

Teaching to Diversity Conference

April 22 & 23



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2026

Conference Schedule — April 22, 2026

Time	Zoom Room	Session	Presenter(s)	Description
8:45 – 9:00	Room 1	Welcome & Announcements		Opening remarks and important conference information to begin the day.
9:00 – 10:00	Room 1	Keynote: Navigating the World, an Autistic Perspective of Being in a World Not Built For Us	Aaron Bouma	An authentic keynote exploring lived autistic experience and how systems can become more inclusive and responsive.
9:00 – 10:00	Room 2	Waves, Not Walls: Embracing Fluidity in DHH Experience	Chrissy MacNeil	Explores fluid Deaf/Hard of Hearing identities, showing how language, listening needs, and identity shift across contexts; challenges binary thinking and urges educators to foster inclusive, validating, belonging-centered spaces.
10:15 – 11:15	Room 1	A Trauma-Assumed Approach to Behavioural Analytic Services (Eligible for 1.0 Regular Learning BACB CEUs)	Janet Mitton & Isabelle Cowan	Introduces trauma-assumed practices within behavioural services to promote safety, dignity, and student well-being.
10:15 – 11:15	Room 2	Inside Our Inclusive Classroom: Lessons from Supporting ASD and Deaf Learners	Claire Wight & Kathryn Cosman	Practical classroom strategies for supporting diverse learners through inclusive and collaborative practices.
11:30 – 12:30	Room 1	Preschool Life Skills in Schools: Building Foundations for Success (Eligible for 1.0 Regular Learning BACB CEUs)	Nicole Turnbull, Jessica Mercier, & Sandra Braun	Focuses on early skill development to support independence, communication, and readiness for learning.

Continued — April 22, 2026

Time	Zoom Room	Session	Presenter(s)	Description
11:30 – 12:30	Room 2	The Hidden Curriculum of Coping: A Parent's Perspective on Masking, Regulation, and Transitions in Autistic Students	Nyesha Sparks	Highlights masking, sensory needs, hidden curriculum, and practical strategies for supporting autistic students' learning and well-being.
1:30 – 2:30	Room 1	Behind the Data: Implementing Skills-Based Treatment in Schools (Eligible for 1.0 Regular Learning BACB CEUs)	Nicole Turnbull & Cathleen Townsend	Examines data-informed decision making and practical implementation of skills-based supports.
1:30 – 2:30	Room 2	Empowering Learners who are Blind and Low Vision: Real-World Lessons for Success	Jennie Bovard	Shares lived experiences and strategies to support blind and low-vision learners, emphasizing inclusion, representation, and self-advocacy.
2:45 – 3:45	Room 1	Winning Together: Reducing Classroom Disruptions with the Good Behaviour Game (Eligible for 1.0 Regular Learning BACB CEUs)	Catherine Breault	Demonstrates a research-based strategy to strengthen classroom climate and student engagement.
2:45 – 3:45	Room 2	School Transition English as an Additional Language Program (STEP)	Vicki Whitlock	STEP is a half-day program supporting grades 1–9 English learners with limited education or language skills, using hands-on literacy instruction and transition support in PEI schools.
6:30 – 7:30	Evening Zoom Room	Rethinking Social-Emotional Learning	Janice MacPhail	Re-examines SEL through an inclusive lens to better support diverse emotional and social needs.

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9:00 – 10:00	Room 1	Jouer pour apprendre : Le jeu comme outil d'inclusion	Natalie Léger	Cet atelier présente comment le jeu soutient l'apprentissage, comment développer les compétences de jeu chez les élèves autistes et comment l'intervention en environnement habituel peut favoriser leurs apprentissages au quotidien.
9:00 – 10:00	Room 2	Keynote: Inclusion is a Practice, not a Policy	Von Blum	Highlights how inclusive education requires daily practice, reflection, and systemic commitment.
10:15 – 11:15	Room 1	Planifier la transition à la vie postsecondaire	Isabelle Maillet	Cet atelier permet de mieux planifier la transition vers la vie postsecondaire en découvrant des pratiques efficaces, les étapes clés du processus et l'utilisation du modèle de réponse à l'intervention pour soutenir les élèves.
10:15 – 11:15	Room 2	Inclusive Education: Neuroaffirming Assessment Practices	Olivia Ottenheimer Byrne & Melissa Howell	Discusses assessment approaches that honour neurodiversity and support equitable outcomes.
11:30 – 12:30	Room 1	Reframing Behaviour as Communication	Kim Reyno-Briscoe	Supports educators in understanding behaviour as communication and responding effectively.

Continued — April 23, 2026

Time	Zoom Room	Session	Presenter(s)	Description
11:30 – 12:30	Room 2	Universal Design for Learning (UDL): New 3.0 Framework	Heather Avery	Introduces the updated UDL framework and its application for inclusive education practices.
1:30 – 2:30	Room 1	Using the Performance Diagnostic Checklist-Human Services (PDC-HS) to Strengthen Staff Practice. (Eligible for 1.0 Supervision BACB CEUs)	Jennifer Hubley & Jennifer Norris	Join us to learn how to use the PDC-HS in school settings to pinpoint where to start with supporting staff practice, with practical guidance and lessons learned from our experience implementing it in multiple schools.
1:30 – 2:45	Room 2	Beyond the Bell: Lived Stories of Transition, Challenge, and Possibility	Corinne Cameron, Joe Cosier, & Brayden Cream	Panel discussion highlighting lived experiences of transition and pathways to success.
2:45 – 3:45	Room 1	Trauma and Behaviour in the Learning Environment	Kelsey MacNeil & Andrea Mahoney	Examines the impact of trauma on behaviour and highlights supportive classroom responses.
3:00 – 4:00	Room 2	3D Printing: What Is It? How Can I Do It? And How Can It Help My Students?	Ryan Vaughan	An introduction to 3D printing and its practical applications in education.
6:30 – 7:30	Evening Zoom Room	Beyond the Behaviour: A Trauma-Informed Lens for Supporting Behaviour, Learning, and Belonging	Kelsey MacNeil & Andrea Mahoney	Strategies for promoting consistent positive behaviour supports across environments.

Plan to join us in
HALIFAX, NS

Spring of 2027



for the next

**TEACHING TO DIVERSITY
CONFERENCE!**

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the APSEA website!**

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