



# COOPERATIVE ASSOCIATION for SPECIAL EDUCATION

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## Request for Staff Development: Behavior/Autism, Assistive Technology, Rtl, and PBIS

Administrator Requesting:	<i>C.A.S.E. OFFICE USE ONLY:</i>	<i>Presenter's:</i>
Requester's Phone:	<i>Received:</i>	
Requester's Email:	<i>Confirmed:</i>	
Requested Date(s) of Presentation ( <i>please list at least 2</i> ):	Location of Presentation:	
Proposed Number of Participants: _____ Handouts Needed: _____ Roles of Participating Staff: _____  Specify the age and population of students being served by the participants: _____		
Please select from the menu of staff development topics: (Please refer to following pages for descriptions and suggested time length)		
<u><b>Behavior/Autism</b></u> FBA / BIP Guidance Data 101 (Specify Operating System: _____) Data 201 (Specify Operating System: _____) CHAMPS: Overview Social Emotional Learning Standards Writing Measurable IEP Goals for Behavior & Academics Understanding Challenging Behavior and Planning Effective Interventions Mental Illness in the Classroom CPI: Initial CPI: Regular Refresher w/ Autism Application Autism Spectrum Disorders Series Definition & Characteristics Supporting Communication Supporting Sensory Needs Best-Practice Interventions Video Modeling: Behavior Modification Supporting Students with ASD in a Reg Ed Setting Social Thinking Paraprofessional Support Peer Support / Disability Awareness: Specify Parents / Caregivers: Specify	<u><b>Assistive Technology</b></u> Introduction to Don Johnston's SOLO Literacy Suite Software The Writer Fusion: Overview Tips, Tricks and Tools for Writing Boardmaker V.6 Overview Boardmaker Plus Overview Microsoft Tools for the PC Microsoft Tools for the Mac Using Boardmaker Beyond Schedules iTechnology 101 Voice Recognition Software: Dragon Dictation Disability Safety Plans and Health Related Concerns-Nurses Transitions for Students with Orthopedic or Health Impairments Academic Adaptations and Modifications for Students with Orthopedic Impairments Paraprofessional Training for Students with Orthopedic Impairments Orthopedically Challenged, Academically Successful Overview of the AAC Language Lab website for SLP's Overview of Augmentative and Alternative Communication and vocabulary selection Using AAC in the classroom: Teaching Students to use AAC-low to high tech systems Overview of CASE Assistive Technology Resource Wiki	



Behavior/Autism	Description For Staff Development Request	Suggested Time
FBA / BIP Guide	Participants will be walked through a FBA/BIP worksheet that provides guiding questions to evaluate the thoroughness of the FBA/BIP that is completed. Suggestions for what could be done if there are gaps in the FBA/BIP will be provided and discussed. It is recommended that participants bring a FBA/BIP that they have completed or are in the process of conducting to offer a hands-on experience. It is recommended for teams to attend together.	1 - 1.5 hrs
Data 101 Please <b>INDICATE</b> Microsoft Excel Or Mac Numbers	An overview will be provided on the use of graphs to represent student data. Examples will be shared. Also, participants will be walked through the basics on how to use Excel or Numbers (please specify) to create graphs from student data. Participants will get the most out of their experience when they bring student data.	1 - 2 hrs
Data 201 Please <b>INDICATE</b> Microsoft Excel Or Mac Numbers	This workshop is designed for participants who are already familiar with using graphs (Excel or Numbers, please specify), but would like to problem-solve or expand their experiences (creating formulas, setting up long-term data tracking). Participants will get the most out of their experience when they bring student data.	1 - 2 hrs
Coming Soon! Tier 1 Universal Training for Building Level Teams	Building Team Members will: 1. Gain an understanding of Team Roles and Functions 2. Understand the importance of Tier 1/Universal Components 3. Learn strategies to work with discipline data at the building level 4. Develop schedules for PBIS implementation 5. Be introduced to the PBIS evaluation tools	3 hours
Coming Soon! Tier 2 Secondary Training for Secondary Teams	Teams will learn how to use their Tier 1/Universal data to target groups of students in need of Tier 2/Secondary Levels of Support and how to establish/manage a continuum of Tier 2/Secondary interventions to support the behavior of students who are not responding to Tier 1/Universal interventions and who are at-risk for behavior and academic failure.	3 hours
CHAMPS: Overview	This workshop is designed to give teachers and staff, both regular and special education, the beginning tools to establishing a positive and productive classroom. The CHAMPS acronym will assist teachers in clearly defining expectations for typical classroom and transition activities. Once these expectations are defined, teachers can utilize the tools and supports to plan lessons for teaching these expectations and begin to develop a plan to consistently respond to student misbehavior.	2 hrs
Social Emotional Learning Standards	This idea filled workshop will focus on Illinois' Social Emotional Learning Standards. Educators will learn the Standards, and practical ideas how to implement strategies throughout the school day. Ideas how to measure through data will also be taught.	2-4 hours
Writing Measurable IEP Goals for Behavior & Academics	This workshop will review the process of how to write measurable IEP goals to address problematic behavior in the classroom, as well as academic skills. These goals will reflect data gathered by functional assessment and include a detailed and practical plan for collecting data to measure progress. Depending on the length of the session, problem solving with specific case examples is also a possibility if people would like to come with sample students (or target behaviors or academic skills) in mind.	2-4 hours
Understanding Challenging Behavior and Planning Effective Interventions	Through functional behavioral assessment we observe challenging behaviors to understand the message they send. We assess the environment and context of the behavior from the perspective of the child. We identify the skills they lack in order to teach them replacement behaviors to promote more productive social-emotional interactions. Participants will come away with a skill-set that is critical for professionals who work with children and adolescents, especially those with special needs.	

