



West Regional Partnership Center Professional Development Catalog Fall 2023

All workshops are free of charge. Registration is required.

West Regional Partnership Center

Fall 2023 Workshops

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Behavior

Alternatives to Suspension (2-part series)

Registration: [Alternatives to Suspension](#)

Date and Time: October 26 and November 2, 9:00am-3:00pm

Location: Room B-1, Building B (Day 1) and Creation Space, Building A (Day 2), Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

Facilitators: Danae Parent, Behavior Specialist; Francisco Paler-Lager, TAP for Equity

CTLE Hours: Content, 11 hours. Registrants must attend both full days to receive credit.

Cost: Free

Description:

The issue of in and out-of-school suspensions of all students, including students with disabilities, who demonstrate escalated classroom behavior, has become controversial and divisive leaving many staff members at odds.

This two-day training package, designed for building level administrators and teachers, is intended to help participants understand that exclusionary practices have significant short and long-term negative effects on academic, social-emotional, health and wellness, and family outcomes of students and that there are alternative approaches to discipline that lead to improved student outcomes.

Participants will ground themselves in a common understanding of suspension, removal, and discipline, as well as influences, impacts, policies and procedures that contribute to the on-going suspension crisis in schools today. Throughout these two days, participants will learn and

explore effective research-based strategies for responding to student behavior and appropriate alternatives to suspension, which have significantly fewer negative impacts on student or family outcomes.

As a result of this training, participants will gain a deeper understanding of research-based strategies to effectively manage student behavior with the intent of keeping students in schools and classrooms, which will lead to improved academic and social-emotional outcomes.

This training is 2 full days, and Participants should attend both days of the training. No CTLE Credit will be given for partial attendance.

Participants should bring a laptop with access to suspension data.

Discipline Procedures for Students with Disabilities (2-part series)

Registration: [Discipline Procedures for Students with Disabilities](#)

Date and Time: September 12 and 26, 9:00am-1:00pm

Location: Synchronous online training via Zoom

Facilitators: Danae Parent, Behavior Specialist; Francisco Paler-Lager, TAP for Equity

CTLE Hours: Content, 6 hours. Registrants must attend both full days to receive credit.

Cost: Free

Description:

This 6-hour training package is designed for district/building level administrators to gain a better understanding of the process related to discipline for students with disabilities as per Part 201 of the Commissioner's Regulations. This professional development supports the administrator's understanding of the regulatory requirements and the administrative responsibilities, as they relate to discipline, and are aligned to state law to ensure district compliance. Participants will increase their knowledge of policies, regulations, and best practices related to suspension, removal, and behavioral supports related to implementing discipline for students with disabilities.

As a result of this training, district and building leadership will understand the principles and guidance put forth in IDEA 2004 and NYS Part 201 regulations regarding the discipline of students with disabilities.

This training is 2 full days, and Participants should attend both days of the training. No CTLE Credit will be given for partial attendance.

Function-Based Thinking

Registration: [Function-Based Thinking](#)

Date and Time: Tuesday, November 14, 9:00am-1:00pm

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Pedagogy, 4 hours.

Cost: Free

Description:

This PD will help participants use a function-based thinking process to address challenging behaviors at the preschool level. Function-based thinking involves defining problem behaviors and selecting interventions that match the function of the behavior.

Participants will:

- Describe challenging behaviors.
- Understand the behavior pathway and use it to determine the function of behaviors.
- Understand and engage with the function-based thinking process to prevent or extinguish unwanted behaviors.

Note: This PD is NOT for a functional behavioral assessment (FBA), though the same principles apply. Function-based thinking can be used by teachers to determine meaningful supports to use within their classrooms.

Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports Framework

Registration: [Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports Framework](#)

Date and Time: December 5, 9:00am-1:00pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

Facilitator: Danae Parent, Behavior Specialist

CTLE Hours: Content, 4 hours

Cost: Free

Description:

This package describes the ways in which a public health crisis, school crisis and/or types of civic unrest may be significant sources of stress and/or trauma for the students whom we support. Additionally, it explains the biological, cognitive, emotional, and behavioral effects of trauma on student development and the ways they in turn affect a student's academic and behavioral functioning in the classroom. The content explains how to use the data, systems, and practices components of a multi-tiered systems approach to behavior to provide differentiated evidence-based supports. The package allows Educational Organizations to explore and determine if their school-wide Tier 1 practices reflect a trauma-sensitive approach to responding to student behavior.

Participants will gain an understanding of what trauma is and how it affects learning. They will be able to apply several strategies to help build their school's trauma-sensitive support system. Participants will learn how district and school leaders can incorporate trauma-sensitive practices within a Positive Behavioral Interventions and Supports (PBIS) framework which ensures that trauma practices can be integrated into a system that links these efforts to student outcomes.

