

S **SESSION INFORMATION:**

Act 48
Clock Hours
5

Select one of the following topics for the day on your registration form. Using numbers 1 & 2, indicate 1st and 2nd choice. Please note, all sessions run for the entire day.

SESSIONS:

A: Developmental Disabilities: Assessments, Strategies and Interventions

Kim Sweger, Clinical Director/Program Administrator, Alternative Behavior Consultants LCSW BCD

Behavior Beyond the Basics: A Closer Look at Mental Health Diagnoses and its relationship to effective intervention strategies.

This training is intended to enhance your understanding of the etiology of childhood developmental disorders: Autism, Aspergers, Bipolar, ADHD, Tourette's and others; as well as examine how early intervention, proper assessment techniques and behavioral interventions support positive outcomes. Participants will develop an understanding of how the disorder drives the interventions.

Please note -

******This is not an introduction to the disorders or treatment options. A basic knowledge of DSM IV diagnoses, Functional Behavior Assessments, and PBSP is recommended.***

B: Efficient and Effective IEP Development for Parents and Teachers

Kimberly Bright, Ph.D., Associate Professor, Dept. of Educational Leadership and Special Education
Shippensburg University

Without an IEP; special education is nothing! For students with disabilities to succeed in school and ultimately life, they need informed and skilled educators and parents whose beliefs and attitudes are mutual. Toward that goal, *EFFICIENT AND EFFECTIVE IEP DEVELOPMENT FOR PARENTS AND TEACHERS* is an interactive workshop that will focus on the essentials of IEP writing including 1) the five most essential elements of an IEP, 2) knowledge of the new PA format including "standards-based" IEP's, and 3) how to write and/or contribute to effective positive behavior support plans. Participants will understand the IEP process as an educational road map for the student with a disability and how academic standards can help focus accountability

C: Standards Based IEP's

Cecil Crouch III, Educational Consultant, PaTTAN, Bureau of Special Education

The state academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in grade 3. They give students a solid foundation in the basics and provide consistent targets for students, teachers and parents. Standards allow schools to measure student achievement. Assessment Anchors are a subset of the state academic standards. They define the academic content and skills for students who will be taking either the PSSA or the PSSA-Modified (PSSA-M).

S **SESSION INFORMATION:**



C: Standards Based IEP's *(continued)*

Participants will learn how Standards-based IEPs provide a direct link from the assessed needs of a student to the general education curriculum-standards and anchors. Discussion will include how this places the instruction of the student in a framework that facilitates direct progress in learning the same material as other students in the school. This session will provide participants with information needed to develop a standards aligned IEP

This training will also include information to help an IEP team develop Present Levels of Academic Achievement, Measurable Annual Goals, Specially Designed Instruction and Monitoring of Student Progress in relation to the Pennsylvania Academic Standards.

D: Asperger Syndrome in the Home, School, and Community II

Attention regular education teachers

Nancy J. Patrick, Ph.D, Associate Professor, Messiah College

Dion Betts, Ed.D., South Western School District Special Education/Student Services Administrator

For those that attended this session last year, this is a continuation. All new attendees are welcome and will also benefit from the information presented.

The full day seminar will present the challenges and joys of Asperger Syndrome (AS) through the life span as told by parents of children with AS, as well as teens and adults with AS. Successful strategies and solutions will be offered to address common challenges in the home, school and community for individuals from preschool to young adulthood. Some of the common challenges that will be addressed include self-regulation, organization, learning, friendships, siblings, sensory issues, homework, hobbies, discipline, family life, and healthcare, going to school and going to work. Participants will also learn strategies for supporting children and teens with Asperger Syndrome in the home, school and community.

E: Behavior Principles and Strategy Development

Attention regular education teachers

Carol Hollis, Educational Consultant, Capital Area Intermediate Unit

Jackie Lewis, Educational Consultant, Capital Area Intermediate Unit

Behavior management is more than just discipline and includes reinforcement techniques to increase positive behaviors and effective responses to decrease negative behaviors. Objectives for this session include understanding the purpose of behavior, preventing problem behavior, behavior assessment and intervention.

Participants will learn how structure, organization and consistency across environments help prevent problem behaviors and how behavior is a form of communication. The training will also include establishing clear expectations, teaching appropriate replacement behaviors, and teaching students more effective ways to meet their needs.