



want a nice apartment by the sea or in the quiet town of
something." He rubbed her hair and said.
Ria smiled to herself. Things were normal again.
"Rose?"
"Hello, Mom. Where's Piers?"
"Yes. You have no interest in seeing your own mother and son,
only the dog."
"No, I just thought he'd be with you, that's all."
"Well he's not. Your friend Gerry's taken him for a walk, that's
where he is. Come for a nice morning run down by the coast."
"Gerry?"
"Yes, she said that she heard dogs like Piers needed a run now
and then to shake them up. And of course though I have been able
to keep myself reasonably trim, I'm not really able to do anything
like that for Piers any more, so Gerry offered." Ria was smiling
like that for Piers any more, she barely walked these days, living in such dread.
Gerry didn't run, she barely walked these days, living in such dread.
of her drunken husband. Ria's mother had lost interest in the
conversation. "Anyway I only came in because I was going to tell
Anne that it's seven o'clock tonight."
"What is?"
"They're coming down to see Ria's with me this evening, Anne
and her friend Katy. We're teaching Katy bridge."
Ria's mind was churning. But that will be during supper!
"I suppose they manage to think that some things are more
important because they're nice and normal and they actually like
people," said Ria's mother. She sat at her daughter's table waiting
for coffee to be served to her, but her husband's wife waiting
for coffee to be served to her, but her husband's wife waiting
implication that Ria was neither nice nor normal and possibly
hated meeting people.
The washing machine had just begun to swirl and hum when
Rosemary rang. "Oh Lord, Ria, how I envy you, relaxed in your
own home while I'm stuck at work."
"That's the way things are." Ria knew there was no sign to her
voice. She was becoming sharp with people for no reason. She
rushed on to take the bath out of her mind. "We all think the post
is greener in the other place. Often when I'm picking up things
from the floor here I envy you being at work and out of the house
all day."
"No, of course you don't."
"Why do you say that?"

"Because, as I keep telling you, it was not that long ago, when
Gerry and I were Jack and Rose, that I was a girl. Later, when I was
out to see I saw Jack with more all in a house, not that young,
you have nothing to do just right that was more in a house
anything."
"Gerry's not in his, she's not willing to make a step
pasted at that surprise news. She didn't ask for a step, but she
did step."
"Oh, I don't think so, my mother would have said."
"Oh, well, that's all right then. It's not as if it's doing it to get a
couple of good to long from more than when the last few days go."
"My, I envy!"
"Yes, that's right." All day old things had been happening.
"Mrs. Daisy Lynch?"
"Oh, I'm sorry. No, I think I have the wrong number."
"Oh, that's what I am, Ria Lynch." The phone was dead.
"Mrs. that's what I am, Ria Lynch." The phone was dead.
"Let me hear the answering machine," she said.
"Sorry, as the answering machine," she said.
"No, I didn't. I just spoke and it didn't matter." "We both say
that people who don't have answering machines was a waste of
money." "I keep saying that the answering machine is there but you'd want
to hear." "What was it?"
"Hello, Hilary."
"Hilary was unaware of my scream. What was it you wanted to
talk about anyway? Mom, I suppose."
"No, not at all."
"She's really going happy you know, Ria. You don't see that
because you don't want to. You always want to believe that
everything's fine in the world, there's no justice, no war, pollution,
are all of them and mean well, and the closest I get."
"Hilary, did you ever go just to attack me in general or is there
anything specific?"
"Very busy. But going back to Mom, I worry about her."
"But why? We've been over this a dozen times, she's in and
out, she's busy and happy."

SPRING ESP PROFESSIONAL DEVELOPMENT CLASSES CATALOGUE

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FCS
1/2/6/11/12


14 Hours

**Newer Paraeducators who
are required to take
Fundamental Course of
Study hours**





FCS 01

WEA - FCS01 - Intro to Cultural Identity and Diversity (4hr) 4/29/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7678>

Participants will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with the diverse backgrounds of their students. This course is designed to help ensure that students experience a positive, consistent, safe, unbiased and equitable classroom.

