

# **Family Matters PTIC Training Topics and Agendas**

## **No Child Left Behind – RtI**

### **Interventions and Environments That Leave No Child Behind (minimum 3 hours)**

- 1-Response to Intervention: Three-Tier Delivery of Research-Based Academic and Behavioral Interventions for Struggling Students
- 2-No Child Left Behind Legislation and Assessments That Monitor Progress
- 3-Highly Qualified Teachers for All Students
- 4-Environments That Allow for the Achievement of All Students; Making the Least Dangerous Assumption
- 5-Modifications, Accommodations, and Assistive Technology Support

### **No Child Left Behind and Children Receiving Special Education Services**

- 1-Requirements of NCLB
- 2-Accountability and Assessment
- 3-Adequate Yearly Progress
- 4-Highly Qualified Teachers

### **Response to Intervention: Helping All Kids Succeed**

- 1-Origin of RtI Within the IDEA and NCLB
- 2-Pyramid for Designing School-Wide Systems for Student Success
- 3-Essential Components of RtI
- 4-Early Intervening Services
- 5-Identifying Specific Learning Disabilities
- 6-The Illinois Plan for Implementing RtI
- 7-Questions Parents Should Ask About RtI

## **Special Education Rights and Responsibilities**

### **Finding Support in the Educational Rights Guide**

- 1-Participants will receive a copy of *Educational Rights and Responsibilities: Understanding Special Education in Illinois*.
- 2-Participants will be able to summarize the contents of each chapter
- 3-Given scenarios of common questions, concerns, and problems experienced by parents in Illinois, participants will locate the appropriate section of the guide in which to find answers, supporting information, and solutions

### **Individuals with Disabilities Education Improvement Act 2004 (With 2008 Regulations)**

- 1-Definitions
- 2-Evaluation
- 3-Individualized Education Program
- 4-Least Restrictive Environment
- 5-Private School Placement
- 6-Procedural Safeguards

### **Section 504 and the Education of Children with Disabilities (long and short versions)**

- 1-Requirements of Section 504 of the Rehabilitation Act of 1973
- 2-Definition of “Child with a Disability”
- 3-Referral Process
- 4-Section 504 Requirements for Schools
- 5-Procedural Safeguards

## **Securing Supports for a Successful School Year**

- 1-Evaluation and Eligibility
- 2-Service Options
- 3-Preparing for an IEP Meeting
- 4-Participating in the IEP Meeting
- 5-Placement and LRE
- 6-Procedural Safeguards

## **Special Education – What Do I Need To Know?**

- 1-Special Education
- 2-Related Services
- 3-Referral
- 4-Evaluation
- 5-Eligibility
- 6-IEPs
- 7-Placement
- 8-Procedural Safeguards

## **Special Education Basics**

- 1-Evaluation and Eligibility
- 2-Preparing for an IEP Meeting
- 3-Participating in the IEP Meeting
- 4-Placement and LRE
- 5-Procedural Safeguards

## **Supports and Services for Students Under IDEA and Section 504 (minimum 3 hours)**

- 1-History and Intent of IDEA and Section 504
- 2-FAPE Guarantees Under IDEA and Section 504
- 3-Evaluation and Eligibility (Including Procedures for Children Transitioning from Early Intervention Services)
- 4-Individualized Education Programs and Section 504 Plans
- 5-Placement in the Least Restrictive Environment
- 6-Student and Parental Participation in the Educational Process
- 7-Procedural Safeguards under IDEA and Section 504

## **Understanding IDEA**

- 1-Six Principles of IDEA
- 2-Individualized Services
- 3-Appropriate Evaluation
- 4-IEPs
- 5-LRE
- 6-Prior Written Notice
- 7-Procedural Safeguards
- 8-Discipline Procedures

## **Student Records**

### **No Child's Records Left Behind (long and short versions)**

- 1-Contents and Types of Students' School Records
- 2-FERPA / State Laws Regarding Student Records
- 3-Importance of Maintaining and Organizing Student Records
- 4-Methods of Organizing Student Records

