

# Professional Learning Catalog 2025-2026



TrueNorth Educational Cooperative 804 professional learning content is determined by a comprehensive professional learning system that fosters collective responsibility for student success across the TrueNorth Educational Cooperative 804 region. The system promotes transparency in decision making, intentionality, and effectiveness of professional learning.

TrueNorth's vision is that cooperative professional learning opportunities equitably support member district needs and impact student learning. The TrueNorth Professional Learning Innovation team includes educators from member districts and TrueNorth departments; they represent different regions, roles, and age of students served.

Through the Professional Learning Innovation Team, member districts identify needs for professional learning through their analysis of district student and staff data. Through continued collaboration among districts and TrueNorth, the professional learning opportunities are developed for this catalog to support the collective needs of the region.

## Charges

Most TrueNorth professional learning opportunities featured in this catalog are included with a school district's membership in the cooperative. **Staff from member districts can register for offerings at no cost, unless otherwise specified.** Educators from non-member districts may register for professional learning opportunities at the prices listed on the online registration page.

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# Professional Learning Vision Statement

Empower diverse learners\* to collaborate in order to develop equitable and inclusive learning environments, which leads to actions that impact student growth and potential.

*\*Learners are everyone/anyone*

## Definition of Professional Learning

Professional learning is designed to refine and expand knowledge, skills, attitudes, and practices in order to impact student growth through intentional, continuous, and collaborative engagement.

## Professional Learning Beliefs

**High Expectations:** Ambitious goals lead to powerful actions and remarkable results.

**Diversity:** Diversity and inclusivity strengthen an organization and improve its decisions and outcomes.

**Impact:** Evaluation and reflection strengthen performance and results.

**Collaboration:** Any organization's culture and climate builds shared responsibility for learning that produces student growth.

**Shared Leadership/Expertise:** As a cooperative wide community we can solve our most complex problems by tapping internal expertise and knowing when to utilize outside resources.

**Empowerment:** Learners develop personalized plans that are relevant and meaningful to support their continuous improvement.

## Customized Professional Learning

Most of TrueNorth's professional learning opportunities can be purchased for delivery within a district. This allows the district to select the date, provide context to the topic, and host their staff on-site.

If a district is interested in purchasing on-site professional learning topics that are not currently listed, our team is available to explore how TrueNorth might support learning within your district.

For more information about bringing TrueNorth professional learning to a district, please contact Lindsay Kiraly, Director of Professional Learning and Coaching at [lkiraly@truenorth804.org](mailto:lkiraly@truenorth804.org).

## Questions?

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# Inclusive Practices

## Foundations of Inclusive Practices

In this session, Carol Quirk, Director of Special Projects for the Maryland Coalition for Inclusive Education, presents the theoretical, legal, and research background for inclusive education.

- WHAT is inclusive education?
- WHY should we include ALL students?
- HOW do we include ALL students (schoolwide)?
- Making Change: Process, Q & A

## Inclusive Instruction Series (3 sessions):

### **SESSION 1 - Inclusive Instruction: SDI for Membership, Belonging & Participation**

Educators and administrators will learn:

- Strategies for assessing and facilitating membership and a sense of belonging for all learners
- Strategies for assessing and facilitating meaningful participation for all learners
- Resources to guide collaborative planning

### **SESSION 2 - Inclusive Instruction: UDL & SDI for Learning Grade-Level Aligned Curriculum**

Educators and administrators will learn:

- How student learning can align to grade level curriculum
- Strategies for planning and implementing universal design for learning
- Strategies for planning and implementing specially designed instruction for grade-level aligned curriculum
- Resources to guide related collaborative planning

### **SESSION 3 - Inclusive Instruction: Navigating Behavioral Triggers & Lagging Skills**

Educators and administrators will:

- Understand the law and perspectives around challenging behavior
- Analyze the 5 categories of lagging skills correlated to challenging behavior
- Formulate proactive supports for students
- Associate strategies for assessing and supporting lagging skills associated with challenging behaviors in inclusive settings

## Roles, Responsibilities and Collaborative Teaming

In this session, participants will develop a strong foundation of roles and responsibilities, collaborative practices, and team structures & processes to support all learners in an inclusive general education environment. In this session, participants will:

- Summarize 3 roles and responsibilities of individual inclusive team members
- Describe at least 2 purposes for collaborative practices, team structures and processes
- Apply at least one collaborative practice, team structure, or process to a plan for one of your teams.

