



# Newsletter Summer Term 2024



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*Welcome to the Summer Term newsletter from*

***Barnardo's Education Community***

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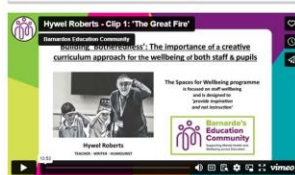
## News



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***Spaces for Wellbeing Programme - Short Clips***

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	<p><b>Faye McGuinness - Clip 1: 'Circle of control, influence and concern'</b></p> <p>In this 4 minute clip, Faye McGuinness (Director of Programmes at Education Support) explains how the 'Circle of Control, Influence and Concern' activity can be used by individuals and teams to identify things they can control, things they may be able to influence, and other things that are worrying them. By separating these out and allocating specific worry time for those items in the concern circle, staff can regain focus and avoid overthinking.</p> <p>You may wish to follow up this clip by watching the <a href="#">full session</a> or sharing this clip with staff, and discussing it using this <a href="#">activity sheet</a>.</p>
	<p><b>Faye McGuinness - Clip 2: 'The Stress Bucket'</b></p> <p>In this 3 minute clip, Faye McGuinness (Director of Programmes at Education Support) describes the stress cycle and how feeling safe after a period of stress is not the same as being safe. She talks through 'The Stress Bucket' activity that can be used by individuals, teams, and organisations to look at this and shares evidence-based strategies that can support this change.</p> <p>You may wish to follow up this clip by watching the <a href="#">full session</a> or sharing this clip with staff, and discussing it using this <a href="#">activity sheet</a>.</p>
	<p><b>Hywel Roberts - Clip 1: 'The Great Fire'</b></p> <p>In this 10 minute clip, Hywel Roberts (Teacher, Writer, Humourist, Author) tells an anecdote of his work with an Early Career Teacher to demonstrate how experience can develop agility and prudence (wisdom). This development, together with teaching a joyful curriculum, helps to support the professional wellbeing of teachers and other staff.</p> <p>You may wish to follow up this clip by watching the <a href="#">full session</a> or sharing this clip with staff, and discussing it using the prompts on this <a href="#">activity sheet</a>.</p>

We have a wealth of information in our [recorded sessions](#) from our wide range of guest speakers but we know time is an issue for colleagues in schools and settings. For this reason, we have identified [shorter clips](#) that you can use as individuals, as teams and as whole settings to reflect upon and discuss.

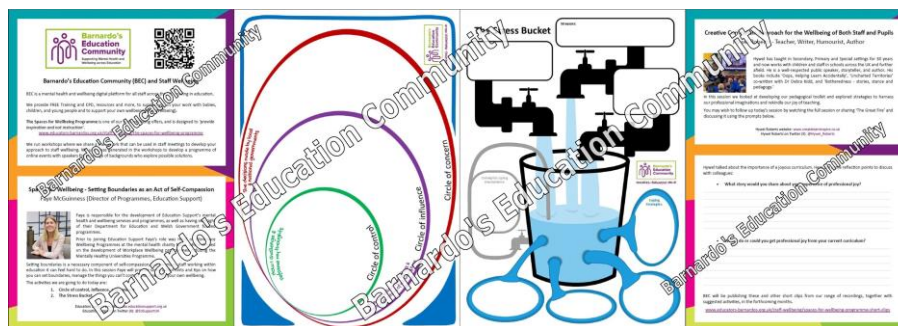
We've also added some suggested related questions and activities that you may find helpful.

We will publish more short clips from our range of recordings, together with suggested activities, in the forthcoming months.

### Learning Event in Hull

We shared these short clips with colleagues in Hull at a learning event organised by our colleagues at Let's Connect. Schools in Hull shared their ideas when we ran our Spaces for Wellbeing co-production workshops there last year. We then identified guest speakers for each of these themes.

We were delighted to return to Hull to share the outcome of the workshops and to trial the use of the clips together with the related activities and questions. They seemed to go down well!



