

Merrimack College's  
School of Education & Social Policy presents  
A SYMPOSIUM ON NEW TEACHER SUPPORT  
APRIL 2, 2016

WORKSHOP & PANEL PRESENTATION DESCRIPTIONS

**MORNING SESSIONS**

**WORKSHOP I**

**Reaching Calm: Effective Strategies for Students with Anxiety-Related or Oppositional Behavior**

***Presenter: Jessica Minihan***

The National Institutes of Health (NIH) reports that one in four thirteen-eighteen year olds has had an anxiety disorder in their lifetime. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. Understanding the role anxiety plays in a student's behavior is crucial and using preventive strategies are key to cracking the code of a child's behavior. Effective interventions for these students must focus on the use of preventive strategies and on explicitly teaching coping skills, self-monitoring, and alternative responses. Through the use of case studies, humorous stories, and examples of common challenging situations, participants will be able to easily implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, executive functioning, and self-monitoring.

**WORKSHOP II**

**Autism Spectrum Disorder: Understanding and Supporting Students with Autism in Your Classroom**

***Presenter: Chris Brumbach***

As a general, special education or specialized subject teacher, you will encounter a heterogeneous group of children in your classroom, no matter what grade or subject you are teaching. Because of the prevalence of Autism Spectrum Disorders (ASD) in children (Centers for Disease Control reports 1 in 68 children identified with ASD in 2010), you may encounter a child with this learning profile in your classroom. This session will provide you with the basic knowledge necessary to help you understand children with ASD and to set up your classroom in a way that will maximize the students' AND your success. Video and personal vignettes will be shared to provide insight into the strengths and challenges that children with ASD present to their teachers and some simple strategies for reaching all learners, including those with ASD.

**PANEL I**

**Teach On! What It Takes to Be a Successful Teacher for the Long-Term**

***Panelists: Jane Tremblay, Gregg Gilligan, Scott Morrison and Kim Oliveira; Moderator: Dan Butin***

This panel will address key issues of how new teachers can begin to develop a mindset and set of practices to support their long-term success. The panel of educational leaders will discuss strategies, tips, research, and their own experiences for viewing teachers' professional success from individual, school, and institutional perspectives.

*...afternoon sessions on opposite side...*

## **AFTERNOON SESSIONS**

### **WORKSHOP III**

#### **What all Classroom Teachers Need to Know about IEPs**

***Presenter: Carol Kosnitsky***

This session will include: What to prepare when going to an IEP meeting, what to look for and what to ask about when receiving a student's IEP, how to translate IEP accommodations into classroom practice, and the need for collaboration with special education colleagues.

### **WORKSHOP IV**

#### **Code 3! What Now? English Language Learners: Getting to Know, Instruct, and Assess our ELL Students with and without Disabilities**

***Presenters: Jennifer Ramos and Amy Sarofian***

No matter where or what you teach, the data is crystal clear that you will most likely have students who are either designated as an English Language Learner or having a disability. And in some cases, students will be designated as both. (This is termed "Code 3" in the Lawrence Public Schools: students that have been designated as both English Language Learners and students with disabilities.) This workshop will help participants to develop best practices in teaching ELL students who may or may not have disabilities. The presenters – a special education teacher and an ELL specialist working at a [recognized turn-around school](#) in Lawrence – will share their collective knowledge and provide key best practices for working with ELL students and their families. This is a rapidly growing student population: The ELL student population has doubled in the United States in the last ten years, and the US Department of Education has found that almost eight percent of all students are both Limited English Proficient and on an Individualized Education Plan (IEP). This population is all too often misunderstood, under-researched, and under-supported. This workshop will thus focus on helping you to understand about and improve your practices in evaluating, instructing, and assessing such students, as well as enhancing family engagement and collaboration for families whose home language may not be English. It will, moreover, help you to begin to make distinctions between English Language Learners and students with disabilities as well as understand what to do when students are designated as both ELL and with a disability in order to improve student success.

### **Panel II**

#### **I Wish I Had Known That: Tips and Strategies From Your Interview to the First Day of Class**

***Panelists: Jennifer Price, Kristan Rodriguez, and Julie Macdonald; Moderator: Dan Butin***

This panel will provide a wide variety of perspectives, insights, tips and resources for individuals pursuing a teaching career. Learn from educational leaders about how to think about and prepare – intellectually, professionally, personally – for that first job interview, getting your first job, and entering your first classroom.