## Person-Centered Planning

In this session, participants will learn the multi-step process to collaboratively plan for individual students with extensive support needs. This process can be used for any learner who is being included for the first time, who is transitioning from a more restrictive setting to an inclusive setting, or when a school team wants to improve participation, membership, or performance in social and/or academic areas.

The Maryland Coalition for Inclusive Education (MCIE) has adapted the MAPS (Making Action Plans) process to design supports for all learners with extensive needs so that they can participate in general education instruction and school settings as a successful and valued member of their school community. This individual student planning process is flexible so that each team can focus on planning for their unique learners. This structure begins or expands upon a structure for various educators and service providers to work as a team for creative problem solving.

## Book Study: *The Way to Inclusion*

In this book study of *The Way To Inclusion: How Leaders Create Schools Where Every Student Belongs* by Causton, J., MacLeod, K., et. al., participants will unpack new learning, explore related resources, and engage in dialogue with colleagues around application in local systems. The book outlines seven clearly defined milestones tied to an action plan that will help readers implement a vision of inclusive practices. This session is designed for school leadership teams and any staff interested in the inclusive systems change process.

## Inclusive Practices Site Visit and Collaborative Work Session

The goal of the Instructional Practices Site Visits & Collaborative Work Sessions is to enhance educator practices and their impact on inclusive practices using a gradual release of responsibility model. These visits involve planning discussions focused on the chosen topic, topic-specific observations, and collaborative reflections that support the transfer of learning and strategies into practice. Topics might include instructional planning and collaborative co-teaching.

Outcomes:

- Collaboratively identify topic of interest/focus
- Engage in topic-focused observation of inclusive practices in action
- Reflect on observed strategies and practices and plan to integrate the learning into practice

## Natural Proportion Scheduling

In this session, participants will learn about the process of equitable scheduling to ensure their classroom makeup reflects the natural proportions of students with and without disabilities in their community. This scheduling technique maximizes collaboration and effective inclusive instruction as well as contributes to reducing the performance gap among students. Participants will learn about the three phases of scheduling and tools to support the process.

Outcomes:

- Participants will be able to accurately describe the key principles of Natural Proportions Scheduling and provide at least three practical examples of its application in a scheduling plan
- Participants will apply natural proportions scheduling procedures within a sample school schedule.

# Curriculum & Instructional Practices

## Illinois Comprehensive Literacy Plan Series

Educators from across the region will come together to explore the Illinois Comprehensive Literacy Plan. Participants will engage in collaborative discussions, resource review, and sharing of best practices to enhance their understanding of the Illinois Comprehensive Literacy Plan and its practical application.

## Collaborative Co-Teaching

Participants in this workshop will become familiar with the critical elements of an effective collaborative classroom team. This session is intended to prompt discussion and encourage teaching partners to talk and think about teaching beliefs, teaching roles, and collaborative behaviors. Participants will learn a variety of co-teaching structures (e.g. duet teaching, station teaching, parallel teaching) and explore ways educators can work together in shared classrooms. Additional topics include developing a shared vision, setting team goals, differentiating as a team, learning from your partner, and celebrating your successes.

## Book Study: *Specially Designed Instruction* by Anne Beninghof

In this guided book study, participants will explore key concepts from *Specially Designed Instruction: Increasing Success for Students with Disabilities* by Anne M. Beninghof. Through structured discussions and reflections, they will gain insights into effective SDI strategies and how they support diverse learners. Participants will be introduced to new tools and approaches that enhance their understanding of specially designed instruction, fostering deeper awareness and informed instructional decision-making.

## Book Study: *Comprehensive Literacy for All*

TrueNorth Coaches will facilitate learning about literacy instruction for learners with extensive support needs, including AAC users. The text outlines instructional strategies and routines to teach emergent and conventional literacy skills in a meaningful context. Participants will come together to engage in dialogue and collaboration with colleagues around application to instructional practice.

