



## DATE/TIME/LOCATION

Registration: 8:00-8:30 am  
Training 8:30 am-3:30 pm

### ■ March 9, 2017

CESA #12  
618 Beaser Avenue  
Ashland, WI 54806

### Workshop Contact:

Lynn Verage, CESA #9  
(715) 453-2141; [lverage@cesa9.org](mailto:lverage@cesa9.org)

### TARGET AUDIENCE:

PreK-12 educators, school counselors, social workers, special education teachers, and school psychologists

### COST:

\$120/per person  
(Lunch and snacks provided)

### REGISTER ONLINE:

#### Ashland

<http://login.myquickreg.com/register/event/event.cfm?eventid=17139>

### Registration or billing questions:

Mary Devine, CESA #4  
[mdevine@cesa4.org](mailto:mdevine@cesa4.org)

### Send payment to:

ATTN: Mary Devine  
923 East Garland Street  
West Salem, WI 54669

### PLEASE include and clearly define:

Participant name, exact name of workshop, and date, with all checks or purchase orders. Thank you!



## Wellness and Mindfulness as School-Based Interventions

Research shows that healthy people are better able to handle what life throws at them every day. Students and educators face daily challenges on their time, attention, and health. Wouldn't it be nice to have some more tools in our tool belts to support overall wellness?

Mindfulness is a research-based approach for improving attention, self-regulation, mood, and interpersonal relationships. Participants in this workshop will learn and practice several mindfulness activities for personal, individual, small group, and classroom use that support a learning environment that strives for wellness.

### Participants will:

- Demonstrate an understanding for the research that supports the use of wellness and mindfulness as interventions that positively impact student learning and behavior
- Identify and practice mindful activities that benefit overall wellness of students and staff
- Create a personal wellness plan
- Create a plan for using wellness and mindfulness with students

### PRESENTER:

Rachel Pufall has been a school counselor for over 10 years. Over time the needs of her students have gradually changed. She was drawn to the use of mindfulness with children when the many interventions used to help her students with stress, anxiety, and depression seemed to be falling short. Rachel has been successfully using mindfulness as an intervention with children for over 3 years.