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ORSN

OREGON RESEARCH
SCHOOLS NETWORK

C A T A L O G



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K12 EDUCATIONAL ASSISTANTS CORE SKILLS

In this series, Educational Assistants are introduced to essential elements of their role within a school. This includes communication, responsibilities, laws and professional standards. This content includes opportunities to think through systems and routines to help support inclusive classrooms and schools.

ROLES & RESPONSIBILITIES

Participants will learn:

- To identify which roles are that of a supervising teacher versus a paraeducator across a variety of school contexts.
- All components of confidentiality within and outside of the school setting, including what is considered confidential, how to approach confidentiality professionally, and how to respect student privacy when communicating with families

COMMUNICATION & COLLABORATION

Participants will learn:

- The importance of sticking to a daily schedule
- Best practices to secure ongoing and appropriate communication with their supervising teacher.
- How to share their ideas or opinions that are positive and student-centered.

OVERVIEW OF LAW, PROFESSIONAL STANDARDS AND ETHICS

- How policies like IDEA and FAPE apply to your role.
- Professional standards of practice that apply to your role including:
 - Professional Learning and Ethical Practice
 - Services and Support within the Learning Environments
 - Learner Development and Individual Learning Differences
 - Assessment
 - Instructional Support and Strategies
 - Social, Emotional, and Behavioral Supports
 - Collaboration with team members

AN OVERVIEW OF IEPS & 504S

Participants will learn:

- How a student qualifies for an IEP
- The roles of each person on an IEP Team
- Components of an IEP
- What is considered a “Least Restrictive Environment”
- Differences between an IEP and a 504 Plan

IMPLEMENTATION OF ACCOMMODATIONS & MODIFICATIONS

Participants will learn:

- the defining characteristics of accommodations and modifications.
- the roles of educational professionals in helping students access accommodations and modifications.
- specific examples of types of accommodations and modifications that may be available to students to help them learn or access their learning environment.

SUPPORTING STUDENTS WITH DISABILITIES IN A GENERAL EDUCATION CLASSROOM

Participants will learn:

- why inclusion is important.
- their role when including students with IEPs in the general education classroom.
- best practices for including students with IEPs in the general education classroom.



POSITIVE BEHAVIOR SUPPORT

In this series, Educational Assistants will consider the needs expressed by student behavior and how to help students develop skills to meet those needs. Training participants will consider the best practices of having clear expectations, using praise and providing active supervision.

UNDERSTANDING STUDENT BEHAVIOR

Participants will learn:

- To consider the WHY behind student behavior using the acronym EATS: Escape, Attention, Tangible Gains, Sensory Needs
- To ask oneself a series of questions when responding to student behavior including:
 - What happened before this behavior?
 - What need could this student be meeting with this behavior?
 - What skill does the student need in this situation?
 - How can I teach and reinforce this skill?
 - What can I do the next time a similar situation arises?

INTRODUCTION TO POSITIVE BEHAVIOR SUPPORT

- the importance of providing clear expectations to students.
- to identify core prevention practices to promote behaviors aligned with school expectations.
- ways to reinforce the behaviors and encourage effort

POWER VS INFLUENCE

- Characteristics of a “Power Approach” to classroom management
- Characteristics of an “Influence Approach” to classroom management
- Long term benefits of managing a classroom using an “influence Approach” including an increase in student learning, improved class culture and maximized educator effectiveness.

HELPING STUDENTS REGULATE

Participants will learn:

- How to structure a learning environment where students are more likely to exhibit desired behaviors.
- Basic physiological responses to stress and how that inhibits logic and decision making.
- How to respond when a student's behavior escalates in various school settings.

PROMOTING PRAISE & POSITIVE INTERACTIONS

Participants will learn:

- The importance of balancing positive interactions and corrective interactions.
- Praise is a low-effort way to integrate positive interactions with students throughout the day.
- Praise can come in the form of general praise (e.g., good job!) or behavior specific praise (e.g., you are doing an excellent job working on your report).
- It's important to make any praise directed at students meaningful, authentic, and appropriate to maximize effectiveness.