## Joyful Learning with Paula Kluth

Teachers in K-12 classrooms are increasingly embracing the goals and values of inclusive schools. They have moved beyond the “why” and are interested in the “how.” In this interactive session, participants will apply principles of Universal Design for Learning and differentiated instruction by exploring a number of collaborative, active, and brain compatible techniques aimed at engaging students, making lessons more joyful, and creating space for students with and without disabilities to learn together.

## Wilson Reading System Introductory Course (3 days)

This course provides participants with an overview of the Wilson Reading System® (WRS) 4th Edition curriculum and serves as the prerequisite for WRS Level I Certification. Over the course of three days (16.5 hours), this course examines how WRS addresses the teaching of phonemic awareness, word identification, vocabulary, fluency, and comprehension through an integrated study of phonology, morphology, and orthography with students in grade two and above with persistent phonological coding deficits.

## Collaboration Group: Literacy Curriculum Unit Planning and Reflection

In this collaboration group, participants will engage in:

- **Cross-District Collaboration & Reflection:** Structured discussions to review instructional strategies, reflect on previous literacy units, and refine practices to enhance student learning outcomes beyond individual school PLCs.
- **Curriculum-Specific Application:** Tailored discussions to their district’s literacy curriculum while gaining insights from other districts, fostering a broader perspective on instructional implementation.
- **Inclusive & Differentiated Instructional Planning:** Educators will explore and integrate Universal Design for Learning (UDL) and Specially Designed Instruction (SDI) strategies, sharing cross-district insights on supporting diverse learners effectively.
- **Expanding Best Practices:** This collaborative group will serve as a platform for educators to exchange successful literacy practices, instructional strategies, and resources across districts, strengthening core instruction through shared expertise.

## Instructional Practices Site Visit and Collaborative Work Session

The goal of the Instructional Practices Site Visits & Collaborative Work Sessions is to enhance educator practices and their impact on inclusive practices using a gradual release of responsibility model. These visits involve planning discussions focused on the chosen topic, topic-specific observations, and collaborative reflections that support the transfer of learning and strategies into practice. Topics might include instructional planning and collaborative co-teaching.

# Equity

## Utilize an Inquiry Based Process to Cultivate Equity in Your Educational Setting with Dr. Decoteau Irby

This three-part professional learning session will guide participants through inquiry cycles to advance equity school improvement. Specifically, participants will collaborate to develop and implement policies and practices that cultivate and strengthen existing resources and uncover new possibilities.

Each session will build on content from previous sessions. The first half of each session will be focused on critical reflection and learning. The second half of each section will focus on planning for strategy implementation. Participants will be expected to engage in active learning activities between each section, gather and analyze data to understand if progress and breakthroughs are happening; and share what they learn to advance the learning of their colleagues.

### Book Study:

#### *Stuck Improving: Racial Equity and School Leadership* by Decoteau Irby

An incisive case study of changemaking in action, *Stuck Improving* analyzes the complex process of racial equity reform within K–12 schools. Scholar Decoteau J. Irby emphasizes that racial equity is dynamic, shifting as our emerging racial consciousness evolves and as racism asserts itself anew. Those who accept the challenge of reform find themselves “stuck improving,” caught in a perpetual dilemma of both making progress and finding ever more progress to be made. Rather than dismissing stuckness as failure, Irby embraces it as an inextricable part of the improvement process.

In this book study, participants will unpack new learning from *Stuck Improving*, offering a clear-eyed accounting of school-improvement practices, including data-driven instructional approaches, teacher cultural competency, and inquiry-based leadership strategies. This timely work contributes both to the practical efforts of equity-minded school leaders and to a deeper understanding of what the work of racial equity improvement truly entails.

## History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners

Our role in education is to prepare our students for success after their years in the educational system. The question arises what are the skills needed today to prepare them for their future? How do we foster those skills for all students in our educational community? Participants will engage in reflection on the history of American Schooling for all learners. Research will be provided to analyze how to evolve our classrooms and communities to embrace all students and improve the outcomes for all learners.

### Building Administrator Cohort for Inclusive School Leadership in Action

Elementary Principals and Assistant Principals from across the region are invited to participate in five full days throughout the year. The purpose is to develop a cohort of learning specifically related to the skills and tools building leaders need in order to effectively lead inclusive schools. Principals will learn standards of practice, analyze equity data, conduct classroom observations, and create plans to raise achievement for all learners and close achievement gaps for diverse student groups. Nancy Caldwell, principal coaching consultant from the Madison Metropolitan School District, will co-teach this cohort with Dr. Kurt A. Schneider, Superintendent.

