



The 2026 Fall Instructional Conference



Understanding and Supporting Our Students

REGISTER HERE: <https://cvent.me/oeqMQV>

Friday, October 9, 2026

7:15 AM – 8:15 AM Registration

8:15 AM – 3:00 PM Conference

Weare Middle School

16 East Rd, Weare, NH 03281

*Co-sponsored by the Weare Education Association, the Henniker Teacher's Association,
and the John Stark Support Personnel Association*



*This conference is supported by Horace Mann Service Corp.
Thank you to Weare School District for hosting us!*



Megan Tuttle, NEA-NH President

REGISTRATION DEADLINE: September 29, 2026

Dear NEA-New Hampshire Educators and Members,

We look forward to seeing you on October 9th at Weare Middle School at another NEA-NH Fall Instructional Conference; a tradition for New Hampshire educators for over 170 years! We gather to continue building our professional knowledge and skills and to network and learn from other amazing educators in New Hampshire.

This year's conference features a wide range of workshops. We are excited this year to offer a discussion following an exclusive screening of the movie *Hopeville: How to Win the Reading Wars*, in partnership with UNH. Also new this year is our "Unconference" session where educators have an opportunity to share ideas, tips, and tricks of the trade with their peers. In addition, there will be more traditional sessions that will assist you in managing behaviors, trying new strategies for instruction in the core content areas and unified arts, Artificial Intelligence in the classroom, school safety, and mindfulness/mental health topics. NEA-NH is here to support you every step of the way in your career. Be sure to stop by the vendor/community partners area to learn about member benefits, insurance, personal financial planning, and furthering your education.

This year our keynote speaker for the Opening Remarks segment is 2026 Teacher of the Year, Megan Philbrook. Megan is in her 13th year of teaching and has been a Social Studies teacher at Andover Elementary Middle School since 2017. We are honored to have her kick off our day of professional learning!

Classes will fill very quickly, so be sure to register right away to ensure you get your first choices. To register, go to <https://cvent.me/oeqMQV>. Registration closes on September 29!

All of NEA-New Hampshire is looking forward to seeing you there!

Yours in education,



Megan Tuttle, President, NEA-NH

Details about the 2026 Fall Instructional Conference...

Conference Agenda

7:15 AM Registration & Continental Breakfast
8:15 AM Opening Remarks (two choices)
9:15 AM A Workshop Sessions
10:45 AM Break
11:00 AM B Workshop Sessions
12:30 PM Catered Lunch / Vendor Time
1:30 PM C Workshop Sessions
3:00 PM Conference Ends for most
3:15 PM Two C-session suicide prevention class end

5.25 Hours of CEU Credit

Registration Information

Your registration fee includes meals, opening remarks, and three workshops!

NEA-NH Members = \$95.00

Non-Members = \$200.00

NEA Aspiring Educator Members
(Student Teachers) = Free

Become an NEA Aspiring Ed Member at
<https://www.nea.org/about-nea/our-members/aspiring-educators>

Registration Deadline: September 29!



Note about payment: We are no longer processing purchase orders from schools. Please pay with credit card or check and have your school district reimburse you. Your registration must be paid before attending the conference!

Some reflections from previous Fall Instructional Conferences...

Q: How does attending NEA-NH professional development make you more effective at your job?

A: *"I always learn tips on how to better help the students."*

"Making contacts, discussing new ideas and application with colleagues."

"Great to meet other educators from around the state."

"Learned new ways to engage with children if they need help but are afraid."

"Gives me a better outlook, helps me connect better with my students."

"Information received has allowed me to grow my curriculum and educate others regarding the information of what was learned."

"The NEA conference is always a great way to connect with other professionals and gather new tools or strategies."

We hope you will join us this year in Weare!



OPENING REMARKS

Topic: “Doors Don’t Open If You Don’t Knock”

with Megan Philbrook, NH’s 2026 Teacher of the Year!

What happens when teachers stop waiting for someone to notice the incredible work happening in their classrooms? In this keynote, Megan Philbrook shares her journey from challenging teaching moments to statewide recognition, exploring how educators can leverage their strengths, classroom practices, and student successes to open doors to new opportunities. Through personal stories, practical strategies, and honest reflection, listeners will hear how to turn the work they are already doing into opportunities for recognition, leadership, advocacy, and impact. Because the door may be there, but sometimes, you have to be willing to knock in order to open them.

Megan Philbrook is a passionate Middle School Social Studies teacher in her 13th year of teaching. She teaches at Andover Elementary/Middle School. Megan grew up in New Hampshire, attended public schools here, and then earned her degree in History and Secondary Education from Wheaton College and studied abroad at the University of Edinburgh in Scotland. She previously taught in Manchester, NH, and Attleboro, MA.

Megan is a member of the iCivics and Discovery Education Educator Networks, a Teaching Affiliate with the Gilder Lehrman Institute of American History, and a recipient of scholarships and grants from the American Battlefield Trust and the Bill of Rights Institute. She has worked with the New Hampshire Historical Society to advocate for stronger Social Studies education across the state and serves on an Education Committee with the Black Heritage Trail of New Hampshire, helping develop lessons for educators statewide.

During the 2025–2026 school year, Megan led Team 250 for NH Schools, providing professional development and resources to teachers across New Hampshire as they celebrated the Semi quincentennial in their classrooms. Her work centers on making history active, immersive, and meaningful for students while empowering educators to bring their expertise beyond the classroom.

Megan is a passionate historian who believes that learning is a verb, requiring lots of action to properly experience, and that teachers have the power to make learning magical.

FOOD DRIVE at the 2026 Fall Conference!

This year the Human and Civil Rights Committee (HCR) is continuing its commitment to help end food insecurity. We will collect non-perishable food items donated by conference attendees. The donations will be given to an NEA-NH local association to distribute for the benefit of children in need at their school. Any non-perishable food items are welcome but *after school snacks, granola bars, pudding cups and boxed pasta* are always needed. **Please AVOID glass containers.** This will ensure that each item is preserved and makes it to the children.

NEA-NH’s HCR members work year-round to address issues our children face daily in public schools. Children struggle to learn if they are hungry. The need for donations is more important now than ever. **Please support the NEA-NH Human and Civil Rights Committee in collecting non-perishable food for New Hampshire students.** Drop off donations at the HCR Committee’s vendor table anytime during the Fall Conference.



This Special Opportunity is Back for the Fall Instructional Conference!

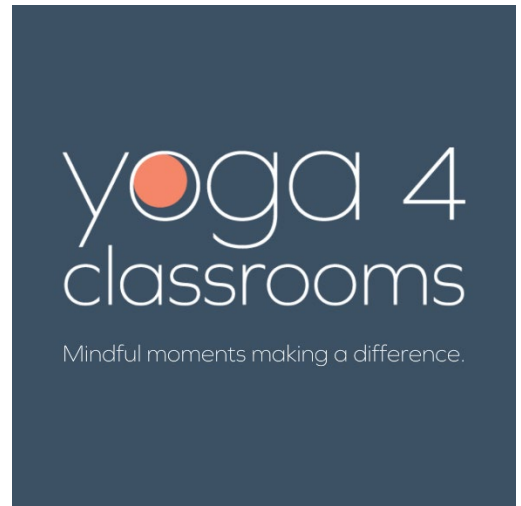
Yoga & Mindfulness in the Classroom: Trauma-Informed Tools to Support SEL, Student Success, and Positive Climate (FULL DAY CERTIFICATE PROGRAM)

With [Lisa Flynn](#), Founder and Former Owner of Yoga 4 Classrooms, Author, and National Presenter

More than ever before, students across the country lack the skills of self-regulation, impulse control and focus – negatively affecting their behavior, ability to learn, and overall well-being. These critical life skills, essential to success at home, in school, and throughout life, can be learned when taught in a trauma-informed, developmentally appropriate, and engaging way. This course is designed to empower you with simple, accessible “mindful moments” that are classroom friendly and integrated easily into distance learning or the physical classroom.

THIS COURSE REQUIRES NO PREVIOUS EXPERIENCE OR EQUIPMENT!