Introduction to the Behavior Pathway

Registration: [Introduction to the Behavior Pathway](#)

Date and Time: September 27, 9:00am-12:00pm (optional Question and Answer session 12:00-1:00pm)

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 3 hours

Cost: Free

Description:

Participants in this three-hour workshop will learn each of the components of the Behavior Pathway in order to guide thinking that leads to the understanding of the function of the students' behavior in order to promote desired behavior.

Participants will be able to apply the Behavior Pathway to:

- Promote positive desired behavior
- Increase student academic outcomes
- Support students in the least restrictive environment

Using the Competing Behavior Pathway to Identify Interventions

Registration: [Using the Competing Behavior Pathway to Identify Interventions](#)

Date and Time: October 20, 9:00am-12:00pm (optional Question and Answer session from 12:00-1:00pm)

Location: Room A-2, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 3 hours

Cost: Free

Prerequisite: Introduction to the Behavior Pathway

Description:

Participants will learn each of the components of the Behavior Pathway in order to guide thinking that leads to the understanding of the function of the students' behavior in order to promote desired behavior.

Participants will be able to apply the Competing Behavior Pathway to:

- Promote positive desired behavior,
- Increase student academic outcomes, and
- Support students in the least restrictive environment

Working with Families to Improve Student Outcomes

Registration: [Working with Families to Improve Student Outcomes](#)

Date and Time: December 1, 9:00am-1:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224

Facilitator: Josette Joyce, Behavior Specialist

CTLE Hours: Content, 4 hours

Cost: Free

Prerequisite: Introduction to the Behavior Pathway

Description:

This professional development opportunity provides a foundational overview of Family Engagement, its importance, and the Six Essential Features of Family-School Collaboration. School staff will learn strategies and engage in activities to increase Family Engagement at the building/classroom level to improve outcomes for students.

Participants will:

- understand the importance of strong family-school-community partnerships and can work to create systems-level policies and procedures to engage with families and the community. EOs will be able to self-assess, action plan, and re-assess their family engagement practices ensuring improvement in their systems and practices leading to improved outcomes for students.
- use the Six Essential Features of Family-School Collaboration and develop teacher/administrator/staff practices for engaging families (1. Positive Home-School

Relationships, 2. Two-way Communication, 3. Shared Decision Making, 4. Family Voice for Equitable Discipline, 5. Training and Support for Family Collaboration, 6. Evaluation)

The prework activity encourages participants to think about and collect resources/information regarding current family engagement practices. There is a data collection form that has focusing questions or prompts, a place to document data sources, and a place to identify the individual/individuals responsible for collecting/reviewing the data. This will provide participants with an understanding of their current baseline for family engagement and will help them focus on current practices and how to build and expand from their current practices.

Literacy

Best Practices in Academic Progress Monitoring Introduction

To be offered twice this fall, in September and again in December.

September Offering:

Registration: [Best Practices in Academic Progress Monitoring Introduction, September](#)

Date and Time: Asynchronous training from September 1-28, 2023, one-hour mandatory discussion forum on September 28 (3:00-4:00pm)

December Offering:

Registration: [Best Practices in Academic Progress Monitoring Introduction, December](#)

Date and Time: Asynchronous training from December 1-14, one-hour mandatory discussion forum on Thursday, December 14 (3:00-4:00pm)

Facilitator: Amy Henchey, Literacy Specialist

Location: Online training via Schoology and Zoom

CTLE Hours: Pedagogy, 11 hours

Cost: Free

Description:

This asynchronous professional development training is self-paced for the delivery of content, paired with a mandatory Zoom discussion forum session with support from the facilitator. The purpose is to provide participants with an overview of what progress monitoring for academics is and how to implement this practice with individual students. The training includes the essential knowledge and skills needed to understand the importance and core features of progress monitoring, as well as modeling and practice with feedback on implementing progress monitoring.

The training is most applicable to those who will be engaging directly in the progress monitoring process with students, such as General Education Teachers, Special Education Teachers, Administrators, Literacy Specialists and School Psychologists.

As a result of this training, participants will be able to:

- Describe the purpose of progress monitoring.
- Define progress monitoring.
- Identify the steps for implementing progress monitoring at the individual student level.

Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning

Registration: [Explicit Instruction: An Evidence-Based Practice for Effective and Long-Term Learning](#)

Date and Time: November 1, 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Amy Henchey and Trisha Shea, Literacy Specialists

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

This course focuses on building capacity in supervisors, coaches and administrators to effectively observe explicit instructional practice, to provide specific, accurate, and actionable feedback to special education teachers about the quality of their explicit instruction and ultimately improve outcomes for students with disabilities.

As a result of this training, participants will be able to:

- Understand the definition, supporting research, and benefits of explicit instruction.
- Define and describe the five essential components and other common elements of explicit instruction.
- Explore resources designed to support effective explicit instruction implementation.

