



Futures Education Professional Development Offerings





Introduction

Collectively, as school practitioners, administrators, and educators, Futures has experiential and empirical evidence (Darling-Hammond, Wei, Andre, Richardson, & Orphonos, 2009) supporting the theory that intensive professional development that is authentically and purposely embedded into a delivery system will have a transformational effect on a school and the educational processes.

The staff of Futures Education (Futures) is pleased to present a broad range of professional development opportunities to the District staff, designed to increase staff knowledge and to expand capacity through a variety of activities. These professional learning experiences are focused on special education and related services to enable recipients to transform delivery of services in a manner that increases effectiveness and efficiency.

The District Leadership can anticipate that Futures, as a professional organization, will integrate the following principles, themes, and expected outcomes in its work:

- Acquisition of knowledge that is actualized into measurable results.
- Coaching that is supportive, directive, and accountable.
- A focus on cost-containment and/or avoidance while maintaining and improving services.
- Establishment of qualitative and quantitative measures so that participants will be assured of the effectiveness of the work, which will include short- and long- term benchmarks as progress indicators.
- All coaching, training and professional development will be guided by research and best practices.

In order to optimize success, given the transformative work that will be undertaken, it will be important for Futures to have the endorsement, participation, and continued support of District leadership.



Professional Development Curricula

Guiding Principles

All professional development will be conducted within the following protocols:

- Presentation of information by highly qualified professionals with particular expertise in requisite areas via learning formats that will allow for practical demonstration of the information.
- Practical application of the content within the academic and clinical milieu via generalization of learned information, techniques, and implementation strategies.
- Quality assurance via periodic review, data monitoring, and ongoing coaching and direction by the expert panel.
- Contextual appreciation of stakeholder satisfaction.
- Establishment of instructional quality, improvement, and assurance metrics:
 1. Pre and Post tests – (if appropriate);
 2. Confidential written course appraisals using a Likert-scale format; and
 3. Follow-up, confidential interviews with participants as appropriate.

The following identifies the advantages of professional development and directive coaching for teachers, administrators and related services providers:

- Enhancement and improvement in special education management capabilities.
- Cost avoidance associated with improved management.
- Significant addition of data and their corresponding analysis that will reengineer the delivery system and provide blueprints for improvement of reporting and compliance activities, thus providing a model of evidence-based practice.
- Emphasis on an educational-therapy delivery model that requires collaboration with parents, general education teachers, principals, and other stakeholders.
- Development of supervision in order to promote a common vision of what related services should be to support students.
- Emphasis on “stakeholder” and “customer” service that will ensure and integration and collaboration of related services into the general- and special- education classroom setting as well as to promote meaningful communication with parents.
- Development of a learning “culture” that is performance-based, accountable, and robust (i.e., a capacity to train others).
- A culture of evidence-based clinical practice with data analysis that shall be used to achieve optimal student outcomes.
- Effective utilization of flexible teams of experts to redesign and address new challenges with high degrees of responsiveness.

The professional development opportunities identified herein may be adjusted for specific audiences including school personnel as well as parents.



Course Offerings

ST100 USING CURRICULUM STANDARDS TO DEVELOP EFFECTIVE IEPS

Course Description:

This offering will provide participants with information related to curriculum standards and the incorporation of these standards to Individual Educational Programs (IEPs) for students with disabilities. As increased attention is focused on national and state standards in specific subject areas, it is imperative that IEPs are aligned to these standards to enable students to acquire skills and proficiencies consistent with general education requirements and to be able to demonstrate these skills appropriately. This course offering can be catered to specific subject areas, grade levels, and curriculum standards. The primary focus of this activity will be to review general curriculum standards, identify strategies, and methodologies to make adjustments appropriate to student learning capacities and needs, and to incorporate these standards into meaningful and measurable IEP goals and objectives. The course can be differentiated to meet the specific needs of general and special education teachers, related services providers, administrators, paraprofessionals or parents.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to five days.

STPA101 LEAST RESTRICTIVE ENVIRONMENT

Course Description:

The provision of special education instruction and services in the least restrictive environment (LRE) is a fundamental principle required by federal and state laws. This offering will provide participants with an overview of the concept of LRE to guide the development of IEPs as well as strategies for implementing LRE within school systems, schools, and

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classrooms. The course can be differentiated to meet the specific needs of general and special education teachers, related services providers, administrators, paraprofessionals or parents.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to five days.

ST102 INTEGRATED CO-TEACHING

Course Description:

This course will provide participants with a functional knowledge of collaborative teaching between general and special education teachers. This model provides students with the benefits of special education strategies and instructional expertise coupled with the content area expertise and enriched classroom environment of a general education setting.

Core Learning:

- Participants will be provided with information related to co-teaching and integrated service delivery models including:
 - ▶ Design and advantages of co-teaching
 - ▶ Variables in co-teaching partnership
 - ▶ Effective and requisite communication skills between professionals
 - ▶ How to evaluate the effectiveness of the co-teaching
- As measured by post-tests, participants will be able to describe best practices pertaining to co-taught and integrated models according to current research.

