

# Zoom Webinars

**JANUARY-MARCH 2021**

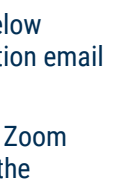
## IMPORTANT

Registration is a **TWO** Step Process

1. Register for each course using the link below
2. Use the registration link in your confirmation email to complete the Zoom registration

You will immediately be directed to the course Zoom information page, including the link to access the course. **SAVE** this information. You can also add the event information to your calendar from this page.

<https://forms.washingtonea.org/Forms/pdonline>



WEA's Inclusionary Practices Project (IPP) and Special Education Support Center (SESC) is providing professional development via Zoom. Register for each course, using the link listed for each course. When you register, if you are one of the first 500 participants. You will receive a confirmation email with the Zoom pre-registration link. Once registration is full, the course will no longer be available in the drop down menu. We do not maintain a wait list.

Courses are available to all. You do not have to be a WEA member to attend. Courses are free. Free clock hours will be provided.

## Social Emotional Learning in a Virtual Space - Grades 4-8 (2 Hours)

**Monday, January 4, 2021**

**4:30PM - 6:30PM**

This two-hour course will cover how to provide social and emotional instruction and behavior supports via remote/distance learning. Specifically, the course will cover SEL using planning, communication, curriculum supports and resources, rewards and consequences, and feedback. Course examples and resources will cover grades 4-8.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## IEP Non-Transition (6 Hours)

**Tuesday, January 5, 2021 & Thursday, January 7, 2021**

**4:30PM - 7:30PM**

Designed for anyone wishing to understand the IEP process – this course gives participants the tools they need to build meaningful, collaborative, and compliant IEPs for elementary and middle school aged students with disabilities.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## IEP Transition (6 Hours)

**Tuesday, January 5, 2021 & Thursday, January 7, 2021**

**4:30PM - 7:30PM**

With post-secondary success in mind, this course gives participants the knowledge they need to help develop a meaningful, collaborative, and compliant Transition IEP aimed at assisting the student with disabilities in achieving successful educational/employment/independent living skills beyond high school.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Digital Reading Strategies (1.5 Hours)

**Wednesday, January 6, 2021**

**4:00PM - 5:30PM**

Engage students with digital reading strategies. Differentiate and maximize your plan time with edTech like self-grading Readworks! Customize your lessons quickly with digital sorts and graphic organizers through Google Slides, Google Draw, and Padlet.

Register: <https://forms.washingtonea.org/Forms/pdonline>



## Computer Science for Special Populations (6 Hours)

**Monday, January 11, 2021 & Thursday, January 14, 2021**

**4:30PM - 7:30PM**

This course is designed to teach computer science and computational thinking using both unplugged and plugged activities targeting our special education population for the purpose of increasing student achievement. The Universal Design for Learning framework will be modeled. The modeled lessons will be designed to cross content areas and participants will be designing a lesson that can be used in their classroom.

Register: <https://forms.washingtonea.org/Forms/pdonline>



## Social Emotional Learning via Distance Learning Grades 9-12 (2 Hours)

**Tuesday, January 12, 2021**

**5:30PM - 7:30PM**

This two-hour course will cover how to provide social and emotional instruction and behavior supports via remote/distance learning. Specifically, the course will cover SEL using planning, communication, curriculum supports and resources, rewards and consequences, and feedback. Course examples and resources will cover grades 9-12.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Math at a Distance - Best Practices (1.5 Hours)

**Wednesday, January 13, 2021**

**4:00PM - 5:30PM**

How can I use common Google and Edtech tools to support collaborative math practice and discussion at a distance? We will explore one learning cycle and deeply engage in the design thinking behind the how the edTech selected supports student engagement, virtual discourse and opportunities for elaboration and student evaluation.

Register: <https://forms.washingtonea.org/Forms/pdonline>



## Special Education Law (6 Hours)

**Tuesday, January 19, 2021 & Thursday, January 21, 2021**

**4:30PM - 7:30PM**

This popular and intensive course is designed to provide an overview of the rules and regulations required for providing special education services. Based on WAC 392-172A and specific court cases, this course provides the tools stakeholders need to provide compliant services to students with disabilities. Topics include: Free Appropriate Public Education (FAPE), appropriate student evaluation, individualized education program, least restrictive environment, parent and student participation in decisions and procedural due process.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Phenomena-Centered Science in Your (Virtual) Classroom (1.5 Hours)

**Wednesday, January 20, 2021**

**4:00PM - 5:30PM**

Centering your K-12 science instruction around phenomena can build student engagement and understanding, even in a virtual or blended classroom environment. We'll explore key aspects of science instruction, share NGSS-aligned resources for the new school year, and consider strategies (like Driving Question Boards) that support science in your K-12 (possibly virtual) classrooms.