USING PRAISE WITH PRECISION

Participants will learn:

- How much praise is best to give students.
- To use praise that is meaningful, authentic & appropriate.

ACTIVE SUPERVISION = SMART SUPERVISION

Participants will learn:

- Smart supervision starts with stating appropriate expectations before problem behaviors occur.
- The importance of giving praise for appropriate behaviors.

ACTIVE SUPERVISION IN UNSTRUCTURED SETTINGS

Participants will learn:

- That supervision in unstructured settings is important to promote positive behaviors and prevent challenges.
- To identify “hot spots” within your unstructured supervision formal or informal opportunities.
- To use various active supervision strategies including:
 - Movement and Proximity
 - Tone and Volume of voice
 - Body Language and Non-Verbal Behavior

ACTIVE SUPERVISION IN TRANSITIONS

Participants will learn:

- Give prompts of expectations before transitions.
- Give praise for appropriate behaviors.
- Problem-solve for students who have challenges during transitions.



INSTRUCTIONAL SUPPORT STRATEGIES

In this series, Educational Assistants are introduced to a variety of ways to support student learning through one on one and small group instructional strategies. Training participants will consider best practices related to organization, engagement, monitoring growth, structuring a lesson and the importance of routines. This content is relevant when working in General and Special Education settings.

ENCOURAGING STUDENT ENGAGEMENT

Participants will learn:

- The importance of offering a variety of Opportunities to Respond during instruction
- How to use Independent and Collaborative verbal, written and action responses during instruction

REINFORCING A GROWTH MINDSET

Participants will learn:

- Develop an understanding of how reinforcing student effort can help create a growth mindset.
- Be reminded of the importance of accounting for student behavioral function when providing reinforcement.

LEADING SMALL GROUPS 101

Participants will learn:

- the importance of planning and being prepared for a small groups
- Strategies to help groups functioning smoothly.

USING SENSORY STRATEGIES & TOOLS

Participants will learn:

- How students' unique sensory needs impact their communication and learning.
- How to incorporate sensory tools, strategies and environmental modifications into students' days to optimize their learning.
- How to use recovery strategies when students need more support to get back to baseline after they have escalated.

USING ROUTINES & SCHEDULES

Participants will learn:

- The importance of establishing routines and a daily schedule to help students build confidence and independence with their learning and communication.
- How to use time, location and "wh"-question vocabulary with students to reinforce sequencing and independent communication.
- How to support students who are resistant to changes in schedule and transitions.

DATA COLLECTION & PROGRESS MONITORING

Participants will learn:

- Why data collection is important
- Common types of data collection including: Observations, Frequency, Latency & Duration
- Considerations for your work as an educational assistant including:
 - Collaboration
 - Organization
 - Practice
 - Confidentiality

THE POWER OF WAIT TIME

Participants will learn:

- How wait time can be used to better support student learning and independence.
- How to use wait time to support student achievement.

INTRODUCTION TO PACING

Participants will learn:

- The importance of brisk pacing.
- Examples of clear, concise and consistent delivery.
- How engaging in appropriate pacing can maximize instructional time and student engagement.

INTEGRATING CHOICE MAKING

Participants will learn:

- The benefits of choice making for students.
- When and how to best offer choices to students.
- Strategies used in the classroom to support choice.

SHAPING LEARNER BEHAVIOR

Participants will learn:

- Evidence-base behind the strategy of shaping
- The steps for integrating shaping procedures into your work with students with low incidence disabilities.
- How to adjust reinforcement to support behavior based on the student's skill.

SUPPORTING STUDENT COMMUNICATION BY MODELING AAC

Participants will learn:

- What modeling/aided language input means and why it is important
- Basics of modeling language using AAC to support receptive and expressive language
- How to model AAC during naturally occurring daily routines throughout the school day.



