Breaking the Stress Cycle: The 2nd Annual Self-Reg Summer Symposium

Trent University
Gzowski Hall
Peterborough, Ontario

Evening of Monday, July 18 to 1 pm Friday, July 22, 2016.
http://self-reg.ca/

#SRSS2016

Program
6:30 – 8:00AM: Personal Self-Reg Options: Atrium
(Biking, Canoeing, Personal Art, Gym, Gentle Yoga)

8:15AM: Coffee, Tea, & Connections: Atrium

8:45 – 9:00AM: WELCOME

8:45 – 10:15AM: Luminary Speaker:
DR. STUART SHANKER: ROOM 114
The Self-Reg view of Mindfulness

Description:
Self-Reg doesn’t just incorporate mindfulness: it is mindfulness. But in a much broader sense than one typically encounters in the literature. The Self-Reg of mindfulness incorporates and integrates all of the following:
- Recognizing and removing the “cognitive blinders” that subtly shape our perceptions and attitudes towards children and teens
- Becoming more aware of thoughts, feelings, and sensations that we — consciously or unconsciously — try to avoid or suppress
- Viewing our internal mental landscape — our emotions, thoughts, and worries — “from a distance,” or, “non-judgmentally”
- Viewing other’s internal states and behaviour objectively and non-judgmentally
- Becoming aware of the interbrain dynamics that play out in our many different relationships

In this first talk of TMC’s Summer Symposium 2016, Dr. Stuart Shanker will explore the Self-Reg View of Mindfulness and how it supports us to better understand stress and manage energy flow to promote self-regulation.

10:15 – 10:30AM: Nutrition Break

10:30 – 11:45AM: Breakout Sessions

1) LINDA GAROFALLO: ROOM 115
Tactile and Sensory Foundations of Child Development

Description:
This workshop focuses on the impact of early tactile and sensory experience on the achievement of self-regulatory milestones in the first year of life. We will see how child development and relatedness can best be understood through the prism of sensory experience, one in which the skin and touch serve as the bridge between the child’s inner and outer worlds. The inclusion of the physiological, embryologic, cultural and historical roots of touch will help widen the perspective through which we understand this fundamentally non-verbal yet uniquely relational experience. An in-depth view of the psychosocial-physiological aspects of touch and its application to maternal contact is presented along with current medical research data. The goal is to present touch in its many cultural and physiological dimensions and to connect those elements to the experience of focused, parent-delivered tactile and sensory early intervention protocols as a means to promote bonding, attachment and healthy child development.

2) DR. LISA NISBET: ROOM 106
The Nature Effect

Description:
Research inside and outside the laboratory provides evidence that contact with nature has benefits for both people and the planet. Immersion in the natural environment fosters connectedness, enhances prosocial behaviour, reduces stress, and boosts happiness. Examples of applied psychology research and community-based interventions will illustrate the role of nature connectedness in promoting human physical and mental health and environmental sustainability.

3) LINDA WARREN: ROOM 112
Self-Regulation: Keeping It Simple

Description:
Using a case study approach, develop a deeper understanding of your students through the Self-Reg lens by utilizing the Five Domains and the Five Step Method.

11:45 – 1:00PM: Lunch

11:45 – 1:00PM: Lunch

Personal Self-Reg Options: Atrium
(Biking, Canoeing, Personal Art, Gym) Learn to row Pt. 1

4) STEFANI BUROSCH: ROOM 114
Bounce, Wiggle, and Learn: Strategies for Self-Reg and Mental Health

Description:
The explosion of brain science over the last decade has taught us a great deal about what kids need to be happy, healthy, and ready to learn. This workshop will focus on how we can apply the science of Self-Reg in the elementary classroom to promote learning and well-being for all students.

5) JULIE BROWN: ROOM 117
An Introduction to Mindfulness and Meditation

Description:
This experiential workshop will facilitate mindfulness and meditation practice. This practice teaches us to: savour the pleasures in life as they occur, feel fully engaged in activities, and creates a greater capacity to deal with adverse events. Many people who practice mindfulness meditation find that they are less likely to get caught up in worries about the future or regrets over the past, increased ability to concentrate, more productive in their daily lives, and are better able to form deep meaningful connections with others.

6) SUSAN HOPKINS
Self-Reg Foundations Course 1: Module 1 (of 6)
The Dawning of Relationships

Description:
The Foundations program provides what Dr. Shanker often refers to as simply: “more” about Self-Reg science, research and practice Learners will begin building competencies in the use of Dr. Shanker’s 5 Domain Self-Reg Framework and the 5 Steps of the Shanker Method. This first course, Self-Reg Foundations 1, explores the Biological Domain: body-brain connections, stress and self-regulation over 6 modules. In the blended version we will do half of the course over 6 sessions during SRSS and half online.

Module 1 outcomes:
- Define “secondary altriciality,”
- Explore the self-regulation effects of the startle response
- Investigate the connection between “hypoarousal,” “hyperarousal” and “being startled”
- Describe ways to soothe a child’s “alarm: system”
- Make connections between secondary altriciality, the interbrain and the startle response in terms of a child’s long-term wellbeing: physical, mental, emotional, cognitive and social.

Self-Reg Summer Symposium 2016
1:00 – 2:15PM: Luminary Speaker: DR. BRENDA SMITH-CHANT: ROOM 117
Is Outcome Research Attainable for Self-Reg? What do we measure? What is our goal?
Description:
Collecting information that can objectively identify the status and impact of Self-Reg activities necessary for accountability and efficacy requirements. Fortunately, the Self-Reg framework involves careful observation, assessment, analysis, and adjustment as a part of the process. In this presentation, TMC’s Director of Research will discuss methods, measures, and tools to evaluate Self-Reg initiatives in a variety of settings.