*\*While administrators are expected to attend all sessions, Administrator’s Academy credit from the Lake County Regional Office of Education is available for Day 4.*

### Central Office Cohort for Inclusive District Leadership in Action

The purpose of this professional learning series is to assist central office leaders, working in the areas of teaching, learning, and student services, in the development of a shared vision of a service delivery model that prioritizes the core concepts and understandings of a comprehensive model of inclusive education. Participants will engage in four full day sessions that are hosted by different districts participating in the cohort.

# Multilingual

## Supporting Multilingual Learners In Today's Schools (3 sessions)

*These sessions meet Teacher Qualification (K-12) 23 Ill. Adm. Code 228.35; In-Service Training for Staff 23 Ill. Adm. Code 228.35 (e)*

### **WIDA & ACCESS: Introduction (session 1 of 3)**

This learning opportunity will introduce participants to WIDA English Language Development Standards, Can Do Descriptors, Accommodation Frameworks, and ACCESS score reports. It will prepare educators in their role as teachers and assessors of content and language, bringing confidence into the teaching of multilingual learners while elevating their cultural and linguistic profiles to meet students' diverse learning needs.

Objectives:

- Gain foundational learning about the WIDA Framework and ACCESS testing
- Understand environmental factors that impact motivation, self-confidence, learning, and engagement
- Educators will explore ethnography and barriers that impact multilingual students and learning

### **WIDA & ACCESS: Leveled Instruction (session 2 of 3)**

*\*Please note participants should attend session 1 prior to registering for session 2.*

In this learning opportunity, participants will dive further into WIDA's ELD standards. They will learn to differentiate materials and instruction according to learners' English language proficiency level (ACCESS scores) and explore the implications for student language development and content teaching based on domains and composite scores.

Objectives:

- Learn to differentiate learning standards for all multilingual domains and levels of language proficiency.
- Explore the Seven Factors that impact student progress/success in ELD
- Analyze instructional materials to understand how they meet the needs of language learners
- Explore assessment considerations

### **Putting it All Together: SIOP, Translanguaging & 6 Principles (session 3 of 3)**

*\*Please note participants should attend sessions 1 and 2 prior to registering for session 3.*

Participants will learn about the eight components and 30 features of SIOP lesson planning. This includes developing language and content standards to not only support proficiency in making grade level content knowledge accessible, but language proficiency using the WIDA framework in lesson planning. Additionally, this session will introduce learners to translanguaging and how translanguaging compliments SIOP.

Objectives:

- Modify lesson plan to include SIOP components and features
- Understand Assessing for both content and language
- Understand linguistic repertoires with a translanguaging approach
- Explore key strategies to boost academic and linguistic development (themes, MI, literacy centers)

## Multilingual Learning Mini-Sessions

*These sessions meet Teacher Qualification (K-12) 23 Ill. Adm. Code 228.35; In-Service Training for Staff 23 Ill. Adm. Code 228.35 (e)*

The Multilingual Learning Mini-Sessions (60-90 minutes) honor change as an ongoing process and can be provided as part of a professional learning plan designed to support teachers who serve multilingual students. The following trainings are available for customized delivery within districts and buildings.

- Affective Filter, Social, and Academic Language
- Enriching Instruction Across Content Areas for Multilingual Learners
- Disability or Language
- Newcomer Toolbox
- Playing with and Dissecting Language to Boost Literacy

# Social Emotional Learning

## Foundations of SEL

Foundations in Social and Emotional Learning (SEL) is an introductory session designed to provide educators with a solid understanding of the core principles and practices of SEL. Participants will explore the fundamental concepts of SEL and its significance in promoting students' social, emotional, and academic development.

## Integration of SEL into Classroom and Academics

This session equips educators with strategies to integrate Social and Emotional Learning (SEL) into their classroom setting and academic instruction. Participants explore classroom structures, alignment of standards, and identify instructional strategies that foster self-awareness, social skills, and responsible decision-making. In addition, focus will be placed on incorporating these SEL competencies into various academic subjects. Participants will develop practical skills for creating supportive classroom environments that enhance students' social emotional and academic growth.