The Yoga 4 Classrooms program includes a mix of standing and chair yoga practices, brain boosting movements, breath exercises, relaxation and visualization, mindfulness activities, creative movement and community-building games to support students...and your own well-being. 99% of course participants agree that integrating the program in their daily structures has a significantly positive effect on their students and their own personal and professional lives, with many claiming a “transformative impact.” Learn how to empower your students and yourself with increased self-awareness – the foundation for developing skills of self-regulation and cognitive control. Recognize signs of imbalance and have the confidence and skills to effectively implement 67 yoga and mindfulness-based activities (and over 200 sub-activities), specifically designed for the limited classroom space and schedule. All activities can be practiced standing or sitting at desks!



Learning objectives:

- Explore the mind-body connection and how stress and trauma affect learning and behavior.
- Evaluate physical, cognitive, social, and emotional benefits of yoga and mindfulness-based interventions for kids.
- Determine signs of imbalance in yourself and your students; identify opportunities to take “mindful breaks.”
- Describe the 5 critical steps to integrated self-regulation and its relationship to the science of neuroplasticity.
- Implement 67 simple, engaging, classroom-friendly strategies to support stress management, focus and attention, social and emotional learning, and resilience.
- Choose specific activities and outcome-focused sequences, based on the contextual need and the time available.
- Crosswalk MY-SEL (mindfulness, yoga, social and emotional learning) with a variety of school roles and standards as well as school and district-wide goals and national educational policy.
- Become a more effective educator, counselor, or therapist while supporting your own well-being.

This full-day workshop includes a fully illustrated teacher’s guide and a PD certificate demonstrating 6 learning hours.

PARTICIPANTS: Register for classes A-KN, A-01, B-01, and C-01 (four classes; you will skip the opening remarks). Wear regular, comfortable clothing and flat-soled shoes. This fun and informative workshop will relax and inspire you!

This course is Step 1 in Y4C’s [3-Step Implementation Success Path](#), which participants may optionally choose to pursue. Step 2 teaches the use of Yoga 4 Classrooms Activity Cards, which will be available to purchase on site, along with other classroom essentials. Step 3 is a train-the-trainer opportunity for those who wish to lead school-wide implementation. Learn more at: www.yoga4classrooms.com.

"A" Session Workshop Descriptions 9:15 – 10:45

A-01 Yoga & Mindfulness in the Classroom: Trauma-Informed Tools to Support SEL, Student Success, and Positive Climate (FULL DAY CERTIFICATE)

Lisa Flynn, Founder and Former Owner of Yoga 4 Classrooms

SEE PG. 5 TO READ THE FULL DESCRIPTION OF THIS ALL-DAY CERTIFICATION COURSE. **MUST CHOOSE A-KN, A-01, B-01, C-01.**



A-02 AI and Education: Where It's Been, Where It's Going, and What You Need to Know (K-12)

Ed Kissell, Veteran Trainer and Educator, MBE, MBA

In the next 10 years, education will change more than in the last 300. It's coming like a freight train and our teachers, administration, and school systems are not equipped for the changes that are barreling at us. Come and get a glimpse of the new world of Artificial Intelligence (AI) that is already here and evolving before our eyes. For the last three decades, Ed has helped organizations, companies, and fellow educators learn to integrate technology into their lives. Ed Kissell knows the clock has been ticking with AI, and now we need to understand more than ever how to thrive in education while AI's role increases. Come see how AI will impact you, your children, and your students. It's the fourth Industrial revolution; don't be a blacksmith.



A-03 Challenge by Choice: Get Started with Learning Centers in Unified Arts (K-8)

Dr. Erin Zaffini, Asst Dean, Teacher Ed, Longy School of Music
Curious about learning centers in unified arts but not sure where to start? This interactive session introduces practical, inclusive strategies for designing and managing engaging, student-centered centers across unified arts classrooms. Participants will explore how centers can foster creativity, independence and collaboration, as well as deeper student engagement, while supporting differentiation, accessibility, and culturally responsive teaching. Attendees will discover ways to adapt center-based learning for diverse learners, varied classroom environments, and content areas. The session will also highlight meaningful approaches to assessment within center-based instruction. Participants will leave with ready-to-use resources, adaptable activity ideas, and practical tools they can implement immediately in their classrooms. **YOU MIGHT ALSO LIKE B-18, C-06.**



A-04 Climate, Water & Wildlife! Get Your Students Moving with Science (6-12)

*Lara Hooper, Water Education & Project WET Coordinator
& Lindsay Webb, Wildlife Educator*



Climate change – the wickedest wicked problem. How do you even start teaching the complicated environmental forces at play in our changing world? What is changing? Why does it matter? How best to incorporate these issues into your current curriculum? In this hands-on workshop, we will explore resources that get kids moving as they learn climate science. The primary resources we will explore are Project WET's *Climate, Water & Resilience* and Project Wild's *Climate and Wildlife*. These activities are designed for middle and high school students to discover the causes, dynamics, and impacts of climate change. This is a mini version of our full day workshop on 11/6/26. Each time we have offered this workshop, teachers have passionately shared the resources they have used successfully. Please bring **YOUR** favorite climate related tool(s) to share!

A-05 Creating a Graphic Novel Workshop (6-12)

Mike Lynch, Professional Cartoonist



This hands-on workshop with award winning professional cartoonist Mike Lynch teaches the power of creating your own graphic novel stories. Within the historic context of American culture, we will review the evolution of the picture narrative, beginning with the form's first story-conveying visuals (the cave paintings of Lascaux, the Bayeux Tapestry, the stations of the cross, etc.), to present-day American graphic novels. We'll look at the graphic novel's complexities of theme and the advent of the personal memoir, concentrating on the specific challenges of telling a story in pictures. We will utilize historic visual examples like "Wally Wood's 22 Panels That Always Work!!!" and create some short visual tales ourselves.

Hear more from keynote speaker
Megan Philbrook in A-13!

A-06 Diffusing the Difficult Child: Ways to Help Student Behaviors When they are Happening (PK-5)

Melissa Davis, Founder/CEO Education Advisors, LLC.

Feeling lost when a child in your classroom experiences a crisis? This workshop empowers educators with the tools they need to manage challenging behaviors and support students during difficult times. Learn effective intervention strategies, discover practical techniques to de-escalate stressful situations, and develop skills to proactively recognize potential behavioral issues before they escalate. Gain access to a valuable toolkit filled with resources and tips, and discover how to create a supportive learning environment that fosters student well-being and positive behavior. This workshop is ideal for teachers of all grade levels, special education educators, paraprofessionals, and anyone who works with children in a classroom setting. Don't wait! Equip yourself with the skills to navigate challenging times and create a calmer, more positive learning environment for all your students.

A-07 Driven to Connect©: Keep Calm, Bus On (Bus drivers, Transportation Leaders)

*Kellie Doyle Bailey, MA, CCC-SLP, MMT/SELI,
Founder, Author & Creator,
Calm Cool Kids Educate™*



Transportation leaders play an important role in shaping the culture experienced by drivers, monitors, students, and families each day. Through the *Driven to Connect©* framework, this interactive session explores how emotional intelligence, nervous-system awareness, communication, and psychological safety influence leadership and relationships across transportation teams. Participants will consider how greater awareness of their own leadership presence can support steadiness, trust, connection, and belonging, particularly during challenging moments. Examine the relationship between psychological safety, trust, connection, and belonging within transportation teams. Together, we'll explore what becomes possible when transportation culture is built with, rather than simply for, the people doing the work. The *Driven to Connect©* guidebook will be available for purchase at \$24.95 per book. ALSO SEE B-20.



(photo from MKIM website, indianmuseum.org)



A-08 Educational Opportunities with Mt. Kearsarge Indian Museum (2-12)

Robert Whitehead, NEA Retired, MKIM Museum Educator

Through partnership with Native peoples, exhibits, and workshops, Mt. Kearsarge Indian Museum (MKIM) in Warner, NH serves as a living center for artistic expression, traditional values, and contributions from past and contemporary Native life. MKIM embraces cultural diversity and encourages environmental action, based upon respect for nature and a deep understanding of Native cultures. MKIM is a natural resource for classroom teachers, home school parents, youth group leaders, and enrichment coordinators. In addition to offering scheduled group tours and cultural events at the museum, MKIM offers Outreach Travel Programs that will come to your group or classroom. The Museum aligns with the NH Department of Ed's State Curriculum Frameworks for Teaching Social Studies Common Core standards, as well as the National Council for the Social Studies standards. Programming can be customized to meet your needs. MKIM's outreach also includes civic engagement groups, historical societies, libraries, and volunteer opportunities. Come discover what amazing art, history, and culture can become part of your students' enrichment!