Luminary Speaker: DR. CHAYA KULKARNI: ROOM 115
Connecting the Dots: How Understanding a Child’s Early Experiences can Help Educators Address Concerning Behavior in the Classroom
Description:
It used to be that people thought the most important learning happened in kindergarten. Today we know that a child’s developmental trajectory is established before they begin school and will influence their success in school. This session will explore how early experiences, especially adversity such as living with a parent who suffers from mental illness, poverty, exposure to violence among many other negative situations can influence learning outcomes for students school. This session will familiarize educators with the science of brain development, adversity and toxic stress and how these influence a child’s approach and success with learning. Finally, participants will explore ways this knowledge may influence how the perceive and respond to classroom behaviors on a daily basis.

2:30 – 3:45PM: Afternoon Breakout Sessions

1) DR. KEVIN PETERS: ROOM 106
Cognitive Enhancement in Healthy Individuals: Conceptual and Methodological Issues
Description:
The use of cognitive enhancing drugs in healthy individuals has been a controversial issue for many years. Participants in this workshop will explore some of the ethical issues around this practice. Conceptual and methodological issues relating the definition of cognitive enhancement will also be discussed.

2) ANGIE ROSATI: ROOM 115
The Neurobiology of Stress and the Role of Relationships
Description:
This session will provide an introductory look at the etiology of the stress response system and the impact of a child’s stress response on their ability to learn and engage in the classroom. The potential role of relationships in buffering a child’s high reactive stress response system will be explore.

3) JOHN HOFFMAN: ROOM 117
How Do I Talk to Parents about Self-Reg without Stressing them?
Description:
This workshop is a test-drive of John Hoffman’s new Self-Reg presentation for parents. His goal is to convey accurate, understandable and useful information that brings Self-Reg into the world of everyday parenting. And he wants to do so without adding to the stress and information overload that today’s parents are already experiencing. After the presentation John will ask for your feedback, criticism and ideas to help him improve the final product.

4) PERSONAL SELF-REG OPTION
Art in Nature
Description:
Experience the power of nature, observation, and art in this personal Self-Reg session. The workshop will take place on the beautiful grounds of Trent University. Come prepared for a walk. All materials will be supplied for you.

5) SUSAN HOPKINS
Self-Reg Foundations Course 1: Module 2 (of 6) – The Nature of Stress
Outcomes:
- Explore the origins of the word “stress”
- Describe “stress” in relation to Self-Reg
- Give examples of stressors in all five domain
- Define “hidden” stressor
- Describe the connection between excessive stress and problems in physical as well as mental health
- Why is there a connection between excessive stress and problems in mood or attention

6:30 – 7:30PM: Parent Webinar Showing: Room 103
“Parent Webinar Showing” Dr. Shanker’s next webinar series will be focused on Self-Reg and working with parents across a variety of contexts. This evening event is an optional opportunity for an advance showing of the first webinar in the series.

7:30PM: Improv Night With The Peterborough Citiots: Atrium
3) DR. BRENDA SMITH-CHANT: ROOM 106
Self-Reg isn’t just for Kids: Addressing Adult Fatigue and Burn-out
Description:
Often, the focus of Self-Reg initiatives is on providing support for children. In this presentation, the issue of Self-Reg needs of professional and care-givers will be discussed as crucial aspect of a Self-Reg haven.

4) AMANDA BINNS: ROOM 103
As We Speak: The Preliminary Results from the MEHRIT Study on how a Parent Coaching Treatment Model Rooted in DIR and Self-Reg Impacts How Parents Communicate with their Child.
Description:
We will share exciting preliminary data from the randomized control trial, MEHRIT study, lead by Dr. Stuart Shanker. MEHRIT is an intervention rooted in DIR-Floorime and Self-reg and focuses on supporting parents to connect and communicate with their child. Join us to hear about how using this model impacts how parents communicate with their children diagnosed with Autism.

5) SUSAN HOPKINS: ROOM 114
Using Yoga, Breathing and Meditation with Groups of Children and Youth: Where Do I Begin?
Description:
Dr. Shanker describes Self-Reg as a “powerful method for understanding stress and managing our energy flow.” We look at stressors (hidden as well as overt) across 5 domains: biological, emotion, cognitive, social and prosocial. In Self-Reg we also learn how to manage energy flow: expenditure, recovery, restoration, and growth. Yoga, breathing exercises and meditation are being used increasingly in schools to help students find more “calm” but also to restore energy. But there is more than one way to do this and we must always remember that one size NEVER fits all. Join this session to explore the pros and cons of bringing in various calming practices to your learning space. The session will be part discussion, part experiential and you will walk away with a variety of ideas and some simple strategies for starting your own practice with children as well as youth.

2:15 – 2:30: Nutrition Break
2:30 – 3:45: 2nd Afternoon Breakout Sessions

1) DR. GERARD COSTA: ROOM 117
Is Self-Reg Tied to World Peace?: How Co- and Self-Regulation Form the Brain For Reflectivity and Peace
Description:
Where does human peace reside? Is “peace” best conceptualized as a “social” phenomenon or does peace also originate from within the fabric of each human being. This workshop will explore the field of infant mental health and the science of interpersonal neurobiology, in examining the foundations of self-regulation and engagement up to the most human capacities of empathy and moral interdependence. A brief review of the co-constructed hierarchical brain systems will be presented, and ways of educating infants and children as well as youth.

2) ARLENE ROBINSON: ROOM 114
Promoting Self-Reg in A School Despite Resistance
Description:
Have you encountered resistance when you present new ideas and expectations in your workplace? Please join like-minded colleagues in a discussion about promoting a Self Regulation mindset within your workplace. We will explore the barriers we have experienced to date as well as ways to work through them as we together deepen our understanding of self-regulation for children and for ourselves.

3) VICKI PARNELL: ROOM 105
Starting Self-Reg in the Teenage Years
Description:
Discussion of the particular challenges that can happen when we try to introduce Self-Reg with our teen children (or students), and ways to work collaboratively with teens to implement the five steps.