Course Objectives:

- Describe ways to identify and respond to racism, discrimination and stereotypes in the classroom
- List strategies for supporting cultural responsiveness and anti-biased instruction
- Describe ways to foster and support a safe, positive, and culturally inclusive environment
- Explain ways students' family, language, ethnicity, race, gender identity, sexual orientation, economic background, and other cultural assets impact behavior and learning
- Describe strategies to support cultural inclusion and responsiveness when assisting in instruction
- Demonstrate respectful behavior when working with diverse students

FCS 02

WEA - FCS02 - Educational and Instructional Support (4hr) 4/29/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7679>

Participants will learn classroom and building based instructional strategies and supports to assist classroom teachers in various learning environments and with diverse learning styles. This course is intended to enhance the instructional practices of paraeducators in order to increase student achievement and educational outcomes.

Course Objectives:

- Identify basic instructional support methods to assist classroom teachers (small group work, one-to-one, computer aided learning programs)
- Introduce diverse learning styles and strategies best suited to enhance and complement student learning requirements various learning styles
- Review Washington Learner Standards and have basic awareness of academic achievement goals
- Demonstrate various instructional support strategies to assist classroom teachers
- Identify strategies to support classroom environments and apply materials to meet the goals of multicultural requirements
- Recognize appropriate instructional support materials which represent and support various cultures and abilities

FCS 06

WEA - FCS06 - Equity (4hr) 5/6/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7683>

Participants will gain an awareness of the legalities, policies, procedure and practices surrounding discrimination and how to respond to such violations. This course is designed to help foster a learning environment that is unbiased, safe and promotes the academic success of all students.

Course Objectives:

- Identify the basic regulations and policies that apply to the civil rights of students
- Describe ways to respond to racism, discrimination, and stereotypes based on family, language, ethnicity, race, gender identity, sexual orientation, economic background, or other elements of culture
- Define discrimination and recognize unlawful practices

FCS 01/06 Intro to Cultural Identity and Diversity/Equity

WEA – FCS01/06 Intro to Cultural Identity and Diversity/Equity (7hr) 6/10/2023 (9AM-4PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7695>

Participants will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with the diverse backgrounds of their students. There will also be a focus on the legalities, policies, procedure and practices surrounding discrimination and how to respond to such violations. This course is designed for paraeducators to help ensure that students experience a positive, consistent, safe, unbiased and equitable classroom which will enhance educational opportunities and student achievement.

Part A: Introduction to Cultural Identity and Diversity

Objectives:

Describe ways to identify and respond to racism, discrimination and stereotypes in the classroom

List strategies for supporting cultural responsiveness and anti-biased instruction

Describe ways to foster and support a safe, positive, and culturally inclusive environment

Explain ways students' family, language, ethnicity, race, gender identity, sexual orientation, economic background, and other cultural assets impact behavior and learning

Describe strategies to support cultural inclusion and responsiveness when assisting in instruction

Demonstrate respectful behavior when working with diverse students

FCS 01/06 – Cont.

Part B: Equity

Objectives:

- Identify the basic regulations and policies that apply to the civil rights of students
- Describe ways to respond to racism, discrimination, and stereotypes based on family, language, ethnicity, race, gender identity, sexual orientation, economic background, or other elements of culture
- Define discrimination and recognize unlawful practices

FCS 11/12 Communication Basics/Challenges

WEA - FCS11/12 - Communication Basics/Challenges (4hr) 5/6/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7684>

Participants will gain an understanding of essential communication strategies, conflict management, conflict resolution and how to effectively work in a team environment. This course is designed to help enhance collaboration and communication between paraeducators and other applicable stakeholders that will enhance student success and achievement.

