

Robertson County Schools
January 6, 2023
SPECIAL EDUCATION ASISTANTS
Paraprofessional Training Continued

1. Foundations: Paraprofessional Basics

- Understanding the many types of special programs
- Individual student and program information
- Communicating with student teams
- Developing positive communication skills
- Understanding common concerns of families of individuals with disabilities

2. Instructional Support

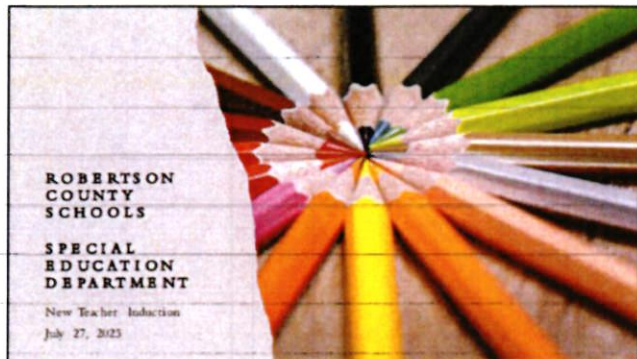
- Understanding inclusion ✓
- Introduction to accommodations and modifications
- Supporting students with accommodations and modifications
- The role of the paraprofessional in promoting active learning
- Assisting students with work completion and organization
- Helping vs. hovering: How to avoid the “helicopter” effect

3. Special Education Classroom Support

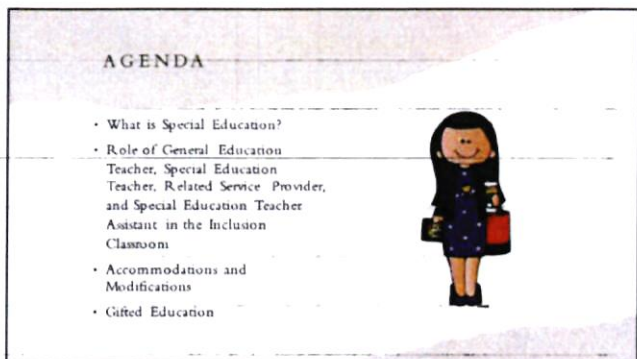
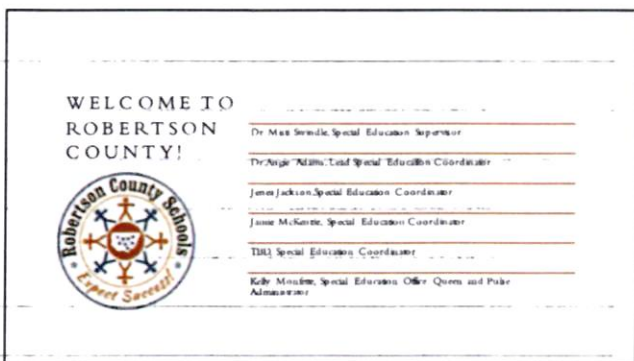
- IDEA’s 13 areas of disability
- Providing positive behavioral supports
- Supporting students who are noncompliant
- Recognizing and supporting students with dyslexia

4. Conclusion

- Recap & Wrap Up
- Questions



this PD is provided annually by SPED



WHAT IS SPECIAL EDUCATION?

- The Individuals with Disabilities Education Act (IDEA), our nation's special education law, says that each child who has a disability and needs special education and related services will receive a free and appropriate public education (FAPE).
- A cornerstone of IDEA, FAPE emphasizes that special education and related services are designed to meet a child's unique needs and it prepares the child for further education, employment, and independent living.
- Special Education must ensure that ALL students can both ACCESS and PARTICIPATE in their LRE.

WE WOULD NEVER TEACH A CLASS WITHOUT EXPLAINING THE WHY? SO...

FEDERAL LAW

- "Inclusion" does not appear in IDEA, however, what the law does say:
- Right for FAPE – Free Appropriate Public Education with appropriate supports and services regardless of disability in the Least Restrictive Environment (LRE) - Means that to the maximum extent possible, each child with a disability must be educated with children who are not disabled unless the nature and severity of the disability is such that the education in the general environment with the use of supplementary aids and services cannot be achieved satisfactorily.
- Right of all children to a continuum of services to meet their individual needs.
- All students must have access to the regular education curriculum – to the maximum extent possible.
- And it is just the easy thing to do... Leave no man behind.

CHILD FIND



- Child find is the legal mandate that requires an individual to seek out, identify, locate, and evaluate children who are suspected of having a disability.
- If you suspect that a child has a disability, speak with your special education teacher or S-Team chair.

REACH AND TEACH ALL CHILDREN

- "If children do not learn the way we teach them, then we must reach them the way they learn."
- Special Education is a service not a place.
- "When a teacher tries to teach something in the entire class at the same time, children who are members of the club already know it, and they will get bored the remaining time of work. So remember, all children are waiting for you." - Lillian Katz

Inclusion is not simply about physical proximity. It is about intentionally planning for the success of all students.


thinkInclusive US

ROLE OF REGULAR EDUCATION TEACHER IN THE INCLUSION CLASSROOM

- Develop and implement weekly lesson plans that facilitate the participation and learning of all students
- Monitor and evaluate the progress of all students
- Maintain communication with students, parents or guardians
- Meet with special education teacher on a regular basis and provide information necessary for modifications and adaptations to be developed and implemented to allow for Access and Participation in the general curriculum

ROLE OF REGULAR EDUCATION TEACHER IN THE INCLUSION CLASSROOM

- Work collaboratively with special education teacher to assist in the development of a support plan that meets the needs of all students in the classroom.
- Keep the special education teacher informed as to the performance of students with disabilities in your class on a regular basis. Further, provide a copy of midterm grades and assign report card grades collaboratively with the special education teacher.



ROLE OF SPECIAL EDUCATION TEACHER IN INCLUSION CLASSROOM



- Lesson Planning
 - In an ideal inclusion classroom, the special education teacher and regular education teacher engage in co-planning.
- Establish open communication with the regular classroom teachers. Be an advocate for students and a resource for the regular educators in the building.
- Provide modification recommendations for students with disabilities regarding materials and equipment, positive behavior plans, curricula, etc.
- Provide modification recommendations for students regarding lessons, activities, tests, assignments, grading report cards, etc.
- Recommend instructional strategies for students.

ROLE OF SPECIAL EDUCATION TEACHER IN INCLUSION CLASSROOM

- Classroom Management
 - Even though the focus of a special education teacher's job is the special needs students in the class, he/she is also responsible for helping the general education teacher manage the classroom.
 - It is also a special education teacher's job to be aware of individual students' behavior plans and provide discipline accordingly.



OTHER RESPONSIBILITIES

- Special education teachers have responsibilities that may require them to step out of their classroom (IEP meetings, administering assessments, etc.). It's the special education teacher's job to make sure that the general education inclusion teacher is aware of their absence and help to provide accommodations or modifications that may be necessary in their absence.



ROLE OF SPECIAL EDUCATION ASSISTANT IN INCLUSION CLASSROOM

The job of the Special Education Teacher assistant is to enhance the instructional programs for students with disabilities. The Teacher Assistant is under the direct supervision of the building administrator and the special education teacher.

The teacher assistant primarily focuses on providing better learning opportunities for students with disabilities.

COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAGES WHEN I GET THROUGH SHOVELLING THEIR WAY THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP WE CAN ALL GET IN.

Accommodations change how the student is taught or expected to learn.

- They provide equitable access during instruction and assessments and neither change the construct being assessed nor compromise the integrity or validity of the assessment or content.
- are intended to reduce or even eliminate the effects of a student's disability; and
- do not reduce learning expectations, if based on need.

Modifications change what the student is taught or expected to learn.

- They change what is being taught to or expected from the student.

ACCOMMODATIONS AND MODIFICATIONS

WHO IS RESPONSIBLE?

Special educators should communicate with general educators PRIOR to the start of the school year. Special ed. teachers can share a summary of the IEP information, as well as the unique qualities and learning styles of the students.

General education teachers should assume ownership of the special needs students in their classroom. These children are part of the classroom community the same as any other child in the class.

WHO IS RESPONSIBLE?

Provide direction/help to modify assignments and tests/assist in reading assignments and tests/help implement behavioral supports

Be available, helpful, and supportive of the general education teachers. Special educators should partner with general education teachers to help implement modifications and accommodations.

When special education staff are helping to make accommodations and modifications to the curriculum for general education teachers, it is considerate to provide the materials needed (tests, assignments and answer keys) well in advance of due dates.



ACCOMMODATION SELECTION


- Expect all students to achieve grade-level academic content standards.
- Learn about accommodations.
- Review the student's strengths.
- Review the student's PLEPs and MAGs.
- Select accommodations that support the student's current needs for access and participation.
- *Accommodations should provide access so the student can accurately reflect their current level of knowledge and mastery.
- Administer accommodations during assessment.
- Evaluate and improve accommodation use by talking to the student.

ACCOMMODATIONS FOR INSTRUCTION AND ACCESS

- Accommodations provide a bridge to access and participation for a student based on the impact of the area(s) of deficit.
- These should be necessary accommodations for the student, **not things the student may need** on a few isolated opportunities or that there is no data to support.
- The student should be encouraged to provide feedback on the effectiveness of the accommodation(s) selected (ties to transition).
- **Accommodations should not be selected to hide a disability or inflate the abilities of the individual; access and participation are the guide to selection.**

TN READY VS. ALT ASSESSMENT

- **State Testing:** While applying accommodations, a student may be allowed, for example, to take extra time or to use extra resources like a computer or calculator. On the other hand, while using modifications, a student can take an alternate assessment or a modification of the regular one.



UNIVERSAL DESIGNS FOR LEARNING (UDL)

- Designing instructional spaces with UDL principles can minimize the need for individualized accommodations and modifications.
 - Sidewalk ramps
 - Crossing lights with sound
 - Sensor faucets
 - Picture/icon signs
 - Automatic doors
 - Fire alarms that flash and make noise
 - Phone sound/vibrate/flash modes
 - Font sizes
- The American with Disabilities Act requires accessible design in all new buildings and renovations of public buildings.

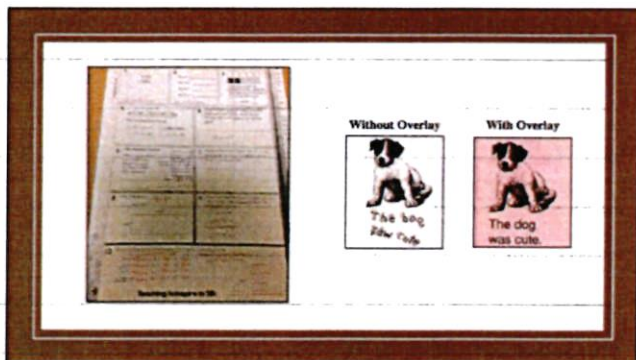
EXAMPLES

English
 • include them in the lesson • give them sentences to fix and copy • highlight all the -ed endings on a copied page • circle each word that has an -s added to the end • do a journal entry

Spelling
 • include them in the lesson • print 5 or more of the spelling words 3-5 times each • use computer to type out words • write words on white board • listen to recording of words being spelled

Math
 • include them in the lesson • give them a page of easier calculations to do • use calculator to do some problems • use manipulatives, charts, etc • do a fluency challenge • count/sort money • measure various items R

Reading
 • group students with reading disabilities with higher reading groups so the story can be enjoyed and good reading strategies are modeled • rotate the group the special needs student joins • include borderline readers in with the group closest to their ability



Modified
Gr. 8 Science

Chapter 4: Density and Buoyancy

1. Pressure means to push down on something. YES ___ NO ___

2. Buoyant means to float. YES ___ NO ___

3. You use a ruler to measure in centimeters. YES ___ NO ___

SPECIAL EDUCATION RESOURCES

Your first and best resource

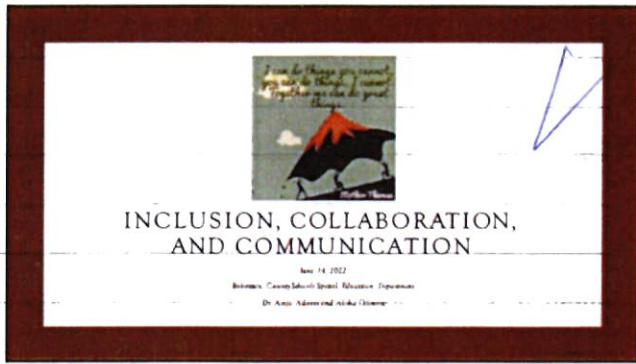
Special Education Teacher(s) in your building.

Related Service Provider(s):

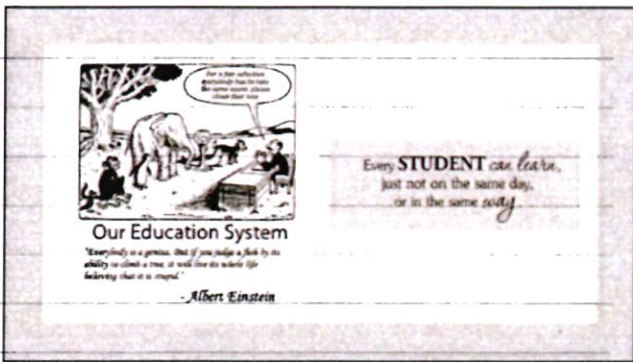
- Speech & Language Pathologist
- Occupational Therapist
- Physical Therapist
- Sign Language Interpreter
- Vision Therapist

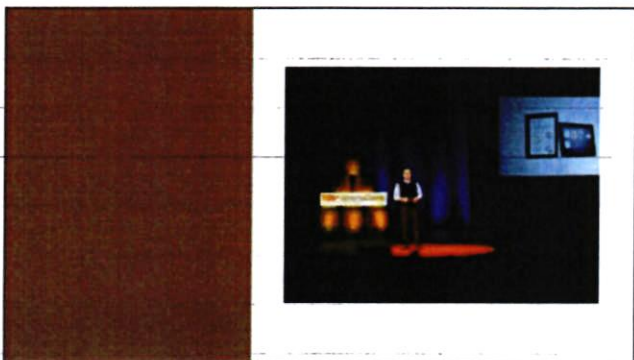
UNDERSTOOD.ORG

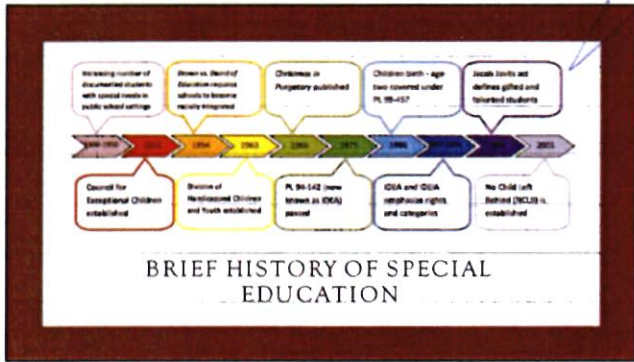
www.understood.org



Summer PD opportunity

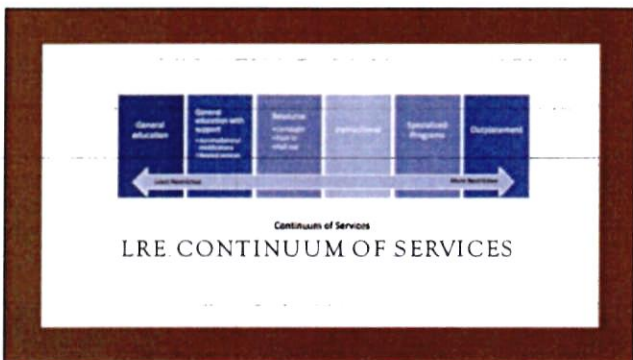


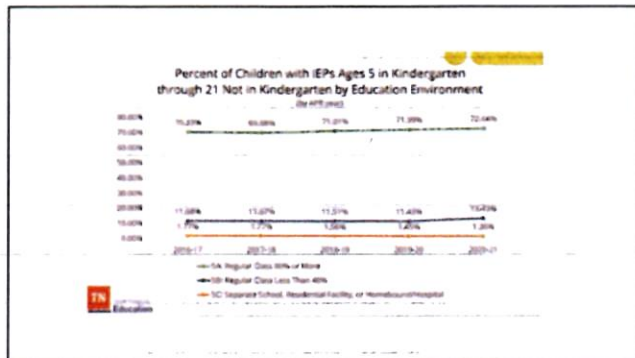




WHY INCLUSION?

- "Inclusion" does not appear in IDEA; however, the law does say:
 - Ensure all students with disabilities are provided a Free and Appropriate Public Education (FAPE) in the student's Least Restrictive Environment (LRE)
 - LRE means "to the maximum extent possible each child with a disability may be educated with children who are not disabled unless the nature and severity of the disability is such that education in the general education environment (with supplementary aids and services) cannot be achieved satisfactorily."
 - All students must have access to the regular education curriculum - to the maximum extent possible





Education's history show us how generally most of the time teachers have worked in isolation. When students with special needs entered to the public schools, (in the 70's). They were taught in specific classrooms and completely separated of general classrooms. So, for many years General teachers and Special ed. teachers have been sharing a building but have not shared their skills, knowledge, experience, strategies, etc.

In spite of inclusion is a word that each time is more used in our daily routines. Still there are some misunderstandings. Each school is unique, with a specific culture, staff, values, etc. So, the challenge of inclusion is different and unique too.

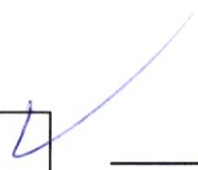
However, there are some general barriers that affect any inclusion process. And there are some general practices, which step by step, help to build more inclusive schools too.

Inclusion is a challenge; it means it is not always easy but worth it.

ALL
MEANS
ALL

According to Stetson and Associates (2014):

- » Every student is a general education student.
- » Inclusive education is about all students, not just those with a label.
- » Schools can no longer meet accountability standards without inclusive practices.



✓

REACH AND TEACH ALL CHILDREN

"If children do not learn the way we teach them, then we must teach them the way they learn."

"When a teacher tries to teach something to the entire class at the same time, chances are, one third of the kids already know it, one third will get it, and the remaining third won't. So two thirds of children are wasting their time."