Mental Illness in the Classroom	An overview of mental health disorders will be discussed, specifically how they are commonly exhibited in the classroom. Strategies and interventions will also be shared that can be implemented in the school environment to help students.	1-1.5 hrs
CPI: Initial Nonviolent Crisis Intervention Training	Initial: For staff who have never been certified in CPI or staff whose certification has lapsed (over 1 year).	8 hrs
CPI: Refresher Autism Application Refresher Nonviolent Crisis Intervention Training	Autism Application Refresher: For staff who have taken an Initial Training or Regular Refresher within the last 1 year and work with students with Autism Spectrum Disorders or other social, language, or cognitive disabilities and want to learn how to apply the principles of CPI to these populations.	6 hrs
Autism Spectrum Disorders Series: Definition & Characteristics	This series will provide an overview of Autism Spectrum Disorders and how they present in the school environment. <ul style="list-style-type: none"> <li>• Theory of Mind</li> <li>• Joint Attention</li> <li>• Repetitive Behaviors</li> </ul>	30 min
Autism Spectrum Disorders Series: Supporting Communication	This series will provide strategies and interventions to support the communication needs of students with Autism Spectrum Disorders. <ul style="list-style-type: none"> <li>• PECS</li> <li>• Visual Strategies and Supports</li> <li>• Assistive Technology</li> </ul>	30 min
Autism Spectrum Disorders Series: Sensory Needs	This series will provide strategies and interventions to support the sensory needs of students with Autism Spectrum Disorders. <ul style="list-style-type: none"> <li>• Sensory Diet</li> <li>• Self-Regulation</li> </ul>	30 min
Autism Spectrum Disorders Series: Best-Practice Interventions	This series presents best-practice interventions to support students with Autism Spectrum Disorders. <ul style="list-style-type: none"> <li>• TEACCH / Structured Teaching</li> <li>• Visual Strategies</li> <li>• Organizational skills</li> <li>• Social Stories</li> <li>• 5 Point Scale</li> <li>• Hidden Curriculum</li> <li>• Social Thinking (brief overview)</li> </ul>	30 - 60 min
Video Modeling: Behavior Modification	Video modeling can be used in many ways to address problematic behavior in schools. This workshop can be designed as an overview with examples of how and when to use video modeling, or it can be tailored to your need. Many teachers have gathered footage but are not sure how to effectively create a video that will promote behavioral change. We are able to provide step- by-step guidance for those interested in bringing raw footage and leaving with a completed video.	1-2 hrs.
Structured Teaching Applications: how to support autism spectrum disorders in a regular education setting	Structured teaching can be used across settings to provide visual clarity that will support students with autism spectrum disorders, developmental disabilities and disruptive behavior. This workshop will provide an overview, as well as specific examples, of simple instructional and environmental supports as they can be applied in less restrictive settings to promote independence. We will pay close attention to strategies often utilized during less structured activities such as specials, lunch and recess. Depending on the length of the session, problem solving with specific case examples is also a possibility if teachers would like to come with sample students in mind.	2 hrs.
Social Thinking	Social Thinking @ resources and curricula can help educators provide evidence-based Tier 2 and 3 interventions that target deficits related to social cognitive skills (autism spectrum disorders, ADHD, behavior disorders, social skill deficits). This presentation will provide an overview of the theories behind Social Thinking and how to use it with students who struggle to make friends and have limited self-awareness. We will review how to set appropriate goals and monitor progress to help determine how students respond to the intervention.	2 hrs.