A-09 Engaging All Learners: Enhancing Student Participation and Understanding (PK-5)

Karen Davis, CAGS, Board Certified Behavior Analyst

Learner engagement can be defined as the level of interest, attention, and involvement that learners demonstrate while participating in a learning activity. Engaged learners are motivated to learn, actively seek out information, and are willing to invest time and effort into their learning. Engaged learners also tend to have a positive attitude towards learning and are more likely to persist through challenges and setbacks. Let's discuss effective tips and proven strategies to encourage active and meaningful learning in your classrooms: classroom design and visual supports to boost engagement, spark curiosity, and celebrate success; active listening activities to try; debates, role play, simulations, and peer review as well as games, journals, and student presentations. We will get into very practical tools you can begin using on Monday to make a difference in learner engagement!



Film & Discussion

A-10 Hopeville: How to Win the Reading Wars MOVIE SCREENING (PK-12, ESP, SPED)

Gail Poittrast, UNH Faculty & Jessica Voglino, Northern New Eng. Educ. Assoc., NH Int'l Dyslexia Assoc.

The film follows Harvey Hubbell V, a man with dyslexia who struggled in school because he was taught methods not in use today. After discovering the science of reading—a structured, multi-sensory approach—Hubbell spent a year with a diverse first-grade class in Waterbury, Connecticut, to show how it works in practice. The documentary blends classroom observations, student stories, and interviews with educators and researchers. The film advocates to expose the causes of illiteracy and the “Reading Wars” between those pushing for proven methods and those entrenched in the status quo. We will host 1-2 simultaneous 80-minute screenings of the entire film during the A session with a panel discussion in B. If you work with struggling readers, do not miss this! SEE ALSO B-10.

A-11 Finding Your Underdog: Challenging Yourself and Your Students to Feel Better About Learning! (All)

Wilhelmina Bradley, Elementary School Teacher

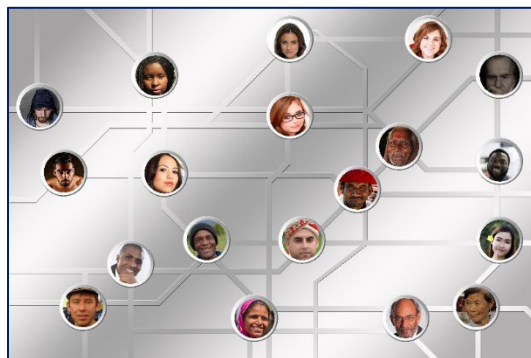
During this workshop, you will begin to understand your emotions, as well as your students’ emotions, through scientifically based information about the brain. We will discuss good versus bad dopamine and the benefits of challenging yourself and your students to feel better about learning. You will find ways of keeping more in the present moment when things are difficult. We will discuss Growth Mindset and Multiple Intelligence Theory. There will be fun quotes and stories to put on your fridge to remind yourself that this very moment is the most important moment to be in. This class is excellent for teachers, paraprofessionals, guidance counselors and Special Educators, as well as anyone working with students or their own children (or working on themselves). Everyone is welcome! There’s an underdog within all of us. Are you ready to find yours?

A-12 Inclusion in Action: Unified Champion Schools in Your District (All, Gr 3-12)

Leisa D’Amour, Special Olympics New Hampshire, Unified Champions School Director

Discover how to foster an inclusive school climate through Special Olympics Unified Champion Schools (UCS). This session introduces the three key components of UCS—Unified Sports®, Inclusive Youth Leadership, and Whole School Engagement—and explores real-life strategies to bring them to life in your school. Participants will leave

with tools, resources, and a plan to start (or strengthen) UCS programming. Gain access to activity guides, leadership tools, and inclusive curriculum resources. Collaborate and brainstorm inclusive initiatives with others. Create a draft action plan or next step tailored to your school’s needs. This is a great class for Special Educators, teachers, PE teachers, guidance counselors, or club advisors, as well as principals who wish to bring this to their school district.



A-13 Leveraging Community Partnerships to Enrich your Classroom! (K-12)

Megan Philbrook, 2026 NH Teacher of the Year, Keynote Speaker
Teachers will learn how to leverage New Hampshire and national community partnerships to bring free, engaging experiences and resources into their classrooms. Participants will explore organizations, programs, field trip opportunities, guest speakers, virtual experiences, and ready-to-use educational resources that can reduce lesson-planning demands while enriching student learning. The workshop will focus on practical ways to connect outside organizations with curriculum standards and create memorable, authentic learning experiences for students. No prerequisites, but participants are encouraged to bring a laptop or tablet. Many resources will be shared.

A-14 Listening Beneath the Behavior: Understanding Adolescents in Context (6-12)

Holly Blais, Board Certified Behavior Analyst, Clinical Director & Educational Systems Consultant, projectlifeservices.com

This is a practical session for middle and high school educators focused on looking beyond labels or surface-level behavior to better understand what may be happening in context. We will incorporate practical “micro moves” that educators can use in everyday interactions, along with ways of thinking about adult responses, relationships, environment, and function, and what we can influence, before simply reaching for another strategy or consequence. Blais’ work spans PK–12, but middle and high school are her bread and butter. Her doctoral research specifically focused on adolescents through the lens of adolescent voice/lived experience. REPEATED IN C-08.

A-15 More Joy & Less Stress;

Helping Teachers & Students Thrive, Part 1 (PK-12)

*Kelly Hurd, Uplevel Life Coaching, Educational Consultant,
Certified Life and Health Coach, Educator*

This two-part workshop gives you everything you need to create a really lovely year...with more joy both in and outside of the classroom. Students are more distracted, restless, easily frustrated and struggling to focus and retain what they're learning...while teachers are working harder than ever. What if instead of asking students to *try harder to pay attention*, we helped their bodies and brains become more ready to learn? In Part 1 of this engaging, hands-on workshop, educators will learn about the foundational sensory systems that support regulation, attention, engagement, and learning and how to turn those into practical tools they can use immediately.

Through micro-moments of movement, rhythm, play, sensory input, connection and co-regulation, teachers will learn quick resets, movement breaks, playful transitions, and simple strategies that can be woven into the school day without taking away valuable instructional time. Then we'll turn our attention to the educators themselves...because teachers have nervous systems, too. You can take the two parts together or separately. CHOOSE B-15 for PART 2.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." – Albert Einstein

A-16 NH Behavioral Health Treasure Hunt: Discover the Services That Support Your Students (6-12)

Jessica Morton, DHHS, Tobacco Youth Prevention and Communications Coordinator

Join us for *The NH Behavioral Health Treasure Hunt*, a lively session where educators uncover the key supports available to help students and families. Learn about tools for vaping and tobacco prevention, the NH Tobacco Quitline, the Student Assistance Program, Children's Behavioral Health resources, FAST Forward, Community Mental Health Centers, and more. Navigate NH's behavioral health map and find the best local resources. You will understand the tiers of care so you know which path leads to the right support. We will help you spot vaping clues and know when a student needs help, and be able to send students to the right "treasure chests," like My Life, My Quit. You'll leave with a simple map of services and clear clues for connecting those in need to the right behavioral health supports across New Hampshire. REPEATED IN B-16.

A-17 Powered for Purpose:

Recharging Your Energy & Reigniting Your Joy! (All)

Sue Penney Bergman, M. Ed.,

Education Consultant & Trainer, Learning Is Contagious, LLC

Warning: Side effects of this workshop may include more smiling, less stress, renewed energy, and a fresh perspective on your workday! This class is a fun, interactive experience created for everyone who works in education. Whether you support students, staff, families, or day-to-day operations of a school, you'll discover practical, science-informed strategies to help you recharge your energy, navigate challenges with greater ease, and end the day with something left in your own tank. Through engaging activities, laughter, and hands-on experiences, you'll learn simple techniques to stay calm under pressure, recover more quickly from stressful moments, and build habits that support your well-being without adding more to your plate. You'll leave with a personalized **Energy Toolkit** filled with quick, easy-to-use strategies you can put into practice immediately, helping you feel more grounded, resilient, and energized throughout the school year.