Lillian Katz

RESEARCH SHOWS...

• Strategies used to differentiate instructional and assessment tasks for English language learners, gifted students, and struggling students were also effective for other students in the classroom. McQuarrie, McKee, & Strick-Cutler (2008)

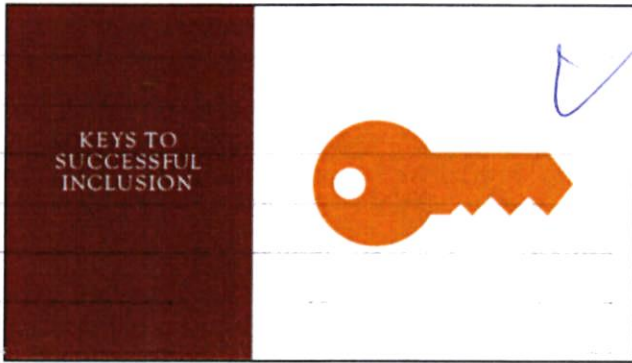
• In one study, the reading skills of elementary and middle school students who participated in a reading program that incorporated differentiated instruction improved compared to the reading skills of students who did not receive the program. Baumgartner, Lipowski, & Raab (2003)

Inclusive Education means...




- All students are educated in the general education classroom to the greatest extent appropriate
- Expectations are high
- Instruction is standards-based
- The curriculum is the general education curriculum
- Individualized supports are available when needed
- Decisions are made on the basis of student needs and not labels and places

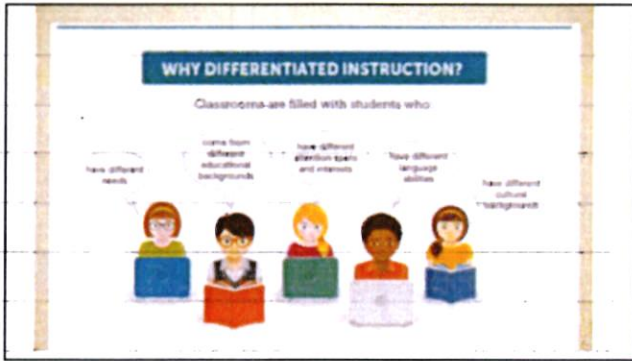
✓

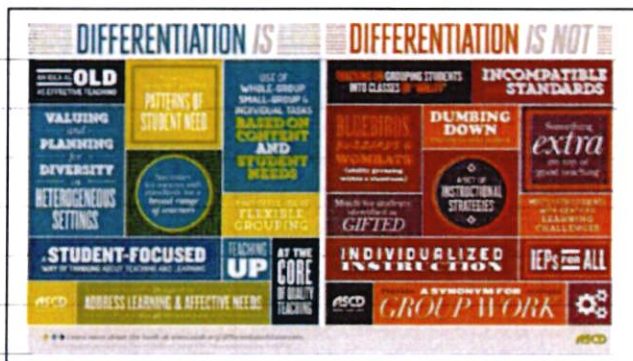


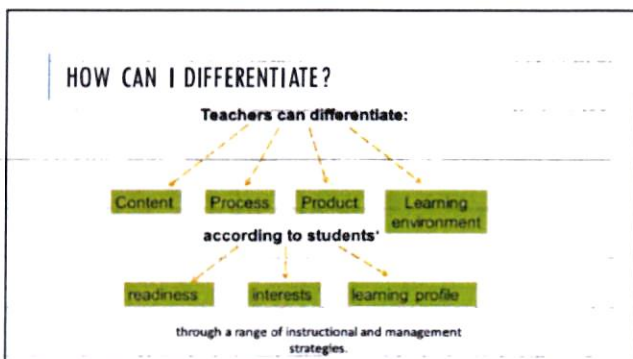
- Meeting diverse needs of diverse student population
- Differentiating based on content and student strengths and needs
- Choosing curriculum components to differentiate
 - Within the core curriculum
 - Consistent with state learning standards











Tips & Strategies for Effective Differentiation & Instruction:

<https://www.youtube.com/watch?v=mVRYS8YyyA>

```

    graph TD
      Root[Teachers can differentiate] --> Content[Content]
      Root --> Process[Process]
      Root --> Product[Product]
      Content --> Readiness[Readiness]
      Content --> Interests1[Interests]
      Content --> LearningStyle1[Learning/Style]
      Process --> Interests2[Interests]
      Process --> LearningStyle2[Learning/Style]
      Product --> Interests3[Interests]
      Product --> LearningStyle3[Learning/Style]
      Interests1 --> Scaffolding[Scaffolding]
      Interests1 --> Motivation[Motivation]
      Interests1 --> Efficiency[Efficiency]
      Interests2 --> Scaffolding
      Interests2 --> Motivation
      Interests2 --> Efficiency
      Interests3 --> Scaffolding
      Interests3 --> Motivation
      Interests3 --> Efficiency
  
```

DIFFERENTIATING CONTENT

- Independent contracts
- Individual goal setting
- Alternative assignments
- Pacing extended time
- Compositing
- Using reading materials at varying readability levels
- Using spelling or vocabulary lists at readiness levels of students (Microsoft Word is a great way to do this)
- Presenting ideas through both auditory and visual means
- Meeting with small groups to re-teach an idea or skills for struggling learners, or to extend the thinking or skills of advanced learners

DIFFERENTIATING PROCESS

- Use higher order thinking strategies
- Small group instruction
- Multiple intelligences
- UDI
- Centers
- Mapping, webs, outlines, etc
- Peer learning or cooperative learning opportunities
- Writing

2

DIFFERENTIATING PRODUCT

Tiered products (choice boards)
 Rubrics
 Multiple Intelligence tasks
 Alternative assignments
 Modified work pakes
 Independent projects
 Grade contract

Differentiating for Learning Styles: Summative Product Ideas

Auditory	Visual	Tactile-Kinesthetic
classifying/grading	brochure	activity plan
poems	collage	comparing means
math journal	diagram	demonstration
news	drawing	skit/drama
reading patterns	Flow Chart	game or game show
tablets	graph organizer	"How-to" book
and report	multi-media project	map
game	illustrated manual	model
survey	map	recipe or theme
teaching a lesson	picture dictionary	scale drawing
report		

DIFFERENTIATING ENVIRONMENT

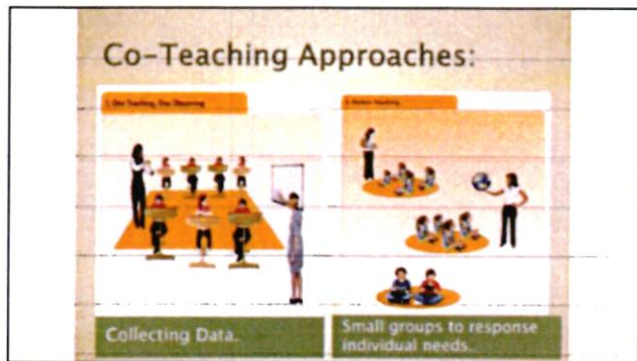
Physical arrangements of the classroom
 Learning stations
 Level of noise
 Flexible seating (standing, sitting on floor to bean bags, rolling chairs)
 Sensory items available
 Use of technology

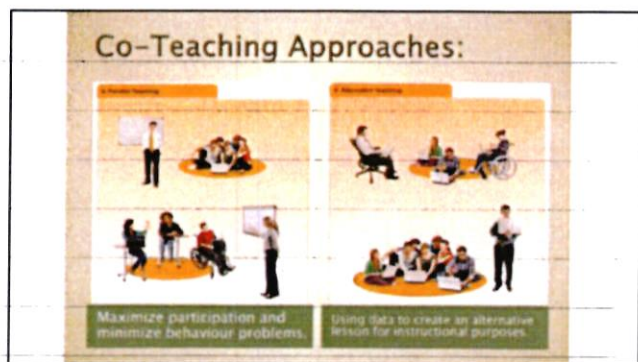
WHAT DOES INCLUSION LOOK LIKE?

It is dependent on the:

- Student
- IEP
- Level of supports
- Disability
- Environment
- Subject area
- Grade level

Inclusion will have many different looks





Creating, unblocking, and unlocking learning paths is not about lowering expectations. In fact, it is not even solely rooted in a teacher's actions. Access for all is truly a mindset and with this belief, the educator's actions begin to change.


Teaching Up

1. Accept that human differences are not only normal but also desirable
2. Develop a growth mind-set.
3. Work to understand students' cultures, interests, needs, and perspectives.
4. Create a base of rigorous learning opportunities.
5. Understand that students come to the classroom with varied points of entry into a curriculum and move through it at different rates.
6. Create flexible classroom routines and procedures that attend to learner needs.
7. Be an analytical practitioner.



WHERE DO I START (OR RESTART)?





Traditional Vs. UDL

Traditional Instruction	Universal Design For Learning Instruction
<ul style="list-style-type: none"> • Teachers typically deliver content in one way • Students are assessed with tests which measure rote memorization, understanding, and problem-solving • The learning environment is designed for students to sit quietly and learn on their own • Required materials and knowledge of content are delivered using one method 	<ul style="list-style-type: none"> • Teachers deliver content in multiple ways • Students and other learners who engage with diverse methods to gain understanding • The learning environment encourages students to explore, collaborate, and solve problems, individually or in groups • Students are encouraged to demonstrate their skills and knowledge of content using one or more methods

Adapted from Universal Design for Learning: A Guide to Practice and Research

This approach makes your curriculum accessible to all students, regardless of their backgrounds, learning styles and abilities.

FORMULATE A FLEXIBLE BEHAVIOR MANAGEMENT PLAN

With many students, those with special needs and otherwise, a rigid behavior management plan will not serve you in every circumstance. For example, if you have a student who has a shorter attention span due to developmental issues, it is unfair to expect that student to stay focused on seatwork for as long as students with longer attention spans. No amount of punishment or reward can extend that student's focus.

Instead, tailor your classroom environment to better suit diverse students' needs. With students' and specialists' input, create a checklist or action plan for students. It can list, with short phrases, symbols or icons, how to review work, put away supplies and find an independent task to do, such as writing in a journal, drawing in a sketchpad or reading a book from the classroom library.

Among the other behavior management strategies that support effective inclusion are:

- Posting a schedule and sticking to it.
- Displaying classroom rules.
- Diversifying instruction.
- Encouraging peer instruction and leadership.
- Using signals to quiet down, start working and put away materials.
- Giving students folders, bins and containers to organize supplies.
- Checking in with students while they work.
- Speaking to students privately about any concerns.
- Employing specific, targeted positive reinforcement when a student meets a behavioral or academic goal.

APPLY MULTIPLE INTELLIGENCES THEORY

- Universal design shares much with Howard Gardner's Theory of the Multiple Intelligences, which outlines students' varied approaches for processing information (known as "intelligences") and how teachers can access these pathways. For example, in an inclusive classroom, a unit in the core curriculum, such as one on the solar system, might feature vocabulary and abstract concepts that are challenging for students with disabilities to master.

A general education teacher can make these concepts more comprehensible by employing various strategies and leading hands-on activities such as:

- Showing videos about the solar system.
- Making models of the planets.
- Interviewing an astronaut.
- Visiting a science museum or planetarium with an astronomy display and program.
- Looking at books with images of the solar system.
- Making up songs, poems, rhymes and chants about the cosmos.
- Drawing or painting images of stars, nebulas, galaxies and planets.
- Acting out a scene of astronauts in flight.
- According to Sarah Murry and Kylie Moore, in their article [Education Through Multiple Intelligences](#), "utilizing techniques that are suited to multiple intelligences allows students to explore important concepts using a range of domains, and find information based on their own abilities."

COMMUNICATION



GEN ED + SPED ED = SUCCESSFUL INCLUSIVE PRACTICES

Consult the records of your students who receive special education services, particularly their EP-at-a-glance, to determine overarching behavioral and academic goals

For students with significant educational disabilities, ask the case manager to review their EP (i.e., psychological report to gain more in-depth knowledge about the student's background, why they were referred, how they performed on assessments, recommendations, etc.

Collaboratively discuss and develop classroom norms and procedures for students and adults

Attendance, grades, teaching, parent conversations, discipline, expectations, accommodations, subs, etc.

Identify possible times to meet collaboratively each week to discuss the next week's plans (before school, after, one lunch break a week, etc.)



Handwritten checkmark and horizontal lines for notes.

SHARING INFORMATION

Special Education Teacher

- Specific information about individual student
- Present levels
- Functional Performance
- Specific IEP information
- Goals/objectives
- Modifications and accommodations
- Present levels of performance
- Student Profile

Regular Education Teacher

- Instructional information
- Class expectations
- Classroom measures
- Learning and behavioral expectations
- Grade-appropriate curriculum
- Curriculum knowledge and understanding
- Classroom Profile

Horizontal lines for notes.

I HAVE A SPED PARAEDUCATOR IN MY ROOM. WHAT DO I NEED TO KNOW?

Responsibilities include:

- Collecting data
- Ensuring accommodations/modifications are being followed
- Facilitating learning opportunities
- Reporting to the teacher
- Deciding what students

Responsibilities do not include:

- Daily classroom tasks
- Running and/or get books
- Talking on a cellphone
- Covering another teacher's class
- Communicating with parents
- Sleeping

Horizontal lines for notes.

INCLUSION REQUIRES PLANNING

Regular education – plans, coordinates, schedules, and evaluates curriculum and instructional outcomes within a positive, secure, and enriched inclusive classroom environment

Special education – plans, coordinates, schedules, and evaluates curriculum and instructional outcomes that target specific student needs that facilitates participation of students with disabilities in the regular education classroom

✓

COLLABORATION

KEYS TO A SUCCESSFUL MARRIAGE... I MEAN INCLUSION CLASSROOM

- The regular education teacher believes that all students can succeed.
- School personnel are committed to accepting responsibility for the learning outcomes of students with disabilities.
- School personnel and the students in the class have been prepared to receive a student with disabilities.
- Parents are informed and support program goals.
- Special education staff are committed to collaborative practice in general education classrooms.

✓

TEACHING STYLES

Teaching is like fishing...

- You use different lures for different fish
- You use different methods for different learners.

Teaching is like beautiful music...

- Where, instructional methods are the instruments
- When played alone they make sound, BUT
- When played together in tune, rhythm, and feeling, they become amazing music!

Learning Styles



SHOW ME
YOUR
COLORS





School Support

Appropriate policies and procedures for monitoring individual student progress, including grading and testing, are in place.

- Scheduling
- Classroom procedures such as class work and homework policies, turning in work, behavior
- Consequences of not following classroom policies and procedures in place

Collaboration

Special educators are part of the instructional or planning team.

Teaming approaches are used for problem-solving and program implementation.

Regular teachers, special education teachers, and other specialists collaborate (e.g., co-teaching, team teaching, teacher assistance teams).

Through the Eyes of the Student

<http://www.washington.edu/education/centerforlearningandteaching/2014/05/05/through-the-eyes-of-the-student/>

"The advantage is that my brain sees and puts information in my head differently, more interestingly than if I saw like everyone else."
-Whoopi Goldberg on her Dyslexia

"I need to learn. If I learn a concept I'm going to read it five times over than any other person had to be able to tell you everything in it."

"I had many failures, and I didn't expect myself to be successful."
-Steve Jobs



ACKNOWLEDGE AND MOVE FORWARD

"I think you just BE A GOOD ONE."
-Michelle Obama

Not all students will or should:

- Learn all of the content
- Do all of the assignments or instructional activities
- Be graded the same way

All students should:

- Be exposed to basic concepts
- Have meaningful instruction
- Progress to the extent possible and appropriate

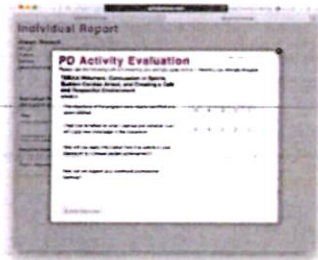
ADAPTING TEACHING STYLES



BE A MR. JENSEN



COMPLETE YOUR SCHOOLSTATION PD EVALUATION



REFERENCES

Tennessee Department of Education. (n.d.). Special Education Data Services & Reports. Special Education Data Services & Reports. Retrieved June 13, 2022, from <https://www.tn.gov/education/student-support/special-education/special-education-data-services-reports.html>

Special Education for the Regular Education Teacher: Access for All Students

Robertson County School District
Special Education Department

July 18, 2023

This PD is provided annually by SPED

Pick one quote and describe how you connect with it.

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid." - Albert Einstein

"We make accommodations for one another in every day life. If a person sprains an ankle, crutches are provided to help the person walk. If a room is dark, we can use a flashlight to find what we need." - Nicole Eredics

"Jacob's talents were rare...but nothing in my curriculum or instruction had ever told Jacob that his talents were valued in the academic world that we shared. It was as if until now, he was carrying a currency that wasn't accepted in my learning environment." - Joni Degner

"Education is not learning of the facts, but the training of the mind to think." - Albert Einstein

What is Special Education?

The Individuals with Disabilities Education Act (IDEA), our nation's special education law, says that each child who has a disability and needs special education and related services will receive a free and appropriate public education (FAPE).

A cornerstone of IDEA, FAPE emphasizes special education and related services are designed to meet a child's unique needs and that prepares the child for further education, employment, and independent living.

Child Find is the ongoing obligation to locate, identify, and evaluate all children suspected of disabilities who need special education and related services as a result of those disabilities

State Board Policy Chapter 74, Rule 74.19, § 300.111

Child Find

What Does Child Find Mean?

Keep your eyes and ears open for any student that may be struggling. This could include academics, social emotional needs, mental health, chronic health conditions, attention, visual/hearing issues (beyond glasses), physical needs (fine or gross motor), etc....

If I suspect a child of having an issue what am I legally obligated to do?

What do I do if a parent mentions that they think that their child has a disability or that their child is being treated for a "condition"?

Reach out to your S-Team lead to share your concern and the impact on the student's education. The moment that the parent shares information or their concerns, "Child Find" has been activated, and we must address it.

Does this mean every child will have to be tested or be found eligible?

No, this only means that we have to consider the child's possible need for an evaluation. That is why we will need to schedule an S-Team and have a discussion.

