen— The Effects of Math Workshop as a Differentiation Tool to Improve Students’ Achievement
Room 3110
This action research study aims to explore whether the implementation of a math workshop model, as a form of differentiation, will improve third grade classes’ achievement.

◊ Karen Ehlers— Arts Integration
Room 3105
This presentation will share examples and benefits of arts integration across all disciplines.

3:45—4:05pm

◊ Jess Shupe— Goal Setting within the Regular Education Classroom
Room 3314
This session will introduce the goal setting process and explain how goal setting affected motivation of students in a regular education classroom. Details of how to start and set up goal setting, as well as how to maintain goal setting throughout the school year will be given.

◊ Morgan Post— The Effect of Student Data Portfolios on Students’ Motivation and Achievement in Reading
Room 3110
This action research study analyzes the effects of student data portfolios on student achievement and motivation in a third grade classroom. Research shows that teaching students self-regulation skills through the use of data portfolios can positively impact academic success and personal motivation in the classroom.

◊ Jamie Sage— Effects of Mindfulness on Attitudes and Engagement in Math
Room 3310
The study looked at how mindfulness activities before math affected student’s attitudes and engagement in math.

◊ Anna Taylor— Examining the Effects of Self-Evaluation in Music Education
Rm. 3105
This session will explore the experience and results using daily self-reflection in middle school choir classes.
La Crosse B3 Learning Community Presentations

Third Floor

4:10—4:30pm

Devanne Skalitzky—Classroom Meetings

Room 3310

This session will explore the effects of semi-weekly classroom meetings in the general education setting. Problem solving skills along with peer-to-peer and student-teacher relationships were a major focus throughout the study.

Hailey Bieniasz—The Effects of Incremental Rehearsal on Students Reading Levels

Room 3105

The purpose for this research is to justify a sight word learning tool that promotes student reading proficiency. My research focuses primarily on kindergarten reading levels (levels A through D according to Fountas and Pinnell) and Incremental Rehearsal.

Adam Allen—The Effects of Gamification on Student Engagement

Room 3110

This presentation will give an overview on whether or not 8th grade science students were more motivated and engaged to learn content vocabulary by using classroom games such as Quizlet and Kahoot.

Scott Linssen—Social Equity Education Effect on School Climate

Room 3314

This presentation will explore the effectiveness of an intensive, one day intervention intended to strengthen understanding of social equity to promote a better school climate.

If you are not returning tomorrow, please leave your lanyard with one of our staff in your room.

Safe travels and see you tomorrow!
Sunday, November 5, 2017

7:00—7:45am  Registration  Bluffs, 2nd Floor

7:00—7:45am  Breakfast (for those who reserved meals)  Bluffs, 2nd Floor

8:00—9:30am  Opening Keynote: Brad Montgomery—Embrace Your Awesomeness  Bluffs, 2nd Floor

  Prepare to have fun. Prepare to laugh. Brad uses humor, stories, music, multi-media, and even confetti to show us how to re-think productivity, accuracy, morale, retention and loyalty, customer service and leadership by empowering everyone to Embrace Their Awesomeness.

9:30—9:45am  Break—Refreshments  Hallway outside of Bluffs

9:50—11:00am  Breakout Sessions  Third Floor

  Lacie Ketelhut, Gundersen Lutheran—Connecting the Dots: How Adverse Childhood Experiences (ACEs) Influence Behaviors and Health throughout the Lifespan  Room 3314

  The Adverse Childhood Experiences (ACE) study is the largest study investigating how childhood stress and trauma can impact later health and behaviors. Learn how early life experiences serve as the foundational building blocks directly impacting child development, learning and health. Increase your knowledge and shift your persistence on how you work with children and families to reduce trauma impact.

  Bridget Todd-Robbins—Supporting Youth through a System of Care  Room 3120

  Utilizing best practices in the field of juvenile justice combined with cross system collaborations, La Crosse County created a System of Care response as an alternative to juvenile arrests in their community. This presentation will review the process utilized to analyze local data and trends; the impact of meaningful collaborations within the community; and provide an overview of the Coulee Region System of Care, a unique partnership between La Crosse County Human Services and the La Crosse School District designed to ensure youth remain in school and ready to learn through an integrated system of supports.

  (More on next page)
Barbara Blackdeer-McKenzie—Mending Broken Hearts: a Method for First Nations Community Healing
Room 3105
Mending Broken Hearts (MBH) offers cultural history, greater understanding of our past and present, and activities for kick-starting the interrupted mourning process of First Nations people who suffered multiple eras of grief, loss, and trauma. The presenter applies MBH for the Ho-Chunk Nation people in Wisconsin. This session will provide an overview and sample of some activities that make MBH a powerful community healing method.

Greg Lovell — Mindfulness for Educators
Room 3110
Participants will gain an understanding of what mindfulness is, experience several different mindfulness practices, and explore how to apply mindfulness in schools.