# Barnardo's Education Community

Targeted Support Brochure

[www.educators-barnardos.org.uk](http://www.educators-barnardos.org.uk)



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**Barnardo's Education Community (BEC) is a platform for education staff across England, Northern Ireland, Scotland, and Wales, providing a range of free resources, training, and support.**

The aim of Barnardo's Education Community is to improve the mental health and wellbeing of babies, children and young people by providing staff working in education with the knowledge, understanding and tools to support them.

Our universal offer is free to access and includes a range of resources, training, and support: for you and your staff (**Staff Wellbeing**); for you in your work with babies, children and young people (**Training and CPD; Resources**); links to other Barnardo's MHWB Support.

Due to Zurich Community Trust funding, Barnardo's Education Community are now able to offer additional free targeted support to educational establishments currently until July 2024.

This brochure outlines the Barnardo's Education Community targeted support packages:

- Layered Learning CPD Packages
- The Invisible Backpack Package
- The Spaces for Wellbeing Programme
- Taking Care of People you Lead
- Reflective Work Discussions

We can offer most of the above packages to groups of staff or whole staff teams. If you are interested in a particular package, please contact us at: [BECommunity@barnardos.org.uk](mailto:BECommunity@barnardos.org.uk)

Please note that the offer of bespoke packages for individual schools or settings is subject to availability and requests will be granted on a first come, first served basis. Barnardo's Education Community consists of a small multi-disciplinary team with limited capacity, so it is recommended that you get in touch with us as soon as possible.



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## Layered Learning CPD Packages



The layered learning CPD packages provide an opportunity to build upon existing knowledge. Each package is made up of a theory-based recorded session, a reflective practice session, and a practical session.

We are currently providing two CPD packages which are available to access as an introductory 3-Part series:

- **Mind, Body and Mental Health**
- **Self-harm and Suicidal Behaviours in Children and Young People**

These packages aim to layer professionals' learning and develop awareness of different issues/themes relevant to work in schools and education settings.

Once you have completed the package, you will have access for a limited period to a dedicated Padlet page which will include further materials and resources.



### Package details:

- This package needs to be completed in sequence (Part A → Part B → Part C).
- You will be provided access to a Padlet page which will include the Part A recorded session and the Zoom links for the Part B and Part C online live sessions.
- The Part A recorded session will be available to watch up until the date of the Part B session.
- The Part A session is approximately 1 hour.
- Both Part B and Part C sessions are 1.5 hours on selected dates.

Please turn over for **more information** about the Part A, Part B, and Part C sessions.

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## Mind, Body, and Mental Health



### Part A: Theory

This session introduces a timeline of mind-body theories (including cross-cultural perspectives), history and definitions of mental health in the UK, theoretical perspectives and approaches relating to the mind-body system, and possible factors that can affect the mental (and physical) health of babies, children and young people. It also provides an opportunity to reflect on how the learning can help you in your practice/work using example scenarios.

### Part B: Reflective Practice

During a reflective session, you will be invited to be curious about yourself, the subject, and working with babies, children and young people who experience difficulties or problems due to poor mental health. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the babies, children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

### Part C: Practical Session

This practical session provides dedicated time for signposting and recommendations, strategy and resource sharing, and a space for discussions with colleagues around how you look after yourselves.

## Self-harm and Suicidal Behaviours in Children and Young People

### Part A: Theory

This session introduces history and developments of theoretical perspectives, definitions of and statistics relating to self-harm and suicide in the UK, social and cultural assumptions around self-harming behaviours (including myths about self-harm and suicide), and thinking around the relationship between self-harm and suicidal behaviours. It also provides an opportunity to reflect on how the learning can help you in your practice/work using example scenarios.

### Part B: Reflective Practice

During a reflective session, you will be invited to be curious about yourself, the subject, and working with children and young people who self-harm and/or express suicidal thoughts and behaviours. There is an emphasis on the process of reflection with an opportunity to share experiences, reflect on the work that you do and how you respond to the children and young people that you support. We will start to think about the impact/influence of the work on our individual wellbeing, how we can take responsibility for taking care of ourselves, and what we as professionals can learn from this.

