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# Northwestern Illinois Association

## Inservice Training Program

### Workshop Topics 2011-2012

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

This presentation is an overview of special education services and the legislation affecting it as it pertains to students, parents, and educators. Terminology and acronyms regarding classifications of disabilities will be presented. The impact of the IEP on the student's education and the rights of students and parents as provided by law will also be discussed. The issue of confidentiality and an examination of the paraprofessional's and the teacher's role from the perspective of IDEA and NCLB will be discussed. General characteristics of the more common disabilities and strategies to support these students will conclude the presentation. (3 hrs)

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#### **Assisting Students from Other Cultures**

Paraprofessionals will be given an overview of several different cultures and how the understanding of such cultures affects the success of students in the classroom. An introspection of their individual understanding and appreciation for cultural diversity will be administered. This awareness level will enhance group discussion on the different cultures that are represented in their educational setting. (3 hrs)

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#### **Autism 101: Classroom Survival Tips**

This workshop provides a base of information about the characteristics of the autism spectrum disorder and strategies related directly to those characteristics to use within the school environment. Activities provide an opportunity to plan an individualized strategy for the students with whom the para/teacher is working. (2-3 hrs)

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### **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. Role-playing, analyzing 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 (3 hrs)

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### **Behavior and Data Collection**

This workshop is a basic and/or refresher inservice on behavioral principles and the need for collecting data to make positive changes in a student's performance. Stating and writing observable and measureable behavior will be discussed and methods for recording behavior will be reviewed. Anecdotal behavioral documentation, frequency, interval, duration, scatterplots, antecedent-behavior-consequence and a communication/sensory/behavior dictionary will be a few of the types of data collection systems that will be reviewed. (3 hrs)

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### **Body Mechanics**

**Training provided by  
Physical Therapist(s)**

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. (2-3 hrs)

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### **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, learn effective intervention strategies, and develop activities and suggestions for the school setting to minimize and prevent bullying. The three roles involved in bullying incidents will be discussed, with emphasis being placed on the powerful role "bystanders" play.

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

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### **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 concepts. Tasks to be worked on will be:

- Turning on a computer
- Opening a word document
- Handling a mouse
- Performing simple toolbar functions: Save as, save, cut, paste, highlight, print, etc.
- Creating a document
- Printing a document

Each paraprofessional will draft one personal goal that will enhance their professional growth. (3 hrs)

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#### **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 spell-check and grammar check
- Using clip art, and word art
- Inserting standard functions
- Auto-text

A culminating activity for this workshop will be to start a resume or create professional goals for their portfolio. (3 hrs)

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

A thorough 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 explored. The workshop covers academic expectations for students with Down Syndrome and provides for interactive discussion on educational practices within the classroom setting. The audiovisual in this presentation raises the awareness level of participants on how they can best become educational partners with parents of children with Down Syndrome. An interview with two parents who presently and past have navigated the educational system share their expectations, desires, and dreams for their child. Finally, a 41 year-old individual with Down Syndrome shares his accomplishments and dreams with the audience via DVD presentation. (3 hrs)

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#### **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)

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#### **Handwriting**

**Training provided by  
Occupational Therapist(s)**

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)

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#### **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 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 esteems in all children. (3 hrs)

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#### **Instructional Strategies: Math**

This workshop will address the developmental sequence of basic concepts related to mathematical skills; demonstrate strategies for math computation, including functional math, time and money; demonstrate learning strategies that students use to achieve comprehension and application of math concepts. Emphasis will be on elementary math skills and functional applications; the TOUCH math method will be introduced. Methods for modifications and adaptations will be an integral part of this workshop. (3 hrs)

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### **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 will have the opportunity to review other student work samples and make recommendations for modifications based on the students they support. Activities will culminate the workshop by having groups discuss various modifications and adaptations used in their classrooms. (3 hrs)

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#### **NEW**

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

This workshop is a hands-on laboratory where the participants will make modifications and adaptations with the instructional material they are using in the classroom.

A brief overview of the purpose and process of making modifications and adaptations will be given. The understanding that paraprofessionals make the instructional modifications under the direction of the teacher is clearly stated during the overview. Samples of authentic student work will be reviewed and examined before participants engage in the lab component of the workshop. The workshop culminates by individuals working to adapt material based on the process described in the workshop with the work they bring that is specific to the student(s) they support.

