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# Agenda

8:00 - 8:45 a.m.	Registration & Breakfast (Partnership Building)
9:00 - 10:00 a.m.	Keynote (Auditorium, Fine Arts Building)
10:10 - 11:10 a.m.	Breakout session 1
11:20 a.m. - 12:20 p.m.	Breakout session 2
12:30 - 1:15 p.m.	Lunch (Garden Room, Kopp Student Center)
1:25 - 2:25 p.m.	Breakout session 3
2:35 - 3:00 p.m.	Door prizes/Closing (Auditorium, Fine Arts Building)

## **Keynote: Thoughts and Intentions Matter Presented by Deb West**

Deb West will present about the importance of mindfulness in the practice of seeing and igniting the greatness in ourselves and others.

**Deb West**, BS, MS, of *WestEd Consulting* is experienced in supporting students and their teachers with significant developmental and multiple impairments. She has a certificate in Applied Behavior Analysis and is a Certified Nurtured Heart Approach Trainer.

### **CEUs and Evaluations are online!**

Only the keynote evaluation is inside your folder. You will need to complete two online evaluations in order to receive your CEU. Your responses are required for grant documentation purposes and will be kept confidential. Results will also assist the Winning Strategies Conference steering committee with future planning.

A link to the first online evaluation will be emailed to participants by **March 6, 2017**.

**Thirty days after the event date (April 3, 2017)**, a link to a follow-up evaluation will be sent to participants by email. **After completing and submitting the follow-up evaluation, you will be able to download your CEU.**

Please contact **Shuyin Maciel** at [shuyin.maciel@metroecsu.org](mailto:shuyin.maciel@metroecsu.org) or 612-638-1510 if you have questions.

Thank you for attending!

## Schedule of Breakout Sessions

P = Partnership Building

Room	Session 1 (10:10-11:10)	Session 2 (11:20-12:20)	Session 3 (1:25-2:25)
Auditorium (F 126)	<i>Nurtured Heart</i> (Deb West)	<i>Nurtured Heart</i> (Deb West)	<i>Nurtured Heart</i> (Deb West)
F 1265	<i>Easy Adaptations to Include All Learners</i> (Rachel Hemke)	<i>Easy Adaptations to Include All Learners</i> (Rachel Hemke)	<i>Easy Adaptations to Include All Learners</i> (Rachel Hemke)
P0806-A	<i>Peer Mentoring Groups: Increasing Inclusion &amp; acceptance through Peer-Mentorship</i> (Suzi Pierce)	<i>Peer Mentoring Groups: Increasing Inclusion &amp; acceptance through Peer-Mentorship</i> (Suzi Pierce)	<i>How Occupational Therapy Can Help Fill your Toolbox!</i> (Barb Kelii)
P0806-B	<i>Special Education Pathways to Licensure</i> (Linette Manier)		
P0808-A	<i>What You Bring To a Winning Team</i> (Tracy Reimer and Josephine Robinson)	<i>What You Bring To a Winning Team</i> (Tracy Reimer and Josephine Robinson)	<i>What You Bring To a Winning Team</i> (Tracy Reimer and Josephine Robinson)

Lunch (12:30-1:15) Garden Room, Kopp Student Center

## Schedule of Breakout Sessions

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Room	Session 1 (10:10-11:10)	Session 2 (11:20-12:20)	Session 3 (1:25-2:25)
P0808 B	<i>Making the Least Restrictive Environment YOUR Environment</i> (Tom Szewczyk)	<i>Making the Least Restrictive Environment YOUR Environment</i> (Tom Szewczyk)	<i>Making the Least Restrictive Environment YOUR Environment</i> (Tom Szewczyk)
P0838	<i>Abuse, Bullying, Violence Prevention for Paraprofessionals</i> (Jessalyn Akerman Frank)	<i>Abuse, Bullying, Violence Prevention for Paraprofessionals</i> (Jessalyn Akerman Frank)	Top 10 Strategies to Manage Student Behavior (Tami Childs)
P1808	<i>Strategies, NOT Solutions: for Educators working with Students with an FASD</i> (Sara Swan)	<i>Strategies, NOT Solutions: for Educators working with Students with an FASD</i> (Sara Swan)	<i>Strategies, NOT Solutions: for Educators working with Students with an FASD</i> (Sara Swan)
P1842	<i>Engaging Vocabulary and Comprehension Boosting Strategies for Before, During and After Reading</i> (Krista Happ)	<i>Engaging Vocabulary and Comprehension Boosting Strategies for Before, During and After Reading</i> (Krista Happ)	
P2804	<i>How to Obtain Your MN Paraprofessional Credential</i> (Ingrid Miera & Joni Anderson)	<i>Do You work with English Learners? We have some Strategies for You!</i> (Joni Anderson & Ingrid Miera)	

Lunch (12:30-1:15) Garden Room, Kopp Student Center

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## About Normandale Community College:

Normandale Community College has two two-year Associate of Science degrees which articulate to Minnesota State University, Mankato, other MN STATE institutions and other colleges and universities: the Elementary Education Foundations degree and the Special Education Foundations degree. These associate degrees make it possible for students to complete a four-year degree in elementary education or special education (Academic Behavior Specialist program) at our Bloomington campus and/or MSU, Mankato's Edina building.