TRAUMA INFORMED SCHOOL SYSTEMS & WELLNESS

In this series, Educational Professionals are introduced to the definitions and impact of trauma on children and best practices for becoming trusted adults. Participants will also consider essential elements in creating a school environment which promotes safety and wellbeing including listening to student voice, parent engagement, understanding regulation, ways to respond to behavior and wellness of the adults in the educational environment.

FOUNDATIONS OF TRAUMA - TRAUMA, RESPONSE AND IMPACT

Participants will learn:

- A definition for trauma and complex trauma.
- About the prevalence of complex trauma.
- The impact of trauma on one's body, brain and sense of safety.

FOUNDATIONS OF TRAUMA - BUILDING TRUST

Participants will learn:

- How to build trust in relationships using careful listening skills (OARS)
 - Open-ended questions - Affirmations - Reflections - Summaries
- Principles to guide sensitive conversations with students:
 - Universality: Affirming that I'm available for and care about ALL students (you are not being singled out)
 - Rationale: Making clear why I'm having a conversation with you at this time
 - Consent: Being granted permission to have the conversation
 - Privacy: Clarifying who will have access information about what is being discussed
 - Predictability: Explaining the steps that I'll take and my availability moving forward

FOUNDATIONS OF TRAUMA - TRAUMA HEALING

Participants will learn:

- How trauma healing is a process of reconnection with others and self.
- Trauma healing thrives in a social context where individuals feel connected, understood and valued.

HEARING OUR STUDENTS' VOICES

Participants will learn what student say a safe school must have:

- Safe spaces at school where students can receive support for life issues.
- Positive teacher-student relationships and positive classroom settings that eliminate micro-aggressions.
- Great teachers who show passion for their subject and exhibit humor, patience, respect, and kindness.
- Great principals who are personable, respectful, firm but forgiving, and committed to their work.

FROM OUR STUDENTS: A POSITIVE SCHOOL CLIMATE

Participants will learn:

- What a positive school climate feels like to students
- In a positive school climate the attitudes and ideas taught and reinforced by school staff are embraced by students.

PARENT ENGAGEMENT PLANS

Participants will learn:

- Why Parent Engagement is a core feature of a trauma/healing informed school.
- What the core barriers to a strong parent-school partnership are.
- Features of successful Parent Engagement Plans

SELF AWARENESS & CO-REGULATION

Participants will learn what students say a safe school must have:

- the importance of reflecting and regulating to avoid co-escalation.
- The optimal state for productivity and learning called the “Window of Tolerance”
- Strategies for responding to self and others as they approach their breaking point.

THE MINDSET OF A HEALTHY TEAM

Participants will learn:

- Stay grounded in their “why”
- Operate from a place of collective values
- practice unconditional positive regard for each other.
Unconditional positive regard means showing empathy, support, and acceptance to someone, regardless of what they say or do.
- take responsibility for intent and impact

STRUCTURES TO OVERCOME BURNOUT

Participants will learn:

- To recognize steps along the Burnout Cycle
- Three pillars needed to sustain wellness for educators:
Leadership support, Workload and Policy, and Relationships.

WELLNESS CULTURE FOR EDUCATORS

Participants will learn:

- To recognize how stress presents itself
- Research-based wellness strategies that combat the burnout cycle
- A structure for creating a personal wellness plan



BUILDING RELATIONSHIPS

In this series, Educational Professionals focus on the value of authentic relationship with students as foundational to every other aim within a school.

BUILDING MEANINGFUL RELATIONSHIPS

Participants will learn:

- The value and importance of developmental relationships for children.
- Essential elements of Developmental Relationships including:
 - expressing care
 - challenging growth
 - providing support
 - sharing power
 - expanding possibilities

BUILDING A POSITIVE CLASSROOM CLIMATE FOR STUDENTS

Participants will learn:

- How to make an environment feel welcoming and inclusive.
- How to identify ways to communicate with students respectfully, which includes using clear, concise, and courteous communication.
- To identify strategies to be more responsive to student emotions and needs.
- Strategies to better celebrate student successes.