4) NADINE OSBORNE: ROOM 108
Fresh Air, Open Skies: How Learning Happens Best in the Early Years
Description:
Taking a look at how time spent outside impacts self-regulation for learners in the Early Years. In this workshop, we will discuss how current research on the benefits of different kinds of play outdoors aligns beautifully with emergent curriculum pedagogy. Some real-life examples of how to apply this research to benefit your students will be reviewed.

5) PERSONAL SELF-REG OPTION: ROOM 103
Chair Yoga
Experience the restorative power of yoga done using a chair. This session will help you stretch and relax using your sitting position; helpful for conferences like this or your own work environment.

6) SUSAN HOPKINS
Self-Reg Foundations Course 1: Module 4 (of 6) – The Cascading Effects of Excessive Stress
Outcomes:
• Explore the “waves of the process” and significance of Dr. Stephen Porges’ research (Polyvagal Theory)
• Describe the role of the Interbrain in modulating the “waves” (Porges)
• Understand the “bi-directionality” of arousal
• Identify what gets “turned on” in fight-or-flight
• Identify what gets “turned off” in fight-or-flight
• Explain the function of the freeze response

5:00 – 7:30PM: Magical MEHRITment in the Great Hall.
A wandering dinner while we mingle and celebrate with Stuart.
Thursday Schedule Pt 1.

July 21st

6:30 – 8:00AM: Personal Self-Reg Options: Atrium
(Biking, Canoeing, Personal Art, Gym, Gentle Yoga)

8:15AM: Coffee, Tea, & Connections

8:45 – 10:15AM: Luminary Speaker:
DR. GERARD COSTA: ROOM 114
Why We Must Focus on Professional “Formation”, not “Training”:
The Relationship Between Self-Reg and “Ways of Being”
Description:
What are the seminal experiences to consider when we educate professionals and paraprofessionals who engage in relationship-based, human service work? While there may be agreement on the “content” of a curriculum or course of study, are there other areas of development that should be considered as well, that are perhaps as - or more - important than knowledge? This keynote will examine a way of professional development best conceptualized as “Formation”, where three domains of competencies will be examined and where certain experiential, interpersonal and INTRApersonal encounters and disciplines are viewed as necessary.

10:15 – 10:30AM: Nutrition Break

10:30 – 11:45AM: Morning Breakout Sessions

1) DR. SONIA MASTRANGELO: ROOM 115
Educators as ‘Sensory Detectives’: Reframing the Behaviour we see in Children with Exceptionalities
Description:
In this interactive session we will discuss a variety of sensory integration challenges experienced by children with exceptionalities who fluctuate between states of hyper-arousal to hypo-arousal within any given school day due to a variety of stressors. With a specific focus on the biological domain, we will work through a variety of case studies by applying Dr. Shanker’s 5 steps of self-regulation. You are highly encouraged to attend the session with a case study in mind that you can share with the group. We will work as detectives to deconstruct and unravel the hidden stressors affecting the child and will provide strategies and solutions to return the child to a sense of feeling calmly focused, and alert.

2) GAIL MOLENAAR: ROOM 117
Is It Stress or Misbehaviour? Journey to a Forest and Nature Kindergarten through a Self-Reg lens
Description:
On this Early Years journey we will view snippets of kindergarten students both inside and in their outdoor classroom. Using the Ontario Kindergarten document we will examine moments in children’s lives by looking critically at the 5 domains. We will investigate stress behaviour and the impact of nature on children’s self-regulation.

3) LINDA WARREN: ROOM 110
Self-Reg: Linking Well-Being and Academic Achievement
Description:
Helping students to identify a state of calm, and learn to co- and self-regulate will improve academic achievement. We will create an opportunity for you to review your present practice through a Self-Reg lens and the connections between well-being and academic achievement in the classroom.

4) JULIE BROWN: ROOM 114
The Trance of Technology
Description:
This workshop will explore the ways we are using technology - often in an obsessive, mindless way. We are often using it when we are dysregulated (hyper and hypo) but unfortunately it often doesn’t provide the regulation we are seeking. The workshop will briefly review neurobiology research on the use of technology and explore how mindfulness can be used to create a more meaningful interaction.

5) DR. BRENDA SMITH-CHANT: ROOM 106
On the Importance of Being Engaging: Self-Reg for Parents
Description:
One of the more frequently asked questions received by TMC is “how do we get parents to engage and learn about Self-Reg”. This workshop will be a pragmatic explanation of the issue of engaging parents and other community members in Self-Reg initiatives.

6) SUSAN HOPKINS
Self-Reg Foundations Course 1: Module 5 (of 6): The Brain’s Reward System
Outcomes
- Explore the “Reward System” and its relationship to Self-Reg
- Identify examples of “super stimulants”
- Describe how a super stimulant is related to children and teens’ high levels of stress
- Describe an example of the draw to super stimulants when overstressed
- Explain why the limbic system serves, as an “Emergency Response System” (ERS)
- Identify the implications of Self-Reg for classical views of “willpower”

11:45 –1:00PM: Lunch

Personal Self-Reg Options: Atrium
(Biking, Canoeing, Personal Art, Gym) Learn to Row Pt. 2

Self-Reg Summer Symposium 2016
Thursday Schedule Pt 2.
July 21st

1:00 – 2:15PM: Luminary Speaker:
DR. JEAN CLINTON: ROOM 114
The Science of Early Childhood Education: What Has the Last Decade Taught Us?
Description:
Fraser Mustard’s 1999 Early years study and from Neurons to Neighbourhoods 2000 fundamentally changed the way that the early years of life are viewed. What have we learned to further that agenda in the past 15 years as science has continued its exploration. This session will describe some of these learnings and address the issue that we still are far from applying what we know to what we do.