Register: <https://forms.washingtonea.org/Forms/pdonline>



## Behavior Intervention Strategies to Support Students Through Inclusive Practices (9 Hours)

**Monday, January 25, 2021; Tuesday, January 26, 2021; & Thursday, January 28, 2021**

**4:30PM - 7:30PM**

Participants will be cultivating a growth mindset when working with students with social, emotional, and behavioral needs. They will learn about the different lens of behavior and high leverage practices for supporting students with social, emotional, and behavioral needs in inclusive classrooms. They will identify the root causes and different functions of behavior.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Autism 201 - Evidence-Based Practices for Learners on the Autism Spectrum (6 Hours)

**Monday, January 25, 2021 & Thursday, January 28, 2021**

**4:30PM - 7:30PM**

This course is designed to look at defining and implementing Evidence Based Practices for students with Autism Spectrum Disorder (ASD) across multiple settings. It will include some review of how ASD is defined and diagnosed. The course will cover the following evidence-based practices and strategies: Visual Supports, Antecedent-based Interventions, Discrete Trial Teaching, Prompting, Social stories, and Self-Management.

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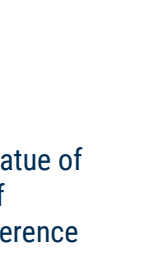
## Facilitating Student Collaboration and Connection in Virtual Spaces (1.5 Hours)

**4:00PM - 5:30PM**

**Wednesday, January 27, 2021**

Facilitating interactive collaboration and active student engagement while teaching virtually is a large yet essential task. Teachers need to assess formatively, and students need to have autonomy and ownership in their learning. Using tools such as Pear Deck, Jamboard, Padlet, and MURAL will allow students to interact with you and the class like they would have with your white board in your physical classroom. There are so many options...but which platform(s) should we use and why?! In this session, participants will compare and contrast various interactive tools, and will consider how and why these can support developmentally appropriate practices, formative assessment, community building, and engagement. This training will provide a springboard to create lasting relationships in virtual spaces.

Register: <https://forms.washingtonea.org/Forms/pdonline>



## Section 504 (6 Hours)

**Monday, February 1, 2021 & Thursday, February 4, 2021**

**4:30PM - 7:30PM**

This course will highlight the key elements of Section 504 Rehabilitation Act (1973). Topics include: Federal statute of Section 504 Rehabilitation Act of 1973, eligibility for 504 plans, 504's role in FAPE, roles and responsibilities of providing accommodations, development of planning appropriate accommodations and distinguishing the difference between effective instruction and accommodations.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Social Emotional Learning via Distance Learning Grades PreK - 3 (2 Hours)

**Tuesday, February 2, 2021**

**5:30PM - 7:30PM**

This two-hour course will cover how to provide social and emotional instruction and behavior supports via remote/distance learning. Specifically, the course will cover SEL using planning, communication, curriculum supports and resources, rewards and consequences, and feedback. Course examples and resources will cover grades PreK-3.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## WA State Learning Standards and Special Education (6 Hours)

**Tuesday, February 9, 2021 & Thursday, February 11, 2021**

**4:30PM - 7:30PM**

This course allows participants to examine the intersection of special education, Washington State Standards, and district curriculum for practical use in designing individual student learning goals. Attendees will have the opportunity to unpack the standards/ develop learning progressions to create IEP goals where appropriate. Topics include: Development of IEP's that meet student needs, and where appropriate, align with WA State Standards and identifying evidence based supports necessary to enable each student to move towards meeting the standards.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Universal Design for Learning (6 Hours)

**Tuesday, February 16, 2021 & Thursday, February 18, 2021**

**4:30PM - 7:30PM**

Participants will learn about Universal Design for Learning, a framework for inclusive education that aims to reduce barriers to learning and optimize each individual student's opportunity to learn in the general education setting. The course will be organized into 4 core areas: equity and inclusionary practices, UDL Principles, overcoming barriers to implementation, and practical tips for implementing UDL principles in the classroom. To fully participate, attendees should plan on bringing a laptop. Some of the course materials and resources will be accessed online.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Explicit Instruction (6 Hours)

**Monday, February 22, 2021 & Thursday, February 25, 2021**

**4:30PM - 7:30PM**

Explicit instruction is systematic, direct, engaging, and success oriented—and has been shown to promote achievement for all students. Explicit instruction is a way to deliver direct, structured instruction to students—from kindergartners to high-schoolers. It is a well-researched, highly effective instructional strategy. In this course participants will be introduced to the 16 elements of Explicit Instruction. Participants will learn how to design different types of lessons using Explicit Instruction and different strategies for delivering instruction. Participants will be able to apply their knowledge and understanding of the elements in designing a lesson plan that maximizes student engagement and learning.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Beyond Intrinsic Motivation: Building Reward Systems (6 Hours)