BUILDING RELATIONSHIPS WITH CHALLENGING STUDENTS

Participants will learn what student say a safe school must have:

- Why reflection and self-awareness are important considerations for improving student-teacher relationships.
- Ways to integrate student interests as a starting point to improve your working relationship with a student who may feel challenging.

REPAIRING RELATIONSHIP RUPTURES

Participants will learn:

- Identify strategies to use to move forward after a challenge with a student.
- the importance of remaining solution-focused with students.
- Identify some specific strategies to make your interactions more collaborative following a challenge. including: Self reflection, understanding the student's perspective, managing emotional reactions and remaining solution-focused.



INCLUSIVE SKILL-BUILDING LEARNING APPROACH

In this series, Educational Professionals will learn about a school-wide approach to replace exclusionary discipline with restorative, instructional supports for students. ISLA is the work of the Nese Lab and schools wanting to implement ISLA will need to reach out via <https://www.neselab.org/isla/>

AN OVERVIEW OF ISLA

Participants will learn:

- The long term impact exclusionary discipline practices have on students
- A school-wide alternative to exclusionary discipline called “Inclusive Skill-Building Learning Approach” (ISLA)
 - Preventative Classroom Practices
 - In-Class Effective Response to Behaviors
 - Out-of-Class ISLA Support

RESPONDING TO BEHAVIOR & UNIVERSAL BREAK SYSTEMS

Participants will learn:

- How to respond to student behavior effectively including:
 - Maintaining the flow of instruction
 - Modeling calm and respect
 - Being discreet
 - Considering WHY the student is doing this
 - Focusing on building skills
 - Matching level of severity to the severity of the behavior
- The benefits & core features of a classroom & school-wide break system including being universally available, teacher or student selected, brief, and including pre-taught expectations.

OUT-OF-CLASS SUPPORTS

Participants will learn steps for Out-of-Class response to student behavior including:

- Triage to connect the student with the appropriate staff person
- Student Debrief with a ISLA support staff member
- Behavior Skills Coaching
- Re-entry Plan & Practice
- Reconnection with the Teacher



EARLY CHILDHOOD EDUCATION

In this series, Early Childhood Educational Professionals learn essential elements for working in Preschool classrooms and supporting the diverse needs of young children.

WORKING ON TEAMS IN PRESCHOOL CLASSROOMS

Participants will learn:

- Typical roles and responsibilities of various positions within an early childhood education classroom.
- Why collaboration is essential to classroom success.
- 7 features of high functioning team.

ACTIVE SUPERVISION IN PRESCHOOL CLASSROOMS

Participants will learn:

- Participants will learn:
- How to set up an environment to support the safety of all children.
- How to apply supervision techniques of listening; interacting; monitoring and anticipating challenges to transitions.
- How to anticipate potential challenges based on knowledge of children's development, abilities, behaviors and temperaments.
- To think systematically about ways to create safe, positive learning environments for all children.

TRANSITIONS ARE IMPORTANT

Participants will learn:

- Ways to create an efficient and productive daily schedule
- The importance of pre-teaching what you expect for each transition
- How to use consistent signals to indicate a transition
- To verbally remind the children what they are doing and where they are to go next
- Ways to keep children engaged during wait times
- How to provide positive attention and specific feedback to children following transition expectations.

THE IMPORTANCE OF PLAY

Participants will learn

- The importance of play on healthy development for children.
- How play supports positive self concepts, social emotional literacy and supports children to make sense out of the world.
- How “guided play” or “guided learning” is utilized engaging child-driven play and enhances it with immediate and meaningful adult feedback.
- High quality early learning classrooms have environments that support and encourage play.