- Participants will model and design co-teaching pilot programs that include the major constructs of co-teaching, including:
 - ▶ How to identify time opportunities for collaborative planning
 - ▶ How to design effective and data driven instruction
 - ▶ How to manage student behavior
 - ▶ How to maximize communication efforts between staff, students, and parents
 - ▶ How to create evaluation plans to assess fidelity of co-teaching model
 - ▶ How to create formative student assessments
 - ▶ How to identify and problem solve barriers to success
 - ▶ How to generate quarterly progress notes for “shared” goals and objectives between teachers and related service providers

- Participants will be presented with information regarding the following co teaching models:
 - ▶ One teach, one observe
 - ▶ One Teach, one drift
 - ▶ Parallel teaching
 - ▶ Station teaching
 - ▶ Alternate teaching
 - ▶ Team teaching

Outcomes:

Participants will be exposed to the knowledge to enable them to:

- Design and implement a co-teaching or integrated lesson plan
- Analyze a caseload design utilizing co-teaching constructs.
- Demonstrate adoptable co-teaching models, and formulate plans to determine evaluation techniques in order to monitor effectiveness of co-teaching models.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires three to five sessions – 3 to 6 hours per session.

ST103 PRIMER ON SPECIAL EDUCATION DISABILITIES – INCLUDING LOW INCIDENCE DISABILITIES

Course Description:

This course will focus on the identification and overview of eligibility categories of educational disabilities low incidence disabilities; parent/guardian information sessions on the availability of city, state and community resources; provide information on aligning alternative assessments and goals with Common Core Learning Standards (CCLS) and strategies for specific disabilities including but not limited to assistive technology and alternative assessments; provide ongoing coaching, training and targeted PD in response to needs assessment.

Intended Audience:

Special education and general education administrators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

STPA104 BILINGUAL SPECIAL EDUCATION

Course Description:

This professional development experience will focus upon an instructional system that involves the teaching of cognitive skills and the development of language skills while targeting the acquisition of English; provide personalized in-school follow up that supports the client’s needs; support schools,

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networks or organizations in planning and implementing parent workshops based on parent surveys and needs; provide ongoing training focusing on academic achievement while including native language arts issues and language acquisition strategies; provide assistance on how to distinguish between language acquisition and learning and/or speech and language disabilities.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST105 DIFFERENTIATED INSTRUCTION

Course Description:

This professional development opportunity will focus on effective changes in instructional practices and assist in creating an environment that supports a variety of learning styles in the same classroom; provide targeted follow up to support implementation of differentiated practices in classrooms; enable school support to identify areas of need and design a calendar to address those needs; provide an opportunity to learn about research-based strategies that address the needs of all learners; provide mentoring and in class support for improved pedagogy; provide training and support in the implementation of strategies that meet the needs of diverse learners and assist teachers in determining their effectiveness; provide onsite support utilizing standardized test data, periodic and classroom assessments to create a differentiated classroom.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST106 SPECIAL EDUCATION LEGAL ISSUE AND PRINCIPLES

Course Description:

This professional development will provide information on federal, state and local laws and regulations related to special education. The presentations will address a broad range of essential issues and requirements applicable to the education of students with disabilities. The presentation may be catered to address the specific needs of the audience as appropriate.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST107 ASSISTIVE TECHNOLOGY

Course Description:

This presentation will provide an overview of the spectrum of assistive technology devices, service requirements, using the technology in class and expected outcomes; details on how to use the technology in the classroom; range of devices available that includes low, medium and high tech; assist parents in using devices at home to aid students.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

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Duration and Schedule:

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ST108 BEHAVIOR MANAGEMENT IN THE CLASSROOM

Course Description:

This course will provide information, workshops and training on positive behavior support and interventions in the classroom. The presentation will reference research and/or evidence based programs geared to a spectrum of behavior issues and age ranges. Participants will learn various strategies and interventions for promoting positive student behavior and diminishing problematic behaviors.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST109 UNIVERSAL DESIGN FOR LEARNING

Course Description:

This interactive workshop will address the principles and practices of UDL that includes follow-up and working with small groups to develop lessons; provide onsite and parental support in creating instructional goals, methods, materials and assessments that correlate with Common Core Learning Standards (CCLS).

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three session – 1 to 6 hours per session.

ST110 RESPONSE TO INTERVENTION (PRE-REFERRAL INTERVENTIONS)

Course Description:

This professional development experience will address the design and implementation of Response to Intervention as a general education strategy to meet the educational needs of students thereby minimizing the need for special education referrals. The program will assist in creating a process and framework to screen and identify students for additional instruction, including progress monitoring as well as program effectiveness; provide instruction using research based programs to increase academic achievement; customize instruction for specific personnel, grades or subject areas in each of the three tiers and ensure that school based personnel are effectively utilizing a range of student data to identify and implement best practices; provide ongoing support to ensure the successful implementation of Response to Intervention.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST111 STUDENT ASSESSMENT

Course Description:

This professional development experience will focus on standardized and school based assessments that are aligned with the core curriculum and instruction and in using student data to identify and implement best practices; review a range of data sources to plan instruction based on findings; conduct workshops to provide parents with an understanding of

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standardized tests and all assessments used at the school level including implications of results; create workshops and literature that provides parents with information regarding the purpose of tests, measurements, results, implications and using that knowledge in helping their children; train school staff using State of Michigan supported data systems such as ARIS; provide follow up and hands on instruction using school specific data for grouping, pacing, differentiating instruction and lesson planning.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

10-15 days including direct presentation, coaching and reviewing data

STPA112 UNDERSTANDING AUTISM

Course Description:

This presentation will provide an overview of and information pertaining to Autism Spectrum Disorders. It will assist in creating a school culture that includes instructional strategies, best practices, onsite training, coaching and feedback that will allow students to remain in their Least Restrictive Environment; conduct parent workshops for transition of students on the autism spectrum; onsite follow up strategies for related service providers including but not limited to speech and language pathologists and occupational therapists.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST113 SPECIAL EDUCATION ELIGIBILITY AND EXIT CRITERIA