Nancy Lockett — Supporting Students in Evidencing Mental “Toughness”: The Evolution from Portfolios to Blogs
Room 3310
Addresses the necessity for students to understand the four psychological needs of the human spirit and how to plan and accomplish them in their own lives for a more physically and mentally healthy lifetime. Will share the direct actions that students can practice to meet these psychological needs and show examples of how teachers have asked their students to collect, reflect, select and present evidence of their progress in addressing their psychological “toughness”. 
11:05—12:15 pm  Breakout Sessions  Third Floor

◊ Lacie Ketelhut, Gundersen Lutheran—After ACEs: Be a Springboard of Hope through a Trauma Informed Approach  Room 3314

This session will explore practical action steps and seemingly small changes that can have a big impact on supporting youth, adults and families within communities. Participants will be able to define a trauma-informed care approach and implications on professional practice, improve professional capacity to foster resilience in youth and adults impacted by traumatic experiences and also gain practical action steps for applying a trauma-informed approached to your professional work.

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12:15—1:00pm  
Lunch (for those who reserved meals)  
Bluffs, 2nd Floor

1:05—2:15pm  
Breakout Session  
Third floor

◊ **Heather Quakenboss—Wellbeing Level Up**  
  Room 3110  
  With research from positive psychologists Sonja Lyubomirsky, Shawn Achor, Michelle Giellan, and Tal Ben Shahar and concepts from the Book of Joy, participants will learn how to be happier and improve their wellbeing as well as their students’. Discover and practice realistic, easy, sustainable, and fun tools to understand your potential for joy in our ordinary day to day lives, for us, and our students.

◊ **Ann Yehle—Student Engagement via Trauma Informed Yoga**  
  Room 3314  
  In this session, participants will explore the research related to using yoga as an approach to serving our middle and high school students who have experienced trauma. We will focus on approaches that can be utilized in any classroom led by staff with no yoga experience. In addition, we will discuss resources available to participants beyond our time together.

(more on next page)
Sunday, November 5, 2017 cont.

◊ **William Van Roosenbeek—Mental Health & Trauma in LGBTQ+ Students**

Between bullying, hate crimes, violence, and the things being said in the media, LGBTQ+ youth are struggling with trauma. What can educators do to show they care?

◊ **Tracie Stinson—Circle Up! YWCA La Crosse’s Justice Circles**

Traditional forms of discipline in school do not always get at the root of the issue. National and local numbers show that students of color are disciplined at higher rates than their white peers. Come hear how two local middle schools, in collaboration with YWCA La Crosse, are working to hold students accountable for their actions all while rebuilding relationships, repairing harm, improving school climate, and cutting down on the School-to-Prison Pipeline.

◊ **Tomah B1 Learning Community—Intergenerational Trauma**

Participants will receive a basic understanding of intergenerational trauma as addressed in three areas: poverty, common groups that experience trauma, and epigenetics. Attendees will leave with ideas on how to recognize and validate intergenerational trauma in the workplace.

2:15 — 2:30 pm  Break—Refreshments  Hallway outside of Bluffs, 2nd Floor

2:35—4:05 pm  Bluffs, 2nd Floor

◊ **Closing Keynote: Kristin Souers—Trauma is a word, not a sentence: Promoting resilience in our youth**

Participants will be introduced to and provided with opportunities to reflect on information centered around the role that trauma plays in terms of its impact on the child; the power of relationships and the role they play in the establishment and maintenance of community safety. This professional development experience will emphasize strength-based approaches to use with students, families, fellow faculty, school personnel, and community members.

4:05—4:15  Send off—Prize Drawing  Bluffs, 2nd Floor
UWL Professional Studies in Education

MASTER OF EDUCATION—PROFESSIONAL DEVELOPMENT

Blended

Chippewa Falls, Onalaska, Madison, Manitowoc, Monroe
Wisconsin Rapids, West Salem (social studies cohort only)

Online – spring and summer term starts only

Summer institute held at UWL – July 16-20, 2018 and July 15-19, 2019

ME-PD Emphasis Areas

Culturally Responsive/Adventure Education emphasis, Social Studies emphasis, Trauma Informed Care emphasis, and Leadership, Critical Thinking, and Connections emphasis

Adventure Based – ME-PD: Fall Creek (near Eau Claire)

Next cohort – Spring 2018 – Limited to just 20 applicants. Filling up fast!

Educational Leadership Emphasis- ME-PD

EDUCATIONAL LEADERSHIP CERTIFICATE—ONLINE

READING—ONLINE

Reading Teacher (1316) Add-On License
Reading MSED Reading Teacher (1316) & Specialist (5017) Cert.
Reading MSED Reading Teacher (1316) Certification

CERTIFICATE—PROFESSIONAL LEARNING COMMUNITY

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