



# The LARAEC Insider

Week of April 25, 2023

Vol 1 Issue 20

## This Week's Lunch with LARAEC

### Voices from the Field: IET and the Importance of Student Input

Thursday, April 27, 12:30 - 1:30 PM

Presenters: Francisco Narciso and the Los Angeles Technology Center (LAUSD)

On ZOOM



LAUSD's Division of Adult and Career Education (DACE) will discuss the importance of student input in the creation and selection of IET classes. Hear from experiences DACE IET teachers and its program specialist as they share considerations, successes, challenges, and insights around IET.

Grab your lunch and join us! For registration and Zoom link [click here](#)

*Lunch with...*



**We have some great presenters lined up for our last 4 sessions of the year!**

**May 4 - Project Based Learning in ESL and ABE - Presented by Kristi Reyes**

**May 11 - Stuff I Wish I Knew with Samantha Ross**

**May 18 - Onboarding Strategies with the LARAEC Counseling and Transitions Team**

**May 25 - Super Six Survival Sites for Teaching and Learning - Presentation by our LARAEC Remote Learning Team**

For more information and registration, go to <https://laraec.org/lunchwithLARAEC/>

All Lunch with LARAEC sessions are recorded and are available for viewing at [Lunch](#)

## LARAEC Edge Job Readiness videos are AVAILABLE!



### Job Readiness Videos

At the LARAEC Edge conference in March, we had some fabulous presenters from our districts. We are working on editing and posting selected sessions. You are welcome to use these with your classes and share them with students.

Currently, we have the job readiness videos available:

- How to Write a Resume - Marianne Noss (BUSD)
- Job Ready Interview Skills - Jo Hart & Samantha Ross (LAUSD)
- 21st Century Job Search - Andrea Rodriguez-Blanco (LACCD)

These are also great resources for staff who are looking to prepare for new positions!! To check out the videos [click here](#)

## Research Shorts

Connecting you with some educational articles and studies to see how they might connect to our programs. Try on some of these Research Shorts, keep what fits, and return the rest.



## Adult Learning and Trauma



LARAEC faculty and staff surveys indicate an on-going need for strategies and information about supporting students facing challenging circumstances. We found an instructive article that the Council for Adult and Experiential learning (CAEL) published about how *Trauma Impacts Adult Learners*. This article contends that many of our students (and perhaps faculty and staff) have experienced or are currently experiencing trauma in their lives. Sometimes it is easy to see, sometimes students may talk about it, and sometimes it is invisible. The

writer discusses how we all carry traumas with us like an *omnipresent suitcase* that is reopened every time it is triggered. This article offers suggestions for classrooms and schools to help ameliorate the effects of trauma on learning.

**One strategy for classrooms:** Use the first 10 minutes of class to get everyone grounded

and in a space for learning. A way to do this is have all students write down three words on their mind, then rewrite them using their non-dominant hand. This puts students in learning mode and resets the brain.

**One strategy for schools:** Instead of providing support services in the main office and having students go to an unfamiliar and sometimes scary setting, bring the support services to students. Think of places that are non-threatening and engage students in a friendly accessible atmosphere. Have counselors engage regularly in classrooms, school community spaces, cafeterias, lobbies, quads, learning centers, etc. Counselors or advisors can perhaps set up a table and tent on campus once a week with information. Staff can have online office hours with topics and publish these events in public spaces on campus. Give students questions to ask so they don't feel nervous or threatened.

The University of California, Berkeley's *Greater Good Science Center* published an article, *Five Ways to Support Students Affected by Trauma*. The authors indicate that for many students, school is a safe space. To help build an environment of growth and strength for students, the authors suggest we shift the conversation away from "what is wrong with the student?" toward "what does the student need to reach their potential?" In addition to counseling, the authors suggest five strategies that teachers can apply to their classrooms.

- Build **positive relationships** - Create a safe and trusting environment. Smile, share parts of your life, get to know your students personally, and be a role model of a reliable regulated adult.
- Create a **positive physical space** – put up positive quotes and affirmations, maximize natural light, arrange furniture to have students feel safe and connected, and bring plants.
- Utilize **positive priming techniques** – use brain breaks and other techniques to boost positive emotions in class.
- Use **Character Strengths** – help students learn about their own strengths and strengths of others.
- **Build Resilience** – Allow time for role playing, verbalizing feelings, and having empowering experiences at school.

Both of these articles provide some easy and great ideas for supporting students!

[Read the full articles here](#)

## Resource Spotlight

### Simplifying Language to Promote Persistence and Motivation “Brevity is Confidence; Length is Fear”



Did you know that **54% of adults in the United States read at a 6th grade level or below**? Lee Shainis does. Lee is a veteran trainer, presenter, author, and the founder of Intercambio Uniting Communities. He is also the founder of Simplify Language. In his Simplify Language workshops, **Lee teaches**

**practical skills to make spoken and written communication easier to understand.** He emphasizes that this is not just “dumbing down” language. It is being intentional with the words and phrases you use to make language easier to understand. The ideas apply to more than

those acquiring English skills and can be used by instructors, businesses, and in general communication.

**Some of the tips he shares for speaking to English Learners include:**

- Speak clearly and enunciate
- Slow down and pause for people to absorb the information
- Be aware of volume so that people can hear you
- Avoid filler words like “you know” or “I mean”
- Avoid phrasal verbs with multiple meanings like “give in” or “make out”
- Avoid slang, idioms, acronyms and abbreviations
- Use simple words and phrases
- Remove excess words
- Use short sentences and don’t overexplain
- Use simple grammar tenses and simple sentence structures
- Avoid sarcasm and pop culture references
- Use bullets and avoid lots of comma and “ands”

To view the full recording of Lee’s presentation, [click here](#).



If you got this newsletter as a forward and would like to have it sent to your email directly, you can register by clicking the button below!

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*If no one has told you today, thank you for what you do to improve the lives of adults in Los Angeles*

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