Course Description:

This professional development opportunity will address a broad range of issues related to the proper identification and classification of students for special education. The program will highlight assessment practices, regulatory criteria for identification as well as best practices for referral and assessment. The process for determining student eligibility is a critical component of the overall special education procedures. Inaccurate or inappropriate identification is a significant problem for students, families, and the school. The appropriate use of resources is essential to an efficient special education program.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST114 PARAPROFESSIONALS (ROLE, FUNCTION AND ASSIGNMENT)

Course Description:

This program will address the role, function, and responsibilities of paraprofessionals within special education programs in a variety of settings. Depending upon the audience, the focus of the presentations can be directed toward paraprofessionals or certified staff. Expectations, strategies for working with students, and responsibilities within the areas of instruction, supervision, behavior management, clerical functions, etc. will be addressed. Additionally, the assignment and need for paraprofessional supports will be considered.

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Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

ST115 PARAPROFESSIONAL TRAINING

Course Description:

This training program will provide paraprofessionals with training related basic role and functions in the following areas:

- Special education processes and requirements
- Orientation to educational disabilities
- Instructional techniques
- Managing student behaviors

This experience is intended to be both interactive and specifically designed for para-professionals to develop and enhance their skills.

Intended Audience:

Special education and general education teachers and paraprofessionals.

Duration and Schedule:

Typically, this topic requires one to three sessions for a total of 6 - 10 hours per session.

ST116 CONDUCTING IEP TEAM MEETINGS

Course Description:

This professional development opportunity will focus on the effective and efficient management of the IEP team process. The essential functions of the IEP team with regard to identification, eligibility determination and classification, IEP development, re-evaluation, progress review, and program

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oversight will be addressed. The role and function of IEP team participants and relationship with parents will be discussed.

This workshop may be catered to meet the needs of the participants and the priorities of the school or school district.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one to three sessions – 1 to 6 hours per session.

STPA117 FREE APPROPRIATE PUBLIC EDUCATION – FAPE

Course Description:

The focus of this professional development experience will be to define the concept of FAPE and explain the implications of this essential principle that guides much of the special education process. Participants will be provided with a comprehensive overview of what constitutes FAPE as well as effective strategies for ensuring that students are provided with a Free Appropriate Public Education.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

The length, duration and specificity of this offering will be determined by the participants and the focus of the course. Typically, this topic requires one session – 1 to 3 hours.

ST118 SPECIAL EDUCATION OPERATIONS AND MANAGEMENT

Course Description:

This professional development experience will be custom designed to address general special education processes, procedures, and management including service delivery



models and practices, effectiveness and efficiency, personnel and supervision practices, program design and continuum, general operations, transportation, budgeting, compliance, scheduling, organizational structure, management practices, and other administrative issues.

Intended Audience:

Special education and general education administrators, and coordinators

Duration and Schedule:

Depending hours per session or meeting - including direct presentation, embedded technical assistance, coaching and reviewing data upon the need and preference of the district or school, sessions may be offered in a continuous or sequential workshop format or in any combination of presentation / experiential format typically requiring 5 to 15 days lasting 1 to 6 hours per day

ST119 EFFECTIVE SCHEDULING OF SPECIAL EDUCATION AND RELATED SERVICES

Course Description:

The scheduling of a school substantially impacts the effective utilization of staff, the structure of programs, and the experience students have within their educational program. This program will focus on scheduling strategies to provide effective and efficient special education instructional and related services in the least restrictive environment maximizing the utilization of personnel in a manner that is consistent with effective practice and regulatory requirements.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers.

Duration and Schedule:

Initial orientation to basic concepts of efficient scheduling typically require one or two day sessions of 1 to 3 hours per session. On-site technical assistance is available as a follow-up to support administrators in the scheduling of their schools or programs taking into consideration the specific and unique challenges of schools, programs, students, time, etc.

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STPA120 THE CONCEPT OF EDUCATIONAL BENEFIT IN SPECIAL EDUCATION

Course Description:

This professional development experience will present an overview of “educational benefit” as a basic requirement for special education services to students. This standard is applied to the educational programs and services provided to students with disabilities to establish that FAPE is being provided. The legal and practical aspects of “educational benefit” will be explained to participants in the context of instructional and related services.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

Depending upon the participants, this program can be provided in one or two sessions with a total of 1 to 6 hours per session.

ST121 BUDGETING AND FINANCIAL MANAGEMENT IN SPECIAL EDUCATION – MAXIMIZING RESOURCES

Course Description:

This custom designed overview of special education budgeting and financial management is intended to provide administrators with an enhanced understanding of the requirements and constraints of special education financial management. Depending upon the preference and structure of the school or district, specific emphasis can be highlighted on issues identified as district priorities and consistent with district or school finance practices and needs.

Intended Audience:

Special education and general education administrators, coordinators.

Expected Duration and Schedule:

This program may be offered in a structured participatory seminar setting or as ongoing technical assistance for designated personnel individually or in groups. Typically, one



session is required for general orientation and subsequent individualized experiences are required for ongoing technical assistance as determined by the school/district leadership.