Special Education Teachers

Special education teachers are responsible for:

- case management of individual student IEP's
- ensuring all necessary staff have a copy of a student's IEP at-a-glance and any other supporting documents (safety/medical plan, Behavior Plan, daily communicator, etc)
- providing skills specific intervention as outlined in the IEP
- ensuring each student's IEP services are carried out as outlined in the IEP
- collaborating with school staff, parents, and possible outside resources

and many, many more 😊

General Education Teachers

General education teachers are responsible for:

- assisting with the identification of students who could potentially have an educational disability (Child Find)
- attending IEP meetings and providing feedback to the team
- having a basic understanding of Special Education laws, the Special Education process, and an understanding of disabilities
- knowing which students in the class have an IEP and what services and accommodations are needed.

and many, many more 😊

Prong 1: Criteria

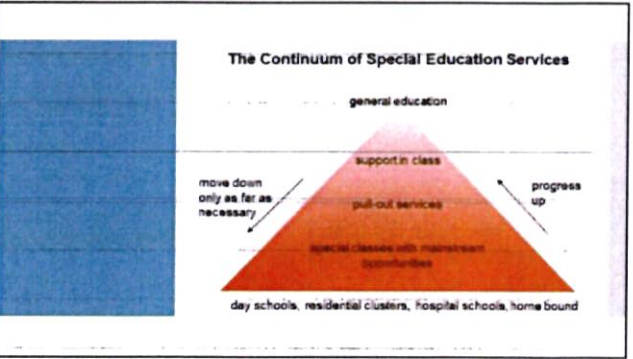
How do we determine if a child is eligible for special education?

action	performance	process	physical attributes
learning impairment	intellectual disability	multiple disabilities	emotional disturbance
other health impairment	specific learning disability	specific language impairment	traumatic brain injury
visual impairment	developmental delay	autism spectrum disorder	hearing impaired

Is there documentation of how the disability adversely affects the student's educational performance in his/her learning environment?

All Students are General Education Students First

- The education system should start with the assumption that every child can learn. This is called the least dangerous assumption because exposing students to learning is not harmful but keeping them from it is.
- IEP teams should operate from the criterion of least dangerous assumption by considering the **least restrictive environment (LRE)**, general education, first, for all students, regardless of disability, before considering more restrictive settings. LRE is ideally with nondisabled peers in general education setting to the maximum extent appropriate.



Have a basic understanding of the Special Education Process.

General education teachers are usually at the forefront of suspecting that a student has a disability. It is usually the teacher or the parent that begins to notice that the student is not performing at the same level of the other students.

When a student is going through special education testing, teachers are involved throughout this process. The teacher may or may not have been the referring source, but they provide information to the committee making the referral. Teachers may be asked to complete rating scales or allow a Psychologist to observe the student in the classroom. Teachers can provide valuable information as they are aware of the expectations for the class and what is age appropriate. Teachers should come to the eligibility meeting with current information regarding grades, performance, and behavior. General education teachers will also be an integral part of the IEP committee.

Know which students have a disability and who is on an Individualized Education Plan.

This may require looking through files and taking notes. Think about the following when reviewing the IEP:

- What is the student's disability? Make sure you know the basics of what it means to have this disability and how it will impact the student.
- Who is the case manager? The case manager will oversee making sure the IEP is followed and should be working with you closely regarding the student.
- What accommodations are to be provided? Know all accommodations and be sure that you are providing the accommodations and informing substitutes when you are not available.
- What services is he or she receiving? Even if you are not providing the services, it's helpful to know about the services and how you can work with those providers.

Understand the basics of Special Education disabilities.

The federal government has identified 14 disability categories for Special Education (*Tennessee identifies 16). The states have interpreted how to identify those disabilities.

- Specific Learning Disability (SLD)
- Other Health Impairment (OHI)
- Autism (AUT)
- Emotional Disturbance (ED)
- Speech and/or Language Impairment (SLI)
- Visual Impairment (VI)
- Deafness
- Hearing Impairment (HI)
- Deaf-Blindness (D-B)
- Orthopedic Impairment (OI)
- Multiple Disabilities (MD)
- Developmentally Delayed (DD)
- Intellectually Disabled (ID)
- Traumatic Brain Injury (TBI)
- Intellectually Gifted (IG)*
- Functionally Delayed (FD)*

<https://www.understood.org>

Through your child's eyes

What you'll learn

- Reading challenges, videos of kids
- Math challenges, videos of kids
- Writing challenges, videos of kids
- Attention challenges, videos of kids
- Organization challenges, videos of kids
- Behavior, videos of kids

What does it feel like to learn and think differently? Watch these videos to see the world through our (K-12) kids' eyes. Kids of different ages talk about how it feels to learn and think differently... and what helps them thrive.

Know Your Resources within the School and District

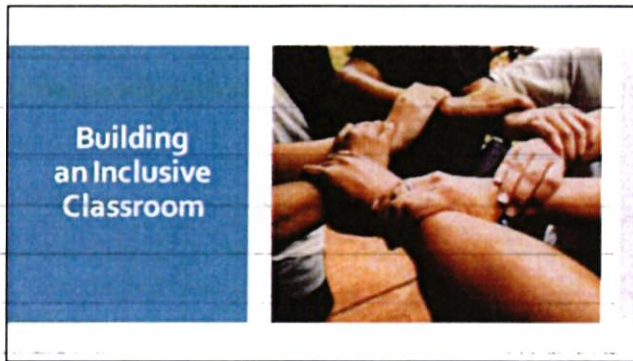
- Your first and best resource is the special education teacher(s) in your building. They are the specialist in the building to assist with ideas on how to support students academically, social/emotionally, and with behavior needs.
- Other resources in your building:
 - School Psychologist
 - Speech & Language Pathologist
 - Occupational Therapist
 - Physical Therapist
 - Sign Language Interpreter
 - Vision Therapist

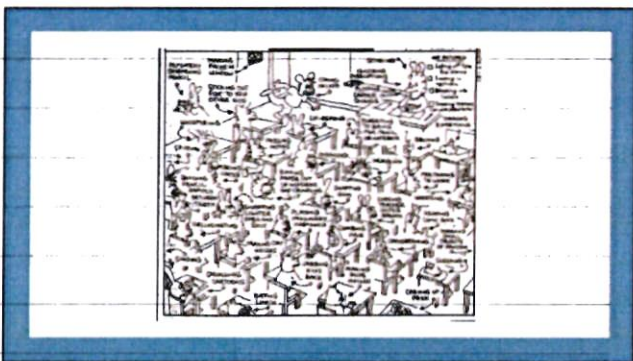
Special Education Resources within District

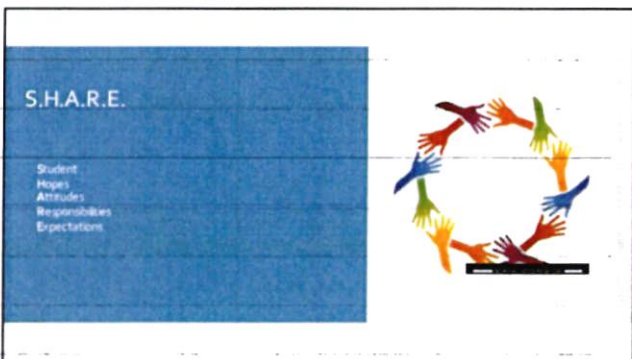
District-level Coordinators:

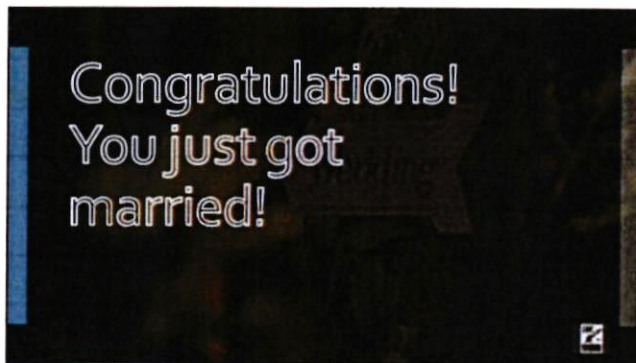
- Dr. Angie Adams
- Jenea Jackson
- Jamie McKenzie

Supervisor of Special Education:
Dr. Mist Swindle









S.H.A.R.E.

- Identify and discuss classroom expectations
 - Behavior Management
 - Class Transitions
- Identify classroom responsibilities
 - Grading
 - Accommodations/Modifications
 - Possible planning opportunities
- Identify a space for SPED teacher or TA to keep materials (creates ownership within the class)
- Discuss individual student needs
- Introduce all staff to students and parents
 - Mrs. Thomas (general ed) focuses on the content and Mrs. Smith (special education) focuses on strategies to help you understand the content

Formulate a Flexible Behavior Management Plan

- Effective planning and teaching in an inclusive classroom depends upon having control of your classroom. Clearly communicate your expectations and goals.
- With many students, those with special needs and otherwise, a rigid behavior management plan will not serve you in every circumstance.
 - For example, if you have a student who has a shorter attention span, it is unfair to expect that student to stay focused on seatwork for as long as students with longer attention spans. No amount of punishment or reward can extend that student's focus.

Roles and Responsibilities within the Differentiated Classroom

Role of General Education Teacher in Inclusion Classroom

- The general education teacher must first and foremost buy into the concept of inclusive programming and paraprofessional supports. General education teachers must collaborate with the special education teacher as to the role and assignments of both the student with a disability and the paraprofessional (Boyer & Mainzer, 2003).

Role of General Education Teacher in Inclusion Classroom

- The role of the general education teacher is to create a community conducive to helping all students meet academic and behavioral goals; however, you should not have to achieve this aim alone.
- Ongoing communication is essential for locating individuals, services and materials to best support all students. In addition, some key planning and teaching strategies can make a dramatic difference in reaching students with diverse abilities and skill bases.
- No classroom is an island, particularly an inclusive classroom. Opening your room to volunteers, teacher's aides, service providers and the special education teacher gives you valuable opportunities to engage in collaborative teaching.

Role of General Education Teacher in Inclusion Classroom

- Develop and implement weekly lesson plans that facilitate the participation and learning of all students
- Monitor and evaluate progress of all students
- Maintain communication with students, parents or guardians, and IEP team
- Meet with special education teacher on a regular basis and provide information necessary for modifications and adaptations to be developed and implemented

Role of General Education Teacher in Inclusion Classroom

- Work collaboratively with special education teacher to assist in development of a support plan that meets the needs of all students in the classroom.
- Keep the special education teacher informed as to the performance of students with disabilities in your class on a regular basis. Further, ensure special education teacher has access to student grades and attendance.

Role of Special Education Teacher in Inclusion Classroom

- Lesson Planning
 - In an ideal inclusion classroom, the special education teacher and regular education teacher engage in co-planning to identify ways to differentiate instruction and student work to optimize student learning
- Specialized Instruction
 - In some inclusion classrooms, the two teachers take turns presenting lessons or the special education teacher may teach the class one or two days a week. When not teaching the entire class, the special education teacher may sit beside students and provide one-on-one help or additional instruction.



Role of Special Education Teacher in Inclusion Classroom

- **Classroom Management**
Even though the focus of a special education teacher's job is the special needs students in the class, he/she is also responsible for helping the general education teacher manage the classroom.

Role of Special Education Teacher in Inclusion Classroom

Establish	Establish open communication with the regular classroom teacher. Be an advocate for students and a resource for the regular classroom in the building.
Provide	Provide modification/ accommodations for students with disabilities regarding materials and equipment, positive behavior plans, contracts, etc.
Provide	Provide modification/ accommodations for students regarding lessons, activities, work assignments, grading, assist cards, etc.
Recommend	Recommend instructional changes for students.

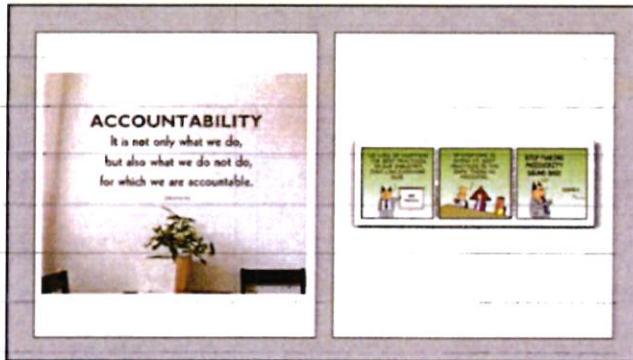
Role of Special Education Assistant in Inclusion Classroom

- The job of the Special Education Teacher assistant is to enhance the instructional programs for students with disabilities. The Teacher Assistant is under the direct supervision of the building administrator and the special education teacher.
- The Teacher assistant primarily focuses on providing better learning opportunities for students with disabilities.



Role of Special Education Assistant in Inclusion Classroom	Instructional Support
	Organizational Support
	Behavioral Management Support
	General Support
	Interpersonal Relations

Role of Special Education Assistant in Inclusion Classroom	Follow	Follow classroom policies developed by the classroom teacher.
	Implement	Implement the modifications developed by the team.
	Facilitate	Facilitate learning opportunities for individuals and groups of students. Provide resources to students.
	Collect	Collect data on the goals and objectives for each student as requested by special education staff using teacher designed data collection sheets.
	Collaborate	Collaborate with teachers, support staff, and parents to enhance the learning of the students.
	Communicate	Communicate with classroom and special education teachers about the student.



How Can Teacher's Differentiate?

By Readiness
A student's current proximity to specified knowledge, understanding, and skills (Tomlinson and Imbeau).

The goal of readiness differentiation is to make the work a little too difficult for students at a given point in their growth—and then to provide the support they need to succeed at the new level of challenge.

By Interest
When people are interested in something, their motivation to learn about it increases, enhancing learning outcomes as a result. The goal of interest differentiation is to help students engage with new information, understanding, and skills by making connections with things they already find appealing, intriguing, relevant, and worthwhile.


- Typically linked to a student's strengths, cultural context, personal experiences, questions, or sense of need

By Learning Profile

A student's learning profile is a preference for taking in, exploring, or expressing content (Tomlinson & Imbeau). Four factors help form a learning profile: 1) gender; 2) culture; 3) learning style, such as working solo or collaboratively, in a quiet atmosphere or when listening to music, while sitting still or moving around, in a bright or dark room; and 4) intelligence preference—verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, musical-rhythmic, spatial, or naturalist preference for learning or thinking (Gardner's intelligences); or creative, analytical, and practical preference (Sternberg's intelligences).

Learning Profile	Intelligence	Learning Profile
<ul style="list-style-type: none"> • Multiple content formats, subject or topic • Experience with topic or subject area • Knowledge, understanding, and skills in topic presentation or content format • Misunderstandings about topic or discipline • Overgeneralizations about the topic or discipline • Expectation use of content, vocabulary • Evidence of skills in the discipline • Insights, connections between the content and other topics in the discipline or related disciplines • General communication (writing, speaking) and other content skills 	<ul style="list-style-type: none"> • Verbal • Musical • Spatial • Logical-mathematical • Bodily-kinesthetic • Interpersonal • Intrapersonal • Naturalist 	<ul style="list-style-type: none"> • Learning style, mood • Learning environment • Social/cultural context • Gender • Intelligence preference • Emergent • Preference, temperament • High, low ability of topic and other content or discipline of background • Topic, etc. • Gender or culture-based preference, competition • Social relationships • Emphasis on the individual versus group • Group interaction work • Solo or team content • Pace or style

Source: Tomlinson, C. (2011). *Teaching for individual differences: Strategies for differentiated instruction*. ASCD, 100-101.



By Content

Content refers to the knowledge, understanding, and skills (KUD) that students need to learn (Tomlinson & Imbeau, 2012).

Pragmatic Question: How does learning about content really affect students? The goal for students is to effectively "digest" what is presented and use it in an appropriate context of content in the "real world" that students will be living in.

Students can acquire new information and skills through reading assignments or with a partner, reading a novel or textbook or by using digital resources, communicating with experts, participating in group discussions, or engaging in real-world activities (Tomlinson & Imbeau, 2012).

Teacher-developed content or assignments in the classroom involving students' access of content through reading, media, or other means is a key step in teaching their subject content. To address individual student needs, teachers effectively implement scaffolding when pairing with a remedial learning experience or extend it to more advanced, allowing advanced students to move ahead of the class, or even changing the content for students based on their individualized education program (IEP) or 504 plan.

By Process

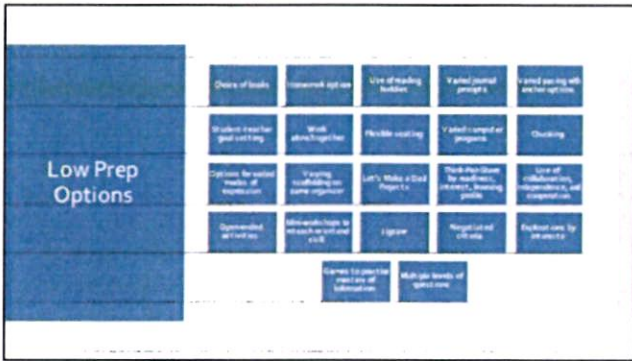
- Tomlinson and Imbeau (2010) define process as "how students come to understand and make sense of the content" (p. 15).
- At this stage, says Carol Ann Tomlinson, "Almost always students will need to work at different speeds, with different kinds of support, in different groupings, and in different modes. And that's a very important stage because this really is the point where learning happens with kids."
- Differentiating process is all about practice based on the content. This involves students trying to figure things out, asking questions, and making mistakes.
- By differentiating process, they understand creating sense-making activities that help students "own" the content—by allowing them to "see how it makes sense and realize how it is useful in the world outside the classroom".

By Product

- Products are ways for students to "demonstrate what they have come to know, understand, and be able to do after an extended period of learning" (Tomlinson & Imbeau, 2010).
- Students can propose the way they'd like to show us something, or we might offer them two choices.
- Multiple-choice or true/false tests can be differentiated.
 - "I am seeing some districts do an interesting thing, especially where they have a lot of second language learners. They'll have the regular version of the test, and then one that one district called the *plain-English* version." It's the same thing, but they write it in a more streamlined way—simpler vocabulary, more white space. Kids still must understand and be able to work with the same things, they've just made the format of it more accessible to them."