WHAT IS AN IFSP?

Participants will learn

- IFSPs identify the child’s strengths and interests and what the child can do and what the child needs to learn in the form of goals.
- Who makes up a child’s IFSP Team and how they can provide meaningful input.
- How an IFSP is used to effectively teach and support the child in preschool.

EMBEDDING IFSP GOALS

Participants will learn

- How to use a consistent system when monitoring progress for each child’s IFSP goals during learning activities.
- How to organize observations of a child’s growth within 7 domains: Fine Motor, Gross Motor, Cognitive, Adaptive, Receptive Language, Expressive Language, Social

WAYS TO HELP CHILDREN LEARN

- Participants will learn five key teaching strategies that can be used to help children learn:
 - Modeling
 - Shaping
 - Cuing
 - Task simplification
 - Physical assistance

DIFFERENTIATING INSTRUCTION

Participants will learn

- That children of the same chronological age vary in their skill levels, interests, culture, motivation, abilities and the rates and sequences at which they learn and develop.
- How instruction is commonly modified in:
 - Method or Process
 - Speed and repetition
 - Content
 - Expectations of success
 - Materials and environment
 - Breaking a skill down into smaller steps

THE PYRAMID MODEL FRAMEWORK – TIER 1 UNIVERSAL STRATEGIES

Participants will learn

- an introduction the tiered level of supports
- Universal Tier One strategies to benefit all children in the classroom
- Five universal strategies that create High Quality and Supportive Environments: Daily Schedule, Transitions, Effective Routines, Expectations and Rules, & Promote Engagement

THE PYRAMID MODEL FRAMEWORK– TIER 2 TARGETED SOCIAL EMOTIONAL SUPPORTS

Participants will learn

- examples of Targeted Social Emotional Supports for children who need a more focused approach to be successful including tools for helping:
 - identify emotions,
 - self-regulate emotions,
 - interact appropriately with others and
 - Problem solving

HELPING YOUNG CHILDREN COMMUNICATE

Participants will learn

- Strategies to help young children develop communication skills.
- Several strategies that encourage children to talk and communicate.

USING VISUALS WITH YOUNG CHILDREN, PART 1

Participants will learn

- How to use visuals to enhance and support spoken language in the classroom.
- Eight uses for visuals in the classroom.
- A progression for visuals - Object stage, photo stage, picture symbolic stage, line drawing stage, written text stage

USING VISUALS WITH YOUNG CHILDREN, PART 2

Participants will learn

- Strategies to effectively use visuals as tools and supports in preschool to help children learn.
- How to enhance the effectiveness of visual supports by encouraging children to be active initiators and users of visuals.

TRAUMA INFORMED EARLY CHILDHOOD EDUCATION, PART 1

Participants will learn

- What trauma and toxic stress are.
- How trauma affects the developing brain and behavior.
- Some causes of trauma and its impact lifelong.
- Reactions to trauma and return to balance.

TRAUMA INFORMED EARLY CHILDHOOD EDUCATION, PART 2

Participants will learn

- How to recognize signs of trauma responses in young children.
- Ways to implement trauma informed practices in preschool classrooms using the environment, relationships and interactions.
- Ways to respond to a child when they show symptoms of trauma using the Three Rs: Regulate, Relate & Reason.



DIVERSITY, EQUITY, & INCLUSION

This series presents foundational concepts and frameworks for exploring what an equitable school that fosters safety and belonging can be. Training participants will learn definitions and consider the experiences and perspectives of diverse learners. The goal is to progress toward fostering an equitable and inclusive learning environment that welcomes all identities and meets the various needs of students.

WHAT IS DIVERSITY, EQUITY & INCLUSION?

Participants will learn:

- the meaning of the terms Diversity, Equity, Inclusion and Belonging and how they impact the classroom environment.