ST122 INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS

Course Description:

This professional development experience is designed to familiarize participants with instruction and to develop the knowledge base and skills necessary to adjust general education and/or special education instructional delivery/teaching strategies and practices to meet the diverse needs of students with varied learning styles and needs, disabilities, and other attributes that impact the ability to benefit from the educational experience.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

One to five sessions of one to six hours depending upon the audience, level of proficiency, and role - including direct presentation, coaching and reviewing data.

PA123 PARENT ORIENTATION AND AWARENESS OF SPECIAL EDUCATION

Course Description:

This experience is designed to provide parents with information about the special education process, requirements, expectations, and other general information to promote better understanding of the benefits and limitations of special education. This seminar may also be open to other personnel to promote improved communication.

Intended Audience:

Parents, special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals,

Duration and Schedule:

Typically one session – one hour

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ST124 SPECIAL EDUCATION IN THE GENERAL EDUCATION CLASSROOM

Course Description:

This professional development experience is designed to highlight the importance of “special education being a service rather than a place.” The objective of this presentation is to promote the concept that special education is a shared responsibility among all educators and that it can take place throughout the student’s school program in any setting.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data. Typically this can be accomplished in as little as one hour or through ongoing embedded technical assistance.

ST125 ADEQUATE YEARLY PROGRESS - AYP

Course Description:

The issue of Adequate Yearly Progress has been a driving factor in the development and implementation of special education and general education instruction since the inception of NCLB. The impact of this requirement on schools and school districts will be explained along with a variety of strategies for addressing this issue. The current state of AYP will also be examined in light of ongoing waivers and changes being approved by the federal government.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

One session – 1 to 3 hours



ST126 DEVELOPING EFFECTIVE AND EFFICIENT IEPs

Course Description:

The Individualized Education Program is the blueprint and contract through which the special education program is provided for a student with a disability. The development of this plan establishes the services and service delivery model for each student. This legal document is the foundation of a student's program and establishes the benchmarks upon which the effectiveness of the students' educational experience will be measured. It is imperative that IEPs are developed effectively and efficiently to provide an appropriate educational program in the least restrictive environment. This professional development opportunity will examine the generic basic requirements of an IEP as well as the specific IEP format and processes being utilized by the school. The seminar can be modified for educators or parents.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

One to five sessions of 1 to 6 hours per session including direct presentation, coaching and reviewing data.

ST127 INTEGRATED IEPs

Course Description:

This course will provide participants with the knowledge and information necessary to promote understanding and implementation of integrated IEPs. An integrated IEP assimilates various related services within the classroom and is based upon shared goals and objective that focus on the enhancement of academic performance and other classroom based objectives. The blending of classroom (academic) goals and related services goals enhances the relationship between special education instructional and related services to promote improved student performance.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

One to five sessions of 1 to 6 hours per session including direct presentation, coaching and reviewing data.

ST128 TRANSITION PLANNING

Course Description:

This course will provide participants with information necessary to understand and effectively develop transition plans for students within the IEP as required by state and federal regulations. The transition from school to work or school to other post-secondary educational or life situations targets school and community based options as well as integrating other non-school service providers.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data. Typically this can be accomplished in as little as one hour or through ongoing embedded technical assistance.

ST129 EFFECTIVE STRATEGIES FOR TEACHING STUDENTS WITH DISABILITIES

Course Description:

This course will address a variety of strategies and techniques to expand the repertoire of participants to teach and support students with disabilities. Depending upon the audience and their level of skill, this experience will provide an opportunity for to build capacity to effectively educate students and to better understand the impact of specific disabilities on the teaching and learning process.

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Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data. Typically this can be accomplished in as little as one hour or through ongoing embedded technical assistance.

ST130 EDUCATING THE MEDICALLY FRAGILE STUDENT

Course Description:

This course will address the varied needs of medically fragile students and consider an assortment of interventions and strategies to promote learning and to enhance the safety and well-being of students with significant medical issues. Students with life threatening conditions and a verity of medical issues are being educated in schools throughout the country. These conditions challenge the structure and organization of traditional schools. This course will assist educators in meeting the needs of these students.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, school nurses, paraprofessionals.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data. Typically this can be accomplished in as little as one hour or through ongoing embedded technical assistance.

ST131 PRE-KINDERGARTEN AND EARLY CHILDHOOD BEST PRACTICES

Course Description:

This course will focus on best practices in early childhood and pre-kindergarten education. The content will include

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strategies and techniques for observing and assessing young students, teaching techniques, integration of related services, organization and structure of educational programs, behavior management, and developmental issues.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data. Typically this can be accomplished in as little as one hour or through ongoing embedded technical assistance.

STPA132 OVERVIEW OF SPECIAL EDUCATION RELATED SERVICES

Course Description:

This course will provide an overview of special education related services including the legal foundations defining related services, the purpose of related services, the most common related services as well as some uncommon related services. Participants will have the opportunity to gain a better understanding of the relationship of related services to special and general education and why these services are provided. The varied service delivery options and organizational structure of related services will also be discussed to promote efficiency and effectiveness as well as improved educational performance.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data. Typically this can be accomplished in as little as one hour or through ongoing embedded technical assistance.



ST133 PROFESSIONAL DEVELOPMENT WITH DIRECTIVE COACHING IN THE SUPERVISION AND MANAGEMENT OF SPEECH AND LANGUAGE, OCCUPATIONAL, AND PHYSICAL THERAPIES

Course Description:

This course will provide participants with information and strategies for the effective management of Speech-Language, Occupational, and Physical Therapies as special education related services.

