

# EA Bridge Program

September 2019

One *Learning* Community



EVERYONE  
MATTERS



# Our Learning Components:

- Understanding the culture of schools
- Inclusion - philosophy to practice
- Place-based - knowing our Indigenous students
- Non-Violent Crisis Intervention
- Role of EAs
- Learning and supporting medical conditions

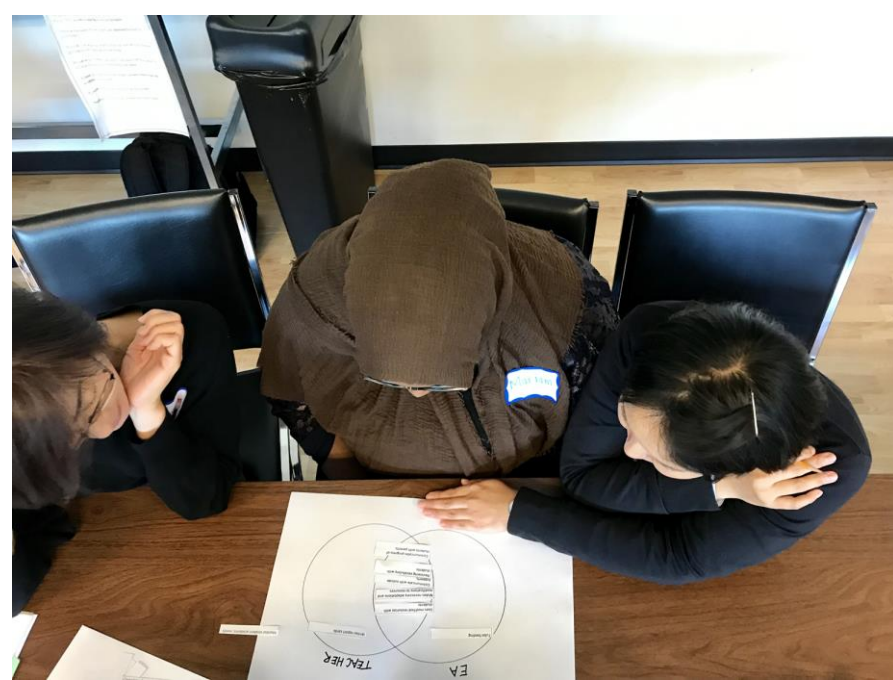


- Understanding and supporting diversity in schools
- Interpersonal communication
- Positive behaviour supports
- Working and supporting ELL
- Technology and Visuals to support learning
- Child Development and Learning



# Course Overview

<b>Sept. 16 Monday</b> <b>Morning:</b> Inclusion, Designations Role of Ed Assistant	<b>Sept. 17 Tuesday</b> <b>Morning:</b> Learning about and supporting Indigenous students	<b>Sept. 18 Wednesday</b> <b>Morning:</b> Child Development and Learning	<b>Sept. 19 Thursday</b> <b>Morning:</b> Understanding Behaviour Trauma Informed Practice Positive Behaviour Supports	<b>Sept. 20 Friday</b> <b>Morning:</b> Communication, boundaries, social emotional learning
<b>Afternoon:</b> CUPE, Health and Safety	<b>Afternoon:</b> Using Technology – Google Read & Write	<b>Afternoon:</b> Student independence & belonging {Using visuals & iPads}	<b>Afternoon:</b> Self–regulation in elementary Q&A with an EA	<b>Afternoon:</b> CPI FLEX Program Online coursework
<b>Sept. 23 Monday</b> Non–Violent Crisis Intervention (CPI) 8:30 – 3:30  Full Day	<b>Sept. 24 Tuesday</b>  <u>In school Observations:</u> Macaulay Elementary Arbutus Middle School Reynolds Secondary  <i>*opportunity to spend one day at  each school/level</i>	<b>Sept. 25 Wednesday</b>  <u>In school Observations:</u> Macaulay Elementary Arbutus Middle School Reynolds Secondary  <i>*opportunity to spend one day at  each school/level</i>	<b>Sept. 26 Thursday</b>  <u>In school Observations:</u> Macaulay Elementary Arbutus Middle School Reynolds Secondary  <i>*opportunity to spend one day at  each school/level</i>	<b>Sept. 27 Friday</b>  Your questions and reflections after school visits.  Matrix and Interviews





# Reflection from our morning: Learning about and supporting Indigenous learners

Chines / Japanese characters		
木	林	森
A tree	Woods (Two trees)	Forest (Three trees)

# School Visits

Elementary: École Macaulay Elementary School

Middle: Arbutus Global Middle School

Secondary: Reynolds Secondary School



The Matrix

## Round 1

1 Interviews 2

3 Interviews 4

Stop!  
On to next  
round....