A-18 Say YES to the Power of RECESS:

Protecting Play in New Hampshire Schools (PK-12)

Jennifer Berube, PhD, Playful Learning Coach, Playful Learning Institute & Kristian West, PT, Doctor of Physical Therapy

Recess is one of the few parts of the school day that belongs to children, and it is often the first thing shortened and the first thing withheld. The *Say YES to RECESS New Hampshire Coalition* will make the case for protected recess and puts participants inside it. You will play recess games, then identify the executive function, social, and self-regulation skills children are practicing while they play them. We will look at what every major health and education organization agrees quality recess requires, how recess eroded after *A Nation at Risk* and *No Child Left Behind*, and what research shows about attention, on-task behavior, chronic absenteeism, and school climate. You will leave with a Recess Reality Checklist for your own building, language samples to talk with administrators about instructional time, and a picture of the movement that's underway in twenty states. You will practice a thirty-second case for recess, aimed at the person whose "yes" you need.



[no A-19]



A-20 The Future Needs Solutionaries (K-12)

Aubrey Nelson, Educator, Prof Devel Lead, Action

Project Advisor; NH/VT Energy Education Program

How do we empower students to be active, informed humans, changing the world for the better? And how can we integrate this type of work without reinventing curriculum or sacrificing rigor and deep, lasting learning? Rooted in VEEP/NHEEP's proven experiential approach, in collaboration with the Institute for Humane Education's [Solutionary Framework](#), this workshop offers strategies and tools to engage your students in making a real difference in their communities. We will practice identifying a problem related to climate and investigate that problem with our hands-on equipment. Then we will work together to envision climate resilient communities, innovate and prioritize the most impactful, place-based, and relevant solutions, and learn how to implement those solutions while elevating student voice and choice. Participants will leave with an understanding of the Solutionary Framework and how it can be incorporated into lessons and units, no matter the subject area. We will share resources and support for real-world learning and projects. **We will go outside, so please bring a jacket if needed!

A-21 We Need to S.P.O.I.L. Neurodivergent Students (PK-12)

Megg Thompson, Certified Behavior Consultant

When I am brought in to consult with educators and am asked, "How do I best support the neurodivergent kids in my class," I answer with, "We need to S.P.O.I.L. them." S.P.O.I.L. is an acronym that helps parents and educators begin to help neurodivergent kids feel visible, valued and supported. It stands for: **S**low it down, **P**rioritize, support **O**verwhelm, dive into special **I**nterests (and get new **I**nformation), and **L**isten to the communities in which we serve! These strategies are from the mouths of babes! I have been asking what neurodivergent brains need for 15 years and these are their answers! Let's discuss what it looks like in the classroom when you incorporate these strategies and how these changes might impact your relationships with neurodivergent students and affect your learning communities and student outcomes. Please attend with an open mind and your questions!

A-22 Embedding Grammar Instruction to Support Reading and Writing: Constructing/Deconstructing Challenging Sentences (3-12)

Stefanie King, ELA Consultant, NHDOE, Learner Support Div.

A student writes about their day and gives you this gem: *Today, I read about bodysurfing in the library.* How would you explain why this sentence is funky? In this session, you can brush up on your English grammar in a safe space and learn evidence-based strategies for embedding grammar instruction into your lessons to support your students' reading comprehension and writing clarity. We'll begin with an overview of research, followed by a judgment-free review of key grammatical terms; we'll then focus on construction and deconstruction of the almighty sentence by learning and practicing myriad mini-activities that you can bring right into your classroom. You will leave having explored many practical ways to embed grammar instruction into reading and writing lessons, support students' comprehension of grade-level texts, and improve skills in the Common Core State Standards language strand.

A-23 Using Authentic Data from MyNASA DATA (6-8)

Sally Jensen, NASA Solar System Ambassador,

Retired Teacher



There are satellites orbiting Earth gathering essential data in each of the spheres on Earth: biosphere, geosphere, hydrosphere, atmosphere, etc. Using The MyNASA Data website, educators can use this authentic data in their classrooms. There are storyboards and mini-lessons aligned with the NSS. You will be able to explore an area of interest and what you are currently teaching, as well as be able to sign up for the MyNASA Data newsletter for future workshops! This course will walk you through how to use the website and utilize resources that are available to you!



A-24 Releasing Writers:

Empowering Students to Write Independently (K-12)

Erica Hall, English Teacher

Releasing Writers is a comprehensive framework rooted in science and has decades of evidence-based practices. Educators and special education staff will walk away with an understanding of the framework and tools to implement immediately with students. This highly interactive session invites participants to learn from one another through an unconference format designed to surface practical strategies, fresh ideas, and real classroom solutions. Participants will help shape the agenda at the start of the session by proposing topics, questions, and challenges they want to discuss. We will rotate through small-group conversations focused on high-interest topics such as student engagement, assessment, classroom management, differentiation, technology integration, and teacher wellness.

The session creates space for educators to share what is working in their classrooms, problem-solve common challenges, and leave with actionable ideas they can implement right away. This format values participant voice, collective expertise, and professional learning that is immediately relevant to participants' needs. This course will scaffold work in a variety of subjects. We have used these practices in our classrooms and have seen our students grow in confidence, enjoy writing, and become better writers!



“B” Session Workshop Descriptions 11:00 – 12:30

B-01 Yoga & Mindfulness in the Classroom: Trauma-Informed Tools to Support SEL, Student Success, and Positive Climate (FULL DAY CERTIFICATE)

Lisa Flynn, Founder and Former Owner of Yoga 4 Classrooms
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B-02 Anne Frank Today (6-12)

Thomas White, Founder, [Tmwhite Consulting](#)

Otto Frank and Adolf Hitler were both born in 1889. Each had a different concept of who was German. Each would say the other was not German. How is Anne Frank’s story relevant today? How can Anne’s voice become, as she hoped, “useful” and a way to empower our students to face the challenges of today and ask difficult questions of ourselves? We will discover how Anne’s thoughts and writings shifted from self-centered reflections to something much more; explore how hate is a lived experience for the target; identify the challenges and pressures of refugees; and compare and contrast Anne’s experience with Martin Luther King Jr’s, as both were born in 1929. Also, participants will learn how to bring the traveling exhibit, “Anne Frank: A History for Today” to their schools!



B-03 Art and Writing are Fun! Creating a Sequential Art Zine (5-12, All)

Mike Lynch, Professional Cartoonist

This is a hands-on workshop in which award-winning professional cartoonist Mike Lynch teaches the power of creating your own stories. Mike “teaches drawing to people who can draw and people who can’t.” You will be actively engaged and drawing. After a presentation about the history of telling stories with pictures, you will learn techniques: drawing faces, expressions, how a word balloon works, etc. This is the first step to mastering the creation of the graphic novel format of words and pictures. For a young student, telling their own stories is thrilling – but the work can be daunting. Utilizing basic shapes to create characters and situations, students will be able to develop their own narratives using the techniques learned. Mastering this popular media form to tell your own stories is the beginning of empowerment.

B-04 Being Peace: Quieting Body, Mind, Emotions (All)

Sandy Bothmer, Wellness Practitioner, Workshop Presenter

Stressors originate in all aspects of your life, causing uneasiness within, making it difficult to be fully present wherever you are. What can you do to quiet your body, mind and emotions so that you can be most effective at home, at your job, in your world? You can adopt quieting practices that transform stress and angst into ease and peace, operating from a more peaceful place more often in your life. In this workshop, you’ll learn ways to quiet yourself in preparation for learning a process to grow peace within. Practices will include breathing patterns, Jin Shin Jyutsu – Jumper Cable Practice, yoga mudras (hand gestures), and others. Your students/children can benefit from these practices too. All are welcome!

B-05 Creating Success:

Essential Strategies for New Educators (PK-12)

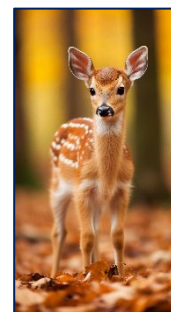
Kelly Dwyer, Founder of [Nature Education Opportunities](#)

Beginning a career in education today can offer many opportunities to positively impact your students. However, the numerous demands on your energy, time and creativity can quickly lead to overwhelm and even burnout. With certified Wellness Coach Kelly Dwyer, we will explore surprising job-related stressors and develop concrete strategies and techniques to restore your energy, enthusiasm, and sense of purpose. Discover how to create a healthy work-life balance and set professional boundaries; how to recognize stress and overwhelm AND what to do about it; how to use time management techniques for efficient and focused planning; and how to develop your personal teaching style and confidence in the classroom.