Core Learning:

- The intended audience shall be provided and expected to utilize information pertaining to the collection, interpretation, and analysis of data received from the “field” (e.g., discharges, preferred service models, fidelity to entrance and exit criteria, disposition of referrals, length of service, outcome measurements, frequency of treatment, and correlations of age and service time).
- Creation and implementation of entrance and exit criteria for all three disciplines that shall contain quantitative and qualitative parameters that adhere to the concepts of: Least Restrictive Environment, Free Appropriate Public Education (FAPE), Educational (vs. Medical-Clinical) Models, Curriculum Alignment, Severity Profiles, and Skilled Need.
- Intensive continuing education, technical assistance, and performance reviews with respect to interventions with special populations that may include, but shall not be limited to: English Language Learners (ELL), students on the autism spectrum, and students with multiple disabilities, and student with developmental delays.
- Design and implement alternative service models via the utilization of: therapy assistants, group treatment, co-taught models, (student) peer mentoring, and consultation service delivery that will improve cost effectiveness.
- Design and implement a customer service focus via modeling of best practice with students, parents, special and general education staff.

- Technical assistance in the execution of “difficult” IEPs that will by necessity promote school “culture,” facilitate “ownership” with inclusion of special education students.

Operational Performance Goals:

- Participants will demonstrate an understanding of customer service functions as measured by post-tests and a self-report documenting 3 successful customer service events each month.
- Participants will demonstrate understanding of data collection requirements as measured by post-tests and follow-up assignments pertaining to this skill set with one of the expert panelists.
- Participants will demonstrate understanding of alternative service models as measured by post-tests and will report out the introduction of 3 successful models of alternative services each month.
- Participants will demonstrate understanding of the construct “special education is a service, not a place” and will report on 3 self-initiated activities to support special education students within the general education curriculum each month.
- Participants will present case studies and program design initiatives pertaining to the delivery of alternated models of physical and occupational therapy and speech-language pathology within their respective schools.

Intended Audience:

Special education and general education administrators, related services supervisors, coordinators, related services providers.

Duration and Schedule:

50 - 75 days to (flexible) include group presentation, individual coaching, data collection, and reporting. Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data.

ST = Staff (primarily geared to staff)
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ST134 PROFESSIONAL DEVELOPMENT AND DIRECTIVE COACHING IN THE SUPERVISION AND MANAGEMENT OF SOCIAL WORK, COUNSELING, AND PSYCHOLOGY

Course Description:

This course will provide participants with information and strategies for the effective management of social work, counseling, and psychology as special education related services.

Core Learning:

- Staff are provided information as to the importance of data and interpretation in their clinical practice, with specific reference to core standards of Least Restrictive Environment and FAPE, and to use this data as benchmarks with an emphasis on:
 1. Entrance and exit criteria measurements, length of service, performance indicators, and inclusion metrics;
 2. Tracking and disposition of referrals to the behavioral health professionals; and
 3. Comparison data from peer Districts and other schools from other Districts that are matched for key demographic indicators (e.g., student ages, educational disabilities, socio-economic profiles, etc.)
- Provide technical assistance and directive coaching related to: best practice and accountability of intervention, effective educational opportunities for students requiring the expertise of school-based behavioral health specialists (e.g., students with emotional disabilities).
- Develop and implement a communication and collaboration strategy with parents that will improve outcomes (Minke & Anderson, 2005).
- Provide technical assistance in implementing best practice and accountability in promoting: a culture of inclusion, a learner focused culture, integration with general education principals and teachers, interaction with parents and advocates, and utilization of community-based supports.

- Utilize advances validated by research (Wesson, 2002; Jensen, 2000) that supports classroom environments and thus promotes learning.
- Design and assist in implementation of a plan to ensure sufficient behavioral support staff to schools by:
 1. providing technical assistance, professional development, and support to school-based staff members in order to effect positive behavioral interventions and supports (PBIS), create functional behavior assessments, and implement behavior implementation plans;
 2. providing intervention and program changes to reduce District reliance on out of District placements;
 3. providing assistance at difficult IEPs pertaining to issues surrounding the delivery of behavioral health supports; and
 4. developing professional opportunities focused on: special learning communities, students on the autism spectrum, students with multiple disabilities, and ELL

Operational Performance Goals:

- Participants will demonstrate understanding of the utilization of data in clinical practice as evidenced by post-tests and evidence of data analysis across 3 consecutive trials as assessed by one of expert panelists.
- Participants will demonstrate understanding of the utilization of alternative service models to support curriculum with respect to behavioral health supports (e.g., Response to Intervention, PBIS, inclusion, and other interventions outside the realm of “traditional” special education service delivery) and will report each month on at least 3 interventions utilizing these alternative service models.
- Participants will organize, develop, and present case conferences pertaining to 3 successful interventions that the psychologists, social workers and counselors are providing to their respective schools on a weekly basis for 2 hours.

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Intended Audience:

Supervisors of social work, counseling, and psychology as well as five experienced clinicians and special education managers as selected by the District leadership.

Duration and Schedule:

50 - 75 days (flexible) to include group presentation, individual coaching, data collection, and reporting. Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data.

ST135 PROFESSIONAL DEVELOPMENT IN THE SUPPORT AND REDESIGN OF THE INFRASTRUCTURE OF SPECIAL EDUCATION AND RELATED SERVICES

Course Description:

This course will focus on the effective organization, structure and design of special education instructional and related services at the school and district levels. Attention will be directed to overall programmatic organization, continuum of services, sequential programming, curriculum alignment, assessment, integration of services, supervision and support of staff, staffing models, service delivery models, pre-referral intervention, and other essential components of an effective and efficient special education program.

