

Parent and Staff Training

Behavior

Positive behavior interventions and supports (PBIS) are principles that help all children improve their behavior at school, at home, and in the community. The benefits are enormous. When children are in positive, predictable, consistent environments, they have better grades, better behavior, higher self-esteem, better school attendance, greater motivation, and more success in life. Schools practice PBIS. As a parent, you can too. This presentation will show you how to use positive approaches to teach your child new behavioral skills to use at home and in the community. These skills will be important throughout the life of your child.

Module 1 <https://www.youtube.com/watch?v=IPtUpa5Zr24&feature=youtu.be>

Module 2 <https://www.youtube.com/watch?v=aL1eHt8DR7U>

Behavior at school. What a gigantic topic, for families and schools alike. NICHCY is pleased to connect you with resources for helping children with disabilities with respect to behavior at school.

<http://www.parentcenterhub.org/repository/behavior-atschool/>

Having a child with challenging behavior can affect the entire family, and family members often find the need for more information and guidance in this difficult area. The resources listed below are intended to connect families with resources and support. The list isn't intended to be exhaustive of the behavior resources available, but it will certainly get you started and lead you to yet more information and resources.

<http://www.parentcenterhub.org/repository/behavior-at-home/>

Transition

Growth mindset and belonging research: What educators and families can do to support students' resilience during the transition to college.

http://edimediya.org/index.php/extwidget/preview/partner_id/101/uiconf_id/11601129/entry_id/0_51fkirhy/embed/iframe?

Getting Ready for Age Majority

This webinar discusses:

- Why age of majority is a critical issue for parents and youth with disabilities alike;
- The importance of starting early and building young people's decision-making skills;
- Resources, strategies, and tools for preparing youth for reaching their age of majority;

- The valuable role that supported decision-making and person-centered planning can play in supporting the young person after he or she gains their majority; and
- The part that Parent Centers can play in moving this message forward.

Presenters | Sue Swenson, Dawn Rowe, and Cathy Haarstad

<https://www.youtube.com/watch?v=M0NjXZxTOtQ&feature=youtu.be>

Moving on Using Person-Centered Planning to Support Transitions

Presented by Cheryl M. Jorgensen Ph.D at the 2015 PEAL Conference

https://www.youtube.com/watch?v=c_KJ2tRznXc&feature=youtu.be

K- 16 Special Education and Preparing your child for Adult Life

Two-part online learning course: Beginning With the End in Mind

Module One: Developing a Strong IEP

This course will give you a better understanding of the Individual Education Program (IEP). You will learn about the components of an IEP, how to use the IEP to get an appropriate education, and a parent's role in developing the IEP.

http://pealcenter.org/elearning/iep_miniseries_part1/player.html

Module Two: Making Inclusive Education a Reality

This course will provide parents with the tools necessary to work collaboratively with school teams. Questions that will be answered include, "How can I work with my school district to develop education services for my child that are based on high expectations and prepare my child for a productive life?" and, "How can we build a school team committed to classrooms where all students participate in learning?"

http://www.pealcenter.org/elearning/iep_miniseries_part2/player.html

Social

Are You Thinking What I Think You're Thinking? Nurturing Social Thinking In Children. For children who struggle with social learning, day to day life in school can be an enormous challenge. In this webinar, noted author and lecturer, Michelle Garcia Winner, shares some practical ideas for educators and parents to help children with social cognition challenges become better social thinkers and communicators. This session will focus on elementary school age children.

http://www.hiddensparks.org/wow_registrations/are-you-thinking-what-i-think-youre-thinking-nurturing-social-thinking-in-children-2/

See the Charade: What we Need to Do and Not Do to Make Friendships Happen.

Presented by Cheryl M. Jorgensen Ph.D at the 2015 PEAL Conference

<https://www.youtube.com/watch?v=Fj7pEdxZHfo&feature=youtu.be>

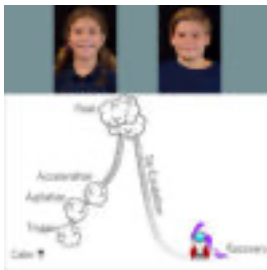
Understanding the language of Special Education

<https://resources.finalsite.net/images/v1629296430/mtsdorg/xu5wzhsgkzsn94989b4w/220Special20Education20Glossary1.pdf>

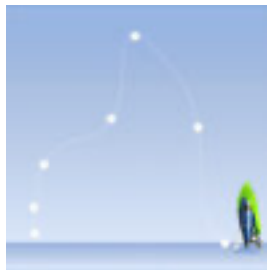


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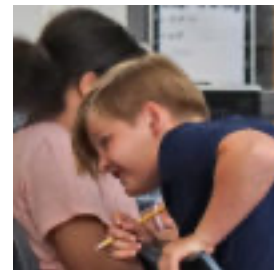
Retrieved from <https://iris.peabody.vanderbilt.edu/pd-hours/earn-pd-hours/available-modules/page/2/>



[Addressing Challenging Behaviors \(Part 1, Elementary\): Understanding the Acting-Out Cycle](#)
PD Hours: 2.5



[Addressing Challenging Behaviors \(Part 1, Secondary\): Understanding the Acting-Out Cycle](#)
PD Hours: 2.5



[Addressing Challenging Behaviors \(Part 2, Elementary\): Behavioral Strategies](#)
PD Hours: 2