### Part C: Practical Session

This practical session provides dedicated time for signposting and recommendations, strategy and resource sharing, and a space for discussions with colleagues around how you look after yourselves.

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## The Invisible Backpack Package



The Invisible Backpack is a CPD package for schools and settings to use flexibly, either on their INSET days or during staff meetings. The package is divided up into three sections.

The Invisible Backpack Package focuses on the importance of developing a relational approach in our work with babies, children, and young people.

### Part 1

**Aims:** to explain the importance of a relational approach in supporting babies, children, and young people; to introduce the Invisible Backpack metaphor; to consolidate understanding of research and evidence relating to the impact of early relationships and childhood experiences.

### Part 2 and Part 3

**Aims:** to review practice and provision when working with babies, children, and young people who may be carrying an invisible backpack using examples of effective practice from other schools and settings; to identify strengths and areas for development.

The package includes:

- Guidance booklet for facilitator(s)
- Session plans
- Presentation slides
- Training videos
- Additional printed materials and resources



**We are looking for schools and settings who would be interested in working with Barnardo's Education Community to:**

- Deliver the whole package, or deliver Part 1 only, and provide feedback to inform future development.
- Contribute examples of effective relational practice to be included in Part 2 and/or Part 3.

Every participating school will have access to their own individual Padlet page where all the resources are housed.

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## The Spaces for Wellbeing Programme



The Spaces for Wellbeing Programme developed by Barnardo's Scotland is focused on staff wellbeing and is designed to 'provide inspiration and not instruction'.

We deliver two co-production workshops using an Appreciative Enquiry approach to ask participants to share stories about their wellbeing when it was at its best.

### Aim

To introduce you to a resource that can be used to create a framework for staff wellbeing that can be part of a whole school plan.

### There are 4 stages

Discover, Dream, Design and Deliver. Through the Discover and Dream stages, we identify common themes around staff wellbeing, and needs led, not resource led, ideas are generated. Through the Design and Deliver stages the ideas are aligned to the eight wellbeing indicators (SHANARRI). It provides a consistent framework, shared language, and common understanding of wellbeing.



### Outcomes

You will have a resource that you can use to create a bespoke framework for your school. You will have developed an understanding of an Appreciative Enquiry approach which you can apply to other areas of your work.

You may wish to consider using the identified themes to organise a series of monthly events, possibly featuring guest speakers, to explore solutions for wellbeing. Barnardo's Education Community hosts a collection of recorded Spaces for Wellbeing events that could be utilised to support the identified themes.

**"If you put people together and allow them to dream it's amazing what they can come up with - small things that can make big changes to people's wellbeing!"**

Spaces for Wellbeing workshop participant

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## Taking Care of People you Lead

Taking Care of People you Lead is a programme of three interconnected online sessions for Senior Leadership in education.

By considering your own and your teams personal health and wellbeing needs, you can then develop strategies and resources which link authentically to any support you offer to others.

### Session 1 (You)

#### People are supported to manage their own mental health and wellbeing

We need to understand that we all have mental health and recognise when our wellbeing might be at risk. This session gives participants an interactive experience - through whole group discussion and breakout space - to reflect on what will help to sustain them to manage the stresses and strains of life in relation to their work.

### Session 2 (Others)

#### People are supported to recognise influences on others mental health and wellbeing

We need to support the workforce to recognise the impact that trauma can have on their, and others, actions and behaviours. This session offers an opportunity for participants to consider how they view and engage with each other through a relational lens.

### Session 3 (Culture)

#### People are supported to consider the impact ethos and culture has on mental health and wellbeing

This session offers participants the opportunity to consider the wider environment/culture in which they operate and how it could improve to better meet the wellbeing needs of all.

These sessions will be co-delivered by Barnardo's Education Community and Barnardo's Scotland.



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## Reflective Work Discussions



These will be facilitated, supportive spaces to reflect on the strengths, challenges, and learning from being part of a therapeutic workforce in the education community.

We provide an initial meeting, a pre-session, and six reflective sessions on a monthly basis.