## **Supports for Young Children**

### **Educational Supports and Services for Young Children**

- 1-Child Find
- 2-Evaluation – Gathering Information
- 3-Eligibility for Supports and Services
- 4-Development of a Plan or Program
- 5-Least Restrictive Environment (LRE)
- 6-Record Keeping and Documentation
- 7-Progress Monitoring
- 8-RtI for Early Childhood

### **Moving from Early Intervention to School Services (includes “When I’m 3, Where Will I Be? DVD Presentation)**

- 1-Goals of Transition
- 2-Comparison of IDEA Part C to Part B
- 3-Family Rights Under EI and EC
- 4-Appropriate Services
- 5-Inclusive Settings
- 6-Productive Partnerships

### **Transition from Early Intervention to Early Childhood (includes “When I’m 3, Where Will I Be? DVD Presentation)**

- 1-IFSP (Part C) versus IEP (Part B)
- 2-Transition Timelines
- 3-Referral and Evaluation Process
- 4-Development of the IEP
- 5-Parent Participation Throughout the Process

### **When Your Child Turns Three**

- 1-Will your child be eligible for supports?
- 2-What supports will be provided?
- 3-Where will supports be provided?
- 4-Where will supports be provided?
- 5-How can you tell if supports need to change?

## **IEPs – Effective Meetings – Advocacy**

### **Being Your Child’s Advocate**

- 1-Use Communication As a Tool
- 2-Decide When an Evaluation is Needed
- 3-Share Information About Your Child’s Needs
- 4-Understand Eligibility for Special Education or Accommodation Plans
- 5-Express Parental Concerns
- 6-Use Effective Techniques for Resolving Disagreements

### **Effective Participation in the Development of Individualized Education Programs (minimum 3 hours)**

- 1-Maintenance, Organization, and Review of Educational Records
- 2-Parental Agenda Preparation
- 3-IEP Meeting Notices, Scheduling, and Team Members
- 4-IEP Meeting Purpose and Format and Documentation
- 5-Development of Goals and Objectives

## **FAST - Skills for Effective Parent Advocates**

- 1-What Advocacy Means
- 2-How to Improve Your Advocacy Skills
- 3-How You Can Make a Difference

## **Getting It All Together Before the IEP (formerly Planning for an IEP)**

- 1-Importance of Long-Term and Short-Term Planning
- 2-Data Collection
- 3-Development of a Parental Education Concerns List
- 4-Sharing Information About Your Child

## **Getting the I in the IEP**

- 1-Participants will be able to name the components needed for an **individualized** education program
- 2-Participants will be able to review students' IEPs to determine whether they are generic or individualized for the particular student
- 3-Participants will obtain strategies for developing individualized services, goals and objectives

## **How to Effectively Participate in an IEP Meeting**

- 1-Parental Rights
- 2-Challenges to Effective Participation
- 3-Sharing Data
- 4-Welcoming Atmosphere
- 5-IEP Team Members
- 6-Team Effort in Developing the IEP

## **IEPs: Planning and Development**

**(formerly IEPs: Planning and Participation with slides from Understanding Your Child's IEP Form)**

- 1-IEP Meeting Preparations
- 2-Parental Concerns List
- 3-Present Levels of Performance
- 4-Transition Services for Students 14 ½ to 22
- 5-Behavioral Supports
- 6-Goals / Objectives
- 7-Accommodations and Supports
- 8-Placement Decisions

## **Let's Get SMART Goals on Those IEPs!**

- 1-Preparing for the IEP Meeting
- 2-Required Components of the IEP
- 3-Where Do PLOPS and Goals Come From?
- 4-SMART Goals
- 5-Practive Developing Goals and Objectives

## **Student Progress: What Support Does Your Child Need Over The Summer?**

- 1-Why re summer supports so important?
- 2-What will the school provide?
- 3-What can parents provide?
- 4-What resources are available for parents?
- 5-How can progress be monitored throughout the year to plan for summer services?