The Education Department/Office is the center for information and support of students interested in starting education degrees at Normandale.

Our education programs have strong math and science components. A new addition to the program is additional training in engineering through our

Bridging Engineering and Education course.

A Future Educators Association (FEA) club was established on the Normandale campus to foster the recruitment and development of prospective educators and to expand education students' college experience beyond the classroom.

Normandale Community College is committed to fostering collaborations with partner school districts and professional organizations to enrich and strengthen the mathematics, science, and technology preparation for future teachers.

For more information about the education programs at Normandale, please contact the Office at: (952) 358-8437 or [linette.manier@normandale.edu](mailto:linette.manier@normandale.edu)



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## Breakout Session Descriptions

*Sessions are listed in order by classroom.*

### **Auditorium (Fine Arts Building) Introduction to the Nurtured Heart Approach**

**Focus: All ages**

This is a three hour introductory course to the concepts of the Nurtured Heart Approach. This is a methodology that takes everything we know about behavior, kids and more, then wraps it in a package that works quickly and without gimmicks. It's not difficult to implement and doesn't involve worksheets, rewards, data sheets or point cards. It involves a mindset that brings true change. The essence of the Approach is a set of core methodologies originally developed for working with the most difficult children. It has a proven impact on every child, including those who are challenged behaviorally, socially and academically. People attending this will stay for **ALL THREE SESSIONS**

**Presenter: Deb West**, BS, MS, of WestEdConsulting  
Deb is experienced in supporting

students and their teachers with significant developmental and multiple impairments. She has a certificate in Applied Behavior Analysis and is a Certified Nurtured Heart Approach Trainer.

### **F-1265 (Fine Arts Building) Easy Adaptations to Include All Learners**

Sessions 1, 2 and 3

**\*\*THIS SESSION IS REPEATED FROM PREVIOUS YEARS\*\*** This session will focus on ways to make easy adaptations, including assistive technology, to different classroom activities in order to maximize the participation of all learners. The benefits of using visuals, a structured environment, and expectations in classroom routines will also be discussed. Time will be allowed to ask questions and explore materials used for demonstration. Join in the engaging and interactive session!

**Presenter: Rachel Hemke**  
Rachel has been a Speech-Language Pathologist & Augmentative/Alternative Communication Specialist for 13 years. She has

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## Breakout Session Descriptions

experience working with a variety of students all age ranges and ability levels. Some of the favorite parts of her job are creating engaging activities for students, providing trainings for parents and staff, building relationships with families and students, and collaborating with amazing professionals.

**P0806-A Peer Mentoring Groups: Increasing Inclusion & Acceptance through Peer-Mentorship Sessions 1 and 2**

This session will address how to start and manage a peer mentorship program in your building. In addition to identifying the benefits of peer mentoring for special education students, this session will answer questions and provide an outline for starting a peer mentorship program in your school/district:

*Who:* Which special education students should participate? How will you identify who should participate? How do you gain permission from parents and support from administration?

*What:* What do I need to do in order to get started? What training

do I need to provide for the mentors? What activities do students do when they're together?

*Where:* Where does the group take place? Where can I find support for my program?

*When:* When does this take place? How often and for how long will this take place?

*Why:* Why should I start a peer mentorship group? Does it benefit special education students? Does it benefit general education students? Does it benefit the building?

*How:* How do I run this program?

How much time does it involve?

How do I fund this program?

**Presenter: Suzi Pierce**, Shakopee Public Schools.

I've been a teacher in Minnesota since 2004. My career started as an elementary school teacher, but I felt a strong pull towards unique learners and gained my M.Ed. at the University of Minnesota in 2008. Two years later, I added ASD to my repertoire. Having taught special education in an inner city school district, followed by a position in a Minneapolis suburb, I eventually landed my dream position at Shakopee High School as a center-based Autism teacher in 2014.

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## Breakout Session Descriptions

During my time at SHS, I've had the pleasure to not only case-manage some of the most amazing people I've ever met, but to also create a peer mentor program that has changed the culture of our school for the better. This peer mentoring group, coined "GLOmies," has nearly doubled in size over the past 3 years and directly impacts over 70 general and special education students. This has by far been my most proud teaching accomplishment.