Part A: Communication Basics (2hr)

- Identify communication skills required for working with team members
- Explain the importance of decision making as it applies to school-based teams
- Explain the four stages of developing effective teams
- Describe questioning strategies which improve performance, productivity and clarify misunderstandings
- Identify strategies used to initiate and receive feedback regarding student learning and/or personal performance
- Describe ways to apply conflict resolution strategies

FCS 11/12 – Cont.

Part B: Communication Challenges (2hr)

- Identify and give examples of the types of strategies used to seek, provide and clarify information and feedback to staff, students and families
- Discuss the nature and possible sources of conflict among team members, students and families
- Identify strategies for repairing relationships after conflict
- Identify and apply problem solving processes to various case studies and scenarios

FCS 02/11/12 Educational and Instructional Support Communication Basics/Challenges

WEA – FCS02/11/12 – Educational and Instructional Support/Communication Basics/Challenges (7hr) 6/10/2023 (9AM – 4PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7696>

Participants will learn classroom and building based instructional strategies and supports to assist classroom teachers in various learning environments and with diverse learning styles. This training will also focus on essential communication strategies, conflict management, conflict resolution and how to effectively work in a team environment in order to increase student achievement.

Paraeducator Cert. Educational and Instructional Support (4hr)

Objectives:

- Identify basic instructional support methods to assist classroom teachers (small group work, one-to-one, computer aided learning programs)
- Introduce diverse learning styles and strategies best suited to enhance and complement student learning requirements various learning styles
- Review Washington Learner Standards and have basic awareness of academic achievement goals
- Demonstrate various instructional support strategies to assist classroom teachers
- Identify strategies to support classroom environments and apply materials to meet the goals of multicultural requirements
- Recognize appropriate instructional support materials which represent and support various cultures and abilities

FCS 02/11/12 – Cont.

Paraeducator Cert. Collaborative Communication

Objectives:

Part A: Communication Basics (2hr)

- Identify communication skills required for working with team members
- Explain the importance of decision making as it applies to school-based teams
- Explain the four stages of developing effective teams
- Describe questioning strategies which improve performance, productivity and clarify misunderstandings
- Identify strategies used to initiate and receive feedback regarding student learning and/or personal performance
- Describe ways to apply conflict resolution strategies

Part B: Communication Challenges (1hr)

- Identify and give examples of the types of strategies used to seek, provide and clarify information and feedback to staff, students and families
- Discuss the nature and possible sources of conflict among team members, students and families
- Identify strategies for repairing relationships after conflict
- Identify and apply problem solving processes to various case studies and scenarios



Tier 1 and 2 Behavior Interventions

All ESPs – Also can be used for Para General Certificate



Tier 1 Behavior Interventions Differentiated For Students

WEA - Tier 1 Behavior Interventions Differentiated For Students Part A (4hr) 4/29/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7680>

This class is for ALL ESPs that work with students. The course is focused on how to work with students who are demonstrating unsuccessful behaviors. Participants will learn why student expectations for behavior should be high and how to redefine discipline as a growth and teaching opportunity rather than punishment. Participants will learn Tier 1 redirection and intervention learn skills (Symbolic, Physical, Verbal and Non-Verbal) that will support positive relationships with all students, and how to be culturally and socially responsive to issues.

Course Objectives:

- Identify the various communication styles that are represented in the classroom to develop ways to be responsive and respectful of students' communication needs
- Understand the value and impact of implementing student focus groups
- Understand the guiding principles for developing a Tier 1 culturally responsive behavior approach through a relational lens

Tier 2 Behavior Interventions Differentiated For Students

WEA - Tier 2 Behavior Interventions Differentiated For Students Part B (4hr) 5/6/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7685>

Participants will learn guiding principles of TIER 2 interventions in a culturally responsive approach and how to implement them at their building. They will also learn how to change interactions with students positively through courageous conversations so that students feel included, valued and respected.