Explicit Vocabulary Instruction for Teachers

To be offered twice this fall, in September and again in November.

September Offering:

Registration: [Explicit Vocabulary Instruction for Teachers, September](#)

Date and Time: Asynchronous training from September 1-29, one-hour mandatory discussion forum on September 29 (3:00-4:00pm)

Location: Online training via Schoology and Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

November Offering:

Registration: [Explicit Vocabulary Instruction for Teachers, November](#)

Date and Time: Asynchronous training from November 6-20, one-hour mandatory discussion forum on November 17 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

Research tells us that a student's breadth and depth of vocabulary is **strongly** linked to successful academic outcomes. This self-paced asynchronous course focuses on using the evidence-based practice of explicit instruction to teach vocabulary. Please have a resource for

identifying vocabulary words for an upcoming lesson (such as a book, passage, etc.) available during the session.

As a result of this training, participants will be able to:

- Explain the importance of robust vocabulary instruction for students in the elementary grades.
- Understand how explicit instruction can be applied to vocabulary instruction.
- Describe key features of vocabulary instruction and identify ways to incorporate vocabulary instruction into different parts of the school day.

Foundations of Effective Reading Instruction: Understanding the Science of Reading

To be offered twice this fall, in October and again in December.

October Offering:

Registration: [Foundations of Effective Reading Instruction: Understanding the Science of Reading, October](#)

Date and Time: October 17, 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Amy Henchey, Literacy Specialist

December Offering:

Registration: [Foundations of Effective Reading Instruction: Understanding the Science of Reading, December](#)

Date and Time: December 15, 9:00am-3:00pm

Location: Creation Space, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Kerrigan Potter, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

Part one of a multi-part in-person training series that will help participants understand the foundational skills that are needed for students to become proficient readers.

Participants will explore evidence-based instructional practices in reading and their influence on reading proficiency and equity for all students.

As a result of this training, participants will be able to:

- Describe the current status of reading achievement of students in the United States and New York State.
- Describe the gap between what is known about effective reading instruction and the implementation of effective reading instruction.
- Identify theories of reading that are supported by research

Identifying and Intensifying Interventions

To be offered twice this fall, in October and again in December.

October Offering:

Registration: [Identifying and Intensifying Interventions, October](#)

Date and Time: Asynchronous training from October 16-27, one-hour mandatory discussion forum on October 27 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

December Offering:

Registration: [Identifying and Intensifying Interventions, December](#)

Date and Time: Asynchronous training from December 4-15, one-hour mandatory discussion forum on December 15 (2:30-3:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Trisha Shea, Literacy Specialist

CTLE Hours: Pedagogy, 5.5 hours

Cost: Free

Description:

This asynchronous professional development course offers a deeper understanding on how to identify and intensify interventions. Interventions assist students with severe and persistent learning, including students with disabilities. It is a process, not a specific program or product.

The process is driven by data, characterized by increased intensity and individualization, and considers the academic needs of a student.

As a result of this training, participants will:

- identify and differentiate between skill-based, fluency-based, and performance-based interventions
- identify when each of these approaches is appropriate, given the nature of the observed problem
- learn how to titrate the intensity of intervention to the learner as a response to instruction

Phonological Awareness: Establishing Foundations for Reading Success

Registration: [Phonological Awareness: Establishing Foundations for Reading Success](#)

Date and Time: Asynchronous training from November 7-17, one-hour mandatory discussion forum on November 17 (2:30-3:30pm)

Location: Asynchronous online training via Schoology and Zoom

Facilitator: Kerrigan Potter, Literacy Specialist

CTLE Hours: Pedagogy, 3.5 hours

Cost: Free

Description:

The purpose of this training is to help participants gain a greater understanding of the Science of Reading; specifically, what phonological awareness is and how crucial this skillset is to the foundation of reading success. Participants will explore what skills to teach when, and how to teach these skills for students to master phonological awareness. The training will also provide context for the importance of using assessments to improve the effectiveness of phonological instruction for students. To overcome equity barriers, educators need to focus on systemic, explicit instruction to teach the skills supported by the science of reading.

As a result of this training, participants will be able to:

- Define phonological awareness and explain the difference between phonological awareness, phonemic awareness, and phonics.
- Explain why phonological awareness is a crucial set of skills that are foundational to successful reading.
- Identify what skills to teach when, and how to teach these skills for students to master phonological awareness.
- Describe an example of how to use assessment to improve the effectiveness of phonological awareness instruction for students.

Prerequisite: Participants should have completed **Foundations of Effective Reading**

Instruction: Understanding the Science of Reading.

Specially Designed Instruction

Next Steps with Specially Designed Instruction

To be offered twice this fall, in September and again in December.

