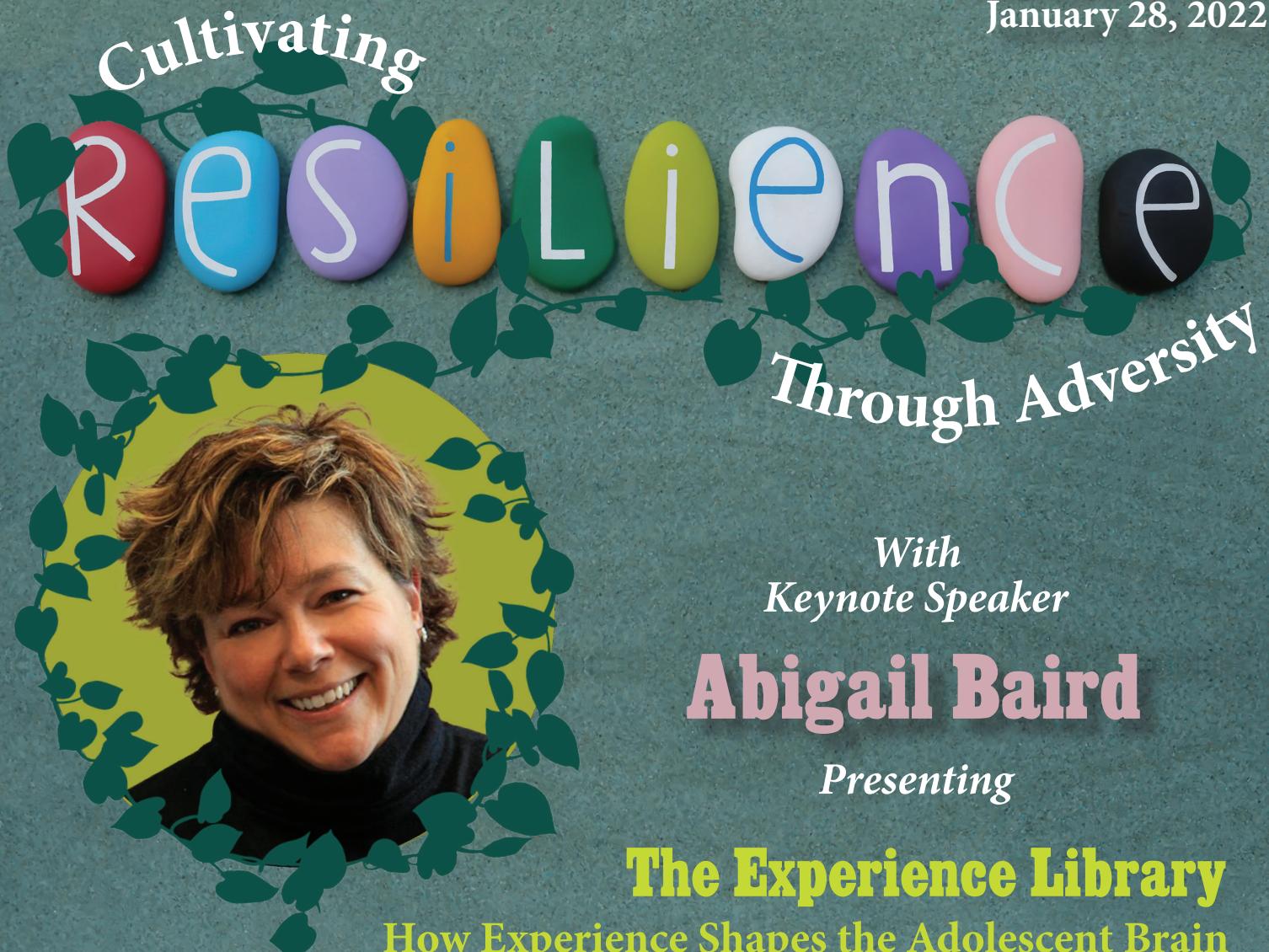


THE WINSTON SCHOOL SAN ANTONIO Annual Learning Symposium

Presented Virtually
January 28, 2022



Breakout Sessions

- Classroom and Community Resilience
- ADHD and Executive Function
- Resilience in the School Setting
- Self-Advocacy
- Accommodations-Transition to Higher Education
- Nature and Well-Being

Continuing Education Credits Available

W
The Winston
School San Antonio



The Experience Library
How Experience Shapes
the Adolescent Brain
9:00 a.m. - 11:00 a.m.

Classroom & Community
Resilience
11:15 a.m. - 12:00 p.m.