Paraprofessional Support	<p>Participant opportunities can include lecture, small group discussions and/or hands on materials based on needs/outcomes sought.</p> <ul style="list-style-type: none"> <li>• Development of your classroom role</li> <li>• Collaboration in and out of the classroom</li> <li>• Developing working relationships with the students to increase academic success</li> <li>• Legal Issues; mandated reporting, IEP, confidentiality</li> <li>• Advocating for students</li> <li>• Working with all school staff</li> <li>• Communicating with teacher</li> <li>• Accommodating the curriculum</li> <li>• Creating INDEPENDENCE, not DEPENDENCE</li> <li>• How to FADE away, prompt hierarchy</li> <li>• Why and how to use reinforcement</li> <li>• Data Collection</li> <li>• Person First Language</li> </ul>	1-4 hours
Peer Support / Disability Awareness	Disability awareness for peers that is presented at age level for general and/or specific disabilities (please specify disability(s)).	30 - 60 min
Parents/Caregivers	<p>These workshops can be designed to meet the specific needs presented to school districts from their families.</p> <ul style="list-style-type: none"> <li>• Communicating with the school/teacher</li> <li>• Accessing Resources</li> <li>• Developing working relationships between home and school</li> <li>• Supporting school interventions at home and visa/versa</li> <li>• Making sense of the IEP</li> <li>• Promoting independence at school</li> <li>• When and how do I plan for the future?</li> <li>• Academics vs. Life skills?</li> <li>• Advocacy-teaching your child to advocate for themselves</li> <li>• Educating the community around you</li> </ul>	1-2 hours
<b>Assistive Technology</b>	<b>Description For Staff Development Request</b>	
Introduction to Don Johnston's SOLO Literacy Suite Software	This workshop will introduce the basic features of Don Johnston's Literacy software, SOLO. SOLO is a literacy suite, including a text reader, graphic organizer, talking word processor, and word prediction. A computer lab with this software installed is ideal for this presentation.	1.5-2.0 hours
The Writer Fusion: Overview	This workshop will provide a hands-on overview of the mid tech writing support- The Fusion. Participants will be introduced to the device and its unique features. This is a tool that is commonly used with students that struggle with writing.	1.0-1.5 hours
Tips, Tricks and Tools for Writing	This workshop is a compilation of low to high tech supports for students that struggle with written expression. The workshop will briefly review the basic components of the writing process and then provide numerous examples of low to high tech writing supports.	1.0-1.5 hours
Boardmaker V.6 Overview	This class will provide an overview of Boardmaker V.6.	1.5 hours
Boardmaker Plus Overview	This class will explore the many benefits and innovative uses of Boardmaker Plus in the classroom. This is a great class for anyone wanting to better understand the application of Boardmaker Plus and for those wanting to learn more about basic programming!	1.5 hours
Microsoft Tools for the PC	Participants will be introduced to many wonderful and unknown features of Microsoft 2007. These supports can be used for students that struggle with reading and writing. In addition, a few study skills tools will be shown. Features will be highlighted and ideas for implementation will be discussed. This will specifically be designed to address PC users.	1.5 hours

Microsoft Tools for the Mac	Participants will be introduced to many wonderful and unknown features of Microsoft 2007. These supports can be used for students that struggle with reading and writing. In addition, a few study skills tools will be shown. Features will be highlighted and ideas for implementation will be discussed. This will specifically be designed to address Mac users.	1.5 hours
Using Boardmaker Beyond Schedules	This workshop will provide many examples of how to use BM beyond the traditional "picture schedule." Explore the multitude of ways that BM can be used throughout the school day. Transitions, behavior charts, self-regulation tools, and individualized task strips are just a few examples of how BM can be used in your classroom.	1.5 hours
iTechnology 101	This workshop provides an introduction to this new technology and allows educators to navigate the plethora of educational applications that can be used with all students. Learn how these apps can be implemented in the classroom. Basic knowledge of iTechnology Devices (iPod Touch, iPhone or iPad) would be helpful. If participants have access to an iPod, iPhone or iPad they are encouraged to bring the device with to the workshop.	1.5-2.0 hours
Voice Recognition Software: Dragon Dictation	Voice activation is a program to assist students that are unable to write legibility, spell, or need to have a faster way to write. Dragon speech recognition software makes it easier for anyone to use a computer. Students talk, and it types. Staff interested in learning more about voice activation would have the opportunity to train the program	1.5 hours
Disability Safety Plans and Health Related Concerns	Fire/safety and health plans need to be in place as school begins for students with special needs. A review and examples of fire/safety plans will be available as well as ideas and suggestions for in servicing staff about a variety of disabilities.	1.5 hours
Transitions for Students with Orthopedic or Health Impairments	As students transition from school to school there are many pre transition activities that are beneficial for the new classroom or school. A tour of the building, schedules, procedures, extra set of books, stairs, exits, desks/tables, etc. that could be prepared over the summer and ready for the first day of school.	1.0 hours
Academic Adaptations and Modifications for Students with Orthopedic Impairments	There are many low tech and high tech adaptations and modifications for students with special needs that will be discussed for each subject area and specials. The ideas can be used for all students.	1.0-1.5 hours
Paraprofessional Training for Students with Orthopedic Impairments	Paraprofessionals are needed for some students to assist with mobility, safety plans, and academics. Ideas to when to help and not to help students through a flow chart will be presented. How to increase student's independence and allow the student to become a self-advocate will also be discussed.	1.0-1.5 hours
<b>Rtl</b>	<b>Description For Staff Development Request</b>	
Parent Training English or English/Spanish	Rtl: A Blueprint for ALL Students: This presentation focuses on the Big Ideas of Rtl and how schools are using its components to improve outcomes for students with and without disabilities. Based on the Aspire/Family Matters Training and Information Center Materials.	2 hours
Individual Problem Solving	Participants will learn the goals of Individual Problem Solving and have assistance developing/improving the systems used within their buildings. On-site coaching is also available as buildings learn to conduct their meetings.	As needed
Grade Level and Tier II Problem Solving	Assistance to develop and/or refine the Grade Level Problem Solving Processes will be provided. The focus will be the production of a customized, District specific process with accompanying procedures and forms. On-site coaching during these meetings is available.	As needed
Specific Learning Disability Eligibility/Entitlement	This overview of the new eligibility process is suitable for large or small groups. Using actual student data, it walks through the process in a way that enables staff and administration to have a general familiarity with the new requirements.	45 minutes
Integrity Systems	After viewing an overview of Integrity Systems and their components, participants will begin to identify their specific integrity needs and potential tools to support them.	As needed
Data Analysis	Models for addressing questions of Resource Allocation, Program Effectiveness and Effect Size using available data will be considered. Guidance in basic statistical analysis will be provided.	As needed

