



STRONGER NATIONS CONFERENCE 2014
CONNECTING CREATIVITY AND INNOVATION TO PRACTICE
MAY 8TH & 9TH 2014
THE SHERATON VANCOUVER AIRPORT HOTEL
RICHMOND B.C.
WWW.STRONGERNATIONS.COM

2014 KEYNOTE AND WORKSHOP PRESENTERS

KEYNOTE THURSDAY MAY 8TH 2014

TA'KAIYA BLANEY



We are proud to present the keynote for Thursday evening May 8th, 2014 will be Ta'Kaiya Blaney. Ta'Kaiya is wise beyond her years and sings like an angel. If you have never seen this young girl speak then you are in for an eye opening experience. If you have had the pleasure of seeing Ta'Kaiya before then you will understand the excitement.

12 year old Ta'Kaiya Blaney is Sliammon First Nation from B.C., Canada. Along with singing, songwriting, and acting, she is concerned about the environment, especially the preservation of marine and coastal wildlife. She travels and speaks on protecting Indigenous Lands worldwide from unsustainable development. Ta'kaiya is strong in her culture and a great role model for youth around the world.



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COMMUNITY SAFETY PLAN FOR FIRST NATIONS

BRENT LANGLOIS

FNESS (First Nations' Emergency Services Society) serves First Nations in developing and sustaining safer communities through; Emergency Planning, training, response and recovery; Fire Training, education and prevention; Forest Fuel and Wildfire Management; and, Leadership and collaborative relationships. FNESS will review and assist a First Nation to develop their own unique “Community Safety Plan”. Working with the community and the three emergency services managers, we would review their needs with regards to our core “emergency” programs. This is a coordinated, integrated and holistic approach which includes all of our core programs, rather than each department independently contacting communities. The FNESS Community Safety Plan can form an integral component of any First Nation’s Comprehensive Community Plan.

DECOLONIZING CHILD WELFARE RESEARCH:
SHAPE SHIFTING TO RED PRAXIS

SHANNE MCCAFFREY, ASSISTANT TEACHING PROFESSOR

SANDRINA DE FINNEY, PHD, ASSOCIATE PROFESSOR

In this interactive presentation, we will describe the history and vision of Siem Smun'eem: Indigenous Child Welfare Research Network, a provincial network of researchers, service providers, community members and policy makers with an interest in using Indigenous research in the transformation of child and family services. We will discuss how Indigenous “re-search” can be used as a shape shifting strategy to replace current western colonial child welfare research approaches with models that are more congruent with Indigenous worldviews. Our stories will highlight our research work with children, youth, Elders, community members, service providers and researchers to recenter Indigenous approaches to child rearing and caretaking, cultural wellness and continuity, and customary adoptions. Participants will be invited to share their own vision for Indigenous child welfare.



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COYOTE CAFÉ: AFTER SCHOOL LITERACY PROGRAM

IRENE LABOUCANE:

DISTRICT PRINCIPAL ABORIGINAL EDUCATION, SD#83

JENNIFER FINDLAY:

COORDINATOR LITERACY ALLIANCE OF THE SHUSWAP

JANELLE DANYLUCK:

ABORIGINAL LITERACY TEACHER SD#83

Coyote Café is an after school reading program with the goal to provide literacy support to struggling readers and help boost their reading skills, confidence and enjoyment of reading. Typically, there are 10-12 students in the program ranging from grades 2-4. The program is facilitated by an early literacy teacher and supported by an Aboriginal Education Worker and community volunteer. We have created a successful after school literacy model which moves struggling readers to readers who love reading.

INDitiative: HEALTHY LIVING GROUPS

MICHELE SCHROEDER

Students and adults alike can learn about health in a culturally relevant and creative way. Healthy Living Groups are designed to be small groups (male or female) that meet weekly for the purpose of learning interactively about mental, spiritual, physical and emotional health holistically using the medicine wheel as the template for health. Respective health topics are discussed with guest speakers/presenters. Participants share nutritious meals at each session and reflect on personal health journey using a Medicine Wheel Journal. Timelines can be from 6-10 weeks. This innovative approach to learning about health was brought about by a need to impact Aboriginal high school students' health and to teach about how one area of health can affect another. Learn how to develop a Healthy Living Group for boys, girls, men or women accessing community support, guest speakers, available resources and grants. Come hear about the positive results experienced in a local high school that has captured the involvement and attention of a high school community and is now spreading to other schools.



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STUDENTS WITH SPECIAL NEEDS:
UNDERSTANDING HOW TO SUPPORT THEM THROUGH
KNOWLEDGE AND TECHNOLOGY

LEROY SLANZI, SCHOOL DISTRICT No. 58

Often in our public education system schools leave First Nations parents of special education students very confused about how schools will support their children in and out of the classroom. This workshop has been designed to teach parents about what they can expect regarding their child's individualized educational plan regardless of designation, whether it be Fetal Alcohol Syndrome, a Learning Disability, Autism, a Mild Intellectual Disability or others. This workshop will outline the basic supports a guardian can expect as well as provide insight into new technological tools such as IPADS that can be used in school and at home to support children with special needs.

