

# **The Northwestern Illinois Association**

## **Inservice Training**

### **Workshop Topics 2015-2016**

#### **ABC's and Overview of Special Education**

Special Education is filled with a language that is all its own. Acronyms, abbreviations, and terminology related to services for students with IEPs are discussed and reviewed. IDEA and the paraprofessional's role as a member of the student's educational team in relation to it is explained. A brief discussion on seizure activity/care and video clip explaining diabetes will provide insight on their responsibility to the student experiencing these medical problems. General characteristics of the more common disabilities will be examined and strategies to support students will be provided. A discussion on the importance of and the personal responsibility for maintaining confidentiality will conclude the workshop. (2-3 hrs)

---

#### **Autism and Accommodations: Visual Supports Work!**

Visual supports for students on the autism spectrum, students with multiple impairments (as well as typical learners) are effective, and fun! This workshop will provide a brief introduction to autism spectrum disorder (pervasive developmental disorder), visual learning styles, and work systems. Visual supports can be used for schedules, turn taking, waiting, communication, social skills, and more. Learn the basics of visual strategies for use with students of any age. This workshop provides an opportunity to see examples of visual supports and time for the audience to share their experience with using visual supports. Participants are encouraged to bring a camera for taking pictures of visual support samples. (3 hrs)

---

#### **Autism: Introduction and Overview**

This workshop is intended for school personnel working directly with students with autism spectrum disorders. It covers the history and characteristics of autism. Participants will be presented information on how communication, sensory processing and challenging behaviors interact in the school environment. (3 hrs)

---

#### **Autism: Strategies for the Classroom**

This workshop provides an introduction of characteristics of students with autism spectrum disorders and strategies to use within the school environment. Opportunities will be provided to plan individualized strategies for the specific students they support. School teams are encouraged to enroll in this training. (2-3 hrs)

---

#### **Basic Training: Survivor Skills Necessary to Work Effectively with Students and Staff**

This presentation is essential for newly hired paraprofessionals, but may also be beneficial for those who would like to refresh their skills or fill in areas of knowledge. Because the themes in this workshop can be presented in isolation, the host district will select 3-4 topics that will meet their needs in a training session. Hypothetical situations and discussion will reinforce the concepts as related to the responsibilities of their position.

The themes include:

Characteristics of a great paraprofessional

Hierarchy of authority

Confidentiality

Basic school-based legal issues

Discussing disagreements productively

Role of the paraprofessional in supporting students

Role of the paraprofessional in working 1:1 with a student

Role of the paraprofessional in working with small groups

Basic concepts of behavior

Basic concepts of behavior reinforcement (2-3 hrs)

---

### **Behavior 101: Terminology and Function**

Through discussion and group work, the paraprofessional will learn behavioral terminology and how the function of behavior contributes to a student's response/performance. This will enable them to better communicate the needs of a student with the educational team and provide students with effective and positive support. The paraprofessional will participate in activities that identify behavior language and identify function in hypothetical situations. (2 hrs)

---

### **Behavior: Principles and Practices (fka: Special Student Special Problem Behavior)**

Managing behavior can be a challenge for even the most veteran faculty member. This workshop provides a review of basic behavior terminology and discusses the function behavior serves. Participants will engage in activities that identify function and behavioral strategies commonly used in the classroom to increase positive and decrease inappropriate behavior. Reinforcement, reinforcers, verbal and nonverbal communication strategies, variables affecting compliance, the Antecedent-Behavior-Consequence (ABC) method and other types of data collection systems are a few of the concepts that will be explained in the workshop. Minimal time is spent on physical intervention of behavioral problems. More time is spent on the premise that behavior is communication and it can be best managed when the team can be pro-active in their approach. (2-3 hrs)

---

### **Behavior: SOS is on the Way!**

This brief workshop is intended to provide paraprofessionals with the fundamental understanding of behavioral principles. The material includes the understanding that behavior serves as a form of communication, that behavior is a function of unmet needs, how to successfully provide positive reinforcement, and 14 concrete and quick strategies that increase appropriate behavior in students. (1-2 hrs)

---

### **Blended Classrooms: Cultures, Abilities, and Support Staff (fka: Assisting Students from Other Cultures)**

An overview of several different cultures and how the understanding of such cultures affects the success of students in the classroom is the objective for this workshop. Participants will gain an understanding of their personal circle of cultural diversity and learn ways to make connections with students from other cultures. (2-3 hrs)