Intended Audience:

Special education supervisors, senior related service staff and building principals.

Duration and Schedule:

Depending upon the extent to which the school or district wishes to address this issue, this topic can be presented in seminar or large group format, including direct presentation, coaching and reviewing data.

ST136 ADMINISTERING AN EFFECTIVE AND RESEARCH BASED RESPONSE TO INTERVENTION MODEL

Course Description:

School-based leaders who have any level of responsibility to implement Response to Intervention need to understand the

history, theory, and application of all key areas of this federally mandated model. Each participant will apply core learning themes to their respective school in order to (re)define, (re)design, and evaluate the RTI efforts currently being used in their respective school. This course will be a combination of lecture, small group problem solving, small group and large group brainstorming and discussion, as well as application of the information to each school’s unique needs. This will result in participants gaining practical, relevant, and meaningful information in order to assist the creation and administration of an impactful RTI model at the school level.

Core Learning:

- Participants will be provided information regarding the history, background, and theory of RTI;
- Participants will gain information about the eight key issues of an effective RTI model;
- Participants will understand the building level leadership challenges and how to obtain “buy in” from staff;
- Participants will gain an understanding of various research based interventions;
- Participants will explore progress monitoring and data collection as well as interpretation;
- Participants will learn how to best develop and communicate the roles and expectations of an RTI screening committee;
- Participants will understand the importance of parental involvement in the RTI process; and
- Participants will gain information about evaluating the fidelity of RTI programs.

Outcomes:

- Participants will be exposed to the knowledge to enable them to:
- Discuss common questions and myths surrounding RTI;

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- Evaluate the RTI model currently being used in their specific school;
- Identify gaps and weaknesses in their school’s RTI model;
- Identify strengths in their school’s RTI model;
- Construct a school wide professional development plan for staff in order to maximize RTI understanding and results;
- Assess current interventions being used relative to research and progress monitoring;
- Create communication plans for parents to ensure their meaningful participation; and
- Create, based on a standardized needs analysis, school-specific plans for addressing the challenges associated with the of RTI implementation.

Intended Audience:

General and special education administrators, related service providers, general education teachers.

Duration and Schedule:

Three to seven sessions – 4 to 6 hours per session

ST137 EMBEDDING RELATED SERVICES INTO CLASSROOM INSTRUCTION: A MODEL FOR EFFECTIVE CO-TEACHING

Course Description:

When a student is eligible for related services, it presents a unique opportunity to teach concepts and skills in the context of the general- or special-education classroom. Blending targeted services with academic instruction allows for staff to maximize the educational opportunities of students. This course is critical for classroom teachers and clinical staff to explore how to design a trans-disciplinary classroom that is, by definition, centered on all areas of student needs in order to achieve the most significant academic gains. This course will be delivered through intensive small and large discussion and hands-on opportunities in order to design and implement co-teaching and integrative models in all schools.

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Core Learning:

Participants will be provided with information related to co-teaching and integrated service delivery models including:

- Design and advantages of co-teaching and integration of related services
- Variables in co-teaching and integrated partnership
- Effective and requisite communication skills between professional
- How to evaluate the effectiveness of the co-teaching and integrated interventions

As measured by post-tests, participants will be able to describe best practices pertaining to co-taught and integrated models according to current research.

Participants will model and design co-teaching pilot programs that include the major constructs of co-teaching, including:

- How to identify time opportunities for collaborative planning
- How to design effective and data driven instruction
- How to manage student behavior
- How to maximize communication efforts between staff, students, and parents
- How to create evaluation plans to assess fidelity of co-teaching model
- How to create formative student assessment
- How to identify and problem solve barriers to success
- How to generate quarterly progress notes for “shared” goals and objectives between teachers and related service providers
- Participants will be presented with information regarding the following co teaching models:
 - ▶ One teach, one observe
 - ▶ One Teach, one drift
 - ▶ Parallel teaching
 - ▶ Station teaching
 - ▶ Alternate teaching
 - ▶ Team teaching



Outcomes:

Participants will be exposed to the knowledge to enable them to:

- Design and implement a co-teaching or integrated lesson plan for three students.
- Analyze a caseload design utilizing co-teaching constructs.
- Classify student behavior into targeted types and distinguish best practices for managing behaviors.
- Demonstrate adoptable co-teaching models.
- Formulate plans to determine evaluation techniques in order to monitor effectiveness of co-teaching models.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals.

Duration and Schedule:

Five to ten sessions over an extended time period (two to five months) including group presentation, individual coaching and data collection – 3 to 6 hours per session.

ST138 ADAPTIVE PHYSICAL EDUCATION

Course Description:

This workshop will familiarize participants with Adaptive Physical Education as an integral component of the IEP services provided to students with disabilities. The need for APE, reasons for recommendation, and purpose for this service will be addressed.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

One session – 1 to 4 hours per session depending upon the audience and objectives.

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ST139 IMPROVING STUDENT BEHAVIOR - FBAS, IMPLEMENTING BEHAVIOR PLANS, DE-ESCALATION

Course Description:

This professional development experience will focus on strategies and techniques to improve student behaviors through the use of Functional behavior Assessments, Behavior Plans, and a variety of behavior management techniques including de-escalation. This program is designed for staff members who are dealing directly with difficult student behaviors and may be a follow-up to the classroom behavior management program.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals.