Reflective Work Discussions provide a reciprocal environment to help to structure thoughts and connect colleagues in a safe, confidential space.

This is an opportunity to explore your experiences of, and feelings about, the relationships that you have as well as the impact of these on your wellbeing and capacity to provide support to babies, children and young people.

This offer is currently available to individual schools and wider education settings, specifically for those working in a pastoral team, therapeutic roles and/or similar contexts.

### The offer

**Initial meeting:** Barnardo's Education Community to establish contact with a key person involved in the team (*i.e. Pastoral Lead, DSL, Mental Health/Wellbeing Lead, SENDCo*) and discuss practicalities of the sessions.

**Pre-session with the whole group/team:** to introduce the concept of reflective practice, ground rules, meeting arrangements, aims and objectives. The group would complete a working agreement and discuss confidentiality.

**Reflective sessions:** closed groups, 1.5-hour sessions via Zoom.

**Final session:** there will be time allocated to gather live feedback.



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## Other targeted support offers

**Therapeutic Games and Activities Resource:** for relationship building

The aim of this resource is to support conversations with individual, or groups of, young people. The games and activities will hopefully aid you in building a safe space that embodies a relational approach; a way of interacting or communicating with young people that creates a space that is respectful, inclusive, honest, compassionate, and cooperative.

7 Games and Activities:

- Getting To Know You Grid (game)
- Building Connections (game)
- Pieces of Me Puzzle (activity)
- The Ball of Perspectives (activity)
- Band of Expanding Resilience (activity)
- 'Top Ten' (game)
- Origami (activity)



Please complete this [form](#) to access this free Barnardo's Education Community resource. Your information will be used to gain insight into to how this resource is being used.

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[www.educators-barnardos.org.uk](http://www.educators-barnardos.org.uk)

@BarnardosEduCom

BECCommunity@barnardos.org.uk



Our [BROCHURE](#) outlines the BEC targeted support packages.

If you are interested in a particular package please contact us at: [BECCommunity@barnardos.org.uk](mailto:BECCommunity@barnardos.org.uk)

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[The Invisible Backpack Package](#)

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**Planning CPD about supporting relationships for the forthcoming academic year 2024-25?**

# The Invisible Backpack Package



## Overall aims of the package:



- To **explain the importance of a relational approach** in supporting babies, children, and young people (BCYP).
- To **introduce the Invisible Backpack metaphor**.
- To **consolidate understanding research and evidence** relating to the impact of early relationships and childhood experiences.
- To **review practice and provision** when working with BCYP who may be carrying an invisible backpack.
- To **identify strengths and areas for development**.

## We are going to focus on...

- Our understanding**
- Our environment**
- Our approach**
- Our strategies**

- What we *know* about... (**our understanding**)
- What *values and ethos* underpin our work with... (**our approach**)
- What we *create* for... (**our environment**)
- What we *have in place* for... (**our strategies**)

...babies, children and young people who may be carrying an invisible backpack.

### Part 1: Aims

- To **explain the importance of a relational approach** in supporting babies, children, and young people.
- To **introduce the Invisible Backpack metaphor**.
- To **consolidate understanding of research and evidence** relating to the impact of early relationships and childhood experiences.
- To **explore the relationship between needs and behaviours** using the metaphor.



## 2 - Part 1: Consolidating Understanding (approx. 2hrs)

### Part 2: Aims

- To **learn about the journey of other schools and settings** to develop their relational way of working: ethos, approach and environments.
- To **reflect upon your own setting's relational approach and environments**.
- To **consider how your setting's approach and environments** support babies/children/young people who have a fuller or overflowing invisible backpack.
- To **identify strengths in your practice and provision** and what you can improve upon ('even better if...').



### 3 - Part 2: Approach & Environments (approx. 2hrs)



Part 3: Aims

- To reflect upon your own setting's strategies and interventions.
- To identify strengths in your practice and provision and what you can improve upon.
- To begin to develop a whole school action plan with clearly identified areas for development under the following headings: knowledge and understanding; approach; environments; and strategies.