## **Understanding Your Child's IEP Form: What Does It All Mean?**

- 1-Signing the IEP and What It Really Means
- 2-Present Levels of Performance
- 3-Student Strengths / Deficits
- 4-Goals / Objectives / Benchmarks
- 5-Parental Educational Concerns
- 6-Local and Statewide Assessments
- 7-Accommodations / Modifications
- 8-Related Services
- 9-Placement
- 10-Transition

## **Inclusion of Students with Disabilities**

### **Adaptations That Support IEP Goal Achievement**

**(formerly Understanding IEP Goals, Accommodations and Modifications)**

- 1-Services in General Education Settings
- 2-Effective Teaching Strategies
- 3-IEP Goals
- 4-Curriculum Adaptations and Partial Participation

### **Examining the Evidence for Inclusion – Douglas Fisher – Parts 1 & 2**

- 1-Effects of Inclusive Education
  - Social Aspects
  - Communication and Literacy Aspects
  - Academic Aspects
  - Motor Skills Aspects
- 2-Accommodations and Modifications
- 3-Assistive Technology
- 4-Universal Design

### **High Expectations for ALL Students**

**(formerly Learning To Let Go)**

- 1-Expectations and Belief Systems
- 2-Least Dangerous Assumption
- 3-Least Restrictive Environment
- 4-Partial Participation

### **Including Samuel (DVD Presentation)**

**(Examines the Educational and Social Inclusion of Youth with Disabilities)**

### **Modifications and Accommodations for All Learners**

- 1-Research on Inclusion in General Education
- 2-Definitaion of Accommodations and Modifications
- 3-Roles and Responsibilities
- 4-Least Restrictive Environment
- 5-Planning Pyramid Partial Participation and Types of Modifications / Accommodations
- 6-Variety of Ways to Modify and Accommodate
- 7-Sample Modifications and Accommodations

## **Understanding LRE: Least Restrictive Environments**

- 1-LRE and Inclusive Philosophy
- 2-Collaboration – New Roles
- 3-ISBE’s LRE Policy
- 4-Partial Participation
- 5-Adaptations
- 6-Parental Input

## **Parent and School Collaboration**

### **Collaboration – Schools and Families Working Together**

- 1-Collaboration Components
- 2-Barriers to Collaboration
- 3-Welcoming and Involving Parents
- 4-Effective Communication Between Parents and Schools
- 5-Resolving Disagreements Constructively

### **Effective Communication Tools for Parents and Professionals (long & short versions)**

- 1-How Do We Build Good, Sturdy Bridges of Communication?
- 2-How Do We Maintain and Preserve Them?
- 3-How Do We Repair a Bridge That is Crumbling or Has Been Burned?

### **Fostering Parent and Professional Collaboration: Partnership Strategies**

- 1-Defining the Collaborative Relationship
- 2-What Professionals Can Do
- 3-What Parents Can Do
- 4-Communication

### **Positive Student Outcomes Through Partnerships, Collaboration, and Effective Communication (minimum 3 hours)**

- 1-Improved Student Performance, Attendance, and Behavior Through Family, School, and Community Partnerships
- 2-Parental Input During Evaluation and Special Education Eligibility Procedures
- 3-IEP Meeting Environments Which Are Comfortable and Productive
- 4-Respect of the Perspective of Others and Focus on Interests Rather Than Positions
- 5-Reframing and Paraphrasing Techniques
- 6-Opportunities for Ongoing Communication and Conflict Resolution

### **Removing Barriers and Building Bridges with Parents (formerly Parent and School Collaboration from the School’s Perspective)**

- 1-Identifying Barriers to Effective Communication
- 2-Identify Bridges to Effective Communication
- 3-Practice Communicating by Paraphrasing
- 4-Develop Strategies for Information Sharing and Understanding Perspectives
- 5-Develop Opportunities for Parents and School Personnel to Work as Partners

### **Removing Barriers and Building Bridges with Your School**

- 1-Barriers to Effective Communication
- 2-Bridges to Effective Communication
- 3-Communicating Through the Process of Reframing
- 4-Communicating by Paraphrasing
- 5-Information Sharing and Understanding Perspectives

