



## Special Services Newsletter

March 2022

Hopefully you all had a great rest during our mid-winter break. As I have been discussing with you over the past few months, Everett School District is increasing our inclusive practices for students with IEPs. I am very excited to share with you a step the district took at the beginning of February to increase inclusive opportunities for our students with IEPs that are headed for Kindergarten in the Fall of 2022. Through a collaboration between the Early Learning and Special Services departments, six Inclusive Transitional Kindergarten (TK) classes opened on February 1<sup>st</sup>. The TK program focuses on foundational academic, social and self-help skills to jumpstart students to success in Kindergarten. This is the third year Everett has received a grant to open TK classrooms for children who are 4 and 5 years old and are eligible to enter Kindergarten in the Fall. There are 120 total students attending TK with 20 of those students served through IEPs. Of these students, 15 transitioned from district Developmental Preschool classrooms to TK, providing a less restrictive and more inclusive setting for these students as they prepare to transition to Kindergarten.

### **From TIES Center is the national technical assistance center on inclusive practices and policies:**

"A primary goal of K-12 education is successful integration of individuals with disabilities into postsecondary education, community living, and competitive employment. Inclusive practices are predictive of better post-school outcomes in adulthood. Segregated and homogeneous educational settings do not lead to integrated, heterogeneous community life. By growing up and learning together in school, students with varied abilities, interests, and backgrounds experience diversity as a community norm. Many people in our society have misconceptions about persons with disabilities. The best way to overcome these misconceptions is to bring people with and without disabilities together in shared activities. Inclusive schools provide the opportunity for all students to develop the attitudes, values, and skills needed to live and work alongside others in a diverse society."

We are excited for this opportunity and look forward to sharing more ways that we are continuing to offer inclusive opportunities for all students

*~ Kelley Clevenger*



### **Special Services Department**

Community Resource Center

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425-385-5250



## ***“I’M PROUD OF...” SHOUT OUT!***

All of our staff are working so hard and need to take a second to celebrate the good work happening every day in our classrooms! Parents and Staff, please share with us some good work happening in your classrooms so we can all celebrate together! These highlights will be shared periodically in ongoing newsletters for all of us to enjoy, so please remove names. All staff that submit a **SHOUT OUT** will be entered into a drawing to win an Amazon Gift Card!

You can send your **SHOUT OUT** to  
[specialservices@everettsd.org](mailto:specialservices@everettsd.org)

**Thanks and looking forward to our collective celebrating!**



## SPECIAL EVENT

### 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 - Thursday, February 24, 2022 from 4 pm - 5:30 pm (PST)**

**Part II - Wednesday, March 2, 2022 from 4 pm - 5:30 pm (PST)**

**Part III - Thursday, March 17, 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

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

#### Important

##### Registration is a Two Step Process

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.



Check for the most updated [synchronous course schedule](#).  
[Asynchronous courses via Canvas](#) are available:

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

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.

Connect with us!



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Updated 1/30/2022



## *Mindful Moment*

*As February comes to a close, what a great time to express love and gratitude to those around us as well as to ourselves. One great way to show ourselves compassion and give compassion to those around us is through Metta Meditation, or Loving-Kindness Meditation. Loving-Kindness Meditation is a practice that is linked to self-love, empathy, understanding, and kindness. During a Loving-Kindness meditation, we first send positive thoughts to ourselves, then to someone we care about, then to someone who we may have a strained relationship with, and last, to all beings. This process of sending positivity to ourselves and to others in our lives creates a unity in spirit that can bring a sense of increased empathy and compassion. Here is an example of a script to get you started!*

*May I be happy.*

*May I be peaceful.*

*May I be free from suffering.*

*May I live with ease.*

*Once you say this to yourself, repeat the process with the names of someone you love (May \_\_\_ be happy...), then to someone who you may have a strained relationship with (May \_\_\_ be happy...) , and then send it out to all beings (May all beings be happy). Try putting your hands on your heart during this process to center your words on love!*

## **Message from Special Education PTSA**

Everett Special Education PTSA (Parent, Teacher, Student Association) is a community of parents, staff and students who work together to enrich the learning environment and provide resources to students and their families through advocacy, information, training for educators and students receiving special education services.

**Want to become a member?**

<https://mp.gg/eaec8>

**Other contact info links:**

Website: <http://www.everettptsacouncil.org/esd-special-ed-ptsa.html>

Facebook: <https://www.facebook.com/EverettSpecialEducationPtsa>

Instagram: <https://www.instagram.com/everettspecialeducationptsas/>