INTERCULTURAL COMPETENCY IN THE CLASSROOM

Participants will learn:

- how cultural differences impact relationships.
- how to identify cultural differences.
- how to adapt your behavior in ways that create a safe, collaborative environment for students and families.

IMPLICATIONS OF BIAS

Participants will learn:

- A definition of bias
- How bias impacts the classroom
- To identify our own biases
- Skills to mitigate any existing biases

UNDERSTANDING MICROAGGRESSIONS

Participants will learn:

- What microaggression are.
- Why microaggressions matter
- How we can actively work to establish a more inclusive and respectful school environment for students and educators.

REVIEW OF EQUITY FRAMEWORKS

Participants will

- Review 4 previous learning sessions
- Reflect on key terms and strategies
- Learn examples of equity frameworks
- Discuss an equity framework that meets their organizations' needs



EARLY LITERACY SERIES

This series fulfills the training requirement for educational professionals to delivery high dosage tutoring described within the Oregon Early Literacy Success Initiative. Participants will gain an understanding of the Science of Reading as well as Instructional Strategies and Considerations for supporting early literacy development.

OVERVIEW OF THE EARLY LITERACY FRAMEWORK

FAMILY/COMMUNITY PARTNERSHIPS

ORAL LANGUAGE

FIVE MODELS OF READING AND THE ESSENTIAL COMPONENTS OF LITERACY

FOUNDATIONAL SKILLS (ELL) (UDL)- EXECUTIVE FUNCTIONS

STRATEGIES & INSTRUCTIONAL CONSIDERATIONS

**WRITING, READING, COMPREHENSION,
VOCABULARY, & BACKGROUND
KNOWLEDGE**

CORE INSTRUCTION AND ASSESSMENT

REACHING ALL LEARNERS

BRINGING IT ALL TOGETHER



ASYNCHRONOUS CERTIFICATE COURSES

For any school or district who needs an asynchronous way to offer training, all microPD content can be delivered asynchronously with formative assessment check-in questions throughout each module. The web portal tracks progress so participants can apply their learning to their own schedule and needs.

Our team is happy to work with your district and / or school leadership to determine which microPD content is right for your training needs.

A fully asynchronous **Classified Staff Essentials Course** is available and is meant to give new classified staff a baseline of information and skills specific to their role in schools.

The Classified Staff Essentials Course takes no more than one working school day. Upon completion, identified staff and the participant will be notified, with a certificate of completion being sent to both. Training topics include:

- Roles & Responsibilities
- Communication & Collaboration
- The Mindset of a Healthy Team
- Understanding Student Behavior
- Introduction to Positive Behavioral Supports
- Building Meaningful Relationships
- Promoting Praise and & Positive Interactions
- Active Supervision, Part I – Smart Supervision
- Active Supervision, Part II – Supervision in Unstructured Settings
- Active Supervision, Part III – Supervising Transitions
- Positive Classroom Climate
- Power vs Influence
- Self Awareness & Co-Regulation
- Helping Students Regulate
- Supporting in a General Education Classroom
- An Overview of Law, Professional Standards and Ethics
- Overview of IEPs & 504s
- Implementation of Accommodations & Modifications
- Encouraging Student Engagement
- Intro to Pacing
- Using Routines & Schedules
- Small Groups 101
- Using Sensory Strategies & Tools
- Wellness Culture for Educators



SUBSTITUTE ESSENTIALS CERTIFICATE

The **Substitute Essentials Certificate Course** is meant to give new substitute teachers a baseline foundation to help kick start their work in schools!

The course is fully asynchronous, with participants completing it in no more than one working school day. Upon completion, identified staff and the participant will be notified, with a certificate of completion being sent to both.

The course begins with:

YOUR FIRST DAY!