### 4 - Part 3: Strategies & Action Planning (approx. 2hrs)



5 - Every participating school will have access to their own individual Padlet page where all the resources are housed.



<https://sway.cloud.microsoft/pkrUDQEZAWFZLI66#content=M68GXvNk6gHzlk>

### **Why not use our Invisible Backpack package?**

- > We will talk through the package with you and offer ongoing support.
- > We provide all the plans and resources you need on your own individual Padlet page.
- > And... it's completely free!

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*If your school/setting is interested in delivering the package, please contact Barnardo's Education Community to arrange a meeting: [BECommunity@barnardos.org.uk](mailto:BECommunity@barnardos.org.uk)*

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## Training and CPD



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### 'Self-harm and Suicidal Behaviours in Children and Young People' Layered Learning CPD Package (May and June 2024)

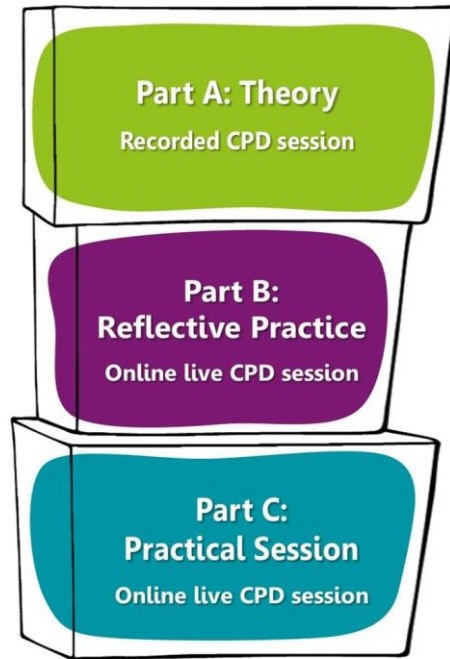
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The layered learning CPD packages are made up of a **theory-based** recorded session, a **reflective practice** session, and a **practical session**.

We aim to provide an opportunity for staff to build upon existing knowledge by layering their learning to develop awareness of different issues and themes relevant to their work in schools and education settings.

Each session takes a different approach towards exploring the theme:

1. Firstly, we begin by learning about theoretical underpinnings, perspectives and approaches including considerations to take when thinking about this particular topic.
2. Secondly, we engage in the power of reflection in relation to the work that you do.
3. And finally, we complete the package with a resource-led session to support you practically in your work.



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- *Part A - once you have registered for the package the recorded session will be accessible from 23rd May - 6th June 2024*
    - *Part B - Thursday 6th June 2024 @ 4 - 5:30pm via Zoom*
    - *Part C - Thursday 20th June 2024 @ 4 - 5:30pm via Zoom*
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### **Barnardo's Let's Connect - CPD session**

In April we delivered a bespoke '*Self-harm and Suicidal Behaviours in Children and Young People*' Layered Learning CPD Package for the Barnardo's Let's Connect Team. The aim of the session was to develop the team's understanding around these issues to better support schools, and also enable them to speak more confidently about the training that BEC provides.

The [Let's Connect Service](#) supports the emotional wellbeing and mental health of whole school communities.

#### **Their mission is to:**

- Support pupils and staff to have a better understanding of themselves, so they feel confident to manage their own wellness.
- Enable early access to wellbeing and mental health support to prevent difficulties escalating, and help children and young people reach their potential in school.

- Train staff and young people to deliver evidenced based and sustainable models of wellbeing support so they can support others in their school community year-on-year.

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## NEW testimonials:

### Self-Harm and Suicidal Behaviours in Children and Young People (Layered Learning Package)

*'Really thought provoking, I thought I had a good understanding of self-harm but the video made me look at other avenues.'*

*'Really valued the reflective practice and practical sessions in providing space to reflect and share experiences and ideas. Part A was a useful prompt to revisit prior knowledge and refresh as well as challenging assumptions.'*

### Mind, Body and Mental Health (Layered Learning Package)

*'This was the best training I have been on in a while. I particularly benefited from linking the theory to practice... The facilitators encouraged reflections and contributions which made it helpful to learn from others perspectives. Thank you for providing this valuable training and for balancing theoretical knowledge with practical experience.'*

*'I am really grateful for these courses being available to me. I am gaining insight and better reflective practice all the time as a result. Thank you!'*

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## *We need your feedback...*

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If you have attended any of our Layered Learning Packages we would greatly appreciate your feedback so that we can further develop our Training and CPD offer. Please complete a [feedback form](#) and tell us how we can improve our Packages.