---

## **Body Mechanics**

This workshop addresses the importance of using proper body mechanics throughout each day. The structure and function of the spine are discussed, identifying how the bones, nerves and muscles all play a vital role in proper application of kinesiology, which is the science of movement. The principals of lifting are discussed, followed by demonstration of the procedures for lifting including a two-person lift, one-person transfer and two-person transfer. Adaptive equipment that can be used for transfers and lifts is demonstrated. General principles for proper care of the back are discussed, including the top five things to do to maintain a healthy spine. General exercises to maintain a healthy spine are discussed and demonstrated. Labs are provided throughout the presentation to practice lifting procedures and use of adaptive equipment. CAPACITY FOR THIS WORKSHOP IS 25 (2.5 hrs)

---

## **Bully Busters! Strategies to Minimize and Eliminate Bullying**

Bullying is a universal and serious problem in all of our schools. Participants will learn ways to identify the different types of bullying, become aware of why kids bully and are bullied, understand the difference between telling and tattling, and learn effective intervention strategies to minimize bullying. The three roles involved in bullying will be discussed, with emphasis being placed on the powerful role the bystander rescuer plays.

The types of bullying to be discussed are: verbal, physical, emotional, cyber. (2-3 hrs)

---

## **Communication and Conflict - How Do I Handle It?**

In this workshop, verbal and nonverbal communication techniques will be presented which will assist the paraprofessional in conducting professional conversations with the educational team. The paraprofessional will engage in a self-analysis activity that will identify their style of managing conflict, they will identify the importance of timing questions and conversations, and will learn how to use pro-active skills for discussing difficult or sensitive matters. A video segment will demonstrate the power our body language plays in our communication with others. (2 hrs)

---

## **Communication Skills for the Paraeducator (fka:Paraeducator Communication Skills ©)**

It is important for all members on the educational team to communicate with one another in a professional and positive manner and to understand how our communication ultimately affects the students we support in the educational setting. Discussing basic communication skills and providing interactive activities will be the format for this training workshop. (3 hrs)

---

## **Computer Skills for Paraprofessionals - Level 1**

Paraprofessionals that have little or no experience working on a computer will have an opportunity to become familiar with basic computer functions, (word documents) Tasks to be worked on will be:

- Turning on a computer, logging in, logging off, shutting down
- Handling a mouse - right click and left click functions
- Performing simple toolbar functions: Save as, save, cut, paste, highlight, print, etc.
- Creating a document - open, format, and save
- Printing a document

Each paraprofessional will create one document that is relevant to academic support of the student(s) they support. (2-3 hrs)

---

## **Computer Skills for Paraprofessionals - Level 2**

Level 2 is for paraprofessionals who wish to expand their knowledge of utilizing a computer. Tasks to be worked on will be:

- Page Set-up
- Formatting a document, using toolbars
- Using spell-check and grammar check
- Using clip art, word art, images from search engines
- Inserting pictures, text boxes, etc.
- Creating folders for similar documents
- Attaching documents to an email.

A culminating activity for this workshop will be to create a document that will be useful in their classroom or with the student they work with. (2-3 hrs)

---

## **Data Collection**

Participants trained in this workshop should be able to provide valuable assistance to the educational team regarding the documentation of student progress, especially as related to behavior and IEP goals. Subject material includes instruction on effective observation skills, writing anecdotal records, recording behavior, and examining several types of documentation forms (checklists, frequency charts, scatterplots, duration and interval recording forms). The procedures discussed in this workshop may be advantageous as best practice aligns with progress monitoring. (2-3 hrs)

---

## **Down syndrome: An Overview and Classroom Implications**

An explanation of Down syndrome as a genetic disorder and the implications for supporting students in the classroom is the focus of this presentation. Genetics, correlation and myth of maternal age as etiology, cognitive impairment, physical characteristics, atlantoaxial subluxation, common health issues and participation in curricular and extracurricular activities are discussed. Video presentations include parents' perspectives on educating their children with Down syndrome, and a 41 year-old man's perspective on being a person with Down syndrome. (2-3 hrs)

---

## **Facilitating Friendships for Students with Disabilities and Others who are Socially Isolated**

This workshop addresses friendship as a basic need and its relationship to success in the educational setting. Concepts that are discussed include describing the difference between having friends and friendships, the school's role in helping students establish friendships, facilitating friendships, and the Circle of Friends. Strategies for facilitating friendships and finding ways to bring students together are addressed. (3 hrs)

