



# TRAINING SCHEDULE

## GROWING TOGETHER

### SPECIAL EDITION



## SEPTEMBER

23

10 A.M. TO NOON

### THE NEUROSCIENCE OF PLAY

Zoom: <https://cepn-fnec.zoom.us/j/86259028003?pwd=bGRsb3dBOUxVYmduUEYxSmFITTk2UT09&from=addon>

What effect does play have on the brain? How does it all work? Play is now being studied by researchers all over the world. We now know that play promotes development in all parts of the brain particularly in the areas of the brain responsible for problem solving, getting along with others and, very importantly, emotional well-being. This session will look more deeply into the neuroscience of play to better understand its importance in the development of the whole child. Perhaps then we can relax and let our children and ourselves experience play not as a luxury but as an essential part of our human experience.

## NOVEMBER

18

10 A.M. TO NOON

### UNDERSTANDING OUR TEENS – WHO THEY ARE AND WHAT THEY NEED FROM US

Zoom: <https://cepn-fnec.zoom.us/j/83320425955?pwd=MUhrRZE5zMWNVV2phTDg4TWtRMUVZdz09&from=addon>

Being a teen-ager is challenging at the best of times. Figuring out who you are and who you want to be; navigating peer pressure; striving to meet adult expectations, and then living through a pandemic, puts a lot of pressure on young people. This can make being a parent very difficult. The path is not easy. This presentation will describe the most recent research on the development of the teen brain that can help us to understand this time of life. We will look at other challenges that they face. Then we will provide suggestions to help you to help your teen get through these years and on their path to becoming a productive and content adult.

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## JANUARY

20

10 A.M. TO NOON

### MANAGING BEHAVIOUR WITHOUT REWARDS

Zoom: <https://cepn-fnec.zoom.us/j/89258172054?pwd=SU5xck5YTmplSUVBcCs5Y3VoUWdjZz09&from=addon>

When students have difficulty behaving in the classroom, we often turn to reward systems. In fact, there are ones available for use with the cell phone and Smart Board. And, they seem to work, at least in the short run. However, developmental science and trauma research disagree. Not only does the research show that these systems lose their effectiveness over time, but they are complicated to implement, and they rarely result in long-term change. Of even greater concern is that they can significantly affect the all-important child-adult attachment relationship, can increase anxiety even among the “well-behaved”, and can cause discouragement and a sense of shame for the student who cannot earn the rewards.

This presentation will provide an analysis of what works and does not work, and why. Then effective alternatives to help manage behaviour in the classroom will be proposed. These include how to increase the students’ desire to please their teacher, simple classroom modifications that can make behaving appropriately easier, and suggestions for how to respond when behaviour is challenging.