Course Objectives:

- Understand the guiding principles for developing a Tier 2 culturally responsive behavior approach
- Increase awareness of opportunities we have as educators to ensure our interactions with students promote safe inclusive buildings
- Develop an understanding of Tier 2 interventions that can be applied to our school context
- Demonstrate an understanding for how to apply the protocol for Courageous Conversations for individual students to your context educators to ensure our interactions with students promote safe inclusive buildings

Tiers 1 and 2 Behavior Interventions Differentiated For Students

WEA - Tier 1 and 2 Behavior Interventions Differentiated For Students Parts A and B (7hr) 6/10/2023 (9AM – 4PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7699>

Participants will learn guiding principles of Tiers 1 and 2 interventions in a culturally responsive approach and how to implement them at their building. They will also learn how to change interactions with students positively through courageous conversations so that students feel included, valued and respected.

Course Objectives:

- Understand the guiding principles for developing Tiers 1 and 2 culturally responsive behavior approach
- Increase awareness of opportunities we have as educators to ensure our interactions with students promote safe inclusive buildings
- Develop an understanding of Tiers 1 and 2 interventions that can be applied to our school context
- Demonstrate an understanding for how to apply the protocol for Courageous Conversations for individual students to your context educators to ensure our interactions with students promote safe inclusive buildings
- Identify the various communication styles that are represented in the classroom to develop ways to be responsive and respectful of students' communication needs



Communicating Effectively with Diverse Students and Families



Clerical Services



Communicating Effectively with Diverse Students and Families

WEA - Communicating Effectively with Diverse Students and Families 4 hours 5/6/2023 (9AM-1 PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7686>

Participants will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with the diverse backgrounds of students and families. This course is designed to help ensure that students experience a positive, consistent, safe, unbiased and equitable space wherever they are in school.

Course Objectives:

- Describe ways to identify and respond to racism, discrimination and stereotypes in schools
- List strategies for supporting cultural responsiveness and anti-biased ways
- Describe ways to foster and support a safe, positive, and culturally inclusive environment
- Explain ways students' family, language, ethnicity, race, gender identity, sexual orientation, economic background, and other cultural assets impact behavior and learning
- Describe strategies to support cultural inclusion and responsiveness
- Demonstrate respectful behavior when working with diverse students



Organizing your Workplace and Beyond



Clerical Services



Organizing your Workplace and Beyond

WEA – Organizing your Workplace and Beyond 5/13/2023 (9AM-1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7687>

Why is an organized clerical space important for Students?

Why is the office so important for students? As office professionals it is very important to be able to provide the resources for staff, students, and families. Resources from district or community education partners are essential for the process to help and support all those involved in the growth and advancement of educators, ESPs, and accordingly, students.

This class does not provide clock hours and is for Clerical Services Staff.

Course objectives:

- Participants will be able to keep track and maintain work information that supports student and their academic success. Ex. Ensuring that educators have all students' records filed in an efficient way with easy access.
- Participants will learn strategies to retrieve necessary data quickly and how to communicate that information to the administration and the educator in their process of helping students.
- Have a functional simple workspace that serves your daily tasks as well as parents, the community and students, and also provides a safe place for students when they are sent to the office. Ex. Do you have place for them to be safe and busy? Coloring books? Play station?

Organizing your Workplace and Beyond – Cont.

- Create a collaborative vision as a group where job alike tasks become uniform district wide so when students are moved from one school to another can recognize the rules and expectations that help them succeed and alleviate the stress behind the change.
- When we identify the needs as a group, we are able to provide support for each other, and ultimately support to students and families district wide.
- Learn how to mentor colleagues who are struggling by regularly offering support and guidance through workshops and meetings tailored based on the needs of the colleague/s that you are providing support for. When we minimize our colleagues struggles, we increase our services to students.

When we notice weaknesses in our workplace when it comes to providing the same support for all students and meeting them where they are, then we know that we are well organized and ready to advocate for them using all the tools that are available for us as a whole.