---

## **Handwriting**

This workshop provides an introduction to the physical, visual, perceptual, organizational and cognitive variables applicable to handwriting. The basic skills necessary to produce written work are reviewed, including pre-writing activities, posture for writing, hand dominance and grasping patterns. In addition, common concerns about handwriting are addressed and strategies provided. Following a short video, modifications are explored, including various writing surfaces and tools. A lab experience is provided to familiarize participants with the effect of positioning on handwriting outcomes. (3 hrs)

---

### **Hidden Curriculum**

It is one thing to work with students and help them gain academic success in the learning environment, but it is quite another to help them learn and appreciate the quiet nuances of social success in the classroom, with peers, and with teachers. Many students are unable to "read" the unwritten rules that no one has been directly taught, but everyone knows. The Hidden Curriculum workshop will enlighten participants to think about, talk about and identify areas where students struggle with success because they are unaware of these unwritten rules. Through a group facilitation process, strategies will be identified so students can be empowered and find success in all areas of the learning environment. (2-3 hrs)

---

### **Increasing Self-Esteem in Students with Disabilities**

A student's self-esteem and self-concept are without a doubt, directly related to school success and interpersonal relationships. Everyone on the educational team can help create an atmosphere to foster an environment that can affect positive self-esteem and improve a student's personal view of themselves. This workshop will examine one's self-esteem as a building block to identify ways to improve self-esteem in students. Maslow's hierarchy of needs, the multiple intelligences, and the effects self-esteem has on a student in the learning environment will be discussed. Participants will work in groups and as a panel to identify strategies to take back to the classroom to help foster positive self-esteem in all children. (2-3 hrs)

---

### **Instructional Strategies: Modifications and Adaptations**

Knowing when and how to use modifications and adaptations for the student with special needs is crucial for a student's success in the classroom. The terms will be defined and clarification of the process for using the IEP or 504 plan to identify the modifications for a student will be discussed. Various types of modifications and adaptations will be explained. There will be an understanding that the paraprofessional must be trained by the teacher and work under the direction of the teacher in order to implement and make modifications for students. Samples of authentic student work that has been modified will be examined in this workshop to demonstrate curricular modifications and adaptations. Participants may have the opportunity to review student work samples and make recommendations for modifications based on the students they support. The workshop will culminate by having groups work together to modify a common core standard or objective. (2-3 hrs)

---

### **Instructional Strategies: More Reading Strategies**

More Reading Strategies is an extension of the workshop, "Instructional Strategies: Reading". Fluency, vocabulary development, and comprehension strategies from the earlier workshop will be reviewed briefly. A focus on the adolescent reader (middle school and high school) will be included in this workshop. Discussion on the terms of illiteracy and alliteracy identifies the difficulties the adolescent reader often experiences. Hands-on practice of the KWL strategy, 4-Corner Comprehension and the Herring Bone Pattern graphic will provide experience-based activities in this workshop. (2-3 hrs)

---

### **Instructional Strategies: Reading**

Paraprofessionals will become familiar with their role in supporting a student's reading or literacy program. Basic reading concepts such as phonics, fluency, vocabulary, comprehension, shared and

guided reading will be discussed. Different strategies for assisting students of all levels with reading instruction will be demonstrated and practiced during this session. (2-3 hrs)

---

### **It's All About the IEP!**

Often time's members of the educational team are unfamiliar with the IEP. Its purpose, function and relative implications will be the focus of this workshop. All components of an IEP from the cover page, to the goals and objectives, to the related services page, to the accommodations and modifications, etc., will be reviewed and discussed. Legality and confidentiality of this binding document will be stressed as primary considerations. Discussion will be facilitated on the role members of the team have with a student's IEP. The host will provide a copy of the IEP form used in their district for the workshop presentation. (2-3 hrs)

---

### **Keynote (iPad and Mac)**

(Prerequisite: Basic Computer Skills). Classroom instruction continues to be technology based. Students have been taught to create presentations and complete assignments using PowerPoint, but have we taught our staff this application? This workshop will demonstrate how to create a PowerPoint presentation and use options for printing different formats. Participants will apply this knowledge by creating a 5 slide presentation utilizing a common core standard as the objective. NOTE: All iPads and Macs must have keynote application on each device. (2-3 hrs)