Participants will learn responsibilities as a substitute teacher including the importance of:

- Following the schedule & lesson plan
- Asking questions
- Remaining student-centered & solutions-focused when challenges arise
- The inclusion of students with disabilities
- Respecting Confidentiality

And continues with ORSN modules relevant to Substitute Teachers including:

- Substitute Essentials: Your First Day!
- Understanding Student Behavior
- Introduction to Positive Behavioral Supports
- Promoting Praise & Positive Interactions
- Building Meaningful Relationships
- Classroom Management: Power vs Influence
- Classroom Management: Helping Students Regulate
- Smart Supervision: Active Supervision
- Foundations of Trauma: Building Trust
- Foundations of Trauma: Trauma, Response & Impact
- Foundations of Trauma: Trauma Healing
- An Overview of IEPs & 504s
- Instructional Support: Encouraging Student Engagement
- Instructional Support: Small Groups 101
- Instructional Support: Reinforcing a Growth Mindset
- Instructional Support: Introduction to Pacing
- Instructional Support: The Power of Wait Time

FULL CONTENT LIST





FULL CONTENT LIST

Training Audience

Content Relates to

EAs	Teachers	Subs	Admin	Parents	MICRO PD TITLE	ECE	k8	HS	Adults
x					ROLES & RESPONSIBILITIES		x	x	
x					COMMUNICATION & COLLABORATION		x	x	
x					OVERVIEW OF LAW, PROFESSIONAL STANDARDS AND ETHICS		x	x	
x		x			AN OVERVIEW OF IEPS & 504S		x	x	
x					IMPLEMENTATION OF ACCOMMODATIONS & MODIFICATIONS		x	x	
x					SUPPORTING STUDENTS WITH DISABILITIES IN GENERAL EDUCATION CLASSROOMS		x	x	
x	x	x	x	x	UNDERSTANDING STUDENT BEHAVIOR		x	x	
x		x			INTRODUCTION TO POSITIVE BEHAVIOR SUPPORT		x	x	
x		x	x		POWER VS INFLUENCE		x	x	
x	x	x	x	x	HELPING STUDENTS REGULATE		x	x	
x		x			PROMOTING PRAISE & POSITIVE INTERACTIONS		x	x	
x	x	x	x		USING PRAISE WITH PRECISION		x		
x		x			ACTIVE SUPERVISION = SMART SUPERVISION		x		
x		x			ACTIVE SUPERVISION IN UNSTRUCTURED SETTINGS		x		
x		x			ACTIVE SUPERVISION IN TRANSITIONS		x		
x		x			ENCOURAGING STUDENT ENGAGEMENT		x	x	
x		x			REINFORCING A GROWTH MINDSET		x	x	
x		x			LEADING SMALL GROUPS 101		x	x	
x	x				USING SENSORY STRATEGIES & TOOLS		x	x	
x	x				USING ROUTINES & SCHEDULES		x		
x					DATA COLLECTION & PROGRESS MONITORING		x	x	
x	x	x			THE POWER OF WAIT TIME		x	x	
x	x	x			INTRODUCTION TO PACING		x	x	