We are planning to identify new themes for our Training and CPD offer. Please let us know what you'd be interested in attending and what you'd like to explore in relation to your work by completing this [form](#).

## Training and CPD for Staff Wellbeing





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## *Taking Care of People You Lead*

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We've now delivered our first round of TCoPYL sessions for senior leaders and hope to run another round before the end of June. If you signed up previously and couldn't make all the sessions, this is for you.

You are also welcome to sign up if you haven't attended any so far.

### **Feedback from our sessions so far:**

#### **Session 1 - You**

*'Everything, presenters were great, breakout rooms and discussions were really useful, information shared before the session was great to allow you to have an understanding of what we would be discussing.'*

*'The work booklet was great to collect thoughts. I liked the Breakout rooms as we get to talk to others. Good use of Mentimeter and Easy Retro.'*

*'Opportunity to discuss things with other like-minded people, to know that it is ok to not always mask what we are thinking and feeling.'*

#### **Session 2 - Others**

*'Very interactive and engaging content. The exposure to tools such as the five to thrive and ladder of inference.'*

*'It's good to chat with other professionals and see that we are all facing the same challenges, I like that the sessions challenging how you think about situations and be more reflective and use the Iceberg analogy - this I will be putting into practice.'*

*'Enjoyed the ladder of inference to explore how people may interpret things differently. (One thing I will take away is to) remember how our own perceptions may influence how we think/react.'*

### Session 3 - Culture

*'The pace of the session and the mix of presentation / break out discussions. The handouts prior to the session are useful and I will definitely be looking at the Padlet as there has been a wealth of useful tools discussed.'*

*'Break out rooms, the golden circle, the culture star.'*

*'Loved the chance to chat with colleagues, share thoughts and advice.'*

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### [Reflective Work Discussions](#)

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Reflective Work Discussions are facilitated, supportive spaces to reflect on strengths, challenges and learning from being part of a therapeutic workforce in the education community.

This offer is available to those working in a pastoral team, therapeutic roles and/or similar contexts. We provide an initial meeting, a pre-session, and six reflective sessions on a monthly basis.

**Currently, we are working with two schools supporting pastoral staff within an independent specialist day school in Somerset as well as in a Primary Academy & Nursery (part of the University of Chichester Multi Academy Trust) in Portsmouth.**

We are looking to develop a 'Train the Trainer' model for individual schools and settings to attend in 2025.

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### [The Spaces for Wellbeing Programme](#)

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**RECORDED EVENT NOW AVAILABLE: [Hywel Roberts - Building 'Botheredness': The Importance of a Creative Curriculum Approach for the Wellbeing of Both Staff and Pupils](#)**

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**Other Recorded Events:**

- André Spicer - *'Rest and Refresh: The Importance of Taking Breaks'*
- Faye McGuinness - *'Setting Boundaries as An Act of Self-Compassion'*
- Jane Andrews - *'Supporting Wellbeing and Valuing Diversity of Staff, Children, and Families Through Creative Practices'*
- Beth Roberts - *'A Team Approach to Improving Wellbeing in Education Settings'*
- Gareth Conyard - *'Teacher Autonomy in Professional Development'*

**New Content**




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***NEW PODCAST EPISODE:***

**[#S2 - Ep 7 - Verity Jones: climate change and sustainable education \(Part 2 - Secondary and Further Education\)](#)**

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**#S2 - Ep 8 - Verity Jones: climate change and sustainable education (Part 2 - Secondary and Further Education)**

In this episode we talk to Verity Jones, Associate Professor of Education at the University of the West of England, Bristol. Verity has spent the last 30 years working with schools, national and international charities and local authorities to develop climate change and sustainable education. Verity explains how staff can put the pedagogy of hope into practice in Secondary and Further Education.