**Monday, February 22, 2021 & Thursday, February 25, 2021**

**4:30PM - 7:30PM**

This course looks beyond self-motivation and the innate desire to succeed. It examines the difference between rewards and bribes while taking into consideration the need for all student to feel successful. The participants will compare adult and student perspectives to understand the underlying principles that drive motivation. Using positive behavior supports and these perspectives, the participant will obtain ideas and resources to effectively create, track, and facilitate a reward system within a variety of academic settings to include distance learning.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Accommodations & Modifications: Strategies for Educators (2 Hours)

**Tuesday, February 23, 2021**

**5:30PM - 7:30PM**

This course provides participants with practical strategies to use in the classroom to support all students, including those with disabilities. The course covers a variety of possible accommodations, categorized by presentation, setting, response, and timing/scheduling. Modifications to curriculum will be discussed and examples will be provided. Additionally, a small portion of the course will address how staff can advocate for student accommodations and modifications during an IEP.

Register: <https://forms.washingtonea.org/Forms/pdonline>

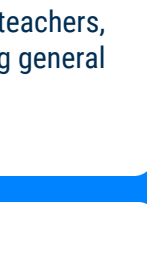
## High Leverage Practices for Inclusive Hybrid/Online Learning (6 Hours)

**Tuesday, March 2, 2021 & Thursday, March 4, 2021**

**4:30PM - 7:30PM**

Participants will learn a set of equitable practices that are integral to the support of student learning in the general education setting. These 22 practices can be systematically taught, learned, and implemented by all educational professionals working with students who have disabilities. The course will be organized into 4 separate essential functions: collaboration, assessment, social emotional/behavioral, and instructional practices. To fully participate, attendees should plan on bringing a laptop. Some of the course materials and resources will be accessed online. All participants that complete the course will receive an electronic copy of the book High Leverage Practices for Inclusive Classrooms. (While supplies last.)

Register: <https://forms.washingtonea.org/Forms/pdonline>



## Special Education Safety (3 Hours)

**Monday, March 8, 2021**

**4:30PM - 7:30PM**

Participants discuss appropriate placement and services and steps to take when injury occurs. In addition, participants will review discipline changes in general education, discipline procedures in special education, restraint and isolation regulation and court cases involving staff injuries.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Programming for Specially Designed Instruction in Inclusive Classroom (3 Hours)

**Tuesday, March 16, 2021 & Thursday, March 18, 2021**

**4:30PM - 7:30PM**

Participants will learn the history of special education as it relates to specially designed instruction for students with disabilities. Attendees will learn what specially designed instruction is, and how our current IEP process supports collaborative opportunities for implementing SDI. Participants will have the opportunity to work with curriculum materials to outline SDI opportunities in an inclusive classroom. This course is intended for special education teachers, general education teachers, administrators and paraeducators working with students with disabilities attending general education inclusive classrooms.

Register: <https://forms.washingtonea.org/Forms/pdonline>

## Early Childhood and Preschoolers with Autism (6 Hours)

**Monday, March 22, 2021 & Thursday, March 25, 2021**

**4:30PM - 7:30PM**

This class provides research demonstrating why an inclusive setting is important for preschool age autistic students as well as reviews examples of LREs and how they relate to inclusive settings for preschool age students with autism. Other concepts covered in this class include: strategies to use with autistic students in the inclusive setting, examples of functional routines and their importance in the early childhood classroom as well as how to write goals so they can be embedded in the regular activities of the day.

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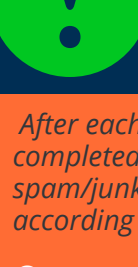
## De-Escalation Strategies for Educators (3 Hours)

**Tuesday, March 23, 2021**

**4:30PM - 7:30PM**

Participants learn to recognize signs of a potential behavioral crisis and intervene to prevent further escalation along the escalation/de-escalation cycle. At the end of this course, participants will be able to: Determine individual student behavior triggers, understand and describe the escalation cycle, learn strategies to intervene at each stage of the escalation cycle.

Register: <https://forms.washingtonea.org/Forms/pdonline>



Check back as new classes are added frequently and don't forget to check out the list of asynchronous CIPAS courses that we offer here: <https://bit.ly/WEA-IPP>

For more information or questions about our course offerings please email Annie Lamberto ([alamberto@washingtonea.org](mailto:alamberto@washingtonea.org)) or Rosy Wokabi ([rwokabi@washingtonea.org](mailto:rwokabi@washingtonea.org))

After each course, in approximately 5 - 10 business days, you will receive a course evaluation via email. Once you've completed and submitted the course evaluation, you will receive a clock hour verification form via email. Please check your spam/junk folders for the emails. Use the clock hour verification form to process your clock hours and/or attendance according to your district policies.