# #1 Inclusion

- 1) COMMUNICATION - between teachers staff & students
  - 2) Recognizing Strengths so they can pull from them and recognizing struggles/challenges.
  - 3) Flexibility patients & open for adjustment
  - 4) Modelling appropriate behaviour.  
Consistency & routines made clear daily
  - 5) Adapting lessons for inclusiveness.
  - 6) Having supports available for all students
  - 7) <sup>to</sup> Promote sense of Community - finding connections (similar interests etc) between all students
  - 8) Recognizing when a student is overwhelmed
  - 9) Understanding inclusion is a journey
  - 10) Knowing that inclusion & integration are not the same thing
  - 11) Advocating for change
- We are more alike than unlike  
Be the change you want to see

teaching & learning different  
cultural practices & Backgrounds.

## Assume Competency

Have an Universal design to  
follow to ensure everyone  
is aware & comfortable

# #2 Supporting Positive Behaviour

- Understand that they don't want to escalate
- Stay Calm
- Building Strong relationship
- Redirection
- Awareness of the situation
- Behaviour influences behaviour
- Time & Space
- Encourage coping techniques
- Being aware of a trigger
- Privacy
- Down to their eye level
- CPI (as <sup>the</sup> last resource)
- Ask questions
- Role model the expected/ideal behaviour

### #3 Visuals/Tech to Support Learning

- Technology makes transitions easier → ex. "First, then" → less overwhelming
- Tech + visuals give students more options → permanent, less adult voice
- Level playing field, inclusive (especially for non-verbal students) → all students using tech
- Gives students more confidence
- Helps them express knowledge, less worry about how to communicate ideas, more simply getting ideas out.
- Tech motivates students to participate more, allows them to figure out for themselves
- Tech is everywhere! Real world connection.
- Guiding behaviour / self-regulation  
→ easier to communicate needs (ex quick YouTube break)

### #4 The Role of the E.A.

- Flexibility
- Patience
- Self-Regulation
- Presume Confidence
- Be aware
- Know your student through IEP's/observations.
- Building relationships with staff & students
- Being calm & even tempered
- Be willing to grow
- Don't take things personally.
- Be proactive & work with other students in the class
- Be welcoming & enjoy what you do.
- Look at the big picture
- Meet them where they are at. (what's the next step)
- Passion
- Compassion
- Communication

# Reflections

“We have to have close communication with teachers. Clear communication not only creates good teamwork, but it also provides more opportunities for our children.”

**“Meeting and talking with an EA was very reassuring that this is the right path for me.”**

“Presume competence! I really like this! This mindset seems integral to be an excellent EA.”

**“What can I do, as an EA, to facilitate learning and contribution from atypical students?”**

“Be a stress detective! Just like us, the kids are going to have bad days too.”

“Working on case studies was great. It showed me the information I’m retaining and allowed me to use others’ ideas to improve my own. It proved to me that group learning can be so beneficial because I felt more confident after the activity.”

**“It was my pleasure to know a variety of students who have autism. I gain experience by being with them...each one has a different attitude.”**

“Focus on a child’s strengths, build their confidence and make them feel important.”



Greater  
**VICTORIA**  
School District

# Certificate of Completion

This Acknowledges

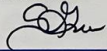
Has been recognized for successfully participating in the  
Greater Victoria School District No. 61  
Education Assistant Bridging Program

**Modules, Workshops, and Seminars Completed**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Non-Violent Crisis Intervention (CPI)  | <input checked="" type="checkbox"/> Inclusion Practices               |
| <input checked="" type="checkbox"/> Self-Regulation and Behaviour Supports | <input checked="" type="checkbox"/> Ministry Designations             |
| <input checked="" type="checkbox"/> School-Based Job Shadow Experience     | <input checked="" type="checkbox"/> Using Visuals to Support Learning |

September 2019

Ms. Shelley Green  
Superintendent



*The Greater Victoria School District  
wishes to recognize and acknowledge  
the Esquimalt and Songhees Nations,  
on whose traditional territories  
we live, we learn, and we do our work.*

Ms. Debra W...  
Deputy Superintendent  
(Inclusive Education)

One *Learning* Community

*Vision*  
Each student within our world class learning  
community has the opportunity to fulfill  
their potential and pursue their aspirations.

*Mission*  
We nurture each student's learning and  
well-being in a safe, responsive, and  
inclusive learning environment.

A final reflection:

"It's been a precious two week training. I learned so much about the role of an EA and how to support children. I've met these wonderful people at the training and in the field. Although we are different in many ways, we have something in common. We enjoy helping others!! It's not the end, it is the beginning of the next chapter."