2:15 – 2:30PM: Nutrition Break

2:30 – 3:45PM: Afternoon Breakout Sessions

1) PAULA JURCZAK: ROOM 114
Worry Less: Understanding Anxiety from the Lens of Self-Regulation
Description:
What is anxiety and the developmental pathways of anxiety are explored looking at the biological, emotional, cognitive and social domains of the Self-Regulation Model. The different energy levels and arousal response continuum is discussed. Areas affected by stress will be outlined along with how to turn off the body’s ‘alarm system’ to help children develop healthy capacities for coping and responding to stressors.

2) VICKI PARNELL: ROOM 105
Building Bridges and Between Home and School
Description:
Self-Reg has the potential to create powerful change in our society, and Dr. Shanker has identified it as a priority for teachers and parents to engage in a Self-Reg process together. How can teachers effectively engage parents, and how can parents learning about Self-Reg share ideas with schools? This will be an open space where parents, educators, and other Self-Reg stakeholders will roll up our sleeves and build strategies together. Bring your questions, issues, and ideas - let’s collaborate!

3) JENNIFER FAASSE: ROOM 115
Lessons From Mind Crafters: Developing Ways to Teach Pre-Adolescents about Self-Regulation
Description:
This presentation will review an original group curriculum that teaches pre-adolescents about self-regulation through their familiar metaphor of video game play. Workshop participants will be introduced to ways this curriculum uses theoretical foundations to teach pre-adolescents about the neurobiology of stress and activation, how to assess their individual strengths and challenges, and ways to enhance their own self-regulatory skills. Participants will also learn strategies which they can implement to develop or adapt self-regulation programs to the unique needs of the diverse populations they serve.

4) Post-Secondary Student Circle:
FACILITATED BY DR. BRENDA SMITH-CHANT: ROOM 117
Exploring and Seeking Viewpoints on our Self-Reg Research Interests

5) PERSONAL SELF-REG OPTION
A Self-Reg Swim in the Otonabee River
Come for a refreshing and restorative swim in the Otonabee River. Get ready for fun, sun and the cool refreshing water of one of Ontario’s waterways.

6) SUSAN HOPKINS
Self-Reg Foundations Course 1: Module 6 (of 6): Reframing Behaviour
Outcomes:
• Distinguish between “misbehaviour” and “stress-behaviour”
• Identify key “body signs” to look for to make the distinction between “misbehaviour” and “stress-behaviour”
• Describe some common “signs” of being over-stressed that a child or teen might not recognize to be such
• Explain why “reframing” is critical to seeing that “there is no such thing as a bad kid”

6:30 – 8:00PM: AN EVENING WITH STUART:
ROOM 103
This evening will be a chance to spend some casual Q & A time with Stuart.

8:00 – 10:00PM: Bonfire with Music
Self-Reg Through Music
Description:
This portion of the night will be focused on learning, listening, singing and expression through the gift of Music, an extremely self-regulating activity! This time will be an open ‘jam’ session open to any and all musical skill levels. If you play an instrument and would like to bring it, you are encouraged to do so. If you don’t have your own instrument, don’t fret, there will be some instruments provided (e.g, acoustic guitar). So come out and enjoy a truly self-regulating experience through music.
# Friday Schedule Pt 1.

### July 22nd

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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| 6:30 – 8:00AM | **Personal Self-Reg Options:** Atrium  
(Biking, Canoeing, Personal Art, Gym, Moksha Yoga) |
| 8:15AM        | **Coffee, Tea, & Connections**                                        |
| 8:45 – 10:15AM| **Dr. Stuart Shanker:**  
**Room 114**  
**Becoming a Self-Reg Haven**  
**Description:**  
There has been a remarkable explosion of Self-Reg initiatives across the country, but the next phase is to ensure that this enthusiasm evolves into schools and communities as Self-Reg Havens for our children and youth. "Haven" speaks to the importance of having our children, youth (and ourselves) feeling safe and secure: emotionally as well as physically. Only in this way can we turn off a kindled limbic alarm that blocks the very ability to learn, to build healthy relationships, to care for and contribute to the world around us. Indeed, only in this way can we increase the energy that sparks the very desire and not just the capacity to learn and to connect. And one of the most striking consequences of the shift from "survival brain" to "learning/social brain" that occurs in a "haven" of calmly focused and alert children and youth is that adult's own stress-level is sharply diminished. In this final talk of the symposium, Dr. Stuart Shanker will explore:  
- Self-Reg needs to be more than a "makeover" to reduce environmental stressors and then tacking on one of the existing "programs" designed to help children and youth calm themselves.  
- how a "Haven" focus transforms our understanding of challenges like "emotion-regulation," "attentional problems," "poor interpersonal skills," and "anti-social behavior."  
- why connecting to the self-regulation needs and resources of a community is core to the transformation from being an "institution" to becoming a "Self-Reg Haven." |
| 10:15 – 10:30AM| **Nutrition Break**                                                   |
| 10:30 – 11:45AM| **Closing Speaker:**  
**Susan Hopkins and Brenda Smith-Chant:**  
**Room 114**  
**Hope, Hurdles & Havens: Next Steps in the Self-Reg Journey**  
**Description:**  
In this talk, Dr. Susan Hopkins takes these two cores of Self-Reg detective-work questions for understanding stress behavior as: "Why?" and "Why now?". The trouble comes when at an organizational level (in an early childhood program, a K-12 school, a health center, a college campus, or a senior’s home even) you try to bring in Self-Reg and knowing the 5 steps, the 5 domains, and just asking "why" / "why now" doesn't seem enough to deal with all the challenges faced. How do we leap from understanding Self-Reg to creating Self-Reg Havens in our communities, in our schools, in our homes? What do we even mean by a Self-Reg Haven? How do we build them? And how will we know when we are "there"? |
| 11:45 – 1:00PM | **Lunch**                                                            |
| 1:00 – 2:15PM  | **Optional Time:**  
**TMC Team Available for Self-Reg Consulting with Leaders and Teams** |
| 3:00PM         | **Homeward Travels**                                                 |
# Schedule Overview