- 6-Opportunities for Parents and School Personnel to Work as Partners
- 7-Repairing Bridges That Are Crumbling or Have Been Burned

## **Secondary Transition – Self-Advocacy – Employment**

### **Advocating For Change: My Voice, My Choice (a training for self-advocates)**

- 1-Being an Advocate for Change
- 2-Deciding What To Change
- 3-Making an Action Plan for Change
- 4-Being a Good Advocate

### **Becoming an Effective Self-Advocate (a training for self-advocates)**

- 1-Know Yourself
- 2-Know What You Need
- 3-Know Your Rights
- 4-Know Where to Go for Support

### **FAST - Getting and Keeping the First Job**

- 1-Straight Talk About Employment
- 2-What You Need to Know About Employment
- 3-Accommodations, Disclosure, and Interviewing
- 4-The Employer's Perspective
- 5-Self-Employment
- 6-Closing Thoughts, Questions, and Evaluations

### **FAST - Getting and Keeping the First Job - Youth Version**

- 1-Straight Talk About Employment
- 2-What You Need to Know About Employment
- 3-Accommodations, Disclosure, and Interviewing
- 4-The Employer's Perspective
- 5-Self-Employment
- 6-Closing Thoughts, Questions, and Evaluations

### **Self-Advocacy During Transition**

- 1-Definition of Transition
- 2-Skill Acquisition
- 3-Transfer of Parental Rights
- 4-Transition Timelines
- 5-Summary of Performance Requirement
- 6-Planning for Transition
- 7-Self-Advocacy Skills

### **Solving the Employment Puzzle for Youth with Disabilities**

- 1-Definition and Importance of Self-Determination
- 2-Career Development Process and Workplace Skills
- 3-Transition in the IEP
- 4-Role of Schools, Family and Community Service Providers
- 5-Adult Service Provider Agencies
- 6-Work-Based Learning Experiences

## **Supporting Students During Transition From School to Adult Life (minimum 3 hours)**

- 1-Transition Requirements in Federal and State Laws for Students with Disabilities
- 2-Evaluation of Independent Living, Educational, and Vocational Support Needs
- 3-Transfer of Parental Rights, Student Participation and Self-Determination
- 4-Preparation for Postsecondary Education
- 5-Career Development and Work-Based Learning Experiences
- 6-Adult Service Provider Agencies
- 7-Graduation and Termination of Services by Age 22
- 8-Summary of Performance Requirements

## **Transition from School to Adulthood**

- 1-Definition of Transition
- 2-Transition Requirements in Federal and State Laws
- 3-Student-Directed Transition Planning
- 4-Transfer of Parental Rights
- 5-Contents of a Transition Plan
- 6-Transition Services from Outside Agencies
- 7-Long-Term and Short-Term Planning
- 8-Summary of Performance Requirement
- 9-Participating in Transition IEPs

## **Behavior – Discipline**

### **Behavior and Discipline Issues for Parents and Grandparents Raising Grandchildren (formerly Grandparents Raising Grandchildren)**

- 1-Parenting Styles
- 2-Discipline Versus Punishment
- 3-Reinforcement and Encouragement
- 4-Cause/Function of Behavior
- 5-Prevention of Problem Behavior
- 6-Effective Interventions

### **Keeping It Positive-Meeting Behavior Needs In The IEP**

- 1-Special Education Rights
- 2-Functional Behavior Assessment
- 3-Positive Behavior Goals & Objectives
- 4-Behavior Intervention and Positive Reinforcement
- 5-Crisis Intervention Plans

### **Positive Behavioral Interventions and IDEA: New Opportunities for Teaching and Learning**

- 1-What are Positive Interventions?
- 2-Teaching New Skills to Replace Negative Behavior
- 3-What We Know About Behavior
- 4-Teaching the Behavior You Expect
- 5-Teaching Children to Self Manage
- 6-What is a Functional Behavioral Assessment?
- 7-Interventions That Work

## **Rewards or Punishment – Understanding Positive Behavior Intervention and Supports (long and short versions)**

- 1-Identifying and Defining Problem Behavior
- 2-Requirements of IDEA 2004
- 3-Conducting Manifestation Determinations
- 4-Conducting FBAs
- 5-Developing BIPs as Part of the IEP
- 6-Suspensions and Expulsions
- 7-Positive Interventions That Work
- 8-Contributing and Participating on the IEP Team

## **ADD / ADHD – Learning Disabilities**

### **Beyond F.A.T. City: A Look Back, A Look Ahead (DVD Presentation)**

(A follow-up presentation to “Understanding Learning Disabilities: How Difficult Can This Be? The F.A.T. City Workshop”. Learn the challenges parents and educators face and hear practical strategies and inspiration messages.)