## The A-Z of Trauma-Informed Teaching: Asynchronous Self-Study

The A-Z of Trauma-Informed Teaching is an asynchronous self-study that equips educators with strategies to recognize, respond to, and support students affected by trauma. Participants will explore trauma-related behaviors, develop thoughtful response techniques, and build resilience—both for their students and themselves—fostering a positive and supportive learning environment.

## SEL Site Visit/Walkthrough

The goal of the SEL Site Visits/Walkthrough is to enhance educator practices and their impact on SEL practices. These visits involve planning discussions, topic-specific observations, and collaborative reflections that support the transfer of learning and strategies into practice.

Outcomes:

- Collaboratively identify topic of interest/focus
- Engage in topic-focused observation of SEL practices in action
- Reflect on observed strategies and practices and plan to integrate the learning into practice

# Cultivating Shared Leadership

## Cultivating Shared Leadership Kickoff

This leadership kickoff is for all educators who are interested in building their shared leadership skills through coaching, collaborating, facilitating, and presenting. This session offers an opportunity for participants to kick off the year's learning through exploration of their identity and aspirations as a leader in their school community.

## Cognitive Coaching<sup>SM</sup> Foundations (Days 1-8)

The mission of Cognitive Coaching<sup>SM</sup> is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Cognitive Coaching<sup>SM</sup> is a research-based coaching model that capitalizes upon and enhances teachers' cognitive processes. Educators in a variety of roles will find application of structured conversations and refined listening skills presented and practiced during this eight-day seminar.

## Learning Lab for Cognitive Coaching<sup>SM</sup>

These opportunities are for anyone who has ever attended\* Cognitive Coaching<sup>SM</sup> and would like to continue to build confidence and craftsmanship within a supportive and structured learning community. Participants will review, reflect, and refine their coaching skills.

*\*Participants must have attended at least the first two days of the Cognitive Coaching<sup>SM</sup> Foundations seminar.*

## Student-Centered Coaching Sessions 1-6

Student-Centered Coaching introduces a unique way of looking at and delivering school-based coaching that puts the needs of students front-and-center. By focusing coaching on specific goals for student learning, rather than on changing or fixing teachers, coaches partner with teachers to build capacity and navigate directly towards a measurable impact and increased student achievement.

*\*Please note participants should attend sessions 1 through 3 prior to registering for 4 through 6.*

## Principal Coach Partnership in Student-Centered Coaching

Building on the Student-Centered Coaching work, coaches and principals are invited to this virtual session to define how the roles of principal and coach work together to support all educators and learn effective practices for collaboration and partnership within principal and coach meetings.

## Coaching Cohort Program

This professional learning program brings educational coaches together to develop and expand their skills and impact. All coaches, whether their focus is on instruction, technology, or another specialty, would engage in a specially designed scope and sequence of learning that focuses on learning and applying a common set of coaching skills and processes. The Coaching Cohort program also includes opportunities to collaborate and practice coaching skills through network meetings and learning labs.

Upon completion of this two-year program, coaches will receive a certificate of completion for Thinking Collaborative's Cognitive Coaching<sup>SM</sup> Foundations Seminar and Diane Sweeney's model of Student Centered Coaching.

## Coaching Network

The Coaching Network is a professional community designed for coaches supporting educators across grade levels and content areas. This network focuses on empowering coaches with the knowledge, skills, and tools needed to guide educators in implementing inclusive practices that ensure all students, regardless of their abilities, thrive. Coaches in the network will engage in planning, reflecting, and collaboration with colleagues to exchange best practices and receive guidance on how to support educators in creating classrooms that are truly inclusive and equitable.

## Foundations in Data Driven Dialogue (Two Days)

Based on the book, *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*, this multi-day foundational seminar introduces a three-phase Collaborative Learning Cycle to guide productive collective inquiry. Participants investigate strategies and structures that reduce defensiveness and create shared responsibility for student learning. Participants will hone practical tools for discovering assumptions, promoting data-focused inquiry, and developing shared understandings of both problems and possible solutions. It is recommended that district teams attend this session together.

