

\*Session 2 has 5 sessions (2A) that begin shortly after the Keynote speaker and finish 30 minutes before Session 3. There are 4 sessions (2B) that begin 30 minutes after the Keynote speaker and end shortly before Session 3 begins. Please use these staggered times as a 30 minute lunch break to get the most out of your WWEC experience and not miss out on a session time.

## SESSION 2A • 10:55-Noon

### 201 • Environment as the Third Teacher

*Dawn Rouse, Assistant Professor of Early Childhood Education, UW-La Crosse*

**Room 1 • Grade Range:** PreK-6 • **Area:** Behavior & Classroom Management • **Level:** Introductory

At the heart of many well known Early Childhood philosophies (Reggio Emilia, Montessori, Waldorf, RIE) is the environment of the classroom. "Environment as the third teacher" is considered as integral a part of the curriculum as the projects being investigated.

**Learning Outcomes:** Assess & Adjust classroom environment

### 203 • Using Video-Based Instruction to improve Inclusion of Children with Autism

*Lema Kabashi, Assistant Professor, UW-La Crosse*

**Room 3 • Grade Range:** PreK-12 • **Area:** Behavior, Instructional Innovations & Special Populations • **Level:** Introductory to Intermediate  
Video-based instruction (VBI) has been successfully used to improve appropriate behaviors and decrease inappropriate behaviors in children with autism. VBI includes approaches based upon the nature of the models provided in the video (e.g., video modeling, video self-modeling, point-of-view modeling), as well as video feedback, video priming, computer-based video modeling, etc.

**Learning Outcomes:** Participants will understand how to use different types of VBI to promote inclusion of children with autism in general education classrooms.

### 205 • Trauma-Informed Teaching in Schools

*Betty DeBoer, School Psychology, UW-La Crosse*

**Room 5 • Grade Range:** PreK-12 • **Area:** Culturally Responsive Practices • **Level:** Introductory to Intermediate

Virtually every public school teacher works with children who come from trauma backgrounds related to a history of generational poverty, abuse, or neglect but few teachers feel they are sufficiently trained to identify and accommodate these children. ESEA 2015 now specifies expectations for schools to incorporate trauma informed practices in the classroom. This presentation will provide teachers an introduction to how trauma impacts a child's learning and specific strategies that support learning.

**Learning Outcomes:** Learn how trauma impacts a child's learning and specific strategies that support learning.

### 207 • Critical Literacy Matters: An Overview of the Philosophy and Practices

*Jim Carlson, Assistant Professor, UW-La Crosse*

**Room 7 • Grade Range:** 4-12 • **Area:** Culturally Responsive Practices & Curriculum Integration • **Level:** Introductory

In this session, participants will learn about the "Four Dimensions" model of critical literacy. Participants will engage in dialogue about the philosophy, practices, and possibilities for critical literacy in classrooms and in their local community/ies.

**Learning Outcomes:** Participants will analyze critical literacy as a philosophy and as a set of localized practices.

### 209 • How Reward Systems Motivate Students in the Classroom

*Nicole Valencia & Shawn McConaghy, Behavior Support Specialist, Riverfront, Inc.*

**Open Area • Grade Range:** K-8 • **Area:** Behavior & Classroom Management • **Level:** Introductory to Intermediate

Understand Positive and negative reinforcement, reinforcements versus rewards, Intrinsic versus extrinsic motivation, Differential Reinforcement types and how to make them work for your classroom. Identifying common mistakes or errors in reinforcement programs to make them stronger.

**Learning Outcomes:** Identifying the "Real" target behavior, the role of behavior function plays, selecting the right behaviors to increase, and identifying the best reinforcement option.

## SESSION 2B • 11:15-12:20pm

### 202 • Tools for Teaching Beginning Computer Science

*Josh Hertel, Assistant Professor, UW-La Crosse*

**Room 2 • Grade Range:** 5-12 • **Area:** Technology Integration • **Level:** Introductory

This session will focus on several tools for engaging students in computer science concepts. We will examine software and hardware resources including the programming language Scratch, Lego Mindstorms Robotics, and Finch robots. Laptops are welcome!

**Learning Outcomes:** Participants will gain an understanding of several available resources, both software and hardware, for teaching computer science.

## **204 • Flipping out in Primary**

*Kris Szajner, EdTech Innovations*

**Room 4 • Grade Range:** PreK-2 • **Area:** Technology & Personalized Learning & Assessment • **Level:** Introductory

Come learn new and innovative ways that teachers are flipping their classrooms in primary classrooms by attending this high octane presentation! This structure is often thought to be only for upper grades but new tools and ideas can seamlessly transition any classroom. Topics covered include new tools, new structures, and lots and lots of examples. You are guaranteed to leave inspired and ready to flip your classroom!

**Learning Outcomes:** Learn how to flip ANY classroom. My Kindergarten class is the example. Participants will experience tools, structures, and ideas on how to leverage time, resources, and learning

## **206 • Building Community Support for Public Education and Your Community School**

*Steven Glandt, Executive Director, Coulee Region United Educators*

**Room 6 • Grade Range:** PreK-12 • **Area:** Educator Effectiveness • **Level:** Introductory to Advanced

This session will discuss the necessity for community support and the challenges we have. Process for individual action as well as larger District staff action will be discussed.

**Learning Outcomes:** The session attendee will understand the importance of community support for public education, the challenges to building that community support and a process to successfully and positively engage community as an individual and educator group.

## **208 • Developing Culturally Responsive Practices for Teachers of ALL Students: The Workshop**

*Jeanine Staples, Associate Professor of Literacy and Language & African American Studies, Pennsylvania State University*

**Room 8 • Grade Range:** 6-12 • **Area:** Behavior & Classroom Management, Culturally Responsive Practices & Instructional Innovations •

**Level:** Intermediate to Advanced

Take a more in-depth look at being a culturally responsive educator. Spend time learning from Jeanine Staples how to develop critically conscious pedagogy for teachers of all students. Jeanine is Associate Professor of Literacy and Language & African American Studies at the Pennsylvania State University. Her scholarship, teaching, and coaching make explicit anti-racist, anti-sexist, and anti-ableist education for individuals, schools, and society.

**Learning Outcomes:** Learn culturally responsive instructional methods for all students. Practice reflecting on and designing approaches for multi-level student engagement and learning. Gain insight into your own implicit bias, along with sound methods to deconstruct it to empower yourself and your students for 21st century learning and living.