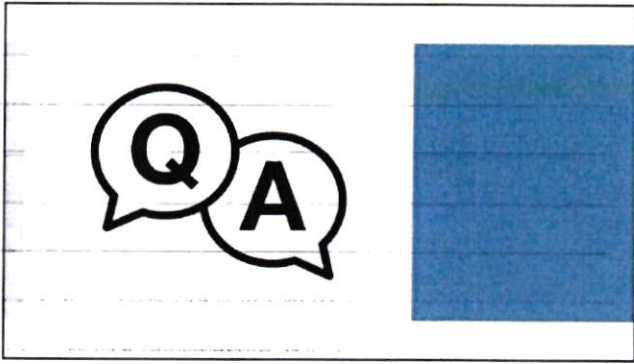
Content	Process	Product
<ul style="list-style-type: none"> Levelled or topical readers Books or tape Integrated text Related topics for research Independent study options Interdisciplinary Cultural representations on a specific topic or skill Comparing the curriculum Circle readings at varied levels of difficulty Deconstructed 	<ul style="list-style-type: none"> Opportunity to work alone, in pairs, or in small groups Group roles when in small groups Literature circle roles Wired journal prompts Choice of review activities Subliminal technology Amount or level of teacher help available Various types of graphic organizers and supporting documents (vocabulary, timelines, key dates, etc.) Homework options ("Do this section if you need more practice on," or "Do this section if you feel ready for a challenge") 	<ul style="list-style-type: none"> Product options that respond to varied interests or learning profiles Varied timelines or check-in points Varied criteria for success (e.g. "earn honor or professional") Varied audiences or age background knowledge (text, etc.) Varied roles in a performance assessment Some choice of questions or tasks and quizzes

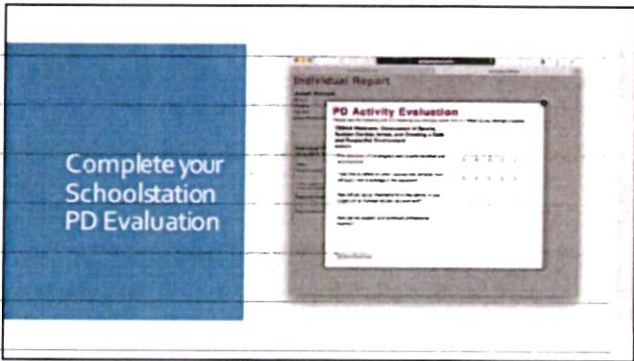
Source: Tomlinson, C. (2010). *Teaching for individual differences*. Boston, MA: ASCD. Retrieved from www.ascd.org



- www.fortheteachers.org (various differentiation techniques)
- <https://www.eduplace.com/graphicorganizer/> (varied graphic organizers)
- <https://www.teachmean.com/lesson-planning/graphic-organizer/> (varied graphic organizers)
- http://www.reva.com/filestore/reva_anchoractivities/anchor_activities_packet_080511.pdf (anchor activities for all subject areas)







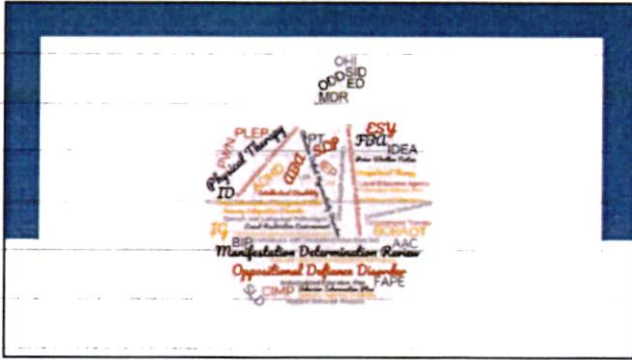


February 2022

MEET THE TEAM

- Supervisor of Special Education: Dr. Matt Swindle
- Lead SPED Coordinator: Dr. Angie Adams (all middle and high schools)
- SPED Coordinator: Abha Gilmore (CES, CVES, KES, JES, GES, WAT, BES, SPV, HS)
- SPED Coordinator: Jewa Jackson (ES, WES, CPES, pre-K, and private schools)
- Behavior Coordinator: Jamie McKenzie (All schools, STAR lead, all things behavior)
- Gifted Coordinator: Paula Kiggam
- Board Certified Behavior Analyst: Kay Baird
- SPED Social Worker: Terence Woodard
- Intellectual Coach: Melba Lee
- STAR Classroom Liaison: Alyssa Ziegler





WHAT IS SPECIAL EDUCATION?

The Individuals with Disabilities Education Act (IDEA), our nation's special education law, says that each child who has a disability and needs special education and related services will receive a free and appropriate public education (FAPE).

A cornerstone of IDEA, FAPE emphasizes that special education and related services are designed to meet a child's unique needs and it prepares the child for further education, employment, and independent living.

Special Education must ensure that ALL students can both ACCESS and PARTICIPATE in their LRE.

WE WOULD NEVER TEACH A CLASS WITHOUT EXPLAINING THE WHY? SO...

FEDERAL LAW

- "Inclusion" does not appear in IDEA, however, what the law does say:
- Right for FAPE – Free Appropriate Public Education with appropriate supports and services regardless of disability in the Least Restrictive Environment (LRE-Means that to the maximum extent possible, each child with a disability must be educated with children who are not disabled unless the nature and severity of the disability is such that the education in the general environment with the use of supplementary aids and services cannot be achieved satisfactorily).
- Right of all children to a continuum of services to meet their individual needs.
- All students must have access to the regular education curriculum– to the maximum extent possible.
- And it is just the teachery thing to do. Leave no man behind.



Handwritten mark resembling a checkmark or the number 2.

RESPONSIBILITIES OF AN ADMINISTRATOR

- Ensure IEPs are being followed
- Monitor IEP progress
- Schedule monthly IEP meetings
- Behavior Intervention Plan is followed
- Monitor IEP progress
- All accommodations and modifications are followed
- Ensure that students receive IEP services in their LRE
- Ensure that parents are informed of all IEP options and services
- Ensure that staff are trained in IEP meetings

ROLE OF REGULAR EDUCATION TEACHER IN THE INCLUSION CLASSROOM

Develop and implement	Develop and implement a support plan that facilitates the participation and learning of all students.
Monitor and evaluate	Monitor and evaluate the progress of all students.
Maintain	Maintain communication with students, parents, and staff.
Meet	Meet with special education teacher and other staff and parents to discuss student progress, accommodations, and strategies to be developed and implemented. Offer to participate in the general education classroom.

ROLE OF REGULAR EDUCATION TEACHER IN INCLUSION CLASSROOM

- Work collaboratively with special education teacher to assist in the development of a support plan that meets the needs of all students in the classroom.
- Keep the special education teacher informed as to the performance of students with disabilities in your class on a regular basis. Further, provide a copy of midterm grades and assign report card grades collaboratively with the special education teacher.

Lesson Planning
 In an inclusion classroom, the special education teacher and regular education teacher engage in co-planning.

Establish a partnership with the regular classroom teacher to coordinate for students and resources for the regular classroom in the building.

Provide modification recommendations for students with disabilities regarding materials and equipment, positive behavior plans, contracts, etc.

Provide modification recommendations for students regarding lessons, activities, tests, assignments, grading, report cards, etc.

Recommend interventions to regular students.

ROLE OF SPECIAL EDUCATION TEACHER IN INCLUSION CLASSROOM

REACH AND TEACH ALL CHILDREN

"If children do not learn the way we teach them, then we must teach them the way they learn."

"When a teacher tries to teach something to the entire class at the same time, chances are, one third of the kids already know it; one third will get it; and the remaining third won't. So two thirds of children are wasting their time."
 Lillian Katz

ROLE OF SPECIAL EDUCATION TEACHER IN INCLUSION CLASSROOM

Classroom Management

Even though the focus of a special education teacher's job is the special needs students in the class, he/she is also responsible for helping the general education teacher manage the classroom.

It is also a special education teacher's job to be aware of individual students' behavior plans and provide discipline accordingly.

2

OTHER RESPONSIBILITIES

*Special education teachers have responsibilities that may require them to miss an inclusion class (S-Team, IEP meeting, administering assessments, etc). It is the special education teacher's job to make sure that the general education inclusion teacher is aware of their absence and helps to provide accommodations or modifications that may be necessary in their absence.

ROLE OF SPECIAL EDUCATION ASSISTANT IN INCLUSION CLASSROOM

The job of the Special Education Teacher assistant is to enhance the instructional programs for students with disabilities. The Teacher Assistant is under the direct supervision of the building administrator and the special education teacher.

The teacher assistant primarily focuses on providing better learning opportunities for students with disabilities.

SKILLS BASED INTERVENTION CURRICULUM

<p>SPIRE</p> <p>SPIRE® is a research-proven reading intervention program for our lowest performing students. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan.</p> <ul style="list-style-type: none"> It is utilized in grades K-12. Teachers have access to all levels 1-8. All resource teachers have been trained to utilize the program. 	<p>iReady</p> <p>iReady is a research-proven math intervention that serves grades K-12. It is designed to be intuitive to a student's needs based on diagnostic testing. It differentiates instruction, pinpoints gaps, and measures growth across a student's academic life.</p> <ul style="list-style-type: none"> It is a blended program that utilizes digital and consumable resources. All resource teachers have been trained to facilitate the program. Further training will take place in the fall of 2018.
---	--

LIFE SKILLS CURRICULUM

Edmark

Edmark is a carefully sequenced, highly repetitive word recognition method combined with errorless learning.

The lessons focus on vocabulary, comprehension and fluency.

Research-Based Instructional Strategies:

- Errorless Learning
- Positive Reinforcement
- Use of Manipulatives
- Oraland sight-word vocabulary
- Controlled vocabulary stories
- Social Skills Instruction
- Continuous Progress Monitoring

Touch Math

Touch Math is a multisensory step-by-step approach that provides struggling learners the opportunity to understand and overcome previous barriers.

Materials are organized by topic and are provided in both print and consumable versions.

- Teachers were provided complete sets with manipulatives, posters, and magnetic sets.
- Teachers were also provided Touch Money and Touch Time.

LIFE SKILLS CURRICULUM

STAR

The STAR Program teaches children with autism the critical skills identified by the National Research Council.

The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training and teaching functional routines form the instructional base of this comprehensive program for children with autism.

Grades PK - 5

Summer Administrator Meetings

Emily Hollingsworth <emily.hollingsworth@rcstn.net>

Wed 7/19/2023 2:33 PM

To: RCS Administrators <rcsadministrators@rcstn.net>; Melinda Harris <melinda.harris@rcstn.net>

Cc: Donna Trice <Donna.Trice@rcstn.net>; Lester Woodard <lester.woodard@rcstn.net>; Pam Stewart <pam.stewart@rcstn.net>

1 attachments (72 KB)

Summer Admin Meeting Agenda July 24-25, 2023.docx;

Good afternoon,

Our summer administrator meetings will take place next Monday and Tuesday, July 24-25. Attached you will find the agenda for Monday. We will begin at 8:15 in the Focus Room at Central Office and dismiss at 4:15. Coffee will be served in the morning, and lunch will be provided to those who submitted an order from Historic Perk. On Tuesday, we are partnering with the Chamber of Commerce for a community learning experience on Diversity, Equity, and Inclusion:

"One of a kind DEI keynote seminar, Kuma Roberts, with dynamic, timely, content on Inclusion, Diversity, Equity Accountability and Leadership Strategy Ideals, which allows participants to increase their capacity to understand how shared language, leadership, and accountability play a significant role in schools, workplace, and the community. Participants will learn how they can utilize these concepts for a more diverse, inclusive and equitable outcomes that benefit all. There will be 3 hours of speaking and a **working lunch included in this opportunity.**"

This session will take place at Springfield High School from 9:00-1:00. Administrators will be dismissed at 1:00.

Please let me know if you have any questions. We look forward to seeing you next week!

Sincerely,
Emily



Dr. Emily Hollingsworth
Supervisor of Federal Programs
Robertson County Schools
800 M.S. Coats Blvd.
Springfield, TN 37172
Phone: 615-384-5588 Fax: 615-384-9749
Email: emily.hollingsworth@rcstn.net

Re: External E-mail -RE: External E-mail -RE: External E-mail -Pep Rally on the Square Date

Emily Hollingsworth <emily.hollingsworth@rcstn.net>

Wed 7/19/2023 12:08 PM

To: Carly Rager <crager@robertsonchamber.org>

Cc: Jordan Osborne <josborne@robertsonchamber.org>; Kelly Whyte <kelly.whyte@rcstn.net>; Pam Stewart <pam.stewart@rcstn.net>

Good morning,

We currently have 89 registered for the DEI training on July 25th at SHS. The following questions have been asked:

- 1) What is your approach to dealing with difficult discussions in regard to difficult topics such as race, religion, politics, or sexual orientation?
- 2) What are some practical ways to celebrate diversity in a school that might have low diversity?
- 3) What are some good strategies to encourage self-reflection on these topics? There are times when people think they are being respectful of diversity and inclusive, but it is not reality.

Sincerely,
Emily



Dr. Emily Hollingsworth
Supervisor of Federal Programs
Robertson County Schools
800 M.S. Courts Blvd.
Springfield, TN 37172
Phone: 615-384-5588 Fax: 615-384-9749
Email: emily.hollingsworth@rcstn.net

From: Carly Rager <crager@robertsonchamber.org>

Sent: Tuesday, April 18, 2023 9:44 AM

To: Emily Hollingsworth <emily.hollingsworth@rcstn.net>; Chris Causey <chris.causey@rcstn.net>; Pat Brown <pat.brown@rcstn.net>

Cc: Jordan Osborne <josborne@robertsonchamber.org>; Melanie Dickerson <melanie.dickerson@rcstn.net>; Bob Pruitt <Bob.Pruitt@rcstn.net>; Angel Williams <angel.williams@rcstn.net>

Subject: External E-mail -RE: External E-mail -RE: External E-mail -Pep Rally on the Square Date

WARNING: This message originated outside of Robertson County Schools!! DO NOT CLICK any links or attachments unless the sender is known and content is deemed safe.

August 10th would be ideal for us. That goes with tradition. Maybe notifying early would help to not have anyone miss out.

Thank you all for responding so quickly.

External E-mail -Kuma Roberts DE&I

Carly Rager <crager@robertsonchamber.org>

Thu 1/12/2023 1:01 PM

To:Emily Hollingsworth <emily.hollingsworth@rcstn.net>



WARNING: This message originated outside of Robertson County Schools!! DO NOT CLICK any links or attachments unless the sender is known and content is deemed safe.

I have request a date in the middle two weeks of July. I will let you know as soon as they get back to me. In the meantime, meet Kuma.

<https://www.facebook.com/watch/?v=844944339739852>

<https://www.youtube.com/watch?v=QbkDMT1IYDE>

https://www.youtube.com/watch?v=jkB_8kP10MI



CARLY RAGER

Director of Marketing & Events

📞 615.384.3800

📞 615.417.1283

🌐 robertsonchamber.org

📍 405 West Court Square
Springfield, TN 37172



External E-mail -FW: Kuma Roberts - SOW (statement of work) for July 20th, 2023 Speaking Event

Carly Rager <crager@robertsonchamber.org>

Wed 1/18/2023 11:33 AM

To: Jordan Osborne <josborne@robertsonchamber.org>; Emily Hollingsworth <emily.hollingsworth@rcstn.net>

WARNING: This message originated outside of Robertson County Schools!! DO NOT CLICK any links or attachments unless the sender is known and content is deemed safe.

Ladies, we are set for July 25th! Jordan can you sign the contract?



CARLY RAGER

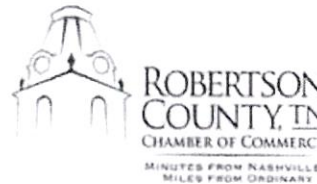
Director of Marketing & Events

📞 615.384.3800

📞 615.417.1283

🌐 robertsonchamber.org

📍 405 West Court Square
Springfield, TN 37172



From: Kari Mirabal <kmirabal@arrowheadconsulting.com>

Sent: Wednesday, January 18, 2023 9:24 AM

To: Carly Rager <crager@robertsonchamber.org>

Subject: Re: Kuma Roberts - SOW (statement of work) for July 20th, 2023 Speaking Event

 [The Robertson County Chamber July 25, 2023 - Kuma.doc](#)

Hi Carly,

I spoke with Kuma Roberts and she is available for the change in date.

We are CONFIRMED for July 25th, 2023.

Please sign and return revised SOW (statement of work) reflecting new date attached.

Thanks,
KM

From: Carly Rager <crager@robertsonchamber.org>
Sent: Wednesday, January 18, 2023 8:37 AM
To: Kari Mirabal <kmirabal@arrowheadconsulting.com>
Subject: Re: Kuma Roberts - SOW (statement of work) for July 20th, 2023 Speaking Event

I am so sorry to complicate. I shared the 20th date and we can do that BUT the school system asked if we can check 7/25. They want to change their training and make this a required session to their training. That date is mandatory on their calendars. I think I originally thought this was a date they could not do. Again, I apologize for the back and forth, but I would love to have a full house.

Carly Rager

On Jan 17, 2023, at 4:53 PM, Kari Mirabal <kmirabal@arrowheadconsulting.com> wrote:

Hi Carly,

Per our discussion last week, we are all set and CONFIRMED for Kuma Roberts to speak to your audience on July 20th, 2023. She is excited!

Please review and sign the attached SOW (statement of work) which outlines the contract agreement to "hold the date" on Kuma's calendar.

You will receive a separate email with the invoice from the Arrowhead Consulting Services AR/AP team to be PIF April 1st, 2023.

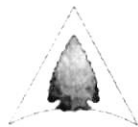
We will book Kuma's travel, please send me the dates and data for her AirBnB for the evening of July 19th, 2023, as discussed. We will submit her travel expenses within seven days after the event.

If any questions, feel free to schedule a follow up call with me here:
<https://calendly.com/karimirabal>

Thanks,
Kari

918 270 3414

The Robertson County Chamber July 20, 2023 - Kuma 1.doc



ARROWHEADCONSULTING

Speaker Agreement | Kuma Roberts

Robertson County Chamber of Commerce

2023

THANK YOU

We appreciate the opportunity to have one of our top speakers, Kuma Roberts, share her message with your audience in 2023.