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**Monday - 18**

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<th>Time</th>
<th>Activity</th>
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<tr>
<td>6:30-8:00AM</td>
<td>Personal Self-Reg Options and Welcome Event:</td>
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<tr>
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<td>We will have Personal Self-Reg Options available for you throughout the day (Yoga, biking, canoeing, walking trails, and gym.)</td>
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<tr>
<td>8:15AM</td>
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<tr>
<td>7:30-8:30AM</td>
<td>TMC members will be on site all day to help you get settled at Trent University.</td>
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<tr>
<td>8:45-9:00AM</td>
<td>Registration opens at 1:00PM on the Monday.</td>
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<td>LUMINARY SPEAKER: DR. STUART SHANKER: ROOM 114</td>
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<td>&quot;Is outcome research attainable for Self-Reg? What do we measure? What is our agenda?&quot;</td>
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<td>LUMINARY SPEAKER: DR. BRENTA SMITH-CHANT: MARIA ROSE: ROOM 113</td>
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<td>&quot;What is our agenda?&quot;</td>
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<td>DR. KEVIN PETERS: ROOM 106</td>
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<td>Over the Counter Stimulants: What's to worry about?</td>
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<td>2:30-3:45PM</td>
<td>ANGIE ROSATI: ROOM 115</td>
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<td>4:00 PM</td>
<td>Moksha Yoga</td>
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<td>5:00PM</td>
<td>Trent Scavenger Hunt (Atrium) to Wine &amp; Cheese Night (The Ceilie Pub)</td>
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<td>5:30PM</td>
<td>DR. SHANKER PARENT WEBINAR SHOWING ROOM 103</td>
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<td>Improv Night With The Peterborough Citiots: Atrium</td>
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*Note: Personal Self-Reg Options include Yoga, biking, canoeing, walking trails, and gym.*
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<td>Breaking the Stress Cycle</td>
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<tr>
<td>10:15-10:30AM</td>
<td>CATHY LETHBRIDGE: ROOM 103</td>
<td></td>
<td>A Journey Toward Being a Self-Reg Haven — One School’s Story</td>
</tr>
<tr>
<td>10:30-11:45AM</td>
<td>JEN WRIGHT: ROOM 108</td>
<td></td>
<td>Creating a Culture of Safety: The Role of Self-Reg</td>
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<tr>
<td></td>
<td>STEFANI BUROSCHE: ROOM 114</td>
<td></td>
<td>Getting in the Zone: Strategies for Self-Reg and Mental Health in the Adolescent Years</td>
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<tr>
<td></td>
<td>F-Course SUSAN HOPKINS: Self-Reg Foundations 1: The Bio Domain</td>
<td></td>
<td>Body-Brain Connections, Stress and Self-Reg</td>
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<td></td>
<td>1: Module 3</td>
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<tr>
<td>11:45-1:00PM</td>
<td>Lunch</td>
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<td></td>
<td>Plus Personal Self-Reg Options: Atrium</td>
<td></td>
<td>(Canoeing/Kayaking, Biking, Walking Trails, Gym Passes Personal Art)</td>
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<tr>
<td></td>
<td>PAULA JURCZAK: ROOM 117</td>
<td></td>
<td>Self-Reg Goes to School -The 3 Rs: Regulation, Relationship, and Resilience</td>
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<tr>
<td></td>
<td>DR. BRENA SMITH-CHANT: ROOM 106</td>
<td></td>
<td>Self-Reg isn’t just for Kids: Addressing Adult Fatigue and Burn-Out</td>
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<td></td>
<td>AMANDA BINNS: ROOM 103</td>
<td></td>
<td>As we speak: Preliminary results from the MEHRIT study on how a parent coaching treatment model rooted in DIR and Self-Reg impacts how parents communicate with their child.</td>
</tr>
<tr>
<td></td>
<td>SUSAN HOPKINS: ROOM 114</td>
<td></td>
<td>Using yoga, breathing and meditation with groups of children and youth: Where do I begin?</td>
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<tr>
<td>1:00-2:15PM</td>
<td>Nutrition Break</td>
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<tr>
<td>2:15-3:30PM</td>
<td>DR. GERRY COSTA: ROOM 117</td>
<td></td>
<td>Worry Less, Understanding Anxiety from the Lens of Self-Reg</td>
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<td></td>
<td>ARLENE ROBINSON: ROOM 114</td>
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<td>Promoting Self-Regulation in a School Despite Resistance</td>
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<td></td>
<td>VICKI PARNELL: ROOM 105</td>
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<td>Starting Self-Reg in the Teen Years</td>
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<td></td>
<td>NADINE OSBORNE: ROOM 108</td>
<td></td>
<td>Fresh Air, Open Skies: How Learning Happens Best in the Early Years</td>
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<td>PERSONAL SELF-REG OPTION: ROOM 103</td>
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<td>Chair Yoga</td>
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<td></td>
<td>F-Course SUSAN HOPKINS: Self-Reg Foundations 1: The Bio Domain</td>
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<td>Body-Brain Connections, Stress and Self-Reg</td>
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<td></td>
<td>1: Module 4</td>
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<tr>
<td>5:00-7:30PM</td>
<td>Magical MEHRITment in the Great Hall</td>
<td></td>
<td>A wandering dinner while we mingle and celebrate with Stuart</td>
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<tr>
<td>8:00-10:00PM</td>
<td>Dr. Stuart Shanker: Room 103</td>
<td></td>
<td>An evening with Stuart</td>
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<td></td>
<td>Bonfire - Music Jam - Bring Your Instruments!</td>
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<td></td>
<td>LUMINARY SPEAKER: DR. JEAN CLINTON: ROOM 114</td>
<td></td>
<td>The science of early childhood education: what has the last decade taught us?</td>
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</tbody>
</table>
### Friday - 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>6:30-8:00AM</td>
<td>Morning Self-Reg Options: Atrium</td>
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<tr>
<td></td>
<td>(Canoeing/Kayaking, Biking, Walking Trails, Gym Passes Personal Art, Moksha Yoga)</td>
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<tr>
<td>8:15AM</td>
<td>Coffee, Tea &amp; Connections</td>
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<tr>
<td>8:45-10:15 AM</td>
<td>LUMINARY SPEAKER: ROOM 114</td>
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<td></td>
<td>DR. STUART SHANKER: On Becoming a Self-Reg Haven</td>
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<tr>
<td>10:15-10:30AM</td>
<td>Nutrition Break</td>
</tr>
<tr>
<td>10:30-11:45AM</td>
<td>CLOSING SPEAKER: ROOM 114</td>
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<tr>
<td></td>
<td>DR. SUSAN HOPKINS AND BRENDA SMITH-CHANT</td>
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<td></td>
<td>Hope, Hurtes &amp; Havens: Next Steps in the Self-Reg Journey</td>
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<tr>
<td>11:45-1:00PM</td>
<td>Lunch</td>
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<td></td>
<td>Lunch with Stuart and the Team</td>
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<tr>
<td>1:00-2:15PM</td>
<td>OPTIONAL TIME</td>
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<td></td>
<td>TMC team available for Self-Reg Consulting with Leaders and TEAMS</td>
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**Breaking the stress cycle**