Duration and Schedule:

One to five days including direct presentation, coaching and reviewing data. Depending upon the audience and the anticipated outcomes for this topic, duration may range from three to ten hours.

ST140 HOW TO MAKE CHILD STUDY TEAMS EFFECTIVE

Course Description:

This interactive seminar will address the purpose and function of Child Study Teams (or whatever terminology is used in a particular school or district) as an integral component of the intervention or pre-referral process. Participants will be familiarized with various models for Child Study Teams, roles, functions and responsibilities of CST members as well as the structure, organization, philosophy and implementation of this process.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Expected Duration and Schedule:

One to three days of direct presentation. Depending upon the audience and the specific objectives for each seminar, this program can be as minimal as two hours or occur over an



extended period of time including coaching, technical assistance, and data review.

STPA141 IDEA AND SECTION 504 OF THE ADA

Course Description:

This course will provide a brief but focused overview of the Individuals with Disabilities in Education Act and the Americans with Disabilities Act. This summative presentation will provide participants with the information they need to understand the implications of these acts and the implications for their practice as educators.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

One session – 2-3 hours depending upon audience

ST142 A PRINCIPAL'S ROLE AND RESPONSIBILITIES IN IMPLEMENTING SPECIAL EDUCATION

Course Description:

This seminar is intended to familiarize principals, and others, with the variety of responsibilities necessary to support an effective and efficient special education program. Topics will include: supervision of special education instructional and related services personnel, pre-referral interventions, IEP team participation, scheduling, service delivery models, involvement with and support of parents, relationship with district special education leadership, and key legal requirements.

Intended Audience:

Special education and general education administrators, principals

Duration and Schedule:

One to five days including direct presentation and on-site technical assistance

ST143 USING TESTING DATA TO IMPROVE THE INSTRUCTION FOR SPECIAL EDUCATION STUDENTS

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Course Description:

This professional development experience will address the utilization of student performance and testing data to improve teaching and learning for special education students. Curriculum based assessment, IEP goals and objectives, assessment strategies, and the adjustment of teaching methods to promote improved student performance will be explored.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals.

Duration and Schedule:

One to five sessions including direct presentation, coaching and reviewing data. Hours may vary depending upon the number of sessions and course expectations.

ST144 NCLB – IMPLICATIONS FOR SPECIAL EDUCATION

Course Description:

This course will address the No Child Left Behind legislation with specific references to special education and students with disabilities. Although not specifically designed as special education legislation, NCLB has significantly impacted special education for students, parents, and schools.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors, etc.

Duration and Schedule:

One session – one to three hours

ST145 THE TEACHER'S, ADMINISTRATOR'S, CLINICIAN'S ROLE IN THE IEP (CSA, PPT, IEP, CSA, ETC) MEETING

Course Description:

The IEP team consists of a variety of professional educators. Each member of the team has a unique and important role. This seminar will focus on the role, function and responsibility



of IEP team members with specific reference to the unique function of each member.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers, paraprofessionals, parents.

Duration and Schedule:

10-15 days including direct presentation, coaching and reviewing data

ST146 EFFECTIVE USE OF RELATED SERVICE STAFF

Course Description:

Related services (speech-language pathologists, occupational therapists, physical therapists, etc.) bring a high level of specialization and skill to schools. Often these services are “plugged” into an IEP without sufficient consideration of the need or benefit. It is also possible that the expertise these professionals bring to the educational environment can be utilized to positively impact a great number of students and enhance programs. Service delivery options and non-traditional uses of related services specialists will be considered to promote improved student performance and greater efficiency.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers.

Duration and Schedule:

One to two sessions - 1 – 3 hours per session

ST147 MISIDENTIFICATION, DISPROPORTIONALITY, AND THE NEGATIVE CONSEQUENCES

Course Description:

The identification of students eligible for special education and related services is a critical component of the overall special education process. Inaccurate or misidentification creates potential problems for students, parents and the school. The disproportionate identification of students based upon a variety of factors may also reflect a greater systemic problem and incur significant negative consequences. This seminar will look into the difficulties and factors associated

with misidentification and disproportionate identification of students by group.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers

Duration and Schedule:

One to three sessions including direct presentation, coaching and reviewing data

ST148 SPECIAL EDUCATION LEGAL CASE REVIEWS

Course Description:

This professional development seminar will review key court decisions, due process rulings, and legal precedents to familiarize participants with the legal fundamentals of special education and the impact on local schools responsible for implementing special education consistent with federal and state regulations.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers

Duration and Schedule:

One session - direct presentation – two to five hours

ST149 SOME STUDENTS DON'T FIT INTO A SPECIFIC EDUCATIONAL MODEL - WHAT TO DO?

Course Description:

Schools have traditionally been designed to meet the needs of a typical range of students with some variability in a “one-size-fits-all” environment. Special education requires a very different perspective. This seminar will consider the design of programs required to serve a continuum of services, individualization of instruction, and service delivery models. This course will provide participant with a familiarization with the need for special education to focus on each student individually rather than a cohort of students.

Intended Audience:

Special education and general education administrators, coordinators, teachers, related services providers.

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 PA = Parent (primarily geared to parents)
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Duration and Schedule:

One to three sessions – 2 to 6 hours per session.

PA150 UNDERSTANDING THE FAMILY RIGHTS AND PRIVACY ACT (FRPA) CONFIDENTIALITY

Course Description:

This professional development experience will familiarize participants with the requirements of the federal Family Rights and Privacy Act (FRPA). This act impacts a multitude of confidentiality issues related to student records and other privacy issues. This knowledge base is essential for all educators and school personnel.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors, paraprofessionals, office staff, etc.

