

SPECIAL EVENT – REPEAT SERIES**Practical Trauma-Informed Strategies to Reduce
Anxiety in Students w/Jessica Minahan, M.Ed., BCBA****Live, synchronous, 3-part webinar (4.5 clock hours):****Part I - Tuesday, April 12, 2022 from 4 pm - 5:30 pm (PST)****Part II - Tuesday, May 3, 2022 from 4 pm - 5:30 pm (PST)****Part III - Tuesday, May 10, 2022 from 4 pm - 5:30 pm (PST)**

With up to one in three children struggling with anxiety in this country, overwhelmed adults require a new approach as well as a practical and easy-to-implement toolkit of strategies that work. In the time of COVID19, and the subsequent societal changes, anxiety has become ever-present in students of all ages. It is probable that during a pandemic that heavily impacts everyday life, levels of anxiety in children and teens are even higher, and the possibility of subsequent trauma greater.

Through the use of case studies, humorous stories, and examples of everyday challenging situations, participants will learn easy-to-implement preventive tools, strategies, and interventions for reducing anxiety, reducing negative thinking toward writing, increasing self-regulation, accurate thinking, and self-monitoring in students.

Jessica Minahan is a licensed and board-certified behavior analyst (BCBA), author, special educator, and consultant to schools internationally. Since 2000 she has worked with students who struggle with mental health issues and challenging behavior in public school systems. She specializes in training staff and creating behavior intervention plans for students who demonstrate explosive and unsafe behavior. She also works with students who have emotional and behavioral disabilities, anxiety disorders, or high-functioning Autism. Her particular interest is to serve these students by combining behavioral interventions with a comprehensive knowledge of best practices for those with complex mental health profiles and learning needs. She is a blogger on The Huffington Post, the author of *The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students*, with Nancy Rappaport (Harvard Education Press, 2012), and author of *The Behavior Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety-Related or Oppositional Behaviors* (Harvard Education Press, 2014).

Learning Objectives - Participants will be able to...

- Describe the relationship between anxiety and working memory
- Describe why traditional breaks might not be effective for students with anxiety or trauma histories
- Identify why common interventions may not always work for students with anxiety-related behavior
- Enumerate strategies for reducing negative thinking toward writing
- Participants will be able to enumerate strategies to promote initiation skills in students with work avoidance

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1. Register for the webinar using the link above
2. Use the registration link in your confirmation email to complete the Zoom pre-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.

WEA's Inclusionary Practices Project (IPP) and Special Education Support Center (SESC) is providing professional development via Zoom. When you register, if you are one of the first 100 participants, (This special event has a limit of 100 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. Courses are free. Clock hours will be provided within 5-10 business days.



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After the last session of a 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.

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