### **Building Educational Supports for Students with ADD / ADHD**

- 1-Getting the Diagnosis
- 2-Response to Intervention
- 3-Differences Between an IEP and a 504 Plan
- 4-What Teachers Can Do to Support Students with ADD/ADHD in General Education
- 5-What Supports Staff / Parents Need
- 7-Writing Supports Into the IEP or 504 Plan
- 8-Monitoring Progress and Being a Team Member

### **Understanding Learning Disabilities: How Difficult Can This Be? The F.A.T. City Workshop (includes DVD Presentation)**

- 1-Explain Definition of LD
- 2-Recognize Warning Signs
- 3-Identify Various Kinds of LD
- 4-Experience Effects of LD on Comprehension, Behavior, Oral and Written Expression, and Participation
- 5-Identify Classroom Adaptations and Instructional Modification That Will Help Students with LD

### **Understanding Students with ADHD (formerly Supports at School for Students with ADHD)**

- 1-Diagnosis of ADHD
- 2-Services Available Under Section 504 and IDEA
- 3-Basic Tips for Parents and Educators

## **Social / Emotional Disabilities**

### **Educating Children with Emotional Disabilities: Flexible Supports at School**

- 1-Today’s Situation
- 2-Consequences of Mental Illness
- 3-Available Options
- 4-Accommodations in the Classroom
- 5-Medication Side Effects
- 6-Consequences of Isolation
- 7-Communication Skills

## **Educational Services for Students with Emotional or Mental Health Needs**

- 1-Referral and Evaluation
- 2-Addressing Behavioral Issues
- 3-Appropriate IEP Goals
- 4-Functional Behavior Assessments
- 5-Behavior Intervention Plans
- 6-Intervention Strategies
- 7-Manifestation Determinations, Expulsion and Suspensions

## **Special Education Basics for Students with Emotional Disorders**

- 1-Assessment – Eligibility for Educational Supports
- 2-Positive Behavior Intervention Plans
- 3-Strategies and Interventions
- 4-Related Service Support
- 5-Discipline

## **Bullying – Harassment**

### **Is Your Child a Target of Bullying? Intervention Strategies for Parents of Children with Disabilities**

- 1-Bullying Behavior
- 2-Characteristics of Bullies and Targets
- 3-Types of Bullying
- 4-Signs of Bullying
- 5-Interventions by Parents, Schools and Others
- 6-Use of the IEP to Prevent or Intervene
- 7-Laws and Policies that Apply to Disability Harassment
- 8-Record Keeping Regarding Harassment

## **Planning for Children with Disabilities**

### **FAST - The Journey to Adulthood - What Parents Need to Know**

- 1-Preparing Youth for the Changes of Puberty and Adolescence
- 2-Identifying Skills Needed for Adulthood: What Youth need to Know, When
- 3-Identifying Ideas and Tools to Assist With the Process

### **FAST - Working for Change - Power of a Personal Story**

- 1-What Advocacy is and Why it's Important
- 2-Why Changing Systems is Important
- 3-How to Use the Power of a Personal Story to Make Positive Changes

### **MAPS – Making Action Plans – Helping Us Find Direction**

(MAPS was designed by Jack Pearpoint, Marsha Forest, John O'Brien, Connie Lyle O'Brien – Inclusion Press 1994)

- 1-What is MAPS?
- 2-Who is Involved in MAPS?
- 3-When do You Use MAPS?
- 4-The MAPS Process
- 5-Reflection on Value of MAPS Process