## Adaptive Schools Four-Day Seminar

The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement.

Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning.

## Adaptive Schools Learning Lab

The Adaptive Schools Learning Lab is an optional learning opportunity for all participants who have completed the Adaptive Schools Foundational training. Participants will engage in collaborative dialogue around various topics and skills from the initial training series. Participants will also have built in time to refine their facilitation skills and connect with Adaptive School trainers to work through specific questions they may have.

## Explore the Book:

### *It's Your Turn: Teachers as Facilitators*

Participants in this professional development book exploration will preview/read and discuss: *It's Your Turn: Teachers as Facilitators, A Handbook* (Garmston & McKanders, 2022). Grounded in research and interviews with over 400 educators, the text addresses the unique challenges faced by teachers who facilitate meetings, being a colleague and periodically leading colleagues in meetings. Participants will explore and apply practical strategies and tools organized by the Five Mindsets described in the book.

## Calibrating Conversations Workshop

The Calibrating Conversation is a fourth map of Cognitive Coaching<sup>SM</sup> designed for evaluators and coaches who strive to support self-directed learning in those they support. This map utilizes a rubric or other standards-based instrument to support teachers in self-assessing by using data and setting goals for continued growth. This one day training is designed for those wishing to refine their skills in coaching while integrating coaching into their feedback process.

*\*Participants must have completed the eight-day Cognitive Coaching<sup>SM</sup> Foundations Seminar in order to attend.*

## Presenting Skills (Two Days)

Presenting Skills is a two-day seminar that addresses the skills, structures, and identity that support skilled presenting. All presenters aim to ensure their audiences connect with them and their content. With that focus, the purpose of the training is to develop the confidence and competence a presenter needs to create powerful learning experiences for adults.

# Paraprofessional Learning Series

These trainings are available for customized delivery within districts and buildings. These sessions honor change as an ongoing process and can be provided as part of a professional learning plan designed to support for paraprofessionals (i.e. teaching assistants, classroom 1:1, teaching associates and others as licensed according to ISBE).

Area of Focus	Courses
Foundations of Special Education	<ul style="list-style-type: none"><li>• Intro to Special Education</li><li>• Myth of Average</li><li>• Membership, Participation and Belonging</li></ul>
Behavior Supports	<ul style="list-style-type: none"><li>• Emotional Regulation</li><li>• Understanding Behavior</li><li>• Frameworks for Assessing Behavior</li></ul>
Instructional Supports	<ul style="list-style-type: none"><li>• Fostering Independence</li><li>• Implementing Teacher Designed Instruction</li><li>• Effective Support Strategies for Inclusive Settings</li><li>• Best Practices in Literacy for Paraprofessionals</li></ul>
Relationship Building	<ul style="list-style-type: none"><li>• Introduction to Social Emotional Learning</li><li>• Relationship Building</li></ul>
Collaboration and Communication	<ul style="list-style-type: none"><li>• Communication: The Power of Our Words</li><li>• Collaborative Teacher and Paraprofessional Partnerships</li></ul>
Parabytes (Multiple Topics)	<ul style="list-style-type: none"><li>• Parabytes are available and applicable across all content areas</li></ul> <p>*No charge to member districts</p>

# Legal Issues and IEP Training

## Boot Camp for LEA Representatives: Legal Requirements and Effective Techniques for Special Education and General Education Administrators

This presentation offers vital information for special education and general education administrators who serve in the role of “LEA Representative” at domain, eligibility, and IEP meetings, including:

- The role and qualifications of who may serve as the LEA representative at such meetings;
- Key legal requirements for such meetings; and
- Effective techniques for preparing for, overseeing, and ensuring follow-up and implementation after such meetings are conducted.

The presentation will benefit special education and general education administrators who serve as or oversee other school personnel who serve as LEA representatives, particularly those who are new to

this role. Administrator Academy credit (6 hours) or CPDUs (4) is available for participants.

*\* Administrator’s Academy credit from the Lake County Regional Office of Education is available for this course.*

## IEP Boot Camp Workshop

This three-hour session offers an in-depth review of the key requirements for writing legally-compliant eligibility and IEP documents and related notice and consent forms. This will be an interactive session where participants will have an opportunity to participate in an analysis of IEP goals and an “IEP autopsy” for a real-world application of the information presented.