Lunch Break
12:00 p.m. - 12:30 p.m.

Resilience in the School Setting
12:30 p.m. - 1:15 p.m.

ADHD & Executive Function
1:20 p.m. - 2:05 p.m.

Accommodations
2:10 p.m. - 2:55 p.m.

Self-Advocacy
3:00 p.m. - 3:45 p.m.

Nature & Well-Being
3:50 p.m. - 4:35 p.m.

How to Register



Visit our website!
www.winston/sa.org
Fill out the registration form.



Give us a call!
210.615.6544
Register over the phone.



Scan the code!
Fill out the registration form.

The Experience Library

How Experience Shapes the Adolescent Brain

Presented by Abigail Baird

Professor of Psychological Science on the Arnhold Family Chair at Vassar College

Dr. Baird is very interested in the larger idea of what adolescence actually is. She sees this period of tremendous and rapid neural development as a time of great opportunity to maximize what is going right and to ameliorate potential problems. She is interested in the emergence of identity and what factors shape this in the developing adolescent. Also critical here is the extent to which identity (even when immature) drives behavior in the adolescent.

Abigail Baird earned her B.A. in biopsychology from Vassar College and her M.A. and Ph.D. in developmental psychology from Harvard University. Her research interests include the integration of emotion and cognition across development, with a particular focus on neural development during adolescence. She is currently working on a series of studies that examine how teenagers use emotional and cognitive information to inform their decision-making. Her other interests include neuro-imaging, as well as the influence of psychological science on law and public policy.

General Admission - \$50
Student (ID & email required) -\$10

Breakout Sessions

Classroom and Community Resilience

Presented by Jennifer Todd, JD, RN
Esmeralda Jeffries, BA, NPMC UT Teen Health

This presentation introduces the K.I.S.S. Framework, NEAR Science the study of Neurobiology, Epigenetics, ACE Studies and Resilience as the foundation of community resilience. Participants learn community and classroom strategies to respond in a trauma-informed way when they encounter individuals who may be adversely affected by trauma and toxic stress, whose trauma history may not be known to them. Participants will learn how to build community capacity and ways to transform organizations, classrooms, even families using resilience-based strategies. Participants will recognize their own trauma and stress response and develop regulation skills then use them when their stress response is activated. Learn how to use affirming communication, celebrate milestones, learn compassionate and empowering discipline while teaching others about their own trauma and stress response.

Resilience in the School Setting

Dr. Jacqueline Herrera, Psy.D.
Sharon Levine, Doctoral Resident
Cynthia Diaz de Leon, PhD from The Clarity Child Guidance Center

This workshop will discuss various ways to enhance students' resilience by facilitating protective factors. The key areas of focus will be cultivating developmental relationships, factors that hinder resilience, and methods to promote positive psychological change in the midst of challenging and stressful circumstances.

ADHD and Executive Function

Dr. Peri-Anne Chobot, Ed.D.
Interim Head of School at The Winston School San Antonio

This session will explore executive functions as they relate to students with ADHD in a school setting. First, we will consider and identify each individual participant's executive function strengths and weaknesses. We will then explore the impact of ADHD on executive functions as it relates to classroom participation and production from both the teacher and student perspective.

Accommodations to Higher Education

Dianne P. Hengst, M.A., Psy.D, Executive Director of Student Disability Services at The University of Texas at San Antonio

This session will explore those transition issues that exist for students with disabilities when they enter postsecondary education. We will briefly cover those regulations that govern disability services in higher education and explore the intersection of a disability service office, the student, and the university community. In addition, we will touch upon why students with disabilities are part of the diversity that exists on college campuses today and how we can think creatively to solve barrier issues.

Self-Advocacy

Toni Schexnyder, M.Ed.,
College and Career Coordinator at The Winston School San Antonio

At its core, self-advocacy is the ability to communicate your needs, stand up for your rights, and make decisions based on what is best for you. Self-advocacy is one of the most important skills for adolescents to develop, especially those with learning differences. In this session, we will discuss why self-advocacy is important, some obstacles that students may face when trying to advocate for themselves, and strengths that students can use to strengthen their self-advocacy skills.

Nature and Well-Being

Dr. Courtney Crim, Ed. D.
Associate Professor of Education at Trinity University

In this session, we will briefly examine the ways in which children and adolescents are increasingly stressed. While we can't always change the factors that create stress, research shows us many ways using natural environments can help us recover from the detrimental impacts this stress causes on physiological and psychological wellbeing. We will explore why spending time outdoors helps our physical and emotional wellbeing as well as discuss strategies to accomplish these positive outcomes.

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