B-06 Discover Wildlife: White-tailed Deer and the Winter Severity Index (PK-12)

Lindsay Webb, Wildlife Educator, NH Fish & Game

Are your students interested in wildlife? Connect students to their own backyards by incorporating white-tailed deer into your curriculum! NH Fish & Game’s Wildlife Educator will give a mini lesson on the life history of white-tailed deer in New Hampshire, demonstrate activities that you can implement in your classroom, and introduce a winter severity index data collection program, where your students collect weather data through the winter months to help NHFG biologists assess how severe the winter is in your schoolyard. All teacher grade levels are encouraged to attend.



B-07 More Time on Civics:

Smalltown City and the Spirit of City Hall (PK-3)

Dr. Nancy Pearson, Author & Educator

Smalltown City and the Spirit of City Hall is an award-winning early chapter book by Dr. Pearson that follows a third-grade class on a field trip to City Hall during a storm. Come and learn how the story can be used to teach local government and civics in an engaging, age-appropriate way. Gain practical strategies to pair the book with classroom activities, discussions, and simple civic projects that can teach students how their own town or city works. The presenter's experience as both a children's author and a former city councilor help to bridge storytelling and real-world government. Understand the core local government concepts embedded in the book and how they align with civics curriculum standards. We will discuss how to make abstract civics concepts (like the roles of council members, mayors, and city departments) concrete and relatable for young students. Leave with ideas for connecting the story to a project or field trip in your community. Books will be provided for reference and available for sale! ALSO C-17.

[no B-08]

B-09 From Worry to Calm:

Helping Young Students Manage Anxiety (PK-2, ESP)

Melissa Davis, Founder/CEO Education Advisors, LLC.

This session provides educators and caregivers with a compassionate framework for understanding how anxiety presents in young children and how to respond proactively rather than reactively. Together, we'll explore common signs of anxiety, what may be happening beneath the surface, and practical tools that can be implemented immediately. Participants will leave with strategies such as visual supports, co-regulation techniques, and classroom practices that help children move from worry to confidence. The session also highlights family-friendly approaches that strengthen consistency between home and school, ensuring every child feels safe, supported, and ready to learn.



Film & Discussion

B-10 Hopeville: How to Win the Reading Wars

POST-FILM DISCUSSION (PK-12, ESP, SPED)

Gail Poittrast, UNH Faculty & Jessica Voglino, Northern New Eng. Educ. Assoc., NH Int'l Dyslexia Assoc.

SEE A-10 FOR FILM DESCRIPTION. We would love for you to stay for a panel discussion and Q&A of the "Reading Wars" issues. The film advocates to expose the causes of illiteracy and the "Reading Wars" between those pushing for proven methods and those entrenched in the status quo. This discussion will help build a greater appreciation for structured literacy methods and leave you better equipped to advocate for evidence-based instruction and inspire you to integrate real-world literacy impact in your teaching and your work with students. WATCH THE FILM IN A-10.

B-11 Get to Know Your Kids: Building Connection

Through Theater Games and Performance (1-12)

Clint Klose, Consultant



Every successful classroom begins with connection. In this interactive, hands-on workshop, educators will explore the power of starting each class with a theater game—an approach that energizes students, builds trust, and strengthens community. Theater games break down barriers, encourage collaboration, and help students feel seen and valued from the moment they walk through the door. Participants will play, move, and experience how these activities transform classroom culture. We'll explore the importance of music and theater in education and the value of performance—also known as *process drama*—as tools to deepen understanding, inspire creativity, and make learning truly memorable.

When teachers participate with students, they reveal a bit of themselves, creating a culture of authenticity and mutual respect. Daily practice turns class into something students genuinely look forward to, boosting engagement, participation, and even attendance. Leave with a toolkit of adaptable theater games, music integration ideas, and performance-based strategies for any subject or grade level. Discover how a few minutes of play can spark joy, deepen relationships, and make your classroom a place students love to learn. Come and have FUN and LAUGH with us! REPEATED IN C-12.

B-12 Data Studio 101: An Introduction to the Data Platform You Didn't Know You Had (3-12)



Stefanie King & Gray Harrington, NH Dept of Educ

Do you know that every New Hampshire educator has access to a data platform that can slice their students' SAS data for them just about any way they want? This workshop will introduce you to Data Studio, a tool to help educators and administrators make data-based decisions. You'll first have a chance to reflect on your comfort level with data as well as your school's culture around data. We'll clarify different types of data and discuss ways to use each of them to inform instruction and curricular decisions. Then, we'll focus on guiding you through an exploration of Data Studio's filters and features to support your reflection and decision-making. **Bring your laptop to this workshop** for the best experience so you can explore your own students' data in real time and walk away with ideas for next steps.

B-13 Life Stage Investing – Late Career & Considering Retirement (All)

*Kathleen Murphy, NEA Retirement Specialist
and Independent Financial Advisor*

Come join us to examine financial challenges at this life/career stage and how they impact your decision making and your potential retirement income. Determine your risk tolerance and learn how it can impact your financial wellness in retirement. Understand how to select financial strategies based on your risk tolerance for capital preservation, guaranteed income, or account growth. We will compare the benefits and differences of annuities, money market, and mutual fund accounts that can supplement your pension and social security income. We'll explore a sample financial plan to illustrate how the use of annuities, money markets, or mutual funds vary in their value to a portfolio. Gain a better vision and excitement for your future as you walk toward retirement. This is not a sales pitch! Questions are welcome. SEE ALSO C-07.



B-14 Math Engagement: Advancing Thinking Classrooms - Types of Tasks (6-12)



*Heather Rogers, Math Instructional Coach &
Ryan Lemieux, Math Teacher*

Take your math instruction to the next level with advanced strategies inspired by Peter Liljedahl's *Building Thinking Classrooms*, Jo Boaler's ideas on engagement in mathematics strategies, and NCTM's Effective Math Teaching Practices. This workshop is designed for grades 6-12 educators who want to deepen their understanding and implementation of thinking classroom techniques. Explore some innovative methods to promote critical thinking, collaboration, and problem-solving in your math classroom, creating a culture where students thrive as engaged thinkers and problem-solvers. Participants will learn practical ways to enhance their practice, foster student ownership of learning, and build an environment where ideas flow and learners grow. Leave with actionable tools and strategies to elevate your teaching and inspire success in every learner. REPEATED IN C-09.

B-15 More Joy & Less Stress; Helping Teachers & Students Thrive, Part 2 (PK-12)

*Kelly Hurd, Uplevel Life Coaching, Educational Consultant,
Certified Life and Health Coach, Educator*

This two-part workshop gives you everything you need to create a really lovely year...with more joy both in and outside of the classroom. Students are more distracted, restless, easily frustrated and struggling to focus and retain what they're learning...while teachers are working harder than ever. What if instead of asking students to *try harder to pay attention*, we helped their bodies and brains become more ready to learn? During Part 2, we focus on helping educators feel better physically, mentally and emotionally. Using practical, evidence-based life coaching techniques, we'll explore stress-management tools, healthy habits and routines, boundaries, mindset shifts, and simple ways to create more energy, happiness, connection and joy...while helping prevent burnout. Participants will leave with tools they can use right away and a realistic plan for making small changes that can make a big difference. When teachers feel better, students feel better and perform better. Everyone wins! You can take the two parts together or separately. CHOOSE A-15 for PART 1.

B-16 NH Behavioral Health Treasure Hunt: Discover the Services That Support Your Students (6-12)

Jessica Morton, DHHS, Tobacco Youth Prevention and Communications Coordinator

Join us for *The NH Behavioral Health Treasure Hunt*, a lively session where educators uncover the key supports available to help students and families. Learn about tools for vaping and tobacco prevention, the NH Tobacco Quitline, the Student Assistance Program, Children's Behavioral Health resources, FAST Forward, Community Mental Health Centers, and more. Navigate NH's behavioral health map and find the best local resources. You will understand the tiers of care so you know which path leads to the right support. We will help you spot vaping clues and know when a student needs help and be able to send students to the right "treasure chests," like My Life, My Quit. You'll leave with a simple map of services and clear clues for connecting those in need to the right behavioral health supports across New Hampshire. ALSO IN A-16.