# Assessments & Evaluation

## Autism Diagnosis Observation Schedule (ADOS-2) Practice Network

This practice network will provide an opportunity for participants to collaborate with others in order to provide additional practice in administration of the ADOS-2 modules. In addition, participants will have the opportunity to discuss questions about the assessment in order to deepen their understanding and interpretation of results when assessing students for autism eligibility.

## Team Based Functional Behavior Assessment & Behavior Intervention Planning (FBA/BIP)

This multi-session course helps teams that support and evaluate students and their behavior to engage in a process of planning and collecting data from multiple perspectives. It also prepares them to monitor the interventions and adjust them based on data. Specifically, the FBA/BIP learning program offers teams an opportunity to engage in a team-based approach for developing the following

1. A comprehensive Functional Behavior Assessment (FBA) which includes clearly defined behavior(s) and function-based hypotheses.
2. A comprehensive Behavior Intervention Plan (BIP) with components and strategies linked to the FBA.

*\* This series is available for purchase as customized delivery within districts and buildings.*

# Nonviolent Crisis Intervention

## Nonviolent Crisis Intervention: Initial and Refresher sessions

Through participation in the CPI Nonviolent Crisis Intervention training, participants will learn to identify different behavior levels that an agitated individual may experience from anxiety to a physically aggressive crisis situation. Through the CPI framework, participants will learn proactive strategies for prevention, de-escalation strategies for low-level behaviors, safety intervention techniques for aggressive behavior, and steps to facilitate restorative conversations and team debrief sessions. There is a physical portion to this training.

*\*These trainings fulfill a portion of the eight-hour state-mandated requirement for all educators regarding adults supervising a student in isolated time out, time out or physical restraint.*

## Nonviolent Crisis Intervention: Verbal Intervention

CPI Verbal Intervention™ Training is a safe, non-harmful behavior management system designed to help professionals in any setting provide the best possible Care, Welfare, Safety, and Security<sup>SM</sup> of individuals presenting a range of crisis behaviors. The outcomes of the course are:

- Identify and know how to respond to various levels of crisis behaviors.
- Recognize how to manage your own consistent, calm behavior in order to influence a positive outcome in a crisis situation.
- Learn strategies to strengthen nonverbal communication.
- Develop limit-setting strategies when verbally intervening to de-escalate defensive behaviors. Learn safety intervention strategies to maximize safety and minimize harm (Physical Holds will not be taught).
- Explore a framework to help guide staff and the individuals in distress through a process of re-establishing the relationship.

*\*At this time, this training is only provided in districts for an additional cost.*

# Offerings for Administrator's Academy

## AA # 3866

### The Foundations of Cognitive Coaching<sup>SM</sup>

While administrators are expected to attend days 1-8 of the Foundations series, Administrator's Academy credit from the Lake County Regional Office of Education is available for Day 4 of the series.

## AA # 3712

### Thinking Collaborative: Adaptive Schools Foundation

While administrators are expected to attend all 4 sessions, Administrator's Academy credit from the Lake County Regional Office of Education is available for Day 1 of the series.

## AA # 1888

### History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners

Administrator's Academy credit from the Lake County Regional Office of Education is available for attendance of this session.

## AA # 4070

### Inclusive School Leadership in Action

While administrators are expected to attend all sessions, Administrator's Academy credit from the Lake County Regional Office of Education is available for Day 4.

# Offerings for Speech Language Pathologists

*Specialized trainings listed for Speech and Language Pathologists are available for a fee.*

## Approaching Speech Sound Disorders: Assessment and Treatment in the School Setting

Participants will define and differentiate between analytic and gestalt language acquisition, discussing effective methods for identification and evaluation within a school setting. Additionally, attendees will explore goal writing and intervention strategies tailored to support the progression of gestalt language acquisition. Finally, participants will apply their newfound knowledge to identify appropriate supports for students using augmentative and alternative communication methods, enhancing their ability to foster effective communication in the classroom.

## Gestalt Language Processing: Evaluation, Treatment, and Considerations for AAC

Participants will establish an understanding of analytic versus gestalt language acquisition, the evaluation/assessment process, and how to provide language intervention for gestalt language processors. Participants will also explore how to collect and analyze a language sample, write goals, and explore strategies for effective school-based intervention.