This statement of work (SOW) outlines the speaker services we verbally agreed to previously.

Kuma is excited to present and meet your team at the upcoming conference.

Enclosed, please find additional information.

Sincerely,

Kari Mirabal

Kari Mirabal
Arrowhead Speaker Bureau | Speaker Management
kmirabal@arrowheadconsulting.com
918-270-3414



2 ✓

ARROWHEAD CONSULTING – SPEAKERS BUREAU | (SOW) STATEMENT OF WORK

SELECTED SERVICES SUMMARY

Speaker: Kuma Roberts
Selected Topic: DEI 101
Event Date: July 25th, 2023

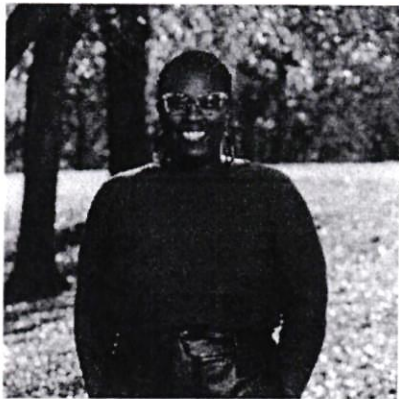
Location: Innovation Academy Auditorium
715 5th Ave W, Springfield, TN 37172

Event Agenda: 9:30AM – 11:30AM (part one of DEI 101)
11:30AM – 12:30PM (working lunch – Kuma not speaking)
12:30PM – 1:30PM (part two of DEI 101)

Presentation Description:

The Business Case for Diversity, Equity, and Inclusion (DEI 101)

This introductory session introduces concepts of DEI to attendees including, defining diversity, equity, and inclusion, what is the business case for DEI, equity vs. equality and includes a unique activity to demonstrate the value of DEI for your organization.





PROGRAM FEE

[Empty rectangular box for program fee]

o **Kuma Roberts | Speaker | DEI 101**

\$3,000 + travel expenses (flight, meals not to exceed \$50 per day, transportation upon arrival). The Robertson County Chamber agrees to make all hotel or Airbnb accommodations for speaker the night before the event.

Invoice will be sent directly to Carly Rager, Event Director at Robertson County Chamber of Commerce. Invoice DUE April 1st, 2023. Travel expenses will be submitted to Carly Rager within 7 business days of the completed event for reimbursement.

In the event of an emergency (speaker or client), this presentation will be presented via pre-recorded format, offered virtual via Zoom or other technology platform, or rescheduled for a different date and will honor the same fee outlined in this signed SOW.

CONFIDENTIALITY

[Empty rectangular box for confidentiality]

The Parties agree that the existence of this statement of work (SOW), the terms of this SOW, or any communications or other interactions or information shared between the parties relating to the subject matter hereof are confidential (collectively "Confidential Information") and the parties hereby covenant and agree not to make known, expose, reveal or disclose such Confidential Information without the prior written consent of the party whose Confidential Information is subject to potential disclosure, in each instance. Notwithstanding the foregoing, the parties may disclose Confidential Information, if necessary, to comply with a lawful subpoena provided the disclosing party first notifies the other party of the subpoena and allows the other party the opportunity to object to the subpoena at the other party's sole expense. Client agrees not to copy, reproduce, transmit, modify, edit, create derivative works from, alter, sell, or share with others outside of company, any products or services that are purchased or downloaded from any of Arrowhead Consulting Services programs per copywritten materials, without prior written consent or unless provided otherwise.

IN WITNESS WHEREOF, the parties hereto have caused this Statement of Work to be signed by their duly authorized representatives.

Authorized Signatures:

Kari Mirabal

Kari Mirabal
Date: 1/18/23
Arrowhead Consulting Services
Speaker Bureau Management

Carly Rager
Date: _____
Robertson County Chamber of Commerce
Event Director

Fw: Cheatham Park Elementary PD Opportunity - *employees*

Theresa Chandler <theresa.chandler@rcstn.net>

Fri 3/10/2023 10:41 AM

To: Emily Hollingsworth <emily.hollingsworth@rcstn.net>

Cc: Kelly Whyte <kelly.whyte@rcstn.net>; Tiffany Green <tiffany.green@rcstn.net>

Good morning,

I am forwarding you an email that Dr. Green sent Dr. Cathey this morning to finalize our PD session. We will keep you updated when we know the cost and date. We will hopefully have it done next week. I apologize for it being late. We have completed the spreadsheet. Have a great Friday!

With Yellow Jacket Pride,

Theresa Chandler

Principal

Cheatham Park Elementary

301 Locust St.

Springfield, TN 37172

(615)384-0232



CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

From: Tiffany Green <tiffany.green@rcstn.net>

Sent: Friday, March 10, 2023 10:06 AM

To: Cathey, Damon R <damon.cathey@mnps.org>

Cc: Theresa Chandler <theresa.chandler@rcstn.net>

Subject: Cheatham Park Elementary PD Opportunity

6 pages

Dr. Cathey,



It was great speaking with you yesterday! I am looking forward to you coming and sharing your expertise with our faculty and staff. I wrote the PD request details as diversity, equity and inclusion in the GenEd classroom. We are requiring the training for both certified and classified staff since our classified staff mostly teach RTI. Last school year, we were identified as an ATSI school primarily due to our African American subgroup data. As a result, we have intentionally targeted strategies to attack the academic deficits of all students, but we are giving extra attention to ensuring barriers are removed for our AA subgroup (and others by default). In planning for this, we saw the need to provide more training in the area of diversity and equity so that teachers and RTI classified staff will be better equipped to meet both students' social and emotional needs as well as their academic needs.

Again, we are looking at a date during the week of July 31 and Aug. 3. It would be a morning PD from 8-11 AM. If there is any other information you need, please let me know.

Thank you,

Tiffany Green, Ed.D.
Assistant Principal
Cheatham Park Elementary School
301 Locust St.
Springfield, TN 37172
615-384-0232



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." - Dr. Martin Luther King, Jr.

CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

 Book time to meet with me

Fwd: External E-mail -Re: PD on July 31

Tiffany Green <tiffany.green@rcstn.net>

Thu 7/13/2023 3:08 PM

To: Emily Hollingsworth <emily.hollingsworth@rcstn.net>

📎 1 attachments (1 MB)

CatConsultingInvoice - KingsportCitySchools.pdf;



Tiffany Green, Ed.D.
Assistant Principal
Cheatham Park Elementary

From: Cathey, Damon R <Damon.Cathey@mnps.org>
Sent: Thursday, July 13, 2023 2:58:36 PM
To: Tiffany Green <tiffany.green@rcstn.net>
Cc: Theresa Chandler <theresa.chandler@rcstn.net>
Subject: External E-mail -Re: PD on July 31

WARNING: This message originated outside of Robertson County Schools!! DO NOT CLICK any links or attachments unless the sender is known and content is deemed safe.

See attached.

DAMON R CATHEY, ED.D.
Executive Principal
Haywood Elementary School
3790 Turley Drive; Nashville, TN 37211

Email: damon.cathey@mnps.org
School phone: 615.333.5118
School fax: 615.333.5646



CONFIDENTIALITY STATEMENT: This email may contain information that is privileged and confidential. Any dissemination, distribution, or copying of this message or any of its contents is strictly prohibited. If you have received this message in error, please contact Metropolitan Nashville Public Schools by e-mail at customerservice@mnps.org or by phone at 615-259-8400.

From: Tiffany Green <tiffany.green@rcstn.net>
Sent: Monday, July 10, 2023 9:05 AM
To: Cathey, Damon R <Damon.Cathey@mnps.org>
Cc: Theresa Chandler <theresa.chandler@rcstn.net>
Subject: PD on July 31



WARNING: This email originated outside of Metro Nashville Public Schools. DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.

Good morning, Dr. Cathey!

I hope that you are doing well and that you have been able to enjoy some down time so far this summer. I wanted to follow up with you to see if there was anything I can prepare for you regarding the PD on the 31st. Will you need access to a computer for a slideshow? Will you need speakers? Will I need to make copies for you? You may not have the answers to these questions right now, but I want to make sure that you have everything that you need that day.

Also, please go ahead and send me an official quote for July 31 so I can send it to my Federal Programs Director to obtain a PO. We won't need an actual invoice from you until that day. I know you sent me a sample of an invoice based on another PD you led, and that one would work just fine. If you could just change the top to reflect 'quote', that would be perfect.

Please let me know if you have any questions. I'm looking forward to learning from you!


Best,

*Tiffany Green, Ed.D.
Assistant Principal
Cheatham Park Elementary School
301 Locust St.
Springfield, TN 37172
615-384-0232*



"Our prime purpose in this life is to help others. If you can't help them, at least don't hurt them." - Dalai Lama

CONFIDENTIALITY NOTICE: The contents of this email message and any attachments are intended solely for the addressee(s) and may contain confidential and/or privileged information and may be legally protected from disclosure. If you are not the intended recipient of this message or their agent, or if this message has been addressed to you in error, please immediately alert the sender by reply email and then delete this message and any attachments. If you are not the intended recipient, you are hereby notified that any use, dissemination, copying, or storage of this message or its attachments is strictly prohibited.

 Book time to meet with me

CATHEY CONSULTING



QUOTE

615.878.1931
Damoncathey@yahoo.com
6809 Pleasant Gate Lane
College Grove, Tennessee

Attention
Tiffany Green, Ed.D.
Assistant Principal
Cheatham Park Elementary School
301 Locust St.
Springfield, TN 37172
615-384-0232

tiffany.green@rcstn.net

Project Title - *Race and Education: Breaking the Chokehold*
Project Description: See below
P.O. Number: 073123DRC
Invoice Number: 073123DRC
Terms: 30 Days

Description	Unit Price	Cost
<i>Breaking the Choke Hold - We live in an era where our differences - race, ethnicity, sexuality, gender - are so magnified that they prevent us from finding common ground or even desiring it for ourselves and others. Historically, our leaders have set in motion systems to make sure differences were marginalized and uniformity encouraged, making the system work as it was intended. However, in the context of our current multi-faceted culture where characteristics such as race, gender, and sexuality are fluid, schools must be spaces that create a sense of belonging for each student to find their way. This session is a discussion regarding the role of school leaders to break the choke hold of racism. - 4 Hours</i>	\$ 400	\$ 400.00
Subtotal		\$ 400.00
8.25%		\$ 0
Total		\$ 400.00

Make all checks payable to Damon Cathey

Cynicism is a powerful anesthetic we use to numb ourselves to pain, but which also, by its nature, numbs us to truth and joy. / Rachel Held Evans

AGENDA

Summer Professional Development
(school counselors)

July 14, 2022

8:30-3:30 Greenbrier High
School

*This whole
packet*

- | | |
|-------------|---|
| 8:30-8:45 | Intro/Welcome/Breakfast
Felicia Martin, Courtney Burns, Nicki Fields |
| 8:45-9:35 | DCS & Suicide Protocol Updates/McKinney Vento Updates
Teresa Leavitt, RCS Student Services
Jennifer Dusky, RCS Social Worker |
| 9:35-9:45 | BREAK |
| 9:45-11:30 | Anxiety in Students
Cathy Ellis—RCS Social Worker, LCSW |
| 11:30-12:30 | LUNCH |
| 12:30-2:30 | Working with LGBTQ Students
Shawn E. Reilly—Vanderbilt Program for
LGBT Health |
| 2:30-2:40 | BREAK |
| 2:40-3:30 | Middle Elementary and High
Breakouts |

Vanderbilt University Medical Center
Program for LGBTQ Health


Supporting LGBTQ Youth in K-12 Schools

Shawn Reilly
they/them/theirs
Program Coordinator
Vanderbilt Program for LGBTQ Health

1

Program for LGBTQ Health

- Program founded in 2012 by medical students
- HEI Leader for 10 years—only org in TN for several years
- Opened two transgender health clinics in 2018
- Added gender-affirming surgery in 2019
- Program focuses on patient navigation, clinical education, and research
- TransBuddy – model program to support trans patients
- Only LGBTQ Health Internship in the nation
- Poised to launch Center of Excellence in LGBTQ Health



2

Learning Objectives

- Identify common terminology, identities, and pronoun use
- Summarize the healthcare disparities that LGBTQ people commonly face
- Review best practices for caring for LGBTQ patients

3

GROUP AGREEMENTS

- One Mic, One Voice
- Speak from "I" statements
- Use the language you have.
- W.A.I.T. - Why Am I Talking?

Anything else to make you feel comfortable?

4

Have you had gender or sexuality concerns come up with your students, friends, or families that were difficult to navigate?

5

What do these terms mean to YOU?

Sex

Sexual Orientation

Gender Expression

Gender

VANDERBILT UNIVERSITY
MEDICAL CENTER

6

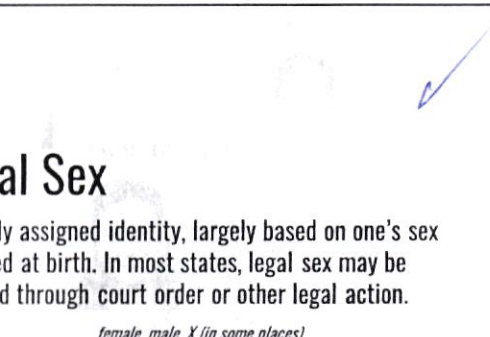



Sex Assigned at Birth

A medically assigned identity at birth based on physical characteristics — largely our genitalia. Also may include hormones, and/or chromosomes.

female, male, intersex/differences in sex development (DSD)

7

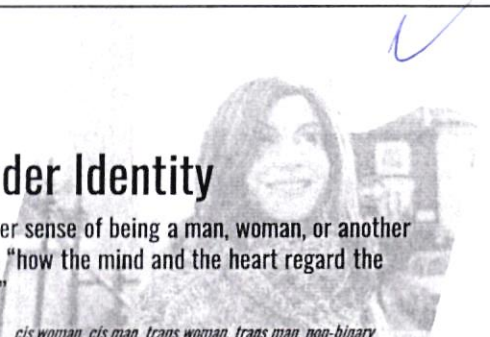


Legal Sex

A legally assigned identity, largely based on one's sex assigned at birth. In most states, legal sex may be changed through court order or other legal action.

female, male, X (in some places)

8

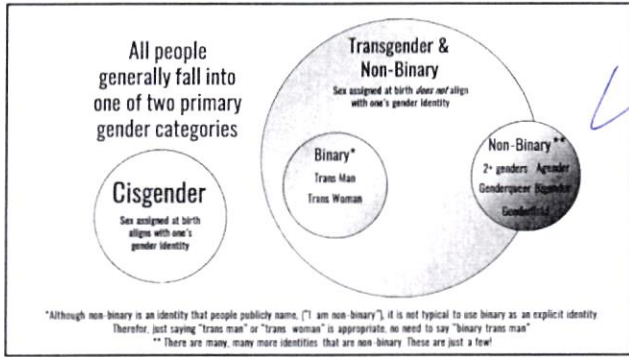


Gender Identity

Our inner sense of being a man, woman, or another gender: "how the mind and the heart regard the person."

cis woman, cis man, trans woman, trans man, non-binary

9



10

Gender Expression

The ways in which we communicate our gender identity to others, such as through mannerisms, clothing, body language, hairstyles, etc.

feminine, masculine, androgynous

11

Sexual & Romantic Orientation

An enduring emotional, romantic, sexual, affectional, and/orrelational attraction to other people; determined by the personally significant attractions one has, and the way in which someone self-identifies.

lesbian, gay, bisexual, pansexual, MLM, WLW, asexual, aromantic, straight, queer

12



Asexuality & Aromanticism

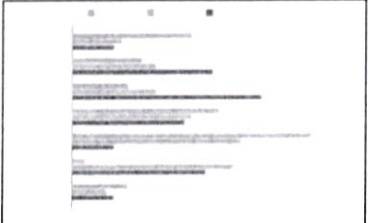
Asexual (ace) people experience little or no sexual attraction.
 Aromantic (aro) people experience little or no romantic attraction.
 Both asexuality and aromanticism exist on a spectrum.

Asexual, aromantic, demisexual, demiromantic, graysexual, grayromantic

13

Gender Identity ≠ Sexual Orientation

All people have a sexual orientation AND a gender identity



Transgender people can be of ANY sexual orientation

Source: James S. O'Neil, Sarah S. Keating, M. Monica, A. April M. Herring, et al. (2018). The U.S. Transgender Survey. Washington, D.C.: National Center for Transgender Equality, 2018.

14



"Definitions" Continued

Transgender people are very diverse and use many different terms to describe themselves. These terms tend to change over time.

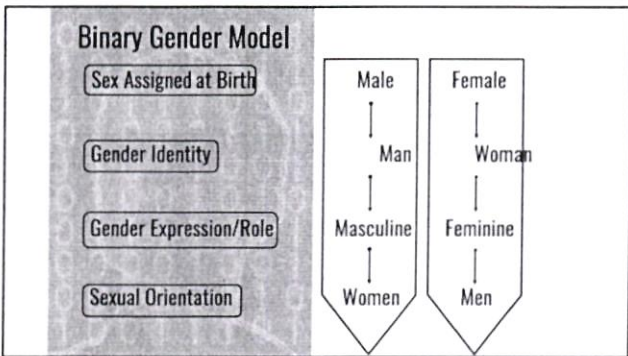
Some of the more common terms in 2022 include:

- Woman, transgender woman, trans woman, transfeminine
 - A person assigned male at birth who identifies as a woman or along a feminine spectrum
- Man, transgender man, trans man, transmasculine
 - A person assigned female at birth who identifies as a man or along a masculine spectrum

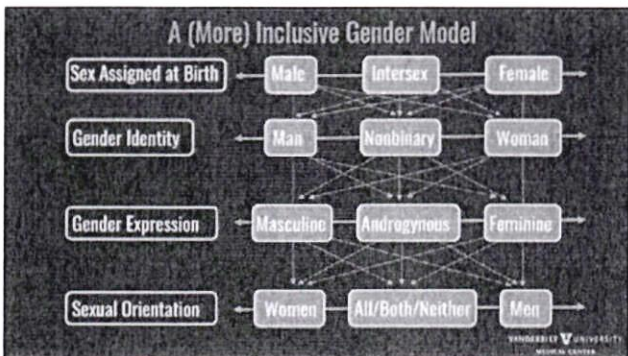
15



16



17



18

Gender Dysphoria

Gender dysphoria: a conflict between a person's physical or assigned sex at birth and the gender with which he/she/they identify. People with gender dysphoria may be very uncomfortable with the sex they were assigned, sometimes described as being uncomfortable with their body or being uncomfortable with the expected roles of their assigned sex.