[Addressing Challenging Behaviors \(Part 2, Secondary\): Behavioral Strategies](#)
PD Hours: 2



[Accommodations: Instructional and Testing Supports for Students with Disabilities](#)
PD Hours: 2



[Autism Spectrum Disorder \(Part 1\): An Overview for Educators](#)
PD Hours: 3



[Autism Spectrum Disorder \(Part 2\): Evidence-Based Practices](#)

PD Hours: 3.5



[Classroom Behavior Management \(Part 1\): Key Concepts and Foundational Practices](#)

PD Hours: 2



[CSR: A Reading Comprehension Strategy](#)

PD Hours: 2



[Behavioral Principles: The Basics of Understanding Student Behavior](#)

PD Hours: 1



[Classroom Behavior Management \(Part 2, Elementary\): Developing a Behavior Management Plan](#)

PD Hours: 2



[Cultural and Linguistic Differences: What Teachers Should Know](#)

PD Hours: 1.5



[Classroom Diversity: An Introduction to Student Differences](#)

PD Hours: 2



[Classroom Behavior Management \(Part 2, Secondary\): Developing a Behavior Management Plan](#)

PD Hours: 2



[Differentiated Instruction: Maximizing the Learning of All Students](#)

PD Hours: 3



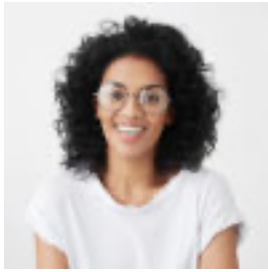
[Dual Language Learners with Disabilities: Supporting Young Children in the Classroom](#)
PD Hours: 1.5



[Early Childhood Behavior Management: Developing and Teaching Rules](#)
PD Hours: 1.5



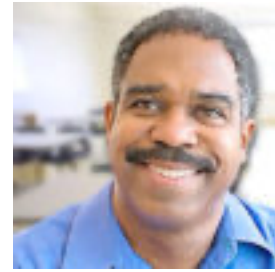
[Early Childhood Environments: Designing Effective Classrooms](#)
PD Hours: 2



[Family Engagement: Collaborating with Families of Students with Disabilities](#)
PD Hours: 2



[Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#)
PD Hours: 2.5



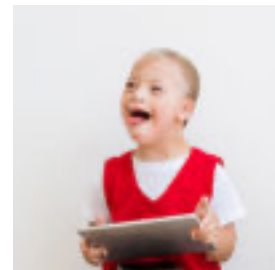
[High-Quality Mathematics Instruction: What Teachers Should Know](#)
PD Hours: 2.5



[IEPs: Developing High-Quality Individualized Education Programs](#)
PD Hours: 3



[IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs](#)
PD Hours: 2



[Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom](#)
PD Hours: 2



[MTSS/RTI: Mathematics](#)
PD Hours: 2.5



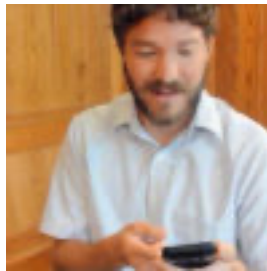
[The Pre-Referral Process:
Procedures for Supporting
Students with Academic and
Behavioral Concerns](#)
PD Hours: 2



[Progress Monitoring:
Mathematics](#)
PD Hours: 2



[Progress Monitoring:
Reading](#)
PD Hours: 2



[Related Services: Common
Supports for Students with
Disabilities](#)
PD Hours: 2



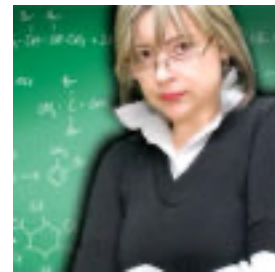
[RTI \(Part 1\): An Overview](#)
PD Hours: 1.5



[RTI \(Part 2\): Assessment](#)
PD Hours: 2



[RTI \(Part 4\): Putting It All
Together](#)
PD Hours: 3



[Secondary Reading
Instruction \(Part 1\) Teaching
Vocabulary and
Comprehension in the
Content Areas](#)
PD Hours: 2



[Secondary Reading Instruction \(Part 2\): Deepening Middle School Content-Area Learning with Vocabulary and Comprehension Strategies](#)
PD Hours: 2.5



[Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings](#)
PD Hours: 1.5



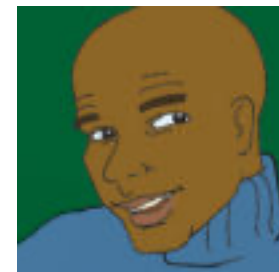
[Secondary Transition: Interagency Collaboration](#)
PD Hours: 2



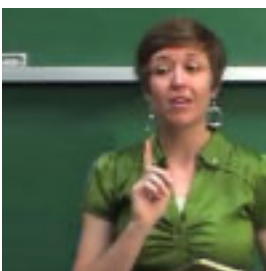
[Secondary Transition: Student-Centered Transition Planning](#)
PD Hours: 2



[SOS: Helping Students Become Independent Learners](#)
PD Hours: 1.5



[SRSD: Using Learning Strategies to Enhance Student Learning](#)
PD Hours: 1.5



[Teaching English Language Learners: Effective Instructional Practices](#)
PD Hours: 2