---

### **Making Inclusion Work – Elementary**

Participants will first review the concept and definition of inclusion from IDEA 2007 and note that "least restrictive environment is the common legal terminology. Strategies for collaborative practices between the general education teachers, the special education teacher, and the paraprofessional will be discussed so students are participating instead of merely being present in the general education classroom. The presentation will provide many individual examples of inclusion in the elementary setting. (2-3 hrs)

---

### **Making Inclusion Work - K-12**

This workshop will review the concept and definition of inclusion from IDEA 2007 and note that "least restrictive environment" is the common legal terminology. Current approaches are covered, including a number of strategies to use to foster an inclusive environment for students with different abilities. Discussion will focus on how to support a student with special needs in the elementary and secondary general education classroom, as well as during periods of less structured times such as lunch, recess and hall pass times. The use of learning strategies, the development of positive attitudes and perceptions and practical ways to improve communication with the educational team is explored. Adaptations, modifications, intrusive and non-intrusive support concepts are discussed. (2-3 hrs)

---

### **Making Inclusion Work – Secondary**

The workshop will define inclusion from a conceptual framework and apply it to real practices in secondary education classrooms. Seven effective school wide and classroom strategies as outlined by Lisa Dieker, Ph.D., will be discussed so participants can embrace the practices that will make inclusion successful for everyone. Focus on the process of modifying instructional activities will prepare the participants to ensure students with different abilities have meaningful participation in the general

education setting. Discussion on the hidden curriculum, collaborative communication, and roles of the team members in the inclusive setting will raise one's understanding of successful inclusive practices. (2-3 hrs)

---

### **Making Inclusion Work - Strategies for Teachers**

A brief review of the history and evolution of inclusion in the educational setting will be discussed. The legal and common definition of inclusion (least restrictive environment) and mainstreaming will be discussed for the purpose of engaging in the topic material for this workshop. Topics include understanding the practice of inclusion as an attitude rather than a place, identifying the roles of the special, general education teachers and the paraprofessional and how to make modifications in the classroom. Teachers will reflect on the "fair is not always equal" philosophy, that "keeping up" is not an expectation for students in the inclusive model, and examine their beliefs and practices of including students with disabilities in their classroom. The hidden curriculum and concerns general education teachers have will be discussed so making inclusion work is successful for everyone: the student, the teachers, and the paraprofessionals. (2-3 hrs)

---

### **Managing Student Behavior: Always a Challenge!**

This workshop serves as a refresher for teachers who may not have "visited" behavior management principles and strategies in some time. The material includes the understanding that behavior serves as a form of communication, that behavior is a function of unmet needs, that student motivation and reinforcement are crucial to increasing positive behaviors, and to examine their own behavior when addressing students demonstrating challenging behaviors. Fourteen concrete and quick strategies send the teacher back to the classroom ready to begin anew. Each district may want to purchase topic books (The Motivation Breakthrough: 6 Secrets for Turning on the Tuned Out Child), Richard Lavoie, 2008 and Ten Student You Will Meet in Your Classroom, Vicki Gill, 2007 to be used as door prize drawings. (1.5-2 hrs)

---

### **Managing Student Behavior: Noncompliance**

Student behavior challenges exist in many ways, shapes and forms. Instructional staff often feel frustrated and defeated when a student's behavior, especially noncompliant behavior, interferes with classroom learning and activities. This workshop will guide participants into recognizing the reasons for noncompliance, learn techniques to prevent or minimize noncompliance, and become familiar with strategies to use when a student is having trouble "enjoying" the process of learning and classroom activities. (2-3 hrs)

---

### **Managing Student Behavior: The Paraprofessionals Role**

This workshop will establish a common definition that behavior is an expression of communication. It will identify the para professional's role in supporting behavior and discuss strategies that will effectively manage these challenges. Identifying how our behavior inadvertently affects the student behavior will enable the paraprofessional to be more successful with interventions. Activities will include evaluating situations and identifying strategies to support behavioral challenges. (2-3 hrs)

---

### **Only As Much as is Needed: Hovering, Helicoptering or Helpful?**

Paraprofessionals are rarely given the opportunity to consider the long-term implications and plan for independence for the students they support. While thinking their assistance is most helpful when they are at the student's side, it is important to help them appreciate the concepts of shaping, fading, levels of support, and the possible negative effects when their approach takes on the role of hover-cover and helicopter-para. Utilizing peer and natural supports to assist students and forge friendships and relationships will be a strategy discussed to help the paraprofessional understand the need to "back out" when appropriate. Discussion, self-analysis and group work will guide the paraprofessional into recognizing how they can be effective without hovering or buzzing around like a helicopter. (2-3 hrs)