**P0806-A (Partnership Building)  
How Occupational Therapy can  
Help Fill Your Toolbox!**  
Session 3

OT in the education setting (versus medical, as a related service, how to qualify) The topics of fine motor strategies to use in the classroom, Self-Regulation strategies for transitions, hallway and classroom, equipment modifications, and technology to help all learners will be included.

**Presenter: Barb Kelii**, OT, Mounds View Public Schools  
Barb has been working as an OT for over 12 years, obtaining her Master's Degree in OT from the

College of St. Scholastica. She has worked in a variety of settings such as home visiting, clinics, and school. She started her deep appreciation for technology when specializing with the ALS population. Her presentation will provide attendees with specific, concrete ideas, tools and resources to build your toolbox of winning strategies!

**P0806-B (Partnership Building)  
Special Education Pathway to  
Licensure**  
Session 1

Thinking of finishing that teaching degree? Learn what it takes! Learn about the new requirements for an elementary or special education teaching degree and changes to the paraprofessional requirements. Find out how you can complete your degree at Normandale Community College.

**Presenter: Linette Manier**, Normandale Community College  
Linette Manier is the Director of Education Training at Normandale Community College. She has a bachelor's degree in Elementary Education from the University of Wisconsin and a master's degree in

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## Breakout Session Descriptions

Educational Policy and Administration from the University of Minnesota. Linette also has a Specialist Certificate in Educational Policy and Administration from the University of Minnesota. She is a former principal and reading specialist and has been teaching undergraduate and graduate level courses for the past 7 years.

**P0808-A (Partnership Building)  
What You Bring to a Winning Team  
Sessions 1, 2, and 3**

The diverse student needs in today's schools cannot be met by one paraprofessional or teacher alone. It takes a team effort! This high engagement session is packed with activities and discussion focused on increasing self-awareness and how to effectively collaborate with team members. Attendees will identify personal strengths and skills and how they can contribute to a learning community that best meets student needs. Session attendees will be active participants and contributors.

**Presenters:** Tracy Reimer, Bethel University and Josephine Robinson,

North St. Paul/Maplewood/Oakdale  
ISD #622

Tracy Reimer is an Assistant Director in the Educational Leadership Doctoral Program at Bethel University. Prior to joining the Bethel faculty, she served 10 years as the elementary principal and two years as the K-12 district curriculum coordinator in Annandale, MN. Tracy holds a Ph.D. in Education, Curriculum & Instruction; Literacy Education from the University of Minnesota.

Josephine Robinson holds a master's degree in Counseling and Student Development and Family and Consumer Science from Eastern Illinois University. Josephine is a 5th grade teacher at Carver Elementary and is currently working on her Ed.D. in Educational Leadership at Bethel University.

**P0808 B (Partnership Building)  
Making the Least Restrictive  
Environment YOUR Environment  
Focus: Secondary  
Sessions 1, 2 and 3**

Everyone is going to encounter a student who is extremely challenging while educating and



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## Breakout Session Descriptions

working with students with disabilities. If a student encounters an unequipped educator, it can lead to an increase in their federal setting as the student may present a need for a more restrictive environment. On the other hand, if the student encounters an educator that approaches difficult behavior with a collaborative and problem solving mindset, the behavior can be changed within the current environment. This presentation will provide a set of tools that I have used with some of my most challenging students with excellent success.

**Presenter: Tom Szewczyk**, Brooklyn Center Schools

I moved to Minnesota from Connecticut in 2009 with a bachelor's degree in Secondary Physical Education. Due to a job shortage in the field, I applied for a position as a paraprofessional with District 112 in the autism program. I immediately loved the job and the students in the program, so I went back to school at the University of St. Thomas to earn my master's degree in Special Education with a concentration on Autism Spectrum Disorders. I am in my fifth year

teaching special education. The first year was spent designing and running a center-based program at a charter school in Apple Valley. The next two years, I taught in Minneapolis at Edison High School. Then, in 2015, I moved to Brooklyn Center Secondary and designed the center-based program at the high school.

### **P0838 (Partnership Building) Abuse, Bullying & Violence Prevention for Paraprofessionals Sessions 1 and 2**

The topics of Abuse, Bullying and Violence in schools are a major concern for educators and paraprofessionals. In this workshop we will discuss terminology and give a background on abuse, bullying and violence. Paraprofessionals will have the opportunity to review real case scenarios and participate in group discussions. We will discuss as a large group, best practices for each situation. Participants are encouraged to bring tough questions and topic concerns to the session.