- American Psychiatric Association

Gender euphoria: happiness upon being correctly gendered, upon naming their identity, and being validated and recognized as their authentic self

- Sam Dylan Finch

19

Gender Affirmation

- Gender affirmation (transition) is the process by which individuals are affirmed in their gender identity

- Transgender people may make social, medical, and/or legal changes to affirm their gender identity, including:

- Social (e.g. clothing, pronouns, name)
- Medical (e.g. cross-sex hormones, surgery)
- Legal (e.g. changing name and sex on birth certificate, driver's license, etc.)

20

Pronouns are important to education..

Gender Pronouns

Please note that these are not the only pronouns. There are an infinite number of pronouns as well as many more in our language. Please ask someone for their pronouns.

Collective	Objective	Possessive	Relative	Example
We	us	ours	usual	We is speaking. I listened to us. The backpack is ours.
He	him	his	usual	He is speaking. I listened to him. The backpack is his.
They	them	theirs	usual	They are speaking. I listened to them. The backpack is theirs.
It	it	its/its'	usually/usually'	It is speaking. I listened to it. The backpack is its.

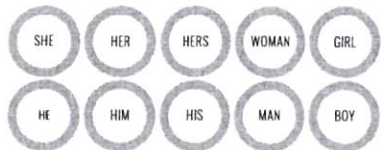
TSER

21

The Gender Neutral Dating Game

Partner up with another participant in the room to discuss the last date you had with a significant other or friend using non-gender specific language.

The following words are not allowed to be used:



22

If you are unsure of someone's pronouns, you can...

- **Introduce yourself**
"Hi, my name is Julie and I'm your Social Worker. My pronouns are she, her, and hers. What about you?"
- **Wear a pronoun button**
Wearing a button with your pronouns can make others more comfortable with sharing theirs
- **ASK!**
"What pronouns do you use?"
Be sure to ask students if they want you to use a different set of pronouns in front of their family if they are not "out"

23

What If I Make a Mistake?

- Mistakes are going to happen
- Quickly apologize or say "thank you"
- Correct your mistake
- Move on
- Do not make the mistake again

VANDERBILT UNIVERSITY
WORLD & CENTER

24



25

How Do I Talk to Transgender People?

<p>What should you ask?</p> <ul style="list-style-type: none"> • "Is there a name you use that is different from what is on your record?" • "Is there a different gender pronoun that you want to try out or use?" • Make sure your questions are clinically/educationally relevant and for the benefit of the student 	<p>What shouldn't you ask?</p> <ul style="list-style-type: none"> • Any question that is more about your personal curiosity than the student's benefit • Any question that is irrelevant to care • Build trust and rapport with your student before asking them personal questions (just like anybody else) • Be aware that trans people are often asked intrusive questions by strangers and may be wary to answer them
--	---

26

How Do I Talk to Transgender People?

~~• "I would have never guessed you're trans."~~

~~• "You look just like a real boy [or girl]."~~

~~• "Do you want to know how to pass better?"~~

~~• "If you want people to treat you as a girl [or boy], you shouldn't wear that."~~

~~• "We're going to make you look really feminine [or manly]."~~

27

How Do I Talk About Transgender People?

Incorrect: "Max is *transgendered*"
Correct: "Max is *transgender*"

Incorrect: "Max is a *transgender*"
Correct: "Max is a *transgender person*"

- When referring to a transgender person, you should always use the name and pronouns the person says they use.
 - Transgender women should NEVER be referred to as male or as men.
 - Transgender men should NEVER be referred to as female or as women.

What terminology is offensive (or outdated)?

~~Transvestite~~
~~She-male~~
~~He-she~~
~~It~~
~~Tranny~~
~~Hermaphrodite~~
~~Sex Reassignment Surgery~~
~~He surgery~~

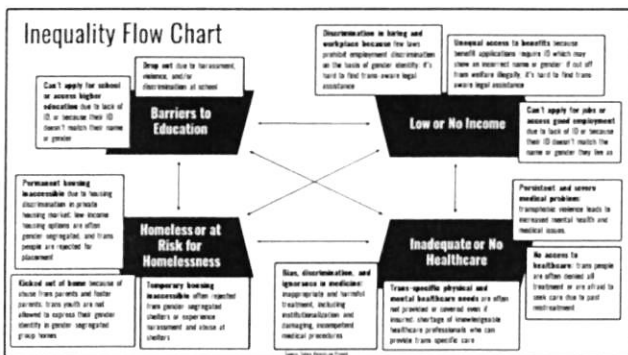
Context Specific Terms

Transsexual
Preop/Postop

28

What are some of the realities for LGBTQI youth?

29



30

Minority Stress

- Explains why minority individuals suffer physical and mental health experience disparities
- Posits that intrapersonal, interpersonal, and systemic marginalization of minorities contributes to poorer health outcomes

Minority Stress and Discrimination in Sexual Orientation: A Review / Perspectives on the Health of Sexual Orientation: Perspectives 2011, 4(1), 2002-2, 202-203

31

Interpersonal Factors

Prejudice or bias enacted between two or more people, intentionally or unintentionally.

Examples include:

Using hurtful terminology, assuming someone's identity or pronouns, heteronormative expectations

32

Intrapersonal Factors

- Internalized sexual or gender prejudice
 - Commonly known as "internalized homophobia and/or transphobia"
 - Learned negative beliefs, stereotypes, stigmas, and prejudices held by LGBTQ people towards themselves and other LGBTQ identities
 - Creates a conflict between a person's idealized self-image and their actual sexual orientation
 - The person may not be fully conscious of this conflict



33

Systemic Factors

Systemic Bias, also known as structural bias, is when institutions or processes are built in a way that encourages, allows for, or normalizes certain outcomes.

Examples include:

Having limited gender options on paperwork, lack of insurance-covered healthcare treatments, outdated systems of sex and gender on rosters, lack of representation in curriculum

34

LGBTQ Youth in Tennessee

0.74%, or 3,150 youth ages 13-17 Tennessee identify as transgender (Source: Williams Institute of Law)

- GLSEN's "School Climate Survey 2019 State Snapshot" reports that
 - 95% of LGBTQ students hear anti-LGBTQ remarks from other students
 - 25% of LGBTQ students hear anti-LGBTQ remarks from teachers
 - 75% of LGBTQ students report being verbally harassed in the last year



Nashville Pride's "The Nashville + Middle Tennessee LGBTQIA+ Community Visioning Project Report" found that LGBTQ Youth (ages 14-26) in Middle Tennessee expressed the need for a safe and sober community space, job training, mentorship, and educational opportunities.

35

2021 National Survey on LGBTQ Youth Mental Health

42% of LGBTQ youth seriously considered suicide in the past year, including more than half of TGD youth.

BYPOC: 12% of white youth attempted suicide compared to 31% of Black/Indigenous youth, 21% of BIPOC youth, 21% of non-binary youth, 16% of Latinx youth, 12% of Asian/Pacific Islander youth.

72% of LGBTQ youth reported symptoms of GAD, including more than 3 in 4 TGD youth.

62% of LGBTQ youth reported symptoms of MDD, including more than 2 in 3 TGD youth.

In the past year, nearly 50% of LGBTQ youth have wanted counseling but did not receive it.



The Trevor Project (2021). 2021 National Survey on LGBTQ Youth Mental Health. Westborough, California.

36


Elementary Experiences

Students
 Hear others make remarks about how boys should act or look (38%)
 Hear others make remarks about how girls should act or look (33%)

Teachers
 Hear comments about a male acting or looking "too feminine" (25%)
 Hear comments about a female acting or looking "too masculine" (15%)

Compared to other students, gender non-conforming students report more frequently:


- Being called names, made fun of or bullied
- Having mean rumors or lies spread about them
- Missing school for safety reasons



37

Effects of a Hostile School Environment

GLSEN reports students who experienced high levels of harassment and assault had poorer educational outcomes and lower psychological well-being.



38


GLSEN's 4 Supports for Inclusive Schools

- Enumerated Policies**
 - Implement comprehensive anti-bullying policy that specifically includes protections based on sexual orientation or gender identity/expression among a list of enumerated categories. See GLSEN's Trans Model Policy.
- Supportive Educators**
 - Educators who show their support for LGBTQ students. Educators who have had staff trainings on how to address anti-LGBT bullying.
- Student-led Clubs**
 - Support for student interventions such as Gender-Sexuality Alliance (GSA) clubs and participation in events such as the Day of Silence.
- Inclusive Curriculum**
 - Positive representations of LGBTQ people, history, and events in school curriculum.

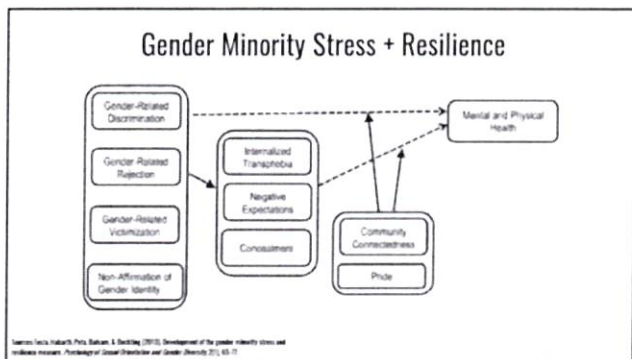
↓ Negative schoolexperiences (homophobic remarks, feeling unsafe, victimization)

↑ School staff intervention in name-calling, bullying and harassment

↑ Positive educational outcomes (less absenteeism, higher educational aspirations, greater academic achievement)



39



40



41

Coming Out Never Happens Just Once

Your guy friends ask why you aren't asking out that cute girl.

Work Colleagues

Grandma visits and asks if you're dating anybody.

OUT OF THE CLOSET AT LAST

You need to apply for a job and where your references are checked, your birth name comes up.

Team Mates

You've transitioned and run into a long time friend from high school that doesn't know yet.

Friends

You have to explain to your mom why you like posters of boys and not girls.

Employer

You decide to take your same sex partner to the school dance.

Family

42

Experiences of Youth "Figuring it Out"

I know someone that's experimented with [sex with men] and has apparently had relationships with males. [...] Because of the way he was, he was completely homophobic in high school. There was one out male who was my best friend and he would be like, in the middle of the school yard, just yell 'faggot' across, like 'I hope you die, I hope someone kills you right now'. [...] In school they taught us that the people that are usually the most homophobic are trying to hide something, they're trying to push something back inside them, so everyone was just sort of clicking in, like, maybe he is and then the stories started leaking about what he was doing. He still won't admit to it.

-Sascha

Source: Klein, K., Hultine, A., Cook, K., & Travers, R. (2015). Complicating the coming out narrative: Becoming oneself in a heterosexual and cissexual world. *Journal of Homosexuality* 62(2), 297-326.

43

Concerns for Students "Figuring it Out"

- Subcultural signifiers and shared norms within-community jokes, language, and signifiers were aspects of feeling part of a community, and feeling visible as members of the queer community are important, especially when coming out.
- Liberating Aspects of Queerness some youth report being part of the queer community allowed them more freedom in their understandings and enactings of gender and sexuality
- Restrictive Aspects of Queerness some youth report feeling frustrated or anxious about informal rules or norms in the queer community, for example, what it means to "look gay" or "be bisexual"



44

Things to Remember when a Student Comes Out

- Offer support, but don't assume a student needs any help.
- Be a role model of acceptance.
- Appreciate the student's courage.
- Thank them for sharing this part of their identity.
- Listen, listen, listen.
- Assure and respect confidentiality.
- Remember that the student has not changed.
- Challenge traditional norms.
- Be prepared to give a referral (if there are signs of mental health needs, abuse).
- Ask if they have preferred pronouns.

45

Demonstrate Understanding and Acceptance

- "Have you been able to tell anyone else?"
- "Do you feel safe in school? At home?"
- "Do you need help of any kind?"
- "Do you feel supported by the adults in your life?"
- "If your parents don't react well, do you have a safe space?"

Things to Avoid Saying when a Student Comes Out

- "I knew it."
- "Are you sure?"
- "You're just confused."
- "It's a phase – it will pass."
- "Shhh, don't tell anyone."
- "You can't be gay – you've had relationships with members of the opposite sex."

46

Important Considerations When A Student Discloses

- Autonomy support, implicit and explicit support for self-expression and choiceful action, is associated with greater levels of disclosure as well as better outcomes for wellbeing (less depression and anxiety) for LGBT youth, especially for those with internalized homophobia.
- Negative reactions to disclosure are associated with higher depression and lower self-esteem.
- "Outness" is associated with higher levels of victimization, but also higher levels of wellbeing, including higher self-esteem and lower depression) generally.
- Accepting reactions from others upon disclosure has been found to buffer effects of negative reactions from others.

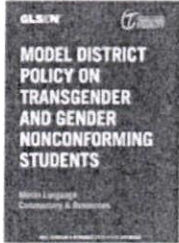


47



48

District & School Policies



- At a minimum, district anti-discrimination & harassment policies should explicitly protect students on the basis of gender identity & expression.
- GLSEN Model Policies outline provide commentary and resources to help you trans & GNC Students in other ways too.

49

Affirming Policies and Practices



- Accept the gender identity that students assert. There is no medical or mental health diagnosis or treatment threshold that students must meet to have their identities affirmed.
- Respect chosen names and pronouns. Ask privately and use the correct names and pronouns throughout the year. Normalize respect for pronouns in other ways such as including them on nametags, zoom names, email signatures, etc.
- Give access to all colors, toys, games, etc. to all kids. Boys can play house and wear pink and girls can play with trucks and get muddy. Not difficult.
- Have diverse books available. Students are affirmed when the characters in their stories look like, act like, feel like, and have experiences like them. Make sure your library has books diversity in race, ethnicity, ability, gender, and family structures.
- Find other ways to lineup and group kids besides by gender. Birthdays, favorite color, numbering, eye color, etc. etc.

50

Affirming Policies & Practices



- Be a visible ally. A small rainbow flag or sticker in your office or classroom indicates that you are accepting.
- Create a classroom climate where kids feel loved and respected. Post a values statement that reflects the diversity of your students and clearly sets expectations for how we treat each other.
- Create rules & processes that are gender neutral or allow for gender expansion. This could include open dress codes, rules about prom dates, class officers and superlatives that don't rely on gender, forms that have space for pronouns, write-in gender, and diverse family structures.
- Support the GSA in your school. You could be a faculty advisor or just a vocal ally.

51

Developing a Safety Plan




Sometimes, in fact many times, you may be one of very few people that a patient or student has come out to. They might face hostile situations with their family or in other spaces.

For these students, it might be helpful to develop a "safety plan" in conjunction with the young person. Some things to consider:

- Who are "safe" people you can call?
- What crisis lines are available to you?
- What are some things you can do when you're feeling overwhelmed or unsafe?
- Who are the people in your family who might be supportive?

52

LGBTQ+ young people who are HIGHLY REJECTED by their parents...

- 3x more likely to use illegal drugs
- 3x more likely to be at high risk for HIV and STIs
- 6x more likely to report high levels of depression
- 8x more likely to attempt suicide

...compared to those who are only SLIGHTLY REJECTED by family.

From: (2010) Opposite Sexes, Seattle Children's Center for Gender Study Research

53

Difficult Conversations with Family

- Provide reflective listening
- Validate their feelings
- Acknowledge their fears
- Offer support

Empower with education

- → helping get everyone on the same team, i.e. we all care about your child and want them to be well and safe, helps guardians to be able to listen and align

54

Helping Youth Build Resilience

Offer social support

- Are there social situations that the young person wants “backup” on? Family? Friends?

Explicitly celebrate LGBTQI friends, role models, and spaces

Advocate for LGBTQI inclusive policies

- In school (GLSEN is a great resource!)
- In other spaces (your hometown, or state!)

55

Legislative Threats to LGBTQI Youth

Across the country, legislatures are launching attacks on the LGBTQI community, especially transgender youth. This past session in Tennessee,

HB 578 was passed

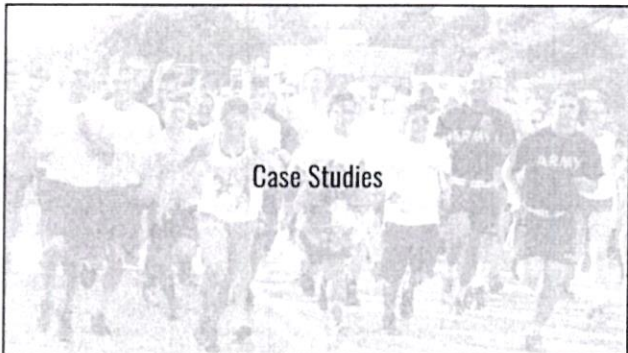
- Prohibits giving puberty blockers to pre-pubescent adolescents
- Doesn't affect current best healthcare practice
- Codifies healthcare in a way that isn't in place for other conditions like diabetes
- Opens up opportunity for further legislation

HB3 was passed to prohibit transgender student athletes to play on the team that aligns with their gender identity


HB 529 was passed to allow parents to opt-out of LGBTQI curriculum in schools

56

Case Studies



57



Gender Dysphoria: DSM-5 Criteria

- A definite mismatch between the assigned gender and experienced/expressed gender for at least 6 months as characterized by > 2 features:
 - Mismatch between experienced or expressed gender and gender manifested by primary and/or secondary sex characteristics at puberty
 - Persistent desire to rid oneself of the primary or secondary sexual characteristics of the biological sex at puberty
 - Strong desire to possess the primary and/or secondary sex characteristics of another gender
 - Desire to belong to another gender
 - Desire to be treated as another gender
 - Strong feeling or conviction that they are reacting or feeling in accordance with their identified gender
- The gender dysphoria leads to clinically significant distress and/or social, occupational, and other functioning impairment. There may be an increased risk of suffering distress or disability.