NO CLOCK HOURS PROVIDED – ONLY CERTIFICATE OF ATTENDANCE

Building Winning Teams



**Effective
Communication,
Collaboration, and
Instruction
- Paraeducators -**



Building Winning Teams: Effective Communication, Collaboration, and Instruction

WEA – Effective Communication, Collaboration, and Instruction (4hr) 5/6/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7689>

Para participants will explore the paraeducator- teacher relationship/partnership and how to work effectively together to have a positive impact on student learning.

Course Objectives:

Participants will learn about their personality types and how those characteristics impact their roles as team members. The characteristics of highly effective teams will be examined, and attendees will participate in a variety of activities to build strong, cohesive teams. Participants will also apply what they learn about themselves and how that relates directly to their current classroom.

Participants in this course learn tools and resources to better support students and increase student achievement. Topics include:

- Characteristics of new paraeducator and teacher teams
- Guiding principles for paraeducators
- Paraprofessional responsibilities
- Planning and working together: strategies for clear communication between teacher and paraeducator

**Building Winning
Teams II:**
**A deeper dive to
focus on
collaboration
discourse/scenario-
based immersion**

Paraeducators



Building Winning Teams II: A deeper dive to focus on collaboration discourse/scenario-based immersion

WEA - BWT II-A deeper dive to focus on collab discourse/scenario-based immersion (4hr) 5/13/2023 (9AM – 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7690>

Follow-up to Building Winning Teams. Participants will take a deeper dive into the paraeducator- teacher relationship/partnership and work effectively together to have a positive impact on student learning through scenarios, role-playing and discussion. Participants in this course practice tools and resources through role-modeling and scenarios to better support students and increase student achievement.

Course Objectives:

- Participants will learn to define and delineate roles and responsibilities for the para and teacher
- Communicating strategies and creating a system for transparency
- How to manage and resolve conflict using the 7-step problem-solving method
- Self-awareness and your personal effect on the team
- Practice the 5 “knows” of collaborative teaming



Embracing Diversity with True Colors

All ESPs – Also can be used for Para
General Certificate



Embracing Diversity with True Colors

WEA – Embracing Diversity with True Colors (4hr) 5/13/2023 (9AM - 1PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7688>

In this training, participants use the True Colors system to focus on embracing diversity in the classroom and in the larger school community to improve learning opportunities for all students and enhance communication between student, teacher, staff and parents. The True Colors system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators, cultural appeal, negative mental states, relationship orientation, and ethical behaviors.

Course objectives:

- Be able to recognize diverse learning styles and communication styles in the classroom and with colleagues that will enable them to communicate in a manner that information will be better received.
- Understand their own communication styles (positive and negative) and learn strategies to alter their personal communication skills to meet various circumstances.
- Learn the value of creating teams that incorporate different learning and communication styles, increasing in creativity, learning and acceptance.



Maintenance and Custodial Safety Series



Custodial and Maintenance: Frontline Heroes

WEA – Custodial and Maintenance: Frontline Heroes 4/1/2023 (9AM - 12PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7642>

ESPs, including school custodial and maintenance staff, have been on the front lines of the pandemic since day one, adapting and readapting as the pandemic has changed the landscape of building cleaning and maintenance for the long term. In this session, we will explore the different styles of cleaning buildings and the chemicals recommended for cleaning and facilities maintenance, including examples of ways to combat the effects of COVID-19. Learn about the power of school building or district Safety Teams and how to become a member to advocate for everyone's safety.

NO CLOCK HOURS PROVIDED – ONLY CERTIFICATE OF ATTENDANCE

Custodial and Maintenance: Frontline Heroes

WEA – Custodial and Maintenance: Chemical use and Hazards 4/29/2023 (9AM - 12PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7643>

Being informed about chemicals enables you to make good decisions about the necessary safety precautions to take in your workplace. In this course you will learn:

- How to Identify Hazardous Chemicals
- Safety Requirements
- What does "hazardous" mean?
- Limiting Exposure for yourself and others
- Hazardous Chemical Symptoms
- Air Contaminants rule, Chapter 296-841 WAC
- How to use a job hazard analysis (JHA), Workplace Hazards & Solutions Worksheet
- All instructional materials are in accordance with Washington State Labor and Industries.