---

### **PowerPoint**

(Prerequisite: Basic Computer Skills) Classroom instruction continues to be technology based. Students have been taught to create presentations and complete assignments using PowerPoint, but have we taught our staff this application? This workshop will demonstrate how to create a PowerPoint presentation and use options for printing different formats. Participants will apply this knowledge by creating a 5 slide presentation utilizing a common core standard as the objective. (2-3 hrs.)

---

### **Pumping Up Paraprofessionalism! ©**

Professional growth for the paraprofessional is integral to their becoming a valued member of the educational team. This highly interactive workshop explores and examines their role as a team member through the perspective of their peers, the teachers and administrators they work with and the students they support. Participants are randomly assigned to teams and friendly competition builds throughout the workshop, by way of activities and discussion. The workshop concludes with the paraprofessional identifying personal professional growth goals to enhance their value on the educational team. (2-3 hrs)

### **Role of the Paraprofessional in Providing Instructional Support**

The understanding that paraprofessionals work under the direction of a certified teacher is clearly stated during the explanation of roles. It is imperative that paraprofessionals understand their role on the educational team. Roles and responsibilities of the paraprofessional and the teacher as defined in the NCLB guidelines will be discussed. Basic instructional approaches will be addressed, with emphasis on support vs dependence and using the practice of wait time to encourage student independence. Instructional terminology is introduced and practical examples of application and use are provided. Levels of student support and intrusive versus non-intrusive instruction will be addressed. Learning styles will be discussed and a self-analysis of learning style will be used to better understand the different ways students learn. (2-3 hrs)

---

### **Sensory Processing**

This workshop introduces participants to sensory processing and explains the impact it has on a student's functional performance. It presents an explanation of behaviors that relate to sensory processing problems and presents programs and activities that can be implemented in the school setting. Participants will become familiar with the seven sensory systems and identify "alert states / readiness to learn" and how to modify these states. This workshop will define the paraprofessional's role when working with students who have sensory processing problems. (3 hrs)

---

### **Sharing My Space: Collaborating with Paras**

With special education having evolved into models of inclusion, team teaching, co-teaching, and differentiated instruction, many teachers and related service personnel are benefitting from having paraprofessionals support them and their students in the classroom. Working with other adults in the classroom may be new for some teachers. For others, it may be a familiar experience, but they may not have been tapping the potential talents of paraprofessionals in their classroom. It will briefly explore the role paraprofessionals have had over the course of time. The workshop will also focus on identifying the roles and responsibilities a paraprofessional and the teacher have based on the NCLB guidelines. Collaborative relationships and strategies for clear communication will be discussed. Sharing My Space includes discussion on delegating, planning, and supervising the paraprofessional in the classroom setting. (3 hrs)

---

### **Succeeding with Difficult Students**

This workshop addresses challenges by students who consistently act out, lack in motivation, and need firmer limits. Participants will receive guidelines on how to establish a relationship with the student by identifying his primary needs and interests. The principles and strategies of the "Top 10 Students You Will Meet In Your Classroom" (Vicki Gill, 2007) will be utilized to gain understanding of the difficult students found in all classrooms. Communication techniques to diffuse overt and covert confrontations will be explained. Many handouts of practical strategies to work with difficult students will be provided for a quick "tack back and use now" method of application. (2-3 hrs)

---

### **Teachers Talking...Autism and Asperger's**

This informal presentation addresses the questions, needs, and concerns of teachers and related staff who work with students who have autism or Asperger's syndrome. The presenter will provide a brief overview of autism/Asperger's as a disability, pervasive developmental disorders, sensory integration, alert levels, and perceiving behavior as communication and/or sensory needs. This information will serve as a sequel to the next level of this workshop. The presenter will facilitate open discussion and dialogue so teachers and related staff can ask specific questions about autism and Asperger's, discuss classroom implications, identify strategies for providing a successful education experience for these students, collaborate on ways of successfully working with paraprofessionals who support the students, express challenges and successes they have had serving this wonderful group of students. The primary purpose of this workshop is to help better understand that autism and Asperger's are very real disabilities and students need specific and direct supports to help them succeed. (2-3 hrs)