**REQUIRED:** Individuals need to bring materials to the workshop that can/need to be modified in order to meet academic level of the student(s) they support in the general education classroom. (These materials can be books, worksheets, tests, projects, assignments, activities, etc.). (3 hrs)

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#### **NEW**

#### **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. 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. (3 hrs)

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

Paraprofessionals will become familiar with their role in supporting a student's reading or literacy program. Understanding readiness and teachable moments will enable the paraprofessional to understand the needs and development of emerging readers. Basic reading concepts such as phonics, fluency, vocabulary, comprehension, shared and guided reading will be discussed. A brief overview of collecting reading data will enable the paraprofessional to assist the educational team with the assessment process. Different strategies for assisting students of all levels with reading instruction will be demonstrated and practiced during this session. (3 hrs)

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#### **NEW**

#### **Instructional Strategies: Reading Strategies for Students in Middle School and High School**

Recognizing that many students are not reading at grade level by the time they reach middle school and high school, it is critical that these students continue to be supported in their adolescent years. Some school districts have added Reading to their curriculum. It may be covered in content area classes or it may have a dedicated block in the daily schedule.

This workshop will review best practices for teaching reading to adolescents, review strategies for teaching reading to all middle school and high school students, and highlight the impact of what being a struggling reader has on the social-emotional development of an adolescent. (2 hrs)

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#### **Instructional Strategies: Writing**

Writing can be difficult and complex for many students, especially for the student with special needs. This workshop will help the paraprofessional support the instructional process by exploring the writing development process, examine sentence building and sentence sequencing activities, and discuss ideas for paragraph development and writing summary paragraphs. Simple techniques to use in the classroom to help students develop their skills will be demonstrated. Adaptive technology and alternative methods of producing written work will be discussed for the student who has limited ability to write in the typical fashion.

A demonstration and hands-on activity with the AlphaSmart may culminate this activity. (3 hrs)

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#### **Introduction to Autism Spectrum Disorders**

This workshop explores the characteristics and learning styles of individuals on the autism spectrum. Activities will be presented to assist participants to better understand how the child with autism spectrum disorder processes information. Communication, sensory processing, and visual supports are reviewed, and basic strategies for support are provided. The process of understanding how challenging behavior, communication, and sensory processing interact in the school environment will also be introduced. (3 hrs)

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

Often times 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 and responsibility of a student's IEP. The host will provide a copy of the IEP form used in their district for the workshop presentation. (3 hrs)

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### Workshop Topics 2011-2012

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#### **Language: How Children Develop It, How Adults can Support It**

Participants will be provided a general overview of the components of language and a general overview of how language develops in humans. A review of stages of language development in children, specifically ages birth to three will be presented as well as how language develops in association with other areas of human development. A discussion of critical periods of language development and what can go wrong during these periods will also be presented. Participants will learn how to collect data for language samples and ways to increase language production. Examples of progress monitoring of these areas will be presented. Components of literacy will be reviewed and strategies for developing language and pre-literacy skills will be discussed. Participants will have the opportunity to work in groups taking language samples, and sharing ideas for increased language production in young children. (3 hrs)

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

Participants will first review the concept and definition of inclusion from IDEA 2007 and NCLB legislation. Best practice for modifying instructional activities for meaningful participation in the inclusive setting will be explained. 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. (3 hrs)

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#### **NEW**

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

This workshop will review the concept and definition of inclusion from IDEA 2004. Current approaches are covered, including a number of strategies to use to foster an inclusive environment for students with special needs. Discussion will focus on how to support a child with special needs in the elementary and secondary general education classroom, as well as during periods of less structured times such as lunch and recess. 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. (3 hrs)

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### Workshop Topics 2011-2012

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#### **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 disabilities 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 elevate ones' understanding of successful inclusive practices. (3 hrs)

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#### **NEW**

#### **Making Inclusion Work - Teacher's Edition!**

A brief review of the history and evolution of inclusion in the educational setting will be recalled. The legal and common definition of inclusion 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 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. (3-4 hours)

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## Inservice Training Program Workshop Topics 2011-2012

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### **NEW**

### **Making Inclusion Work - Teacher's Edition! - Elementary**

A look at the evolution of supports and services in general education will enable the audience to differentiate between mainstreaming and inclusion.

Strategies for building an inclusive environment will include discussing 7 Effective Strategies for Successful Inclusion (Lisa Dieker, Ph. D., 2007), Fair is Not Always Equal (Rick Wormeli, 2006), Secrets of General Educators: What Every Special Educator Needs to Know (Beverly Smith, Ph. D., 2009) and the idea of identifying essential questions/big picture benchmarks for students of varying abilities. Strategies for working with paraprofessionals are reviewed and discussed.

Discussion on the philosophy of “presence vs participation” will identify how a successful experience for the student with moderate and significant needs in the general education classroom can be achieved. The process of making modifications in curricular material is explained. A rich supply of take-home handouts is provided.

Group and individual activities include identifying how their school and classroom can become a more effective community of inclusion.