NO CLOCK HOURS PROVIDED – ONLY CERTIFICATE OF ATTENDANCE

Custodial and Maintenance: Frontline Heroes

WEA – Custodial and Maintenance: Accident Prevention, Reporting and Recording 5/13/2023 (9AM - 12PM)

Registration Link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7645>

Every employer in Washington State is required to create a written Accident Prevention Program (APP) to address the safety and health hazards found in their workplace. Many employers consider their APP as their cornerstone safety program. When Districts follow safety rules and policies it will reduce accidents and will keep workers working. In this course you will learn:

- WAC 296-800-140- Accident Prevention for Employers
- Preventative measures
- How to create a safety plan
- How to report and record safety hazards and injuries on the job

NO CLOCK HOURS PROVIDED – ONLY CERTIFICATE OF ATTENDANCE



Lunchroom, Playground, and Crossing Guards Strategies for Success



Lunchroom, Playground, and Crossing Strategies for Success

WEA - Lunchroom, Playground and Crossing Guards - Strategies for Success (3hr) 5/13/2023 (9:00AM-12:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7692>

Unstructured time (on the playground, in the lunchroom, and walking to/from school) is a time when students demonstrate autonomy and behaviors that are quite different from the structured classroom. You may see issues that don't occur once your student(s) step back into the traditional school setting. What are some strategies that can help you build relationships, create systems, and de-escalate issues when they occur, and help you establish yourself as a critical piece to each student's success.

Difficult Conversations with Parents and Educators

WEA - Difficult Conversations With Parents and Educators (3hr) 4/29/2023 (9:00AM-12:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7682>

In this time of education reform and limited funding, education has its fair share of challenges whether working with parents, educators, or administration. In this course, participants learn communication strategies that help stakeholders work together to support student achievement. Participants will:

- Be introduced to new ways to analyze difficult conversations
- Offer an alternative stance to your approach in difficult conversations
- Learn strategies for structuring conversations that support shared learning and effective decision-making
- Learn communication strategies necessary for engaging in critical conversations

Group Think: UDL for the Neurodivergent Brain

WEA - Group Think: UDL for the Neurodivergent Brain (2hr) 4/20/2023 (5:00PM–7:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7693>

Neurodivergent isn't a medical term. Instead, it's a way to describe people using words other than "normal" and "abnormal." That's important because there's no single definition of "normal" for how the human brain works.

In this course the participant will learn what it means to be neurodivergent, the symptoms, types, and strengths. They will learn how to identify the needs of neurodivergent students.

They will learn UDL strategies for classroom success using audio, visual, and accessibility tools such as:

- Walk-away implementation,
- link-tree of UDL resources,
- pocket guide of strategies for common ND goals

Sensory Seeking and Functional Fidgets

WEA - Sensory Seeking and Functional Fidgets (2hr) 5/11/2023 (5:00PM–7:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7694>

Class participants will learn what sensory seeking behavior is and how to identify sensory seeking behaviors in the classroom. In addition, they will learn how to use replacement sensory/fidget tool options to minimize behaviors so that these students can have optimal attention, participation and remain engaged in instruction. This course will focus on walk-away Implementation materials such as:

- FBA cheat sheet,
- link-tree for P.O. requests,
- pocket guide of sensory seeks, and trial tools

This class is designed for classroom paraeducators and is applicable to the General Paraeducator Certificate.

Here Triggers, There Triggers, Everywhere a Student Trigger

WEA - Here a Trigger, There a Trigger, Everywhere a Student Trigger (2hr) 5/4/2023 (5:00PM–7:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7704>

As schools begin to put in place trauma informed practices, one of the most important preventative measures is to identify student triggers. Once we can identify triggers, we can create prevention strategies to reduce student triggers and the resulting negative behavior that often is associated.