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## Breakout Session Descriptions

**Presenter: Jessalyn Akerman Frank, M.Ed, ACC, RYT**

She holds a Bachelor's Degree in Communications and a minor in Criminology from Gallaudet University, and a Master's in Special Education with a focus on Deaf/Hard of Hearing from the University of Minnesota. She is also a recent graduate of the Life Coach Program through Cross Road Solutions. Jessalyn is a former director of a non-profit organization where she oversaw the Deaf Domestic Violence program and was a Deaf and Legal Advocate for 10 years. She has many years of experience working in bullying prevention with children and families. She currently works with the Commission for Deaf, DeafBlind, and Hard of Hearing as a consultant, and also teaches at North High School in Saint Paul. In her free time, she teaches Deaf Yoga and spends time with her wife, Lys, three boys, Sam, AJ, and Ben, and their two dogs.

**P0838 (Partnership Building)  
Top 10 Strategies to Manage Student Behavior  
Session 3**

Participants in this session will learn

and practice effective strategies to manage student behaviors and reduce behavioral escalation. These strategies are evidence based practices and are powerful in reducing behavior and increasing student engagement in academic instruction. Participants will learn how to determine the hypothesized function of a student's behavior and apply the appropriate strategy.

**Presenter: Tami Childs, Ph.D.** has been a school psychologist for 20 years and is a state leader in the low incidence area of Autism Spectrum Disorders. She has extensive experience in providing professional development to educators across a range of topics related to special education.

**P1808 (Partnership Building)  
Strategies NOT Solutions: for Educators working with Students with an FASD Sessions 1, 2 and 3**

FASD is caused by prenatal alcohol exposure that produces a range of birth defects including organic brain damage. This presentation will provide a brief overview of the FASD basics, feature examples to aid in understanding the challenges experienced living with an FASD and

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## Breakout Session Descriptions

will offer practical strategies for paraprofessionals to create better outcomes working with students on the spectrum.

**Presenter: Sara Swan, MOFAS**  
Speaker Bureau Member and  
MOFAS Grantee

Sara Swan is the founder of Looking Forward Life Coaching. Sara has been teaching for 18 years. Sara's specialty throughout her extensive teaching career was transitioning students in special education out of high school into the community. She has also mentored several high school and college age individuals as they headed into adulthood and still remains part of their lives. Sara also is the guardian of her uncle who is profoundly intellectually impaired and helps make decisions to better his quality of life.

**P1842 (Partnership Building)  
Engaging Vocabulary and  
Comprehension Boosting Strategies  
for Before, During and After  
Reading**

Sessions 1 and 2

This session will focus on a variety of research-based, culturally responsive vocabulary and

comprehension strategies that can be used with students in grades K-6. We will take time to dive into each strategy and see examples of them in use. Each participant will also walk away with materials to implement many of these strategies right away with the students you teach!

**Presenter: Krista Happ, Eden Prairie**  
Krista Happ has worked in the Dual Language and Spanish Immersion realm for the past 9 years. Her background and passion is in serving linguistically and culturally diverse students, while seeking to close the opportunity gap through the use of equitable and responsive classroom instruction. She is currently an instructional coach with Eden Prairie schools as well as teaches the Human Relations for Teachers course at Normandale Community College.

**P02804 (Partnership Building) How  
to Obtain Your MN Paraprofessional  
Credential**  
Session 1

This session will assist paraprofessionals in the complex process of obtaining their Paraprofessional Credential offered through the Minnesota Department

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## Breakout Session Descriptions

of Education. The presenters will share their experiences and provide resources and teach organizational strategies.

**Presenters: Ingrid Miera, & Joni Anderson,** Osseo Area Schools  
Ingrid Miera has been an educator for 38 years. She has experience working with students from Pre-K through 6<sup>th</sup> grade. She currently works with English Learners at Fair Oaks Elementary School in Brooklyn Park MN. Ingrid received her Paraprofessional Credential in June 2012. She is also an AFT TEACH Certified Trainer for Managing Student Behavior for Support Staff and Introduction to English Learners.

Joni Anderson has been an educator for 19 years. For the past 13 years Joni has worked as an English Learner Educational Support Professional at Fair Oaks Elementary in Brooklyn Park, Minnesota. She received her Paraprofessional Credential from the State of Minnesota in June 2012. Joni is a certified AFT TEACH Trainer of Introduction To English Language

Learners and Managing Student Behavior for Support Staff.

**P02804 (Partnership Building) Do you work with English Learners? We have some Strategies for you!**  
Session 2

Els (English Learners) are the fastest growing student population and our classrooms are more diverse than ever. How can you help your EL students succeed? During our session we will introduce effective strategies that you can use with your students. Participants in this workshop will engage in interactive activities and small group discussions in a welcoming environment.

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