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### NEW PODCAST SEASON:

#### [#S3 - Ep 1 - The voice of young people - eating disorders](#)

This podcast series will feature conversations with young people discussing topics relating to mental health and wellbeing that are important to them.

The voices and lived experiences of children and young people are at the heart of Barnardo's. We believe that children and young people should have opportunities to have their voices heard. They inform, shape and influence what we say, how we work and the decisions we make in every part of our charity.



**#S3 - Ep 1 - The voice of young people - eating disorders**

In this episode, we will be discussing eating disorders with one of the young people from the Barnardo's London Region Voice and Influence (V&I) panel.

We caution listeners that the nature of this topic can be emotive and challenging, so please look after yourselves and seek support should you need to. For more information about eating disorders visit: [www.beateatingdisorders.org.uk](http://www.beateatingdisorders.org.uk) (UK's eating disorder charity)

## Partnerships



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### [PESI UK courses](#)

These are **FREE** and available to access. All you need to do is visit our website and sign up to create an account.

We have a range of short and longer courses from world-renowned speakers and experts such as **Bessel van der Kolk, Jennifer Cohen Harper, Stephen Porges, Gabor Maté, Resmaa Menakem and Tina Payne Bryson.**

Our partnership with PESI UK allows you to further develop knowledge and practice relating to your work in schools and education settings.

**We are reviewing our full courses list throughout the 2024 Spring/Summer term** to align these with our current offers. Some courses will no longer be accessible after this review, so make sure you complete the courses that you are most interested in as soon as you can.



This is a course we have enjoyed watching:

***Daniel Hughes - Disorganized Attachment: Don't Lose Sight of the Child in the Midst of Chaotic Behavior***

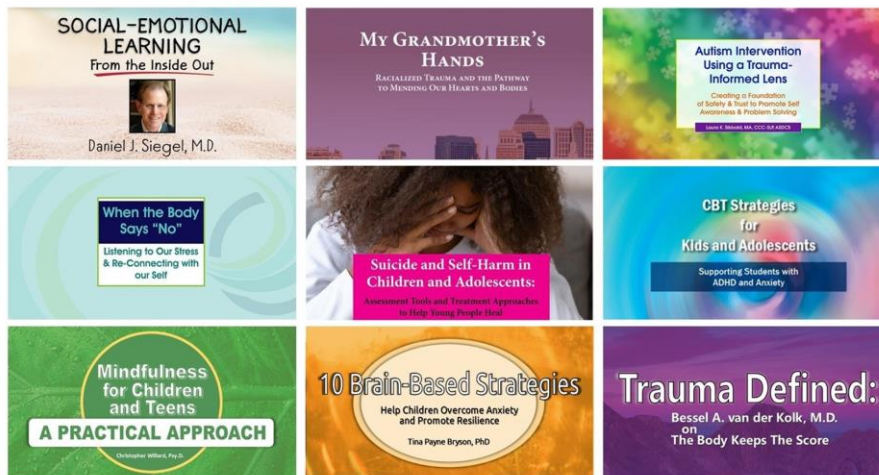
This session features a conversation with Dan Hughes and is focused on the children and young people who are seeking attachment and terrified of it at the same time, Dan identifies the behaviours they display and explains how to build trust and engage with them through the PACE principles (Playfulness, Acceptance, Curiosity and Empathy).