Duration and Schedule:

One to two sessions – 1 to 4 hours per session.

ST151 EXTENDED SCHOOL YEAR (ESY)

Course Description:

The availability of an Extended School Year for students with disabilities who require this service is prescribed by federal and state regulations. This seminar will provide guidance and information related to the requirements and conditions under which ESY should be provided. This is important information for all IEP team members and for those educators responsible for prescribing services for students with disabilities.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors.

Duration and Schedule:

One session – one to two hours

ST152 STUDENT ASSESSMENT AND GRADING

ST = Staff (primarily geared to staff)

PA = Parent (primarily geared to parents)

STPA = Staff & Parent (content appropriate to both)

Course Description:

The assessment and grading of student with disabilities receiving special education instructional and related services is an important part of the total service delivery model. Varied grading and testing practices and policies will be reviewed as well as the rationale for differentiated grading requirements aligned to a student's disability and IEP assessment protocols. State and local standardized testing practices will also be addressed.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors, etc.

Duration and Schedule:

One to three sessions – 2 to 6 hours per session.

ST153 HOMEWORK: PRINCIPLES, THEORIES, AND APPLICATION

Course Description:

Homework is an integral part of the teaching and learning process. Teachers, schools, and districts often have prescribed practices or policies addressing homework. However, the amount, purpose and value of homework is often a hotly debated topic. This seminar will familiarize participants with various perspectives on homework and specifically consider the implications for special education.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors, etc.

Duration and Schedule:

One to two sessions – 2 to 4 hours per session.

ST154 RETENTION AT GRADE LEVEL: THE GOOD, THE BAD AND THE UGLY

Course Description:

This professional development experience will focus on the issue of grade level retention of students. Retention is a hotly debated topic with a wide variation of opinion. Participants

will be exposed to a variety of thoughts and practices related to retention as well as the benefits and consequences of not promoting a student to the next grade with his/her age appropriate peers. Alternatives to retention will also be explored.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors.

Duration and Schedule:

One to two sessions – 2 to 4 hours per session.

PA155 PROMOTING SELF-ADVOCACY IN STUDENTS WITH DISABILITIES

Course Description:

This seminar will address the concept of self-advocacy for students with disabilities. One of the more prominent considerations when prioritizing skills for students is self-advocacy. This is particularly prevalent in the realm of special education because students with disabilities may not have developed the skills necessary to express their preferences, needs aspirations, and to explain their unique circumstances.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors.

Duration and Schedule:

One to two sessions – 1 to 4 hours per session.

ST156 COMMUNICATING WITH PARENTS OF STUDENTS WITH DISABILITIES

Course Description:

This presentation is designed to assist school personnel in communicating and working with special education parent advisory councils and special education parent organizations.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors.

Duration and Schedule:

One session – 2 hours

ST157 PROVISION OF RELATED SERVICES FOR MIDDLE AND HIGH SCHOOL STUDENTS WITH INTELLECTUAL DISABILITIES

Course Description:

Special education related services are designed to support and enable a student to benefit from a prescribed educational program. As the academic segment of a student’s special education program become more content oriented, the purpose of related services often becomes less clearly aligned to the student’s educational goals; this happens primarily at the secondary school level. This workshop will address the unique circumstances impacting the provision of related services at the secondary school level and focus on maintaining a connection between related services and instructional services in the IEP and in the classroom.

Intended Audience:

Special education teachers, administrators and related services providers

Duration and Schedule:

One to three sessions – 2 to 6 hours per session.

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 STPA = Staff & Parent (content appropriate to both)



ST158 CUSTOMER SERVICE – HOW SCHOOLS CAN BE USER FRIENDLY

Course Description:

Schools and school programs sometimes forget the benefits of customer service. Special education programs often deal with parents and others in circumstances where emotions run high and the technical processes make it difficult to be sensitive to individual needs. Participants will be familiarized with customer service from answering the phone to interaction with the general public.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors, office staff, paraprofessionals.

Duration and Schedule:

One session – 1 to 2 hours

ST159 USE OF SINGLE SUBJECT DESIGN AS AN ASSESSMENT OF INTERVENTION EFFECTIVENESS

Course Description:

This course will introduce the audience to using this unique and robust methodology that uses a student as his or her own control group. In essence, single-subject design employs a variety of techniques in order to answer the question: Is this intervention effective in enhancing performance? Basic ABAB single-subject design will be emphasized with subsequent introduction of more complex designs. Applicability to a wide variety of students and disciplines will be highlighted in an interactive format.

Intended Audience:

Special education and general education teachers, administrators, related services staff, psychologists, counselors.

Duration and Schedule:

One session – 4 hours

ST160 ENSURING RELIABILITY OF MEASUREMENT FOR FORCED CHOICE TASKS ON IEP

Course Description:

For tasks that require students to choose the correct answer from a field of choices, it is essential that criterion levels be set to ensure that he or she is not simply guessing. For example, it is not enough to write the statistical criterion as 50% for an objective that corresponds to a “forced” choice task with two possibilities (e.g., A or B). A student who achieves 50% has not exceeded chance levels. This course will explore the statistical standards for a variety of field or foil permutations, and will be cross-walked to the writing of effective IEP goals.

Intended Audience:

Related services providers

Duration and Schedule:

One session – 2 hours



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