---

### **Teaming and Collaboration Skills for the Para Educator**

Paraprofessionals work closely with classroom teachers and other staff, but often without fully understanding what makes a team effective. This workshop will review how the history and expectations affect their role, identify how to determine the role of an individual paraprofessional, how to evaluate and understand their work and communication style and will increase their understanding of teaming and ways to facilitate it. Points on working in the classroom, such as when to take the initiative will be reviewed, as well as expectations and strategies for interacting appropriately with school staff will be provided. (2-3 hrs)

---

### **Topics in Special Education for the Paraprofessional**

This highly interactive workshop is an opportunity for paraprofessionals to discuss current topics in special education in a facilitated manner. The audience is randomly divided into subgroups and discuss topics that have been provided by the host district. A representative from each group will sit on a panel of "experts" to discuss their responses. The purpose of the workshop is to raise paraprofessionals' awareness of practices and strategies used across their district, in the state and nationally to gain understanding of what and how their role is related to these practices in special education. It is advised that the district have a faculty member sit in on the workshop to serve as technical assistance on matters specifically associated with their district. The workshop provides a forum for networking with their peers which is highly valued among paraprofessionals. (2 hrs)

---

### **Tough Students for Classroom Teachers**

During our teaching career students provide rewards and present challenges. Some students present more challenges! This inservice will discuss students with ADD/ADHD and other behavior issues common in difficult students. Primary needs, functions of behavior and behavioral compliance will be a few of the concepts discussed as well as logic and strategies to support these challenging students. Best practice ideas from the books: *It's So Much Work to be Your Friend* (Richard Lavoie, 2005) and *The Ten Students You'll Meet in Your Classroom, Classroom Management Tips for Middle and High School Teachers* (Vicki Gill, 2007) will be covered to raise the awareness level of teachers to better understand difficult students. Handouts that provide many strategies for successfully working with tough students will be an easy, "take home and use now" tool. Districts may have the option of purchasing Vicki Gill's book, "The Ten Students..." as door prize drawings for their staff. (3 hrs)

---

### **What Did You Say? It's Confidential.**

All building staff bear the responsibility of keeping confidential all student-related business, including student records, classroom performance, family-related problems or situations, and other sensitive information. The content of this workshop will explain FERPA, examine professional ethics and increase their understanding of the role and responsibility they have as an employee of a school district. The subject of breach and its implications and consequences will be discussed. Opportunities to role play common mishaps and practice correct responses to confidential and sensitive inquiries will culminate the workshop. (2-3 hrs)

---

### **Where DOES the Motivation Come From?**

Teaching "school" isn't the problem. Reaching and engaging students is the prerequisite to teaching "school". Building positive relationships all year long and identifying six different motivational styles in students will help the educational team become more successful at reaching and engaging students. Identifying learning styles, learning effective strategies for giving win/win choices, and understanding how to increase and improve compliance with students will enable educators to understand where the motivation comes from! (2-3 hrs)

---

### **Working with Students Who Are ADD/ADHD**

Practical techniques, strategies, and interventions for helping children with attention problems and hyperactivity will be provided. The workshop will identify characteristics of these conditions, as well as critical factors in working with children who have this diagnosis. The prevention of behavior problems

will be addressed as well as issues related to times of transition and unstructured situations. Methods of multi-sensory task presentation will be discussed, as well as specific strategies for providing instructional support in the content areas. In addition, a section will be included on organization and study skills. (2-3 hrs)

---

### **Working with Students Who Are English Language Learners (ELL)**

Children in our schools today speak many languages and come from diverse cultural and ethnic backgrounds. School personnel can benefit from understanding the child by being aware of his home environment, his background experiences, and the process of becoming familiar with second language proficiency. Specific instructional interventions for enhancing learning in English language learners will be discussed. (2-3 hrs)

---

### **Working with Students Who Have Orthopedic Impairments**

This workshop focuses on physical and medical conditions that affect a child in his educational environment. It will address how this impacts the student as a learner, and what the instructional staff need to know as background and as guidelines for adaptations and accommodations. A variety of specific conditions will be addressed and may include: cancer, cerebral palsy, diabetes, muscular dystrophy, spinal muscular atrophy, and spina bifida. Simulations of being impaired through use of stabilizing arms or legs to do simple tasks will culminate this workshop. (2-3 hrs)

---