58

Psychiatrists were among the first clinicians to study sexual orientation and gender identity

Early investigators were not universally pathologizing:

- In *Three Essays on Sexuality*, Sigmund Freud contended that humans are born with pluripotent libido that can develop in many different ways based on societal taboos and relational events
- Freud stated that homosexuality was "*nothing to be ashamed of, no vice, no degradation, it cannot be classified as an illness, but a variation of sexual function*"
- Freud opposed attempts to change a patient's sexual orientation on the grounds that it was unlikely to succeed

59

Association of Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (2015)

In order to demonstrate cultural competence to counsel with trans folks, counselors need to be familiar with eight competency areas: human growth and development, social and cultural foundations, helping relations, group work, professional orientation, research, appraisal, and career and lifestyle development.

Source: Appendix B American Counseling Association's Competencies for Counseling With Transgender Clients (2015) in *Guidelines for Counseling* (pp. 243-268). American Counseling Association.

60

Trans Affirming Counselors: Human Growth and Development

Should have knowledge about current lifespan development theories and bring an awareness of the gender-normative assumptions which are in prevalent theories.

Affirm that all individuals can live fully "functioning and emotionally healthy lives throughout their lifespan while embracing the full spectrum of gender identity expression, gender presentation, and gender diversity beyond the male-female binary"

Have an understanding that social determinants of health, such as race, education, and socioeconomic status, affect the course of development of transgender identities

Source: Appendix B: American Counseling Association Competencies for Counseling with Transgender Clients (2015), in *Guidelines for Counseling* (p. 343-350), American Counseling Association

61

Trans Affirming Counselors: Research

Aware of research regarding the wellbeing of transgender individuals as well as have knowledge of the gaps in current research

Critically consuming research to enhance counseling knowledge and techniques is an important step in becoming competent as well as conducting research into transgender issues

Source: Appendix B: American Counseling Association Competencies for Counseling with Transgender Clients (2015), in *Guidelines for Counseling* (p. 343-350), American Counseling Association

62

Trans Affirming Counselors: Social and Cultural Foundations

Have an awareness of how "transprejudice and transphobia pervade the social and cultural foundations of many institutions and traditions and fosters negative attitudes, high incidence of violence/hate crimes, and overt hostility toward transgender people:"

Along with awareness of transphobia, counselors must understand the intersection of the multiple identity statuses that an individual has (e.g. race, socioeconomic class, ability level, religion)

Source: Appendix B: American Counseling Association Competencies for Counseling with Transgender Clients (2015), in *Guidelines for Counseling* (p. 343-350), American Counseling Association

63

Trans Affirming Counselors: Career and Lifestyle Development Competencies

Counselors will acknowledge how workplace discrimination may affect trans individuals, and how this may impact other parts of their lives

Challenge occupational stereotypes that restrict decision-making for transgender clients life choices

Be knowledgeable about the state and national labor protects for individuals who are gender non-conforming. Counselors may act as consultants for employers on gender identity issues and ways to make workplace changes.

Source: Appendix B: American Counseling Association Competencies for Counseling With Transgender Clients (2015), in *Guidelines for Counseling* (pp. 345-368). American Counseling Association.

64

Trans Affirming Counselors: Assessments of Readiness for Medical Treatment

MHPs have the responsibility & burden of acting as gatekeeper for referrals for medical and surgical treatments

WPATH provides clinical guidance for healthcare professionals

There have been some extensions/critiques of WPATH. Including Lev (2009)'s: clearer definitions for the professional qualifications of those specializing in working with gender-variant people, increased focus on the families and occupational environments of transgender people, guidelines for psychosocial assessment and referral letters to physicians, a broader view of gender issues throughout the lifecycle, and revisiting the need for two letters for surgical assessment.

Source: Appendix B: American Counseling Association Competencies for Counseling With Transgender Clients (2015), in *Guidelines for Counseling* (pp. 345-368). American Counseling Association; Lee, A. I. (2009). The two tasks of the mental health provider: Recommendations for members of the World Professional Association for Transgender Health's Standards of Care. *International Journal of Transgenderism*, 18(7), 14-30.

65

Trans Affirming Counselors: Professional Orientation

The history of heterosexism and gender bias in the Diagnostic and Statistical Manual (DSM) is important history for all licensed counselors to know

Counselors should acknowledge the gatekeeping role and power that they have had in transgender clients accessing medical interventions

There is ongoing debate about Gender Identity Disorder/Gender Dysphoria being listed in the DSM



John E. Fryer as "Dr. H. Anonymous" at a 1977 dialogue discussing psychiatry and homosexuality

Source: Appendix B: American Counseling Association Competencies for Counseling With Transgender Clients (2015), in *Guidelines for Counseling* (pp. 345-368). American Counseling Association.

66

Trans Affirming Counselors: Group Therapy

Counselors may need to educate others within a group about pronouns, gender identity, and the dangers of conversion therapy

When selecting and screening group members, a competent counselor has an awareness of diversity issues and how group dynamics may play out, with accompanying contingency plans.

Source: Appendix B: American Counseling Association Competencies for Counseling With Transgender Clients. (2015). In *Guidelines for Counseling* (pp. 245-268). American Counseling Association.

67

Intersections in Counseling Patients

- TGNC students of color may feel more comfortable with a MHP who is the same race or ethnicity, or at least identified as a person of color
 - Feeling visible within a larger queer community can be difficult, and MHPs of color can possibly help clients navigate this
- While being a member of the LGBTQ community may help rapport with patients, counselors who are sexual minorities do not automatically understand trans experiences and may perpetuate transphobia
 - Patients have reported being especially hurt and rejected when a gay or lesbian counselor was not supportive, as these MHPs can be seen as cultural insiders

Source: McGuire, Bate et al. "The Counseling Experiences of Transgender and Gender Nonconforming Clients." *Journal of Counseling and Development* 93.4 (2015): 427-434. Web.

68

Trans Affirming Counselors: Helping Relationships

Counselors must have an awareness that gender -related concerns may not be the primary issues that brings the individual to counseling.

If gender identity concerns are in fact the reason for coming to counseling, then the counselor must discuss during the initial visit his/her training and expertise, along with the informed consent and what will happen if the counselor needs to seek supervision or consultation

Source: Appendix B: American Counseling Association Competencies for Counseling With Transgender Clients. (2015). In *Guidelines for Counseling* (pp. 245-268). American Counseling Association.

69

Missteps to Avoid

- Education burdening: participant feels the need to educate the psychotherapist on TGNC issues for therapy to proceed
- Gender inflation: Exaggerated focus on gender, excluding other aspects of life
- Gender narrowing: assuming a right or wrong way to explore and express one's gender
- Gender avoidance: not focusing enough on gender, lack of awareness of subtle and complex ways gender can impact mental health experiences

Source: Mosen, Lauren, and Landaish, Christine. "Missteps in Psychotherapy With Transgender Clients: Promoting Gender Sensitivity in Counseling and Psychological Practice." *Psychology of Sexual Orientation and Gender Diversity* 3.2 (2016): 148-55. Web.

70

Missteps to Avoid

- Gender Generalizing: Assuming all TGNC individuals are the same, leaning into stereotypes and tropes
- Gender "Repairing": conducting sessions as if ones trans identity is something to be "fixed"
- Gender Pathologizing: Labeling gender variance as a pathological condition requiring treatment, or responsible for all problems
 - Instead: work with patients to chart responsibly and responsively
- Gate-Keeping: Controlling access to gender-affirming medical resources

Source: Mosen, Lauren, and Landaish, Christine. "Missteps in Psychotherapy With Transgender Clients: Promoting Gender Sensitivity in Counseling and Psychological Practice." *Psychology of Sexual Orientation and Gender Diversity* 3.2 (2016): 148-55. Web.

71

Transgender-Affirming CBT

Developed by Ashley Austin PhD, LCSW, Shelley L. Craig PhD, LCSW and Edward J. Alessi PhD, LCSW (2016)

Highlights:

- It is recommended that clinicians show gender inclusivity at the moment of first contact with their clients.
- Unconditional positive regard for the diversity of transgender identities
- Clinicians must engage in self-exploration regarding their personal gender-related attitudes, beliefs, and biases.

Source: Austin, Ashley, PhD, LCSW, Shelley L., PhD, LCSW, and Alessi, Edward J., PhD, LCSW. "Affirmative Cognitive Behavioral Therapy with Transgender and Gender-Nonconforming Adults." *The Psychiatric Clinics of North America* 43.1 (2016): 141-56. Web.

72

Bottom Line

- Mirror the language you hear your student use to describe themselves
- Ask if you are not sure, but make sure your question is polite and with the intent of providing better care
- Giving people choices that allow them to practice autonomy is an important part of trauma-informed care for LGBTQI people (and everyone else too!)
- Know the LGBTQIA-competent resources and programs in your area so you can provide a good referral
- Be welcoming and be affirming

73

Vanderbilt's Trans Buddy Program

The Trans Buddy program provides transgender patients with trained peer advocates that can accompany patients during outpatient visits, or set up visitation with patients while they are in a VUMC inpatient setting. LGBTQI youth under the age of 24 in the Vanderbilt Psychiatric Hospital are also welcome to request a buddy. The TB line also acts as a peer support (not crisis support) and resource navigation service for patients, their families, and their providers. The Trans Buddy line is open from 8am-8pm, 365 days a year.

CONTACT: (615) 875-2833

74

Vanderbilt Program for LGBTQ Health



(615) 936-3879



lgbtq.health@vumc.org



305 Light Hall
Nashville, TN 37232

<https://www.vumc.org/lgbtq/>

How did we do?

Please let us know by completing our training evaluation by following this link



<https://redcap.link/lgbtqtrainingeval>

75

CASE STUDY #1 You are a high school counselor. After attending this workshop your administrator asks you to prepare a 20-minute presentation for the next staff meeting. He wants you to focus on ways that addressing Trans/GNC issues align with state and district policy. You know there is some significant opposition from several teachers, but think that your principal is mostly supportive.

- What information should be included in the presentation?
- How will you address the potential concerns from your challenging colleagues?
- What support might you need and from whom?

CASE STUDY #2

You are a high school counselor. One day a Latinx student, who you have known as Celia, comes out to you as trans. Celia already wears what is considered “boy clothes” and now wants to be called “Max” during school. Max tells you that his family is not supportive.

- How do you initially respond to Max?
- What can you do to make sure Max is safe and feels affirmed at school?
- How can you help Max address his identity with his family?
- What cultural issues might be at play? How does Max's identity as Latinx impact his experience?
- What support or resources might you need to best help Max?

CASE STUDY #3

You are a middle school counselor. One day you ask students to work in pairs outside of school to complete a project for the club you sponsor. You notice that when Maria moves her chair to pair up with Jessica, Jessica glares at her and turns away. When you walk over to ask about what is going on, Jessica yells, “I’m not working with her. I don’t want other people to think I’m a tranny like he is.”

- What are the issues at play here?
- How do you respond to Jessica in the moment? What do you say to Maria in the moment?
- What ways might you use this as a teachable moment for all of your students?
- What support might you need from colleagues, administrators or others?

CASE STUDY #1

Calvin is a 5th grade school student who has returned from summer vacation and wants to be called “Calvin” and “treated like a boy.” Calvin’s parents are supportive and have worked with the school to ensure his safety and well-being. In PE, however, the teacher insists on calling him by his dead name, continues to use she/her pronouns and forces him to “play with the girls.” The teacher says that it is against his religious beliefs to treat Calvin as a boy and that “it’s not in the child’s best interests to be allowed to act as if she is a boy.”

- What can be done in the short term to support Calvin? Long term?
- What stereotypes or bias contribute to the situation?
- What resources and supports might be needed to create a physical education classroom where Calvin can thrive?

CASE STUDY #2

Halyn is a second grade cisgender boy who often acts and dresses in a traditionally “feminine” manner. One day, Halyn wears a bright yellow skirt to school. When you ask your colleague, Halyn’s teacher, how Halyn is doing today, she tells you she took care of it by having a long conversation with him so he can “stop calling attention to himself.”

- How do you respond to this teacher?
- What can you do in the short-term? Long-term?
- What resources and supports might be needed to create a learning environment where Halyn can thrive?

CASE STUDY #3

You are an elementary school counselor. One of your students whose birth and legal name is Nyah has started going by “Ny”. One day Ny comes to you during recess and asks to talk to you. Ny says they aren’t a girl or boy, and shares a desire to use they/them pronouns. Ny wants you to help them tell the class, but doesn’t want you to tell their mom.

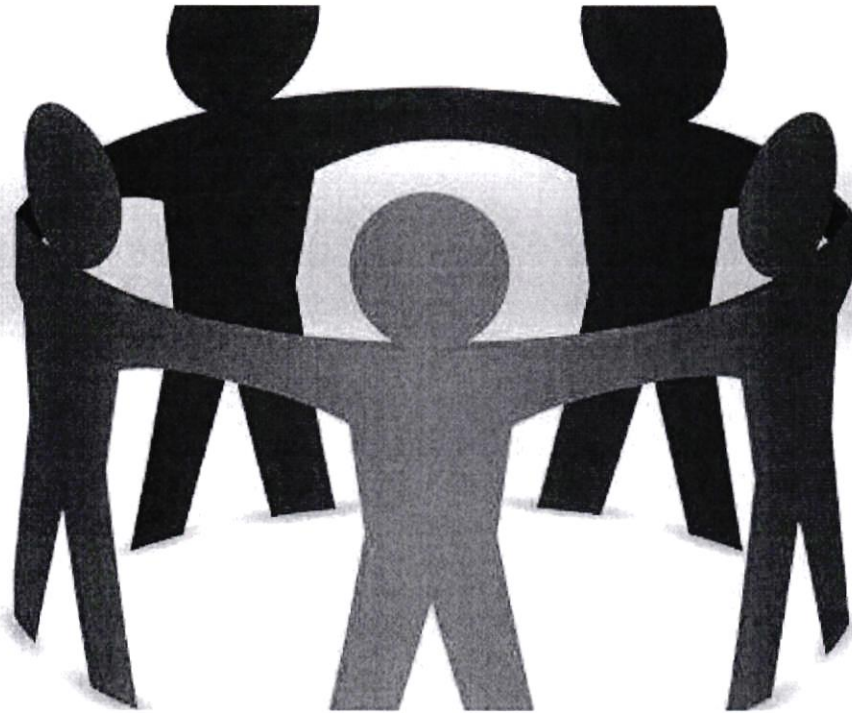
- How do you initially respond to Ny?
- What can you do in the short and long term to support Ny?

- Who else can you reach out to in the school to make a plan of support?
- What lessons, resources, or discussions should be part of your plan?

(/centers/content/northwest-mhttc)

« Back

✓ optional online
webinar for
teachers



Advanced Topics in Strengthening Youth/Young Adult Peer Support: Supporting Culturally Responsive Practice

10:00am - August 12, 2021 thru 11:00am - August 12, 2021 | Timezone: US/Pacific

Hosted By: Northwest MHTTC

Registration Deadline: August 12, 2021

REGISTER

([HTTPS://PDX.ZOOM.US/MEETING/REGISTER/TZ0TDUQSPZIUG9UWPZ57OTLTBYPPMP6](https://pdx.zoom.us/join/1234567890))

Need more information?

Contact us at northwest@mhttcnetwork.org (mailto: northwest@mhttcnetwork.org)

In this month's consultation call, our team will cover how to implement culturally responsive practices. This includes appropriate training for youth peers, necessary organizational practices and values, and addressing oppressive language or ideas. This will be our final consult call.

This call is offered in partnership with **Pathways Research and Training Center (RTC)** (<https://www.pathwaysrtc.pdx.edu/>) and the Northwest Mental Health Technology Transfer Center as one installment in a series of monthly consultation calls focused on "Advanced Topics in Strengthening Youth/Young Adult Peer Support." Each call has its own topic, in an area such as skill building, supervision, coaching and training, organizational policies and procedures, hiring and onboarding, and more. This series is intended primarily for peer support specialists, their supervisors, and administrators charged with implementing youth/young adult peer support. **Learn more about the series here.**

(<https://mhttcnetwork.org/centers/northwest-mhttc/pathways-rtc-consult-calls-advanced-topics-strengthening-youthyoung-adult>)

Here's what you can expect from each consultation call:

- Focus on one topic such as skill building, supervision, coaching and training, organizational policies and procedures, hiring and on-boarding, and more
- Sharing a practical resource related to the meeting's topic, such as a strategy, tool, set of research findings, or template
- Time for focused discussion in which attendees can ask questions and share knowledge and ideas relevant to the day's topic, followed by an open discussion of any topic related to youth/young adult peer support

To allow for interaction and discussion, registration will be limited. Register early to ensure your space!

Trainer



Caitlin Baird is a Project Manager and Trainer with Pathways RTC at Portland State University. Caitlin has experience working directly with transition-aged youth and young adults as a peer support specialist and as a supervisor for peer support specialists in wraparound and other mental health settings.

Want more information? Visit the Northwest MHTTC's **Resource Library and Websites by Topic** (<https://mhttcnetwork.org/centers/northwest-mhttc/resource-library-and-websites-topic-0>) and **sign up for our monthly newsletter** (https://www3.thedatabank.com/dpg/689/personalopt2.asp?formid=New_Communicati) for regular updates about events, trainings, and resources available to the Northwest region.