July 18th to 22th, 2016

PETERBOROUGH, ON
Brenda Smith-Chant,  
Director of Research, Self-Regulation Institute  

Brenda Smith-Chant is the Director of Research for Dr. Stuart Shanker’s Self-Regulation Institute (SRI) and an Associate Professor and past Chair of the Psychology Department at Trent University. Brenda is committed to knowledge mobilization and community-based research. Among other open publication initiatives, she is the editor of the early numeracy section of the Canadian Language and Literacy Research NETwork’s (CLLRNET) online encyclopedia. She has been involved in multiple research projects including Ontario’s Best Start, Cuba-Canada Pathways of Development, “Count Me In!” and “Count Me In, Two: Long-term predictors of math achievement in children”, as well as the recent SSHRC study: “Number without language? Developmental pathways among language, numeracy, and executive function” headed by Nancie Im-Bolter and a cross-institutional team of researchers. Prior to becoming a researcher, Brenda was a therapeutic foster parent for teenage girls in a small community north of Algonquin Park. In addition to teaching about child development, the development of children with exceptionalities, and the science behind teaching techniques, Brenda focuses on community-university partnerships.

Susan Hopkins,  
Executive Director, The MEHRIT Centre  

Susan Hopkins is the Executive Director of the MEHRIT Centre. As a one-time, at-risk youth who quit high school twice, Susan went on to complete four degrees including a masters in educational technology and a doctorate in educational leadership. Over the course of Susan’s career, she has been a teacher, school administrator, inclusive schooling coordinator, curriculum developer, educational researcher, and educational leader. She has worked in every area of education from the early years to post-secondary, from remote Northern schools to the Department of Education, and across contexts that include Italy and the Northwest Territories. A passionate advocate for children, families and communities, Susan is dedicated to Dr. Shanker’s vision of ‘calm, alert children, youth and adults flourishing in physically and emotionally nurturing environments’.

Gerard Costa  
Founding Director of the Center for Autism and Early Childhood Mental Health  

Gerry Costa is a Clinical Assistant Professor of Psychiatry at the New Jersey Medical School and was a Clinical Instructor at the Yale Child Study Center. He is a member of the Board of Directors of ICDL (Interdisciplinary Council on Development and Learning) and serves on the DIR and ICDL Graduate School Faculty. He serves as a consultant to ZERO TO THREE, was involved in their response to Hurricanes Katrina and Rita and their Military Projects initiative. He has been an invited presenter on infant mental health by ZERO TO THREE, the federal Head Start Bureau, Save the Children, and other national organizations. Dr. Costa received his Ph.D. in Developmental Psychology from Temple University and received specialized training in Infant Mental Health from Michael Trout and Thea Brea, and was trained by Dr. Stanley Greenspan. He has led Infant and Early Childhood Mental Health state projects in Wyoming and South Dakota. He is a former Head Start Director, Board of Education trustee (Hoboken) and has worked in early intervention programs since 1984. He holds certificates in DIR-CIB, the Brazelton Touchpoints Model and the IMH-E-IV®—Mentor-Clinical endorsement in infant mental health.

Stuart Shanker,  
Founder and Chief Executive Officer, The MEHRIT Centre  

Stuart Shanker is a Distinguished Research Professor of Philosophy and Psychology at York University and the CEO of The MEHRIT Centre, Ltd. Over the past decade, Stuart has served as an advisor on early child development to government organizations across Canada and the US, and in countries around the world. He served as the 2012 Thinker in Residence for Western Australia. In Canada, he is assisting in Kindergarten to grade 12 Self-Reg initiatives in school jurisdictions across the country. Stuart commits considerable time to bringing the research and science of Self-Reg to early childhood educators, teachers, educational leaders, health practitioners and communities through presentations, online courses, webinars, publications, social media and most recently a blog entitled, “The Self-Reg View”.

Jean Clinton,  
Associate Clinical Professor, Department of Psychiatry and Behavioural Neuroscience at McMaster, Division of Child Psychiatry  

Jean Clinton is on staff at McMaster Children’s Hospital and an Associate in the Department of Family Medicine at McMaster. In addition she is an Associate in the Department of Child Psychiatry, University of Toronto and Sick Children’s Hospital. She is an Associate Member of the Olford Centre for Child Studies. She has been a consultant to child welfare and children’s mental health programs for 25 years. Currently she is a consultant with the Telepsychiatry at Sick Children’s hospital in Toronto. Her community involvement is extensive. For 20 years she has been a consultant to early years and child care programs in Hamilton. She is a member of the National Advisory committee for the Welcome to Kindergarten Program with The Learning Partnership and has served as an expert advisor for “Invest In Kids Parenting Initiative”. She was a founding Board member and Fellow of Fraser Mustard’s Council for Early Child Development. Her skills as a knowledge translator are frequently called upon, and she gives many presentations to community groups annually, both nationally and internationally. She advocates for a system for children’s well-being and promotes Asset Building believing All Kids Are Our Kids.