Instructional Match for Interventions	Using screening and diagnostic data, participants will further develop their abilities to find the right intervention for struggling students in reading and math.	1 hr.
Aimsweb CBM Training	Participants will learn the underlying concepts of Curriculum Based Measures in Reading, Math and/or Writing (please specify) and will practice scoring actual test administrations using Aimsweb materials. Web-based administration will be included. Session length depends on number of assessments covered.	2.0 + hours
Aimsweb Software Management	Participants will learn how to set up their Aimsweb accounts for Universal Screening and Progress Monitoring, how to set goals, enter/edit scores and access reports. Access to computers on-line is required. Further consultation and "troubleshooting" is also available.	2.0 hours
Advanced Aimsweb Reporting Options	Participants will learn how to use and interpret the multiple reporting features in Aimsweb in order to assess student, small group, and school-wide progress. Local, State and Aggregate norms will be discussed.	1.5 hours
Roundtable/Job-Alike Meetings	Participants will be able to join others who function in similar roles as they work through issues relating to their implementation of RtI. Groups may include: Interventionists, Special Educators, Speech Pathologists, Reading Specialists, Building Coaches, ELL Teachers.	2.0 hours
Psychologist On-Site Coaching (In-District)	Psychologists will meet to discuss issues regarding data, CBE's, evaluation, reevaluation, reporting, entitlement, integrity and other aspects of RtI implementation that they encounter within their Districts.	2.0 hours: monthly or bimonthly
<b>PBIS</b>	<p><b>The PBIS Training opportunities in this brochure can be provided in a variety of formats:</b></p> <ul style="list-style-type: none"> <li>• <b>All Day Training for in depth exposure to content including practice activities</b></li> <li>• <b>Half-Day Training for a focus on content and less practice activities</b></li> <li>• <b>Overview Training for a quick look at the topic with an outline of the topic components and procedures</b></li> <li>• <b>Special Group Training for targeted topics</b></li> <li>• <b>Team Consultation that provides guidance in the PBIS Teaming process</b></li> </ul>	
PBIS Overview	Provides a quick overview of the basic components of PBIS implementation	1-1.5 hours
Universal Team Training	Provides an overview of Universal PBIS implementation and the necessary teaming components	2-3 hours Or Full day
Cool Tool Training	Provides Universal Team members the necessary training to examine data and design Cool Tool lesson plans/interventions to meet the needs of students	2 hours
Cafeteria/Bus Worker	Provides a PBIS Overview and training in positive techniques for managing student behavior	1-1.5 hours

Secondary Team Training	Provides an overview of Secondary Systems and teaming practices	2-3 hours Or Full day
Check-In/Check-Out	Provides training in the procedures and requirements for implementing this secondary intervention	Overview: 1-1.5 hours 2-3 hours with teaming opportunities to develop your school procedures
Social Academic Instructional Groups	Provides training in the procedures for implementing this secondary intervention	2-3 hours Or Full Day
Mentoring	Provides an overview of this secondary intervention and the necessary components for implementation	2-3 hours
Tertiary Training	Provides an overview of the Tertiary Process	2-3 hours