RECONCEPTUALIZING PTSD IN CHILDREN

ALLY JAMIESON, MSW

Traumatic stress manifests differently in children and adolescent youth than in adults, leaving mental health professionals with the complex task to decipher and treat a wide spectrum of behavioral and emotional symptoms. Treatment interventions targeting a variety of comorbid diagnoses (e.g., bi-polar disorder, borderline personality disorder, anxiety, depression, reactive attachment disorder, conduct disorder) often fail to improve symptoms rooted in traumatic stress and neglect the role emotional regulation plays in perpetuating how symptoms manifest and progress. While Posttraumatic Stress Disorder (PTSD) is recognizable in adults who present with anxious-avoidant fear responses to specific traumatic events, developmental trauma is cloaked in maladaptive traits that form in response to chronic, acute, and relational distress impacting the biological architecture of the developing mind in a manner that influences memory, cognitive functioning, emotional and behavioral regulation, and physical well-being. Grounded in contemporary neurobiology, participants will leave this seminar with the ability to describe the developmental cognitive neurobiology involved in traumatic stress, theoretical influences driving innovative practices in trauma resolution, and tools for effectively engaging clients in treatments that promote resiliency and developmental repair.



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SUPPORTING AT RISK YOUTH

SUKH RAI, VICE PRINCIPAL, SURREY, SCHOOL DISTRICT No.36

Sukh Rai workshop will focus on supporting youth in the high school setting in both, a practical and hands-on approach, to help them be successful and connected to their community. Sukh Rai has worked in high schools for 22 years (the last 9 years as an administrator), and this has provided him with the opportunity to work with youth from various backgrounds and to play a part in initiating various programs and opportunities to help them experience a sense of accomplishment and belonging. This is a complex problem, but he feels there are some simple steps that we can take to initiate positive change for youth and provide them with, not only, hope, but also, a plan to help lead them in the right direction. Some of the work Sukh Rai has been involved in was highlighted in a documentary with the National Film Board of Canada called “Warrior Boyz”. This documentary addressed many of the issues our youth experience today and the impact of their impulsive decisions, some of which lead to a lifestyle immersed in gangs and violence. Sukh Rai looks forward to sharing some ideas and opening up dialogue to address some of the challenges that we, in our various support roles for youth, face. Sukh Rai feels this is important work, challenging work, and above all, rewarding work.

L.E.A.P. - LEARNING FROM EXPERIENCE IN ACTION PROGRAM

LAUREN COMPTON

MICHAEL BROWN

L.E.A.P. (Learning from Experience in Action Program), supported by the Aboriginal Department, is the first of its kind in the Surrey School District. Designed as a two year program, students learn in an integrated curricular classroom with a focus on enhancing learning through hands on activities. Originally designed as a program to support our Aboriginal learners, L.E.A.P. welcomes non-Aboriginal learners as well. Students take all core credits over the course of a year and spend all day in the program supported by two full time teachers and two elective teachers. Learning is supplemented with field study and outdoor activities.



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RESTORATIVE PRACTICE: A METHOD TO BUILDING RELATIONSHIPS

MELISSA HOFF

When something has gone wrong, Restorative practice methods can be utilized to bring together everyone affected by an incident of wrongdoing or conflict and discuss a resolution of how to repair the harm so everyone can move forward. As human beings we never graduate from making mistakes and building relationships. Restorative Practice helps to provide the framework and tools for children, educators, parents and the community to engage in relationship building. Some of the key initiatives that this workshop will cover are:

- Restorative Conversations
- Restorative Circles
- Family Conferencing
- Healthy Relationships
- Peer Mediation

**IT'S NOT RIGHT! CHANGING SOCIAL NORMS OF BYSTANDERS
ON ABUSE OF OLDER ADULTS**

SHERRY BAKER, M.A., EXECUTIVE DIRECTOR

BC ASSOCIATION OF COMMUNITY RESPONSE NETWORKS

In most cases of abuse of older adults, the people closest to the abusive situation know it is happening, but often don't know how to respond. These are "bystanders"-neighbors, friends and family members who are potential "first-responders" in abuse situations. New Horizons has funded a three-year project that is the pilot phase of developing a pan-Canadian bystander approach. As such, advocates and professionals from across Canada are contributing to the learning process. BCRN has been involved in a leadership capacity since the beginning of the initiative. The project; *It's not right! Changing social norms of bystanders on abuse of older adults* has developed dynamic materials to educate and engage people of all ages to recognize the warning signs and build critical skills to respond safely and respectfully. The underlying principal is that everyone has a role to play in creating communities that are safe and supportive. The materials draw from a wide variety of disciplines and research. The content also explores the intersection of abuse with ageism, culture, and system issues.



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Registration is open online on our website at www.strongernations.com or please print and email this form back to us at strongernations@hotmail.com to generate your invoice.

Space is limited so please register early

Elders \$375

Youth/ Student (Valid Student ID Required) \$375

Regular Delegates \$475

Organization / Company / School District:	
Mailing Address	
Contact Person / Job Title	
Contact Person Email / Telephone	
1. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
2. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
3. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	



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4. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
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6. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
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11. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
12. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
13. Delegate Name/ Job Title / Email Elder ___ Youth ___ Regular ___	
Total Registrations	

Please note this list is subject to additions as some presenters still need to confirm that are not on this list
Please refer to our website: www.strongernations.com for updates and additions