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<h3>How Interpersonal Neurobiology Can Shape Our Work &amp; Our World</h3> <p>Featuring: Daniel Siegel, MD</p>	<h3>When Worry Shows Up at School</h3> <p>A Primer for Educators, Administrators, and Counselors</p> <p>Featuring: Dawn Hubner, PhD</p>	<h3>Embodying Resilience</h3> <p>Using Movement to Navigate Anxiety and Build Personal Power in Children</p> <p>Featuring: Jenn Cohen Harper, MA, E-RYT, RYT</p>	<h3>Executive Function</h3> <p>Brain-Based Tools &amp; Strategies to Help Kids and Families Cope with the Unexpected</p> <p>Featuring: Lynne Kenney, PSYD and David Nowell, PH.D.</p>
<h3>Using LEGO® in Play Therapy and Counseling</h3> <p>Unlocking Creativity to Strengthen Relationships, Encourage Flexible Thinking, and Promote Problem Solving</p> <p>Featuring: Sophia Amari, LPCC and Josue Cardona, MS</p>	<h3>School-Based Mental Health</h3> <p>Best Practices and Evidence-Based Interventions for Successful Treatment in a Complex Setting</p> <p>Featuring: Robey Rose, LCSW, LSSW</p>	<h3>Early Intervention for Social-Emotional Development:</h3> <p>Successful Sensory-Based Strategies for Birth to 5 Years</p> <p>with Karen Lea Hyche, OTD, OTR/L</p>	<h3>MENTAL HEALTH ISSUES in the Classroom</h3> <p>PRACTICAL STRATEGIES FOR HELPING CHALLENGING ADOLESCENTS SUCCEED</p>

<h3>Autism, LGBTQIA+, and The Intersectionality of Gender and Sexuality</h3> <p>Featuring: Wren Lovren, Church, FPI, MAPL, AASIB</p>	<h3>Polyvagal Theory for Children</h3> <p>Practical Application to Build Safety, Create Attachment &amp; Develop Connection</p> <p>Speaker: Dafna Lender, LCSW</p>	
<h3>Strengthening Connection and Community</h3> <p>Mindfulness Practices for Professionals, Educators, and Families</p> <p>Speaker: Jennifer Cohen Harper, Andrea Dean</p>	<h3>Disorganized Attachment</h3> <p>Don't Lose Sight of the Child in the Midst of Chaotic Behavior</p> <p>Speaker: Dan Hughes</p>	<h3>10 Activities to Enhance Social-Emotional Literacy in the Classroom</h3> <p>Transform Student Behavior from Chaos to Calm</p> <p>Speaker: Lynne Kenney, PhD</p>
<h3>Anxiety in the Classroom</h3> <p>Practical techniques you can use with your students immediately. Five effective treatment strategies for each of the most frequent anxiety disorders. Video examples in a school setting.</p> <p>Speaker: Paul Foxman, PhD</p>	<h3>Trauma-Informed Compassionate Classrooms</h3> <p>Strategies to Reduce Challenging Behaviors, Improve Learning Outcomes and Increase Student Engagement</p> <p>Speaker: Jennifer Bushart</p>	<h3>TEEN ANGER</h3> <p>Shut Down Angered Outbursts, Arguing, and Out-of-Control Behaviors with Mindfulness-Based Strategies that Get Results</p>

<h3>CONNECTEDNESS AS A BIOLOGICAL IMPERATIVE</h3> <p>Featuring: Trauma Through the Lens of the Polyvagal Theory</p> <p>Speakers: Stephen Porges, PhD &amp; Peter Levine, PhD</p>	<h3>Reacclimate and Regulate</h3> <p>Build Trust, Foster Safety, &amp; Support Healthy Communication in Schools</p>	<h3>THE EFFECTS OF TRAUMA ON THE MIND-BODY RELATIONSHIP IN EVERYDAY LIFE</h3>
<h3>The Resilient Brain</h3> <p>Cultivating Courage &amp; Curiosity to Expand a Child's Capacity to Build Inner Strength</p>	<h3>Beyond Behaviors</h3> <p>Moving Toward Brain-Body Integration with Kids</p> <p>Speaker: Maura DeLisback, PhD</p>	
<h3>10 Brain-Based Strategies to Help Children in the Classroom</h3> <p>Improve Emotional, Academic, &amp; Social Skills for Back to School</p> <p>Speaker: Tina Payne Bryson, PhD</p> <p>1 Hour 30 Minutes</p>	<h3>Suicidal Risk Among Youth</h3> <p>Challenges and Keys to Moving Forward Post-Pandemic</p>	



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