B-17 Play Is Proactive: Playful Learning as Classroom Management (PK-8)

Jennifer Berube, PhD, Playful Learning Coach, Playful Learning Institute

Behavior challenges often signal a student's unmet needs for connection, autonomy, and choice. This workshop positions playful learning as a response to those needs rather than a reward children earn once their work is done. Participants will play first and analyze second, naming from their own experience how playful learning prevents behavior challenges rather than postponing them. They will practice reading behavior for the need underneath it, look at which directives they hold onto out of habit, and rebuild those directives to offer students more control without lowering expectations. Drawing on self-determination theory and play and learning research, this workshop offers strategies to be used by teachers, paraprofessionals, special educators (and even parents) who build communities where children are engaged, connected, and developing skills for self-management. This session is a companion to Permission to Play (C-10) and the two do not overlap. This session focuses on the classroom, with play as instructional practice with students. SEE C-10, A-18.



B-18 Practical Applications of Universal Design for Learning in Unified Arts Classrooms (K-12)

Dr. Erin Zaffini, Asst Dean, Teacher Ed, Longy School of Music
This interactive workshop explores how Universal Design for Learning (UDL) can be translated into practical, everyday teaching strategies within unified arts classrooms. Participants will examine how to proactively design instruction that removes barriers and increases access for all learners across disciplines such as music, visual art, theater, physical education, and world languages.

Through concrete examples, collaborative activities, and classroom-ready strategies, educators will learn how to offer multiple means of engagement, representation, and expression in ways that feel natural to arts-based instruction. The session emphasizes flexible lesson design, differentiated pathways for student success, and inclusive assessment practices that honor varied learner strengths. Participants will leave with adaptable planning tools, instructional routines, and practical ideas to immediately implement to make their unified arts classrooms more accessible, responsive, and student-centered. YOU MIGHT ALSO LIKE A-03 AND C-06.

B-19 Prejudice in Context: Language, Learning, and Belonging in Schools (6-12)

Holly Blais, Board Certified Behavior Analyst, Clinical Director & Educational Systems Consultant, projectlifeservices.com
Blais has done extensive research on adolescent prejudicial bullying and this workshop will allow participants to explore bias and how prejudice, as a problem behavior, can be understood as learned and maintained through language, social relationships, peer influence, and school environments. What can adolescents' experiences teach us; and why does knowing or communicating the "right" things about inclusion not necessarily translate into inclusive behavior? The focus of this course will be how we move from well-intentioned, sometimes performative efforts to actual practices that meaningfully influence perspective-taking, belonging, and the student experience. Taking perspective, noticing our own responses, staying connected to values, and responding flexibly to context are central to our approach.

B-20 Pre-Trip Yourself (Bus Drivers, ESP, even Parents!)

Kellie Doyle Bailey, MA, CCC-SLP, MMT/SELI,

Founder, Author & Creator,

Calm Cool Kids Educate™



School bus drivers pre-trip their vehicles every day, but how often do we take a moment to pre-trip ourselves? Can you recognize the common signs of calm, activated, and lid-flipping nervous-system states? This interactive session introduces accessible brain and nervous-system science to help drivers and helpers build greater awareness of their own thoughts, emotions, body sensations, and nervous-system states before and during the route. Together, we'll explore how our internal state can influence decision-making, communication, relationships with students, and both physical and emotional safety. Participants will leave with a simple Pre-Trip Yourself practice they can bring into their everyday work on the bus. ALSO SEE A-07.

B-21 RELATIONSHIPS are Your Best Behavior Strategy (PK-12)

Megg Thompson, Certified Behavior Consultant

Relationships are your best behavior strategy! If only it was that easy. There is a system and science behind using relationships to best support students. Do we want to be mechanics or gardeners? Do we want to be systems or child oriented? Do we want to leave emotional scars or promote self-acceptance? Join us to learn the difference between a transformational and a unidirectional relationship and how to earn and be able to use the 3 principles of relationships. Attend this course to better understand how to use relationships as a classroom management strategy daily!

B-22 Supporting Young Students with ADHD (PK-5)

Karen Davis, CAGS/BCBA, Behavior Analyst, EBD Certified

We as educators can create a more supportive and effective learning environment for students with Attention-Deficit / Hyperactivity Disorder (ADHD), helping them thrive academically and socially. Participants will gain a basic understanding of the diagnosis and its expressions and understand some of the educational impacts of students experiencing ADHD in the classroom. We will talk about how to create an ADHD-friendly classroom environment to increase student success, using evidence-based strategies to support student learning. We will also discuss helpful behavior management strategies. Bring your questions!

B-23 The Use of Traditional Crafts in Visual Storytelling (3-12, All)



Marina Forbes, Award-Winning Artist and Educator

Marina Forbes, with awards for Artistic Excellence granted by The National Endowment for the Arts and The New Hampshire State Council on the Arts, is an educator with 25 years of experience in the US and Europe. She offers a unique, interactive, and beautifully illustrated program, designed for educators looking to bring multicultural discussions to their classrooms. The program will feature many crafted items. Nested dolls can be great for discussing women's issues around the world. Wooden eggs, inspired by images of Faberge artwork, encourage students to use creativity and imagination to expand their cultural horizons. Wooden boxes, inspired by the rich tradition of American Quilt Making, can represent a diverse range of emotions and feelings, connecting concepts like Family, Culture, Pride, Peace, Friends, and Memory with Freedom, Warmth, and Hospitality. We will explore inspiration from the native birds of New Hampshire or mystical and legendary birds from global folklore, featuring iconic creatures like the Phoenix and Firebird, which represent powerful forces of nature, rebirth, and divine magic. Come for some next-level inspiration. SEE ALSO C-04.



B-24 Understanding Renewable Energy (6-12)

Richard Bothmer, Science Consultant

Renewable energy is a hot topic in the current news. We can see solar panels and wind turbines all over the landscape, depending on location and the amount of wind and solar available. Some of you own electric or hybrid vehicles. We will examine the future of fossil fuels, with emphasis on what is actually in a barrel of oil. We will also look at the various renewable energies – what is actually possible and not possible with them. Participants will become familiar with the types of renewable energy and their place in the energy mix of our environment. Participants will receive materials to support renewable energy instruction.



B-25 Schools, Safe Educators: Advancing Professional Standards for Safer Schools (PK-12)

Larry Ballard, NEA-NH Exec Board, Southern Region

Safe schools are essential to professional excellence and student learning. This workshop explores how unions can lead the profession by advocating for policies and strategies that address both educator safety and student success. Participants will learn how safety issues, from mitigating student-on-staff violence to improving environmental conditions like air and water quality, are central to professional standards. We will explore strategies to advocate for safer schools: using regulatory agencies, collective bargaining, and legislative actions. Participants will be able to bring back examples of how to apply the strategies and leverage resources from NEA and NEA-NH to facilitate positive change.

"C" Session Workshop Descriptions 1:30 – 3:00

C-01 Yoga & Mindfulness in the Classroom: Trauma-Informed Tools to Support SEL, Student Success, and Positive Climate (FULL DAY CERTIFICATE)

Lisa Flynn, Founder and Former Owner of Yoga 4 Classrooms
SEE PG. 5 TO READ THE FULL DESCRIPTION OF THIS ALL-DAY CERTIFICATION COURSE. **MUST CHOOSE A-KN, A-01, B-01, C-01.**

C-02 Engaging Reluctant Neurodiverse Learners (K-12, ESP)

*Sarah Sherman, M.Ed., EBD,
SEL Consultant, [Removing Barriers LLC](#)*

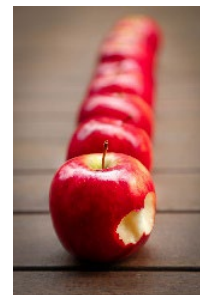
Have a student who meets the expectations one day, but not the next? They can do amazing at tasks that they're highly interested in, but getting them to do non-preferred is near impossible? Ready to move beyond sticker charts and consequences to better understand motivation? Many neurodiverse students have an important based nervous system, where they do what they're supposed to do because it's important. But many other students have an interest based nervous system that is driven by play, interest, novelty, and challenge. We'll delve into instructional strategies to embed PINCH framework practices that engage these interest-based systems in proactive ways.