Student triggers can be transitions, individuals, sensory disorders, directives, word or even colors that cause an automatic emotional or behavioral response. And once a student is triggered, as adults we sometimes use intense responses to minimize recurrences. Unfortunately, our responses can include unjust treatment, challenged beliefs, loss of control, disapproval, or criticism of the student thereby eroding the educator/student relationship.

Course objectives:

- In this course, participants will learn what triggers are observable signs and symptoms
- How to mitigate the triggered behavior with research proven strategies and tools.

What ESPs can do for Students Experiencing Homelessness

WEA – What ESPs can do for Students Experiencing Homelessness (2hr) 4/27/2023 (5:00PM–7:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7706>

Today we have 1.5 million homeless children and youth attending public schools. That is a 34% increase in the last ten years. ESPs can be a powerful source in helping these students feel safe, important, and stable. In this class we will be using research from the National Association for the Education of Homeless Children and Youth and the National Center for Homeless Education.

Participants will learn about the McKinney Vento Law, resources and strategies to help form relationships. How to set up their learning environment for success and advocate for learning tools and foster a sense of safety and security.

Assets, Strength, and Resilience of Immigrant Students

WEA – Assets, Strength, and Resilience of Immigrant Students (3hr) 6/10/2023 (9:00AM–12:00PM)

Registration link: <http://forms.washingtonea.org/forms/pdregistration?cevid=7707>

The United States has always been seen as a refuge for people who are seeking safety and a better future for their families. We often focus on the myriad of challenges for our immigrant students; economic, language, cultural, anti-immigrant sentiment and separation of families. In this course we will focus on the assets and strength of immigrant students; their resilience, aspirations, dedication to hard work, positive attitudes toward school, family support and culture which enriches our classrooms. In this course we will look at the immigrant population of families and students and ways to support them so that they feel safe and secure at school.

Course objectives:

- What is an immigrant?
- Why do people migrate to the US and what are the different kinds of immigrations?
- What are the emotional and mental effects of immigration on families and specifically on kids?
- How can the education system support families and students of immigrants feel included and help them integrate so that these children succeed?
- How can we help our educators look at the immigrants' families and students as assets rather than a burden?



Asynchronous Classes

(N)EVER(S)TOP
LEARNING

The background of the slide features a large, stylized gear mechanism. The gears are dark silhouettes against a bright, glowing light source at the bottom, which creates a warm, orange and yellow glow. The overall composition suggests a theme of industry, mechanics, or the 'fire' of knowledge.

**“Education is not a filling of a pail,
but the lighting of a fire.”**

William Butler Yeats



Paraeducator Resources

- To create an account and keep track of your PD hours, please click [here](#)
- To find information about the paraeducator certificate, please click [here](#)
- To Learn the steps to enter your PD hours, please click [here](#)

Other Resources

- [ESP PD Page](#)
 - [WEA Home Page](#)
 - [Zoom Support](#)
-

Open Educational Resources



Give us your feedback [here](#)

Tell your friends who are not WEA members to join! [Join Here](#)

- All the classes are virtual unless otherwise stated
 - Few days before the training, you will get a link to register in Zoom. [After](#) you register in Zoom, a Zoom link to join the class will be automatically sent to your email that you used when you registered. To register to attend a class, please use the link under each class.
 - Please expect an email with a link to complete an evaluation few days after you attend the class. Around 2 weeks after you submit the evaluation, you will get the transcripts.
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Self-Reflections



**What did I learn?
How can I apply what
I learned?
How did I feel after
the training?**



**WE DO NOT
LEARN FROM
EXPERIENCE ...
WE LEARN FROM
REFLECTING ON
EXPERIENCE.**



Thank you

**Center for Education
Quality**

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