Self-Reg Summer Symposium 2016
Amanda Binns
Amanda is a Speech-Language Pathologist, PhD student and mother. She is also a DIR-Floortime training leader, adjunct faculty at Fielding University, and blogger. Amanda has worked with children, adolescents and parents in home, school, hospital, university clinic and agency settings. She is passionate about sharing with others what she has learned about self-regulation through years of clinical and research work. She has presented to and consulted with professionals across four continents. Amanda continues to be inspired by working in conjunction with Dr. Stuart Shanker and his dynamic team at TMC. What helps Amanda stay calm and alert: A hot cup of tea, yoga, snuggles with my daughter, and sharing meal and laugh with friends and family.

Julie Brown
Julie Brown is a registered psychotherapist currently working in the Peterborough area. She has 20 years of experience working with organizations such as: Victoria BC Emergency Mental Health, Trent University, Peterborough Regional Health Centre and Fleming College. She holds a Master’s degree in Counselling psychology from the University of Victoria and a Bachelor of Music Therapy from Capilano University. She currently works for the Peterborough Family Health Team, providing individual and group therapy to patients of primary care physicians in Peterborough. She also has a private practice where she provides both individual and couples therapy. Julie has specialized training in the treatment of anxiety, depression, mindfulness meditation and Post Traumatic Stress Disorder. Julie is passionate about facilitating Mindfulness Meditation groups which has proven to be an extremely effective tool for addressing a multitude of life issues. In addition to her private practice, Julie is an experienced presenter, and has provided workshops to organizations and conferences on mindfulness, stress management and trauma.

Stefani Burosch
Stefani is a Registered Social Worker with a background in research, communities, organizations, and planning. She is a passionate advocate for school-based mental health and spent five years in northern Alberta as a Project Coordinator with the Alberta Mental Health Capacity Building in Schools Projects. Since moving back to Ontario, Stefani has continued her work in mental health leadership within the education sector. She believes that self-regulation is absolutely essential for promoting the well-being of kids, families, and communities. What helps Stefani stay calm and alert: Sharing a good laugh with friends and family, walking with her dog, hitting the trails on her horse.

Corinne Catalano
Corinne has 20 years of experience in the field of special education and infant mental health. As a school psychologist and Assistant Director for Consultation Services at the Montclair State University Center for Autism and Early Childhood Mental Health, Corinne currently supports families, teachers and other staff members in school districts and community settings throughout New Jersey spending time in classrooms and team meetings and conducting professional development programs focused on infant and early childhood mental health as well as the individual needs of children and adolescents with special needs. She also serves as a member of a trans-disciplinary team, utilizing a developmental, relationship-based approach with young children with developmental delays/autism spectrum disorders and their families at the University’s Ben Samuels Children’s Center and serves as faculty for the University’s Developmental Models of Autism Intervention Graduate Certificate Program which she helped to develop with Dr. Gerry Costa. Corinne also joined the adjunct faculty of the Fielding Graduate University, Infant & Early Childhood Development with Emphasis in Mental Health & Developmental Disorders, On-Line Multidisciplinary Doctoral program in Fall 2014.

Jennifer Faasse
Jennifer Faasse, MA, LAC, is a licensed counselor in the USA, whose work focuses on developmental and relational ways of improving the lives of children and families. She specializes in play and family therapy in her work with infants, children, families, and children with developmental delays. She has also developed a group based approach of promoting self-regulation in pre-adolescents.
Workshop and Session Presenters

Linda Garofallou
Linda Garofallou is the Infant & Pediatric Massage Therapist at the Center for Autism & Early Childhood Mental Health at Montclair State University, and formerly at Children's Hospital of NJ at Newark Beth Israel Medical Center where she has worked extensively with families and children with a wide range of serious medical diagnoses. She has developed a variety of pediatric massage programs for at-risk children & families, including programs for foster home families and therapeutic learning centers. Linda holds a Masters degree in biology/human physiology, a post graduate certification in Infant & Preschool Mental Health and is faculty trained in Brazelton’s Touchpoints. She is a licensed massage therapist, Certified Qigong Sensory Training Dual Therapist, Certified Instructor of Infant Massage and holds the Level III Clinical Endorsement in Infant Mental Health®.

Paula Juraczak
Paula is a native Vancouverite and enjoys living near the ocean. As a Registered Clinical Counselor and Registered Social Worker she works with infants, children, adolescents, parents and professionals in her clinic, schools, hospitals and mental health settings. Additionally, Paula is a Special Needs Consultant and DIR Floortime Training Leader providing therapy, consultation, training and workshops locally and internationally.

Cathern Lethbridge
Cathern Lethbridge is a 30-year educator with the Simcoe County District School Board (15 of those years as an elementary administrator). She has always been happiest when working with students with emotional and behavioural challenges. After discovering Stuart Shanker’s work, she became enthralled and has since participated in the Summer Symposium 2015 and is a member of the amazing Cohort 1 of the Self-Reg Foundations Certification Program. She is very excited to be a first follower in the Self-Reg Paradigm Revolution as she sees the positive impact on her staff and students.