C-03 HANDS-ON, MINDS-ON LEARNING: Using Apples and Cidermaking (K-12)

*Mike Smith, NH Ag in the Classroom,
NH 4-H Community Agriculture*



The Blossom to Bottle program from NH Ag in the Classroom engages students not only learning about apples and cidermaking, but educators can also branch out (pun intended) to other related topics like pollinators and pollination, soils, plant science and American history, and where apples and cider are woven into the discovery of America. Learn about how apples have evolved over the last 10,000 years; various places apples/cider might fit into your curriculum; expand your knowledge about one of NH's most recognizable agricultural products and learn an exciting way to engage student learning by doing. Mike Smith will take you through the free program, from the lessons and activities available, but also take you through the process of making the cider, something you can do with your class! How sweet is that!



C-04 HANDS-ON PAINTING:

Folk Art on Wooden Boxes, Inspired by the Rich Tradition of American Quilt Making (3-12, All)



Marina Forbes, Award-Winning Artist and Educator

Inspired by a spectacular photo-tour of the traditional arts and crafts collections from the major Museums and/or their own family heirlooms, program participants will have a unique opportunity to use their creativity and imagination to produce their own authentic pieces of collectible folk art on wood. Your painted quilt artwork on a wooden box could represent a diverse range



of emotions and feelings, connecting concepts like Family, Culture, Peace, Friends, Memory, Honor, Dreams, Beauty, Freedom, Pride, Time, Warmth, Creation, Future, Victory, Happiness, Creativity, Greatness, Reliability, Hospitality, Seasons, and Planet Earth. It is a great opportunity for adults to work together to learn

about crafts and culture and share their visual stories. Traditional painting techniques and floral and berry designs are introduced. **MATERIALS FEE OF \$25** will cover your take-home wooden box with lid (all made of red oak in Austin, TX), as well as the use of paints and brushes (big, small and fine brushes for intricate designs). Feel free to bring in your quilt inspiration photo. **This storytelling and painting workshop is open to anyone. NO painting experience is required for this hands-on painting class!** Experienced artists will also feel very comfortable. SEE ALSO B-23.

C-05 Heeding the Warning Signs: Antecedents and Precursors of Nazism (6-12)

Thomas White, Founder, [Tmwhite Consulting](http://TmwhiteConsulting.com)

This presentation explores the politics of hate in the German white nationalist movement after World War I by focusing on how the Nazi targeted various groups such as the "Rhineland bastards," homosexuals, "social criminals," inferior "races," and Jews. As authoritarianism gained mainstream acceptance, many segments of society became invested in targeting groups deemed as social, cultural, and racial "threats." The more urgently the threat was defined, the more people pressed to find increasingly radical solutions to the "problems" they imagined needed to be solved. How do we identify these anti-democratic processes of targeted hate that feed authoritarianism and threaten a society's freedom and safety?



C-06 Integrating the Arts: Using Music, Movement, and Children's Literature to Elevate Social and Emotional Learning (PK-5)

Dr. Erin Zaffini, Asst Dean, Teacher Ed, Longy School of Music

This workshop explores how elementary educators can intentionally integrate music, movement, and children's literature to deepen Social and Emotional Learning (SEL) in the classroom. Participants will experience practical strategies for using the arts to help students build self-awareness, manage emotions, strengthen relationships, and develop empathy in developmentally appropriate ways. Through hands-on activities and ready-to-use examples, educators will see how storytelling, rhythm, song, and movement can be combined to create engaging learning experiences that support both academic and social growth. The session highlights ways to align SEL goals with arts-based instruction while honoring student voice, creativity, and cultural relevance. Teachers will leave with adaptable lesson ideas and resource frameworks that can be immediately implemented to create a more connected, expressive, and supportive classroom environment. **YOU MIGHT ALSO LIKE A-03, B-18.**

C-07 Life Stage Investing – Early and Mid-Career (All)

Kathleen Murphy, NEA Retirement Specialist, Finan. Advisor

Join us to discuss and identify challenges at each life/career stage and how they impact your financial decision making and your future. Learn from an expert how to design and select financial strategies for each stage of life, and how to make your risk tolerance work in your favor! We will compare the benefits and differences of systematic and lump sum investing into a 403(b), 457, Roth or Traditional IRAs, as well as the use of mutual funds and annuities in general. How do you choose the right account type, the investment mix, and determine the best amount to set aside (whether through payroll deductions or through lump sum annual contributions)? Learn all this and more! This class is geared toward people who are closer to the beginning or middle of their careers. Gain a better vision and excitement for your future as you make choices toward an excellent, someday retirement. This is not a sales pitch! Questions are welcome. SEE ALSO B-13.

**C-08 Listening Beneath the Behavior:
Understanding Adolescents in Context (6-12)**

*Holly Blais, Board Certified Behavior Analyst, Clinical Dir
& Educational Systems Consultant, projectlifeservices.com*

This is a practical session for middle and high school educators focused on looking beyond labels or surface-level behavior to better understand what may be happening in context. We will incorporate practical “micro moves” that educators can use in everyday interactions, along with ways of thinking about adult responses, relationships, environment, and function, and what we can influence, before simply reaching for another strategy or consequence. Blais’ work spans PK–12, but middle and high school are her bread and butter. Her doctoral research specifically focused on adolescents through the lens of adolescent voice/lived experience. ALSO AVAILABLE IN A-14.

**C-09 Math Engagement: Advancing Thinking
Classrooms - Types of Tasks (6-12)**

*Heather Rogers, Math Instructional Coach &
Ryan Lemieux, Math Teacher*



Take your math instruction to the next level with advanced strategies inspired by Peter Liljedahl's *Building Thinking Classrooms*, Jo Boaler's ideas on engagement in mathematics strategies, and NCTM's Effective Math Teaching Practices. This workshop is designed for grades 6-12 educators who want to deepen their understanding and implementation of thinking classroom techniques. Explore some innovative methods to promote critical thinking, collaboration, and problem-solving in your math classroom, creating a culture where students thrive as engaged thinkers and problem-solvers. Participants will learn practical ways to enhance their practice, foster student ownership of learning, and build an environment where ideas flow and learners grow. Leave with actionable tools and strategies to elevate your teaching and inspire success in every learner. ALSO AVAILABLE IN B-14.

**C-10 Permission to Play:
Evidence-Based Self-Care for Educators (All)**

*Jennifer Berube, PhD, Playful Learning Coach,
Playful Learning Institute*

Drawing on play pioneer Brian Sutton-Smith's insight that, "The opposite of play is depression," this interactive workshop explores how integrating playfulness enhances wellbeing, creativity, and cognitive function, for both educators and their students. Designed for educators at all levels of their career, participants will discover their unique "play personalities," engage in classroom-adaptable play activities, and develop strategies to incorporate play as a restorative practice that combats educator burnout while

enriching the learning environment. Participants will understand the neurological and psychological benefits of play for educator wellbeing and student engagement and experience firsthand how different forms of play can reduce teacher stress and spark classroom creativity. We will develop strategies for integrating playful approaches into existing curriculum, professional development, and self-care routines. The goal is: joyful and engaged learning for adults as well as students! SEE ALSO B-17, A-18.



**C-11 Radical Self Care©: Supporting Educator Well-
Being with Practical Brain Science &
Intentional Self-Care (All)**

*Kellie Doyle Bailey, MA, CCC-SLP, MMT/SELI, Founder,
Author & Creator, Calm Cool Kids Educate™*

Supporting students and school communities asks a great deal of the adults doing the caring. This interactive session explores Radical Self Care© through an accessible brain, nervous-system, and emotional-intelligence lens, inviting participants to notice the thoughts, emotions, body sensations, and internal narratives that influence their well-being. Together, we'll explore self-awareness, signs of activation, and what it means to care for ourselves with greater intention and compassion. Rather than another list of things we “should” do, Radical Self Care© invites curiosity about what self-care can look like within the realities of our everyday lives.



C-12 Get to Know Your Kids: Building Connection Through Theater Games and Performance (1-12)

Clint Klose, Consultant

Every successful classroom begins with connection. In this interactive, hands-on workshop, educators will explore the power of starting each class with a theater game—an approach that energizes students, builds trust, and strengthens community. Theater games break down barriers, encourage collaboration, and help students feel seen and valued from the moment they walk through the door. Participants will play, move, and experience how these activities transform classroom culture. We'll explore the importance of music and theater in education and the value of performance—also known as *process drama*—as tools to deepen understanding, inspire creativity, and make learning truly memorable.