Examples and visuals throughout the presentation will be geared toward the elementary setting. (3 hr)

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Discussion on the philosophy of “presence vs participation” will identify how a successful experience for the student with moderate and significant needs in the general education classroom can be achieved. The process of making modifications in curricular material is explained. A rich supply of take-home handouts is provided.

Group and individual activities include identifying how their school and classroom can become a more effective community of inclusion.

Examples and visuals throughout the presentation will be geared toward the secondary level setting. (3 hr)

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### **Observation and Data Collection**

Participants trained in this area should be able to provide valuable assistance to the educational team regarding the documentation of student progress, especially as related to IEP and scatterplot goals. Items covered include recording behaviors, charting, effective observation, anecdotal records, varieties of recording systems, checklists, and a data collection glossary. The procedures discussed in this workshop may be advantageous as best practice aligns with the Response to Intervention initiative. (3 hrs)

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### **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)

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### Workshop Topics 2011-2012

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#### **Portfolio Development for the Paraprofessional – Level 1**

No Child Left Behind legislation has presented the need for paraprofessionals to upgrade their skills and to show competency in those skills. This workshop will introduce the paraprofessional to different formats that will help document their professional development activities and create a “filing system” (portfolio) for that purpose. Access to a computer lab for this presentation will be necessary to begin an electronic filing system for the paraprofessional. (3 hrs)

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#### **Portfolio Development for the Paraprofessional – Level 2**

This workshop is for paraprofessionals who have begun working on a professional portfolio. Time will be spent assisting paras write professional goals and reflection statements and helping them expand the work they have started in Portfolio Development Level 1. (3 hrs)

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#### **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. (3 hrs)

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#### **Response to Intervention (RtI) and Behavior**

This workshop defines Response To Intervention and the Problem Solving Model in regards to student behavior. It provides a history of Response To Intervention and why there is a movement in schools toward this model of service delivery addressing student behavior. The components of the model are presented as well as the role paraprofessionals can play in the process. (3 hrs)

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#### **Response to Intervention (RtI) for the Speech Clinician**

Everyone has a role in RtI. This workshop will focus on what the Speech and Language Clinician's role is in this initiative. There is much opportunity for informal discussion as well as guided and pointed direction on how a speech and language clinician will provide the three tiered interventions to students. (3 hrs)

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#### **Response To Intervention for the Paraprofessional**

This workshop defines Response To Intervention and the Problem Solving Model. It provides a history of Response To Intervention and why there is a movement in schools toward this model of service delivery. The components of the model are presented as well as the role paraprofessionals can play in the process. The importance of data collection and ways to facilitate data collection are reviewed and discussed. (3 hrs)

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#### **Sensory Processing**

Training provided by  
Occupational Therapist(s)

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)

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

With special education evolving 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 learning environment. Working with other adults in the classroom may be a novel experience 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)

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#### **Special Students, Special Problems: 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. (3 hrs)

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#### **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 universal classrooms. Communication skills 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. (3 hrs)

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#### **NEW**

#### **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. (3 hrs)

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### **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 effect 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. (3 hrs)

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

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 teaching competencies will be addressed, with emphasis on task analysis and wait time. 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. (3 hrs)

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

This highly interactive workshop is an opportunity for paraprofessionals to casually discuss current topics in special education in a facilitated manner. The audience is randomly divided into subgroups and assigned a series of questions and principles to discuss that have been provided by the host district. Each subgroup then offers a volunteer as their "expert" and presents on a panel with other volunteer "experts" to discuss their responses. The purpose of the workshop is to raise paraprofessional's awareness level 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 provide a staff person familiar with the selected points of discussion to serve as technical assistance to matters associated specifically with their district. The workshop provides a forum for networking with their peers which is highly valued amongst paraprofessionals. (2 hrs)

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

Students provide rewards and present challenges. Some students present more challenges! This inservice will discuss students with ADD/ADHD and other behavior issues common of 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)

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### **Translation of the IEP for the Bilingual Paraprofessional**

The paraprofessional who supports English Language Learners plays a critical role in that child's education. Even as much so, the paraprofessional who is bilingual is a very significant factor in helping the parents of English Language Learners understand the communication and dialogue during their child's Individualized Educational Program (IEP) meeting. Research supports the foundation that parents who understand and participate in their child's educational program have a direct impact on the success the child at school. This workshop will explain the proper and correct ways to translate the communication and dialogue of an IEP meeting to the parent who does not speak English as their primary language. It will also identify what and how to translate an IEP meeting in keeping with legal and confidential standards. Role play will further develop the skills of the Bilingual Paraprofessional to better perform their job as a translator in an IEP meeting. (3 hrs)

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### **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)

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### **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. (3 hrs)

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

Children in our schools today speak many languages and come from diverse cultural and ethnic minority 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 hrs)

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### **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. (3 hrs)

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