No

ABOUT THE NETWORK

[ABOUT THE MHTTC NETWORK \(/CENTERS/MHTTC-NETWORK-COORDINATING-OFFICE/ABOUT-MHTTC-NETWORK\)](#)

[WHAT IS TECHNOLOGY TRANSFER \(/CENTERS/MHTTC-NETWORK-COORDINATING-OFFICE/MHTTC-NETWORK-TECHNOLOGY-TRANSFER-MODEL\)](#)

[IMPLEMENTATION SCIENCE \(/CENTERS/MHTTC-NETWORK-COORDINATING-OFFICE/IMPLEMENTATION-SCIENCE\)](#)

[NETWORK COORDINATING OFFICE \(/CENTERS/MHTTC-NETWORK-COORDINATING-OFFICE/NETWORK-COORDINATING-OFFICE\)](#)

[FIND AN MHTTC \(/CENTERS/SELECTION\)](#)

COMMUNICATION

[RECENT NEWS \(/CENTERS/GLOBAL-MHTTC/RECENT-NEWS\)](#)

[MHTTC PATHWAYS NEWSLETTER \(/CENTERS/GLOBAL-MHTTC/MHTTC-FOCUS-NEWSLETTER\)](#)

PROJECTS

[MHTTC AREAS OF FOCUS \(/CENTERS/GLOBAL-MHTTC/MHTTC-AREAS-FOCUS\)](#)

[SCHOOL MENTAL HEALTH \(HTTPS://MHTTCNETWORK.ORG/NODE/3231\)](https://mhttcnetwork.org/node/3231)

[WORKFORCE DEVELOPMENT \(/CENTERS/GLOBAL-MHTTC/WORKFORCE-DEVELOPMENT\)](#)

EDUCATION

[HEALTHKNOWLEDGE.ORG \(HTTPS://HEALTHKNOWLEDGE.ORG\)](https://thehealthknowledge.org)

[TRAININGS AND EVENTS \(/CENTERS/GLOBAL-MHTTC/TRAINING-AND-EVENTS-CALENDAR\)](#)

RESOURCES

[PRODUCTS AND RESOURCES CATALOG \(/CENTERS/GLOBAL-MHTTC/PRODUCTS-RESOURCES-CATALOG\)](#)

[SPOTLIGHT ON SAMHSA RESOURCES \(/CENTERS/GLOBAL-MHTTC/SPOTLIGHT-SAMHSA-RESOURCES\)](#)

[SCHOOL MENTAL HEALTH RESOURCES \(/CENTERS/GLOBAL-MHTTC/SCHOOL-MENTAL-HEALTH-RESOURCES\)](#)

[COLLABORATORS \(HTTPS://MHTTCNETWORK.ORG/NODE/3202\)](https://mhttcnetwork.org/node/3202)

GET HELP

[988 SUICIDE AND CRISIS LIFELINE \(HTTPS://988LIFELINE.ORG/\)](https://988lifeline.org/)

[EARLY SERIOUS MENTAL ILLNESS TREATMENT LOCATOR \(HTTPS://WWW.SAMHSA.GOV/ESMI-TREATMENT-LOCATOR\)](https://www.samhsa.gov/esmi-treatment-locator)

[FINDTREATMENT.GOV \(HTTPS://FINDTREATMENT.SAMHSA.GOV/\)](https://findtreatment.samhsa.gov/)

[SAMHSA'S NATIONAL HELPLINE – 1-800-662-HELP \(4357\) \(HTTPS://WWW.SAMHSA.GOV/FIND-HELP/NATIONAL-HELPLINE\)](https://www.samhsa.gov/find-help/national-helpline)

[SAMHSA'S DISASTER DISTRESS HELPLINE - 1-800-985-5990 OR TEXT TALKWITHUS TO 66746 \(HTTPS://WWW.SAMHSA.GOV/FIND-HELP/DISASTER-DISTRESS-HELPLINE\)](https://www.samhsa.gov/find-help/disaster-distress-helpline)

CONTACT US

NETWORKOFFICE@MHTTCNETWORK.ORG
(MAILTO:NETWORKOFFICE@MHTTCNETWORK.ORG)
650-721-8692 (TEL:6507218692)



SAMHSA'S TTC PROGRAM | ([HTTPS://TECHTRANSFERCENTERS.ORG](https://techtransfercenters.org)) ACCESSIBILITY |
([/CENTERS/GLOBAL-MHTTC/MHTTC-NETWORK-ACCESSIBILITY-STATEMENT](https://centers/global-mhttc/mhttc-network-accessibility-statement)) PRIVACY
STATEMENT AND TERMS OF USE |
([HTTPS://MHTTCNETWORK.ORG/SITES/MHTTC/FILES/2023-
11/PRIVACYPOLICY_TERMSOFUSE%20%282%29.PDF](https://mhttcnetwork.org/sites/mhttc/files/2023-11/privacypolicy_termsfuse%20%282%29.pdf)) CENTER ADMINISTRATOR LOGIN
(/USER/LOGIN)

© 2024 Mental Health Technology Transfer Center (MHTTC) Network

ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL FORM

Check Appropriate Box

Teacher Request

School Request
(Skip to Box 2-Activity Title)

School Name: ERHS

✓
ALL OF
Packet

NAME William Hunnicutt
TEACHING ASSIGNMENT Science ENDORSEMENT CODES 415, 421, 422, 486

Activity Title: Supporting Culturally Responsive Practice

Date: _____ Time: _____

ACTIVITY DESCRIPTION North West Region; Mental Health Trans
Per Center Network; Advanced Topics in
Strengthening Youth/Young Adult Peer Support

PD Hours Requested Yes No If yes, how many? 1 hr

Cost \$ _____

Requestor Name Bill Hunnicutt Date 4/18/2023
Please print

Principal Signature Hollyn Michie Date 4.21.2023
Signature indicates approval

DIRECTIONS FOR COMPLETING PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL FORM

Line 1 – check appropriate box

Teacher Request – to be used for individual requests for conferences, on-line opportunities, out of county opportunities not originally listed on SchoolStation offerings

School Request – to be used for school-based offerings for groups of teachers or the entire faculty

Box 1 – To be completed only by teachers making individual requests

Box 2 – To be completed for teacher and school requests

Activity Description – Indicate the type of activity and note the relationship to at least one of the following: TSIPP goals/action steps, identified data needs, overall professional growth of the school/program or the individual professional growth plan

PD Hours Requested – If “yes” is checked, the activity will be placed on SchoolStation

RE: Requesting 1 hour PD Credit

[Previous Pathways RTC Webinars: 2021 \(pdx.edu\)](#)

Mental Health Technology Transfer Center Network

Webinar: *Supporting Culturally Responsive Practice*

This webinar opens with an explanation of what it means to be culturally responsive. There are eight competencies for culturally responsive teaching that are outlined. They are:

1. Recognize and redress bias in the system.
2. Draw on students' culture to shape curriculum and instruction.
3. Bring real-world issues into the classroom.
4. Model high expectations for all students.
5. Promote respect for student differences.
6. Collaborate with families and the local community.
7. Communicate in linguistically and culturally responsive ways.
8. Reflect on one's cultural lens.

We are reminded to recognize culture as:

- Background, race, ethnicity, and customs
- Virtues, values, and practices
- Ideas and attitudes
- Macro and Micro culture

We are urged to recognize identities.

- We all have different identities and backgrounds that make up our culture.
- Identities can include privileged and marginalized identities.
- It is important that we acknowledge and understand our identities to appropriately serve the youth of different cultures.
- Our identities likely impact our internal biases.

The final activity is to think about 3 identities that I have. I should reflect upon how these identities affect the impact I have on my students.

Bill Hunnicutt

Emily Hollisworth

5/11/23

ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT ACTIVITY PRE-APPROVAL FORM

Check Appropriate Box Teacher Request School Request

School Name: Watauga

NAME	<u>Marly Ungapher</u>
TEACHING ASSIGNMENT	<u>4th grade</u>
ENDORSEMENT CODES	<u>120</u>

Activity Title: Supporting Culturally Responsive Practice
 Date: 4/21/23 Time: 4:00 pm
 ACTIVITY DESCRIPTION How to implement culturally responsive practices addressing oppressive language & ideas
 PD Hours Requested Yes No If yes, how many? 1
 Cost \$ 0 Are you requesting funding or reimbursement? Yes No
 Pre-Approval is required for reimbursement requests
 Reimbursement may be approved based on fund availability and alignment to building/district goals

Requestor Name Marly Ungapher Date 4/21/23
Please print
 Principal Signature Kelley Armstrong Date 4/21/23
Signature indicates approval

DIRECTIONS FOR COMPLETING PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL FORM

- Line 1 - check appropriate box
 - Teacher Request - to be used for individual requests for conferences, on-line opportunities, out of county opportunities not originally listed on SchoolStation offerings
 - School Request - to be used for school-based offerings for groups of teachers or the entire faculty
- Box 1 - To be completed only by teachers making individual requests
- Box 2 - To be completed for teacher and school requests
 - Activity Description - Indicate the type of activity and note the relationship to at least one of the following: TSIPP goals/action steps, identified data needs, overall professional growth of the school/program or the individual professional growth plan
 - PD Hours Requested - If "yes" is checked, the activity will be placed on SchoolStation



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Advanced Topics in Strengthening Youth/ Young Adult Peer Support *Supporting Culturally Responsive Practice* August 22nd, 2021

In collaboration with Pathways Research and Training Center

SAMHSA
Substance Abuse and Mental Health
Services Administration



ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT WEBINAR REFLECTION RECORD

NAME: Marly Uncapher SCHOOL: Watauga
ACTIVITY TITLE: Supporting Culturally Responsive Practice ADMINISTRATOR SIGNATURE: [Signature]
WEBINAR VIEWING TIME: ~~10:00~~ 4:00 pm VIEWING DATE: 4/21/23
VIEWING LOCATION: Home

To be completed for teacher and school requests

Implementation Strategies – Indicate how the information gained in the professional growth activity will reach the classroom/student level

Documentation/Follow-Up – Indicate the specific methods that will be used to ensure the information from the professional growth activity has an ongoing affect on student learning or school culture

Effectiveness / Evaluation – Indicate the specific measures that will be used to evaluate the effectiveness of the professional growth activity

IMPLEMENTATION STRATEGIES By intentionally practicing
Culturally responsive language and ideas
during class, we can set the expectation
for students. Also, addressing oppressive
language & ideas is necessary to teach students
these culturally responsive practices..

DOCUMENTATION / FOLLOW-UP Having an open conversation with students
about how/what ways they feel they
have been oppressed so we have a starting
point.

EFFECTIVENESS / EVALUATION Effectiveness will be evident
through observations of school environment
change from time of implementation.

PLEASE RETURN THIS FORM WITH PROOF OF ATTENDANCE/SIGN-IN SHEETS
FOR SCHOOL-BASED ACTIVITIES – PRINCIPAL SHOULD COMPLETE

5/5/23

ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT ACTIVITY PRE-APPROVAL FORM

Check Appropriate Box Teacher Request School Request

School Name: Greenbrier Middle School

NAME Phillip Hunter
TEACHING ASSIGNMENT 8th Math ENDORSEMENT CODES 125

Activity Title: Supporting Culturally Responsive Practice
Date: 5/4/23 Time: 8:45-9:45
ACTIVITY DESCRIPTION Pathways RTC Webinar about understanding differences in culture among youth and adults
PD Hours Requested Yes No If yes, how many? 1
Cost \$ 0 Are you requesting funding or reimbursement? Yes No
Pre-Approval is required for reimbursement requests
Reimbursement may be approved based on fund availability and alignment to building/district goals

Requestor Name Phillip Hunter Date 5/4/23
Please print
Principal Signature Cherley Zuberstad Date 5/5/23
Signature indicates approval

DIRECTIONS FOR COMPLETING PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL FORM

- Line 1 – check appropriate box
Teacher Request – to be used for individual requests for conferences, on-line opportunities, out of county opportunities not originally listed on SchoolStation offerings
School Request – to be used for school-based offerings for groups of teachers or the entire faculty
- Box 1 – To be completed only by teachers making individual requests
- Box 2 – To be completed for teacher and school requests
Activity Description – Indicate the type of activity and note the relationship to at least one of the following: TSIPP goals/action steps, identified data needs, overall professional growth of the school/program or the individual professional growth plan
PD Hours Requested – If “yes” is checked, the activity will be placed on SchoolStation

ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT WEBINAR REFLECTION RECORD

NAME: Phillip Hunter SCHOOL: Greenbrier Middle School
ACTIVITY TITLE: Supporting Culturally Responsive Practice ADMINISTRATOR SIGNATURE: Charley M. [Signature]
WEBINAR VIEWING TIME: 8:45-9:45 pm VIEWING DATE: 5/4/23
VIEWING LOCATION: pathways RTC.edu
Home office

To be completed for teacher and school requests

Implementation Strategies – Indicate how the information gained in the professional growth activity will reach the classroom/student level

Documentation/Follow-Up – Indicate the specific methods that will be used to ensure the information from the professional growth activity has an ongoing affect on student learning or school culture

Effectiveness / Evaluation – Indicate the specific measures that will be used to evaluate the effectiveness of the professional growth activity

IMPLEMENTATION STRATEGIES As someone who has classes that are very different culturally, this video will definitely be used for the betterment of my classroom. It discusses not only cultural differences but refers to how those differences vary with age and nationality as well.

DOCUMENTATION / FOLLOW-UP I will be using this webinar as a guide on things to look for when trying to connect my subject to real life to help the students understand the math better.

EFFECTIVENESS / EVALUATION I will have to continuously monitor which students are connecting and which aren't to see what changes can be made to help my students in the future.

PLEASE RETURN THIS FORM WITH PROOF OF ATTENDANCE/SIGN-IN SHEETS
FOR SCHOOL-BASED ACTIVITIES – PRINCIPAL SHOULD COMPLETE

9:42 5G 92%

Webinar 66: Supporting Culturally Responsive Practice

MHTTC Mental Health Technology Transfer Center Network
Northwest United States Region
Funded by Substance Abuse and Mental Health Services Administration

Info Watch later Share

**After today's session,
please complete the evaluation survey**

- Will be shared in the chat box
- Helps our team plan future sessions as well as evaluate today's session

There will NOT be certificates or CEUs offered for today's session

54:25 / 55:23 www.mhttcnetwork.org/northwest

CC YouTube

Phillip Hunter

ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT ACTIVITY PRE-APPROVAL FORM

Check Appropriate Box

Teacher Request

School Request

School Name: GES

NAME Michaelia Lambert
TEACHING ASSIGNMENT SPED Resource ENDORSEMENT CODES 144

Activity Title: Supporting Culturally Responsive Practice

Date: N/A

Time: N/A

ACTIVITY DESCRIPTION Online Webinar

PD Hours Requested Yes No If yes, how many? 1

Cost \$ _____ Are you requesting funding or reimbursement? Yes No

Pre-Approval is required for reimbursement requests

Reimbursement may be approved based on fund availability and alignment to building/district goals

Requestor Name Michaelia Lambert Date 4/24/23
Please print

Principal Signature Brooke Galois Date 4/26/23
Signature indicates approval

DIRECTIONS FOR COMPLETING PROFESSIONAL DEVELOPMENT ACTIVITY APPROVAL FORM

Line 1 -- check appropriate box

Teacher Request -- to be used for individual requests for conferences, on-line opportunities, out of county opportunities not originally listed on SchoolStation offerings

School Request -- to be used for school-based offerings for groups of teachers or the entire faculty

Box 1 -- To be completed only by teachers making individual requests

Box 2 -- To be completed for teacher and school requests

Activity Description -- Indicate the type of activity and note the relationship to at least one of the following: TSIPP goals/action steps, identified data needs, overall professional growth of the school/program or the individual professional growth plan

PD Hours Requested -- if "yes" is checked, the activity will be placed on SchoolStation

5/11/23

Emily Hollisworth

ROBERTSON COUNTY SCHOOLS
PROFESSIONAL DEVELOPMENT WEBINAR REFLECTION RECORD

NAME: _____ Michaela Lambert _____ SCHOOL: _____ GES _____

ACTIVITY TITLE: Supporting Culturally Responsive Practice _____ ADMINISTRATOR SIGNATURE: *Brooke Collins*

WEBINAR VIEWING TIME: _____ 8:30 _____ VIEWING DATE: _____ 4/30/23 _____

VIEWING LOCATION: _____ Laptop/Home _____

To be completed for teacher and school requests

Implementation Strategies – Indicate how the information gained in the professional growth activity will reach the classroom/student level

Documentation/Follow-Up – Indicate the specific methods that will be used to ensure the information from the professional growth activity has an ongoing affect on student learning or school culture

Effectiveness / Evaluation – Indicate the specific measures that will be used to evaluate the effectiveness of the professional growth activity

IMPLEMENTATION STRATEGIES:

The purpose of the webinar training "Supporting Culturally Responsive Practice" was to heighten the awareness, knowledge, and skills of the workforce that addresses the needs of individuals with serious mental health issues. This webinar, in particular, discussed what being culturally responsive means. We learned about 8 cultural competencies: 1. Reflect on one's cultural lenses, 2. Recognize and redress bias in the system, 3. draw on students' culture to shape curriculum and instruction, 4. Being real-world issues into the classroom, 5. model high expectations for all students, 6. promote respect for student differences, 7. collaborate with families and the local community, and 8. communicate in linguistically and culturally responsive ways.

These are all very important to remember in the world of education. We are educating children that come from all backgrounds, socioeconomics, races, ethnic backgrounds, etc., so when having these children in our classrooms, it is so important to take these things into consideration when planning effective and culturally responsive lessons. Whether that be by taking cultural do/donts into consideration, considering the age and culture (social media, technology, ect.) when developing engaging activities, or merely respecting the cultures and eliminating bias within our classrooms. When we take the time to learn about and educate ourselves about the cultures represented within our classrooms, we are able to build better relationships, develop empathy, and better educate our students in which they will respond better and engage more.

DOCUMENTATION / FOLLOW-

Next year will be my first time being an actual classroom teacher versus being a Resource Teacher. I have already began thinking about and preparing for the upcoming school year about ways in which to have open communication and relationships with my students and their families. I think it is very important to have relationships with our students' parents because when relationships are formed, they are more willing to get involved, trust, and recognize the importance of the teacher in their child's lives. My goal is to have meet with each family on open house night to meet and learn about each family, but I want to also provide a 'get to know you' questionnaire to each family to know about their culture. This will allow me to be more empathic towards my students, accommodate and include activities about their cultures into my room, and better support my students and families throughout the year.

EFFECTIVENESS / EVALUATION

This webinar was not geared toward a teaching strategy, but rather learning about how to be culturally responsive within our careers. I think it would be super beneficial to find a rubric to use when creating lessons that I can refer to, in order to make sure that my lessons, activities, and classroom as a whole are all culturally responsive.

PLEASE RETURN THIS FORM WITH PROOF OF ATTENDANCE/SIGN-IN SHEETS
FOR SCHOOL-BASED ACTIVITIES – PRINCIPAL SHOULD COMPLETE



Webinar 66: Supporting Culturally Responsive Practice



Thank You!



Northwest (HHS Region 10)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

www.mhltcnetwork.org/northwest



55:15 / 55:24



YouTube