## Accessing Communication Using Yes/No Responses for Students with Complex Bodies

Participants will establish why teaching a yes/no response is valuable for complex communicators. They will learn strategies used to teach yes/no access for communication for these students. Participants will review how to incorporate this skill throughout the school day, including how to write this communication access method into students' educational goals.

## Scan, Connect, Communicate: Exploring Partner Assisted Techniques

This course is designed to provide participants with a comprehensive understanding of partner assisted scanning as a communication strategy for students with complex communication support needs. Participants will explore the principles

behind partner assisted scanning, the benefits of using this method, and the various ways it can be implemented in the classroom.

## Using Augmentative and Alternative Communication Across Environments (Full Day)

Does your classroom have a variety of AAC (Augmentative and Alternative Communication) tools collecting dust because you aren't quite sure how to use them with the students in your class? Do you want to establish a base of AAC tools to support the communication needs of ALL students in your classroom? OR do you have a device (or devices) that were sent home with your child that you aren't quite sure how to use to increase communication at home? Then join us for this hands-on session. We will discuss the difference between classroom-based and dedicated AAC tools, and review a variety of these tools you may find in your classroom.

Throughout the session participants will be guided by the AAC coaches in demonstrations on how to use these tools as well as creating supports to enhance the use of these tools in your classroom or home. Creation of low-tech/no-tech communication supports will also be discussed and demonstrated. Finally, strategies and tips to facilitate use of these AAC tools across the day for students will also be reviewed.

## Adopting a Friendship Mindset: Fostering Relationships for Complex Communicators

Participants will explore the role of authentic peer relationships in educational programming for students with complex communication support needs, including those who use AAC. Participants will examine the benefits of fostering these relationships, identify the barriers to friendship development, and develop strategies to overcome these challenges to enhance social interactions and inclusion.

## Introduction to TouchChat & Editing (Half Day)

This course reviews the different vocabularies available with the TouchChat application. Participants will also learn how to perform basic programming functions in order to customize vocabulary users for students. Backing up information to a cloud based service and other platforms will be discussed.

## Introduction to LAMP Words for Life (Half Day)

During this course participants will explore the various vocabularies available to support diverse communication needs as well as explore the different settings available for effective user customization. Participants will also gain hands-on experience in basic programming functions to tailor vocabulary users for their students. This opportunity will empower educators to optimize the use of LAMP Words for Life for their students.

## Introduction to Snap Core First

Participants will identify the various vocabularies available within the application, explore the different settings that facilitate user customization, and learn to perform basic programming functions to tailor vocabulary users for their students. This session aims to empower educators in utilizing Snap Core First effectively to enhance communication outcomes for all learners.

## Strategies for Implementing Devices and Becoming Strong Communication Partners

Participants will review why communication partners are vital for students with complex communication needs (CCN) who may use Augmentative and Alternative Communication (AAC). Common barriers communication partners face when working with students with CCN, including those who use AAC, will be discussed. Strategies and implementation tools to improve communication will be identified and practiced.

## Case Management of SLPs Early Childhood in Schools

One role of speech-language pathologists in a school setting is case management. They are responsible for understanding the process and procedure to screen, evaluate, and qualify students for speech-language services. In addition, they are required to complete the legal documentation to reflect the outcomes. This training will provide participants with an overview of the key components of the process required to identify students for special education and create an individualized education plan.

## Enhancing LiterACY for Students with Complex Communication Needs (Full Day)

Research has shown that the majority of individuals who have complex communication needs (CCN), many who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction as part of their educational programming (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to ensure that they are engaging in robust literacy instruction. This training will provide participants with an overview of the key components of balanced literacy instruction as well as review best practices in literacy instruction for individuals with CCN. Participants will be introduced to resources and strategies to assist with planning for literacy instruction for their students. There will be time for exploration of resources as well as time to practice suggested intervention strategies.

## Fostering Self-Advocacy Skills in Complex Communicators

Participants will establish an understanding of self advocacy skills and the importance of developing these for complex communicators. Participants will also explore the specific skills necessary to develop self determination as well as explore strategies and tools to support teaching these skills to complex communicators.