Training Audience

Content Relates to

EAs	Teachers	Subs	Admin	Parents	MICRO PD TITLE	ECE	k8	HS	Adults
x	x				INTEGRATING CHOICE MAKING		x	x	
x	x				SHAPING LEARNER BEHAVIOR		x	x	
x	x				SUPPORTING STUDENT COMMUNICATION BY MODELING AAC		x	x	
x		x			FOUNDATIONS OF TRAUMA - TRAUMA, RESPONSE AND IMPACT		x	x	
x		x			FOUNDATIONS OF TRAUMA - BUILDING TRUST		x	x	
x		x			FOUNDATIONS OF TRAUMA - TRAUMA HEALING		x	x	
x			x		HEARING OUR STUDENTS' VOICES		x	x	
x			x		FROM OUR STUDENTS: A POSITIVE SCHOOL CLIMATE		x	x	
	x		x		PARENT ENGAGEMENT PLANS				x
x	x		x		SELF AWARENESS & CO-REGULATION				x
x	x		x		THE MINDSET OF A HEALTHY TEAM				x
x	x		x		STRUCTURES TO OVERCOME BURNOUT				x
x	x		x	x	WELLNESS CULTURE FOR EDUCATORS				x
x		x			BUILDING MEANINGFUL RELATIONSHIPS		x	x	
x					BUILDING A POSITIVE CLASSROOM CLIMATE		x	x	
x					BUILDING RELATIONSHIPS WITH CHALLENGING STUDENTS		x	x	
x					REPAIRING RELATIONSHIP RUPTURES		x	x	
x	x		x		AN OVERVIEW OF ISLA		x	x	
x	x		x		RESPONDING TO BEHAVIOR & UNIVERSAL BREAK SYSTEMS		x	x	
x	x		x		OUT-OF-CLASS SUPPORTS		x	x	
x	x				WORKING ON TEAMS IN PRESCHOOL CLASSROOMS	x			
x	x				ACTIVE SUPERVISION IN PRESCHOOL CLASSROOMS	x			
x	x				TRANSITIONS ARE IMPORTANT	x			
x	x				THE IMPORTANCE OF PLAY	x			
x	x				WHAT IS AN IFSP?	x			

Training Audience

Content Relates to

EAs	Teachers	Subs	Admin	Parents	MICRO PD TITLE	ECE	k8	HS	Adults
x	x				EMBEDDING IFSP GOALS	x			
x	x				WAYS TO HELP CHILDREN LEARN	x			
x	x				DIFFERENTIATING INSTRUCTION	x			
x	x		x	x	THE PYRAMID MODEL FRAMEWORK - TIER 1 UNIVERSAL STRATEGIES	x			
x	x		x	x	THE PYRAMID MODEL FRAMEWORK - TIER 2 TARGETED SOCIAL EMOTIONAL SUPPORTS	x			
x	x				HELPING YOUNG CHILDREN COMMUNICATE	x			
x	x				USING VISUALS WITH YOUNG CHILDREN, PART 1	x			
x	x				USING VISUALS WITH YOUNG CHILDREN, PART 2	x			
x	x		x	x	TRAUMA INFORMED ECE, PART 1	x			
x	x		x	x	TRAUMA INFORMED ECE, PART 2	x			
x	x	x	x	x	WHAT IS DEI? DIVERSITY, EQUITY & INCLUSION	x	x	x	x
x	x	x	x	x	INTERCULTURAL COMPETENCY IN THE CLASSROOM	x	x	x	x
x	x	x	x	x	IMPLICATIONS OF BIAS	x	x	x	x
x	x	x	x	x	UNDERSTANDING MICRO AGGRESSIONS	x	x	x	x
x	x	x	x	x	REVIEW OF EQUITY FRAMEWORKS	x	x	x	x
x					OVERVIEW OF THE EARLY LITERACY FRAMEWORK		x		
x					EARLY LITERACY - FAMILY PARTNERSHIPS		x		
x					EARLY LITERACY - ORAL LANGUAGE		x		
x		x			EARLY LITERACY - 5 MODELS OF READING & THE ESSENTIAL COMPONENTS OF LITERACY		x		
x					EARLY LITERACY - FOUNDATIONAL SKILLS - EXECUTIVE FUNCTIONS		x		
x		x			EARLY LITERACY - STRATEGIES & INSTRUCTIONAL CONSIDERATIONS		x		
x					EARLY LITERACY - WRITING, READING, COMPREHENSION, VOCABULARY & BACKGROUND KNOWLEDGE		x		
x					EARLY LITERACY - CORE INSTRUCTION & ASSESSMENT		x		
x					EARLY LITERACY - REACHING ALL LEARNERS		x		
x					EARLY LITERACY - BRINGING IT ALL TOGETHER		x		
		x			SUBSTITUTE ESSENTIALS - YOUR FIRST DAY!		x	x	