Gail Molenaar
Gail is an advocate of nature learning, self-determined learning, risky play and self-regulation as well as being deeply inspired by the Reggio Emilia and Hawkins approach to learning. She graduated with honours in ECE from Georgian College and is an undergraduate in psychology from Lakehead University. She is also trained as a facilitator in Restorative Practices from the Ontario Provincial Police. Gail is completing her Forest and Nature School Practitioner certification and is proudly amongst the first cohort to certify in Self-regulation with Dr. Stuart Shanker through The MEHRIT Centre. She currently works for the SCDSB.

John Hoffman
John has had three distinct careers that have blended together at times: roots musician, stay-at-home father and freelance writer. A former long-time columnist and feature writer for Today’s Parent, John now specializes in knowledge translation, blogging and writing for not-for-profit organizations like The MEHRIT Centre, The Psychology Foundation of Canada and Dad Central Ontario. What helps John stay calm and alert: Playing the fiddle, sailing his Laser and making wisecracks.

Chaya Kulkarni
Dr. Chaya Kulkami is currently the Director of Infant Mental Health Promotion (IMHP) at The Hospital for Sick Children in Toronto. Infant Mental Health Promotion is a community based coalition of individuals and professional agencies dedicated to promoting optimal mental health outcomes for infants in the first three years of life. Dr. Kulkami provides leadership to research, professional education and public awareness activities at IMHP. In her role with IMHP, Chaya is currently leading advocacy and training initiatives in areas such as child welfare including family courts, and community based programs supporting families in their neighborhoods. She leads IMHP in the development and implementation of curricula and materials to support professionals working with families of young children.

Sonia Mastrangelo
Dr. Sonia Mastrangelo is an Associate Professor at Lakehead University Orillia in the Faculty of Education and former special education teacher with the Dufferin Peel Catholic District Board. She travels internationally speaking to teachers and parents about autism spectrum disorder, self regulation, and the importance of play and developmentally appropriate practice. She has a published a variety of articles and book chapters and is currently working on a book for teachers based on cognitive developmental approaches to working with children on the autism spectrum. More information about Dr. Mastrangelo can be found here: https://www.lakehead.ca/users/W/smastran

Lisa Nisbet
Elizabeth (Lisa) Nisbet is an Assistant Professor of Psychology at Trent University. Her research encompasses personality, social, health, and environmental psychology, exploring individual differences in nature relatedness; and the links between human-nature relationships, happiness, health, and sustainable behaviour. Her work is supported by the Social Sciences and Humanities Research Council of Canada (SSHRC) and appears in Environment and Behavior, Canadian Psychology, the Journal of Happiness Studies, and Psychological Science. Dr. Nisbet teaches courses on health psychology, emotion and motivation, personality, environmental health, and environmental psychology.

Endorsements
The MEHRIT Centre
Vicki Parnell

Vicki Parnell is an RDI (TM) Certified Consultant, supporting families who have a child or teen with autism. Her passion is empowering and coaching parents who want to build the strongest possible guiding relationship with their child, so that the “interbrain connection” can build vital social, emotional and communication pathways. Vicki’s work is informed by a firm belief that every parent is the expert on their own child. Vicki discovered Self-Reg in her quest to better understand a very special, complex little boy; in the process, Self-Reg has transformed everything about the way she approaches work, family and self. She is looking forward to completing the Self-Reg Foundations certification program in August.

Nadine Osborne

Nadine Osborne spent twenty years in the restaurant industry before pursuing a career in education. After a lifetime of volunteer work with children she decided to do what she loves most every day. Nadine has taught Kindergarten in the B.W.D.S.B. since completing her B.Ed in 2010, and she embraces every opportunity for professional growth. She believes that every child has incredible gifts and a desire to contribute to their world. Nadine is following her own path of emergent curriculum that includes the influence of Reggio Emilia, Forest Schools pedagogy, and of course! Self-Regulation. She is mom to 3 amazing human beings who have been important guides in her learning journey.

Kevin Peters

Dr. Kevin Peters is an Associate Professor in the Department of Psychology at Trent University. He received his BA in Psychology from Brock University in 1997. He then went on to complete his MA (1999) and PhD (2001) at the University of British Columbia. His research interests span several different areas. First, he is interested in ethical issues associated with pharmacological enhancement in healthy adults. Second, he is interested in ethical issues surrounding the diagnosis and treatment of dementia and mild cognitive impairment. Lastly, he is interested in the relationship between sleep and memory in young and older adults. His research has been, funded by the Canadian Institutes of Health Research, the Alzheimer Society of Canada, and the Natural Sciences and Engineering Research Council of Canada.

Arlene Robinson

My name is Arlene Robinson and I am excited to be part of the Self Regulation learning journey. I am currently a Principal with the Peterborough Victoria Northumberland and Clarington Catholic District School Board, and have worked with this board as teacher, consultant and administrator for the 26 years. My husband and I live just outside of Lakefield, Ontario and our home is our main source of self-regulation. We are blessed to be parents to a wonderful daughter and son. I look forward to connecting in our learning.

Angie Rosati

Angie Rosati is a Professor of Early Childhood Education at Sheridan College and a PhD student in Education at York University. Angie’s research interests centre on the application of neuroscience to educational practices in the early years with a specific focus on the promise of self-regulation theory toward achieving optimal educational and developmental outcomes for all children.

Jennifer Wright

Jennifer Wright is an Early Learning Consultant at the Peterborough, Victoria, Northumberland and Clarington Catholic District School Board. She is passionate about helping educators to adopt a self-regulation approach in their classrooms. With 15 years of teaching Kindergarten and the Primary grades, she understands the necessity of this! Jennifer was born and raised in Peterborough, Ontario and spends her summers at the lake with her husband and two sons, 11 and 9.

Linda Warren

As a retired principal and teacher, Linda is grateful to have more time for leisure: travelling, spending time with friends and family and volunteering in her community. A well-rounded enthusiast, she enjoys spending time on her bicycle, reading, cooking and restoring furniture. Linda supports school districts, parents and community members in their self-regulation journey as a consultant, trainer/mentor and partner coordinator.
Thank You!