

2018 NEA ESP Conference Pre-Conference Workshop Descriptions

Early Career Educators: The Importance of ESP

ESP are critical members of the education workforce and ensure student success from pre-school through college. They are committed to their careers and their employers and are actively engaged in ensuring the safety of students. ESP have a wealth of knowledge, experience and passion and play critical roles in the school community...but are their voices being heard? Are you aware of the new early career ESP in your local? How many early career ESP one-on-one conversations have taken place since the start of school?

This pre-conference workshop will focus on the voices of early career ESP, revealing ideas on how to engage the new hires in your local. Through interactive discussions, including hearing from local ESP leaders, we will explore best ESP organizing practices that address the tools needed to build skills in their careers. Working through numerous organizing skills and theories, participants will

- Gain an understanding of the structures and ways to engage ESP members in the work of the union.
- Identify ESP leaders and issues at worksites.
- Strengthen the voice of early career ESP.
- Create an organizing culture by pinpointing potential organizing issues and campaigns.

You will leave this workshop with a new understanding on how to lift the voices of ESP, locate new early career ESP, organize members, and build stronger locals, thus enhancing NEA ESP members' ability to positively influence student achievement.

Presenter(s): *Members of the NEA ESP Project Team; Local ESP Leaders*

Education Support Professionals: Leading the Association, You Don't Know What You Don't Know

Education Support Professionals must be ready to take on the responsibilities and challenges of leadership at every level of the organization. This interactive session will provide both veteran and early career ESP with insights on what it means to be leaders in their local, state and national Association. NEA Executive Committee members will share what they have learned about leadership in the Association through their personal journey, touching on leadership pitfalls, the do's and don'ts of campaigning for elected Association positions, and NEA governance structures. Using the True Colors® model, Floyd Cox will lead participants through an activity to identify their personal leadership style and the style of those they work with. Attendees will participate in various role-playing scenarios, get questions answered by members of the NEA Executive Committee and have opportunities to network with other ESP at all stages of leadership.

Presenter(s): *Eric Brown, Floyd Cox, Kevin Gilbert, Maury Koffman, Shelly Krajacic, George Sheridan, Hanna Vaandering*

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Teamwork Makes the Dreamwork: Effective Teacher-Paraeducator Teams

To meet the needs of the whole student, it is critical that teachers, paraeducators, and administrators first understand their roles then work collaboratively, communicate effectively and respect one another in the teaming process.

Over the years, roles and responsibilities of educators have continued to increase while opportunities for professional learning continue to be limited. To improve student outcomes, now is the time to provide the resources and tools to build stronger and more effective educational teams. This interactive workshop will focus on teacher-paraeducator team building and will address roles and responsibilities, the characteristics of effective teams, communication, conflict management, and problem-solving. Further, participants will examine how generational differences and various communication styles can affect the teaming process. Participants will learn about the collaborative problem solving process and practice applying problem solving skills to a variety of scenarios.

*This workshop was designed for paraeducators although much of the content is applicable to other ESP career families.

Presenter(s): *To Be Announced*

Supporting Students at Times of Crisis and Loss

Crisis and loss are common in the lives of students, whether due to a death or crisis involving a student's individual family or one that affects the entire school community. These experiences can have significant impact on children's psychological adjustment, emotional development, behavior, and their ability to learn. ESP can play an important role in providing important support to students to promote their understanding of the event, help them learn coping strategies to accelerate their adjustment and minimize their distress, and minimize maladaptive coping mechanisms and behavioral difficulties. Yet most school professionals have had limited to no professional training in how to support students in the aftermath of crisis and loss. This workshop will help ESP learn basic skills in how to talk with and support individual students or the entire class/school as they struggle to understand and cope with a crisis or loss in their lives.

By participating in this pre-conference workshop, you will be able to:

- Initiate conversations with students in the aftermath of a crisis or after the death of a family member or friend.
- Understand the importance of psychological first aid and basic supportive services to promoting adjustment after a crisis.
- Outline the common symptoms of adjustment reactions in children and adolescents that may occur in response to a crisis.
- Discuss the role of guilt in impacting adjustment to a loss or crisis.
- Provide practical advice on issues such as funeral attendance of children and appreciate the importance of long-term follow-up after a significant loss or crisis.

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- Describe grief and trauma triggers and advise on how to minimize their impact in a school setting, as well as other academic accommodations.
- Consider issues of professional self-care when supporting children and staff who are grieving or adjusting to a crisis event

Presenter: *David Schonfeld, MD*

Supporting the Whole Student: Creating Socially Just Learning Environments

As our classrooms become more diverse, the majority of students in today's public schools do not fit into mainstream culture due to their race, ethnicity, gender identity, sexual orientation, economic status, language barriers, etc. Many students feel marginalized, voiceless, and powerless in an educational system filled with inequities. As educators, how do we challenge the inequities so that we can create learning environments that are more equitable and inclusive? How do we advocate, promote, and support the learning of EVERY student? How do we create safe, caring, and connected learning communities?

In this highly interactive workshop, we will examine how to create equitable learning environments using a cultural proficiency framework. We will explore systems of oppression, barriers to change, and elements of privilege and entitlement. We will also share various resources and tools, including the recently published Education Support Professionals Professional Growth Continuum (PGC). We will explore how to use the PGC to facilitate one's own professional growth. By the end of this workshop, attendees will leave with their own personal growth plan. We look forward to seeing you at this exciting pre-conference workshop!

Presenter(s): *Dr. Adriane E. L. Dorrington*

What Every Education Support Professional (ESP) Needs to Know About Addressing the Challenging Behaviors of Students

All ESP play an important role in providing positive behavioral support for students, inside and outside of the classroom. In this highly interactive workshop, participants will learn the universal practices and specialized intervention strategies that address challenging behaviors and promote safe and supportive learning environments. Participants will explore attitudes and values regarding behavior and learn and practice research based strategies for positive behavior change. Current practices of de-escalation and available resources to increase behavior management, growth and development will be examined. This workshop was designed for all ESP career families.

Presenter(s): *To Be Announced*