When teachers participate with students, they reveal a bit of themselves, creating a culture of authenticity and mutual respect. Daily practice turns class into something students genuinely look forward to, boosting engagement, participation, and even attendance. Leave with a toolkit of adaptable theater games, music integration ideas, and performance-based strategies for any subject or grade level. Discover how a few minutes of play can spark joy, deepen relationships, and make your classroom a place students love to learn. Come and have FUN and LAUGH with us! ALSO AVAILABLE IN B-11.

C-13 Self-Care Essentials: The Secret to Lasting Success (All)

Kelly Dwyer, Founder, [Nature Education Opportunities](#)

We know good self-care can be the key to our physical and emotional wellbeing. Yet, how many of us struggle to make *lasting* changes?! As education professionals, we tend to give an abundance of our physical and emotional energy to our students (not to mention our own families!), leaving us exhausted and stressed. Guilt-free self-care is essential to a healthy, balanced, and productive life, personal well-being and professional satisfaction and excellence. In this interactive workshop, led by certified Wellness Coach Kelly Dwyer, we will explore:

- Scientifically based reasons WHY lasting change is challenging—and what to do about it!
- The critical components to an effective and successful self-care program.
- Strategies to increase your personal energy and joy daily.
- Techniques to create a healthy work/life balance—starting immediately!

C-14 Working Through the Behaviors of ADHD (PK-8, ESP)

Melissa Davis, Founder/CEO Education Advisors, LLC.

This fast-paced and engaging session helps educators and paraprofessionals, guidance counselors, and others better understand and respond to behaviors commonly associated with ADHD, including inattention, impulsivity, excessive movement, calling out, difficulty beginning or completing tasks, and challenges with transitions and emotional regulation. Led by experienced educator Melissa Davis—who brings the perspective of a teacher, parent, and spouse of individuals with ADHD—this session explores what may be driving these behaviors and provides practical, proactive strategies that can be used immediately. Participants will also receive access to a digital Padlet filled with downloadable tools, visuals, and classroom resources.

C-15 Leave Stress Behind: Practical Tools for Transitions, Boundaries, and Resilience (All)

*Dr. Naomi Hall, Burnout Barista and
Owner of NRH Dynamic Holdings LLC*

The stress of life and work can easily blend into one. The demands of teaching, supporting students, managing competing priorities, and constantly being “on” can make it difficult to truly disconnect and recharge. This session will give you practical, science-backed tools to manage the stressors you can’t control, create healthier boundaries between work and home, and protect your energy. You’ll leave with strategies you can use immediately to help you show up with greater focus, patience, and resilience, both in and outside the classroom.

C-16 Teaching Found Poetry (6-12)

Jennifer Speidel, Educator in Concord

This session will dive into the creative outlet that is found poetry: a fantastic way to get students excited about poetry. A found poem is a type of poetry created by taking words, phrases, or passages from non-poetic sources and reframing them as a poem, like a literary collage. The class is **HANDS-ON** and each participant will explore resources and examples of found poetry, with a wonderful opportunity to be creative! They will leave with several strategies for teaching it as well as many variations that they will create in class. Please bring a laptop (to use Magnetic Poetry), your favorite markers or pens, and your creativity.



C-17 More Time on Civics:

Smalltown City and the Spirit of City Hall (PK-3)

Dr. Nancy Pearson, Author & Educator

Smalltown City and the Spirit of City Hall is an award-winning early chapter book by Dr. Pearson that follows a third-grade class on a field trip to City Hall during a storm. Learn how the story can be used to teach local government and civics in an engaging, age-appropriate way. Gain practical strategies to pair the book with classroom activities, discussions, and simple civic projects that can teach students how their own town or city works. The presenter's experience as both a children's author and a former city councilor help to bridge storytelling and real-world government. Understand the core local government concepts embedded in the book and how they align with civics curriculum standards. We will discuss how to make abstract civics concepts (like the roles of council members, mayors, and city departments) concrete and relatable for young students. Leave with ideas for connecting the story to a project or field trip in your community. Books will be provided for reference and available for sale! ALSO AVAILABLE IN B-07.

C-18 Create Your Own Self-Care Plan (All)

Jeannine Romeo, Educator

As an educator taking care of others, how do you take care of yourself? This interactive workshop will explore simple, practical ideas for participants to identify what they are already doing and then develop or add to it and create their own plan. Each person taking part in this workshop will leave with something they can immediately take home and begin doing that day. Come join me in making the often-heard phrase, "Self-care is self-ish" a reality for you!

C-19 Empowering Multilingual Learners: Collaboration, Data, & Innovation in Increasingly Diverse Schools (K-12)

Jessica Paepow, ESOL Coordinator

Supporting multilingual learners is a shared responsibility across all roles in a school community. In this interactive session, participants will explore practical strategies for collaboration among teachers, paraprofessionals, ESOL specialists, and administrators. Attendees will learn how to use ACCESS and WIDA data to support instructional planning and student growth. Participants will leave with actionable ideas for creating equitable, inclusive schools where multilingual learners can thrive.

C-20 Why am I Learning This?

Fuel Student Engagement and Activate Portrait Competencies with Career-Connected Learning (9-12)

Beth York, Educational Consultant, Literacy that Works

"Why am I learning this?" Most high school educators have heard this question before. Career-connected learning can provide the valuable 'why' behind student learning that feeds their curiosity and fuels their motivation. By connecting our students' learning to their careers of interest, we can draw a through-line that flows from classroom activities, through our Portrait of a Learner profiles, to our students' dream job, and back again. In this participatory workshop, educators will explore practical approaches that integrate career-connected learning within the classroom and will leave with lessons that can be used the next day.

C-21 Universal Practices to Promote Regulation in the Classroom (PK-12, ESP)

*Molly White, MTSS-B Consultant & Katherine Leswing,
Admin of the Office of Student/Educator Wellness, NH DOE*

Having a regulated classroom provides the clear pathway for learning to occur, and yet it is very hard to accomplish! In this session, participants will explore the relationship between emotional regulation and learning and reflect on universal strategies that promote regulation in the classroom. The session will end with a chance to practice responding to common scenarios in which educators have an opportunity to support student regulation. This class will be excellent for teachers, paraprofessionals, special educators, guidance counselors, and those trying to address safety issues in the schools.

C-22 UNCONFERENCE! The Teacher Toolbox: Share, Steal and Adapt (PK-12)

*Kim Organek, NEA-NH Public Education and School Support
Coordinator, Former Teacher, Principal, Asst Supt*

This highly interactive session invites educators to learn from each other through an unconference format, designed to surface practical strategies, fresh ideas, and real classroom solutions. Participants will help shape the agenda by proposing topics, questions, and challenges they want to discuss. Using a collaborative, participant-driven structure, teachers will rotate through small-group conversations focused on high-interest topics such as student engagement, assessment, classroom management, differentiation, technology integration, and staff wellness. The session allows educators to share what works in their classrooms, problem-solve common challenges, and leave with actionable ideas to implement right away. This format values teacher voice, collective expertise, and professional sharing that is immediately relevant to participants' needs.

Registration Information

Register right away! To register, go to <https://cvent.me/oeqMQV>

REGISTER BY SEPTEMBER 29!

Your registration fee includes meals,
opening remarks, and three workshops!
5.25 CEU hrs

NEA-NH Members = \$95.00

Non-Members = \$200.00

NEA Aspiring Educator Members = Free

Become an NEA Aspiring Ed Member
(student teacher) by 9/29 by clicking [here](https://www.nea.org/join-our-movement/become-a-member).
[<https://www.nea.org/join-our-movement/become-a-member>]

Important Note about Payment:

WE ARE NOT ACCEPTING PURCHASE ORDERS as payment. Please pay with a credit card when you register online and have your school district reimburse you. Or you can mail a check, but it must be received before the date of the conference.

****PLEASE choose classes right away and complete your registration to save your seat, even if you are waiting to hear from your business office about payment.**

If an individual or school district is paying by check, please mail your payment, written to "NEA-NH," to:

NEA-NH Fall Instructional Conference

Attn: Ally Snyder

9 South Spring Street

Concord, NH 03301

Questions? Email Ally at asnyder@nhnea.org or call: (603) 715-9316.