September Offering:

Registration: [Next Steps with Specially Designed Instruction, September 19](#)

Time: 9:00am-3:00pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

December Offering:

Registration: [Next Steps with Specially Designed Instruction, December](#)

Date and Time: Asynchronous training from December 1-17, 2023, one-hour required follow-up session on either December 13 (3:00-4:00pm) or December 15 (3:30-4:30pm)

Location: Online training via Schoology and Zoom

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 6 hours

Cost: Free

Description:

This training is the second in a suite on the development and use of Specially Designed Instruction (SDI) for students with disabilities. This intermediate level training is intended to further develop participants' knowledge of Specially Designed Instruction and how SDI should be designed and developed based on individual students' need to address their learning barriers. Participants will be trained in how Specially Designed Instruction is used alongside other instructional strategies and the process of developing appropriate specially designed instruction based on individual student needs and characteristics. Let's pick up where we left off in "An Overview of SDI" and take a more critical look at the application of SDI in the classroom, IEP, and lessons. "An Overview of SDI" is a recommended prerequisite to "SDI: Next Steps."

Participants will:

- Define and describe specially designed instruction.
- Identify what instructional strategies may work to close gaps based on different characteristics of each student.
- Examine what SDI looks like in the classroom.
- Examine the elements of the IEP and recognize how and where SDI for the student should be included in the IEP.
- Apply their knowledge of SDI to complete student summary sheets and write comprehensive IEPs.

Overview of Specially Designed Instruction

Registration: [An Overview of Specially Designed Instruction](#)

Date and Time: Asynchronous training from November 1-17, 2023.

Location: Online training via Schoology. Attendance at one discussion forum on Zoom is required, either November 13 at 3:30-4:30pm or November 17 at 3:00-4:00pm.

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 5 hours

Cost: Free

Description:

An Overview of Specially Designed Instruction takes participants through a review of the regulatory requirements of SDI, supporting instructional practices to be used for all students, as well as the basic elements of SDI. Participants will engage in meaningful processing activities and create a student SDI profile.

As a result of this training, participants will:

- Develop introductory knowledge of specially designed instruction (SDI)
- Identify ethical and legal reasons for the use of SDI
- Be able to define SDI and its purpose
- Understand the relationships between SDI and other instructional strategies
- Be able to describe SDI and its core elements
- Differentiate between accommodations and modifications
- Practice selecting appropriate SDI based upon student needs and characteristics

Specially Designed Instruction (SDI) for Administrators

Registration: [Specially Designed Instruction \(SDI\) for Administrators](#)

Date and Time: October 20, 2023, 9:00am-12:00pm

Location: Room B-2b, Building B, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY 14224

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

CTLE Hours: Pedagogy, 3 hours

Cost: Free

Description:

As a result of this training, administrators will be able to:

- define SDI
- recognize how to differentiate SDI from general education
- identify what SDI looks like in the classroom setting
- gain necessary skills for supervision of implementation of SDI

Special Education Training

Creating the Individualized Instruction Program (IEP): Focus on Present Levels of Performance (PLP)

To be offered twice this fall, in October and in November.

October Offering:

Registration: [Creating the Individualized Instruction Program \(IEP\):](#)

[Focus on PLP, October 4](#)

Time: 4:15pm-6:15pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

November Offering:

Registration: [Creating the Individualized Instruction Program \(IEP\):](#)

[Focus on PLP, November 7](#)

Time: 4:15pm-6:15pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 2 hours

Cost: Free

Description:

This course focuses on developing the Present Levels of Performance (PLP) section of the IEP which provides the basis for annual goals as well as direction for provision of appropriate education programs and services to meet a student's individual needs. Each participant will bring an IEP to break down and analyze evidence in each of the development narratives that support the student's skill needs, management needs, and impact of the disability.

As a result of this training, participants will be able to:

- State why PLP information is critical.
- Explain the difference between skill needs and management needs
- Analyze evidence that supports skill needs, management needs, and the impact of the disability

Attendees will need a laptop or other device to access online activities and resources, and also one real-life IEP for analysis (hard copy is best).

Creating the Individualized Instruction Program (IEP): Focus on Annual Goals

To be offered twice this fall, in October and in November.

October Offering:

Registration: [Creating the Individualized Instruction Program \(IEP\): Focus on Annual Goals, October 11](#)

Time: 4:15pm-6:15pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

November Offering:

Registration: [Creating the Individualized Instruction Program \(IEP\): Focus on Annual Goals, November 14](#)

Time: 4:15pm-6:15pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 2 hours

Cost: Free

Description:

This course focuses on developing annual goals that are observable and measurable. Using Quality Indicators for Goals, practice in goal writing will include taking apart sample goals as

well as building goals using a template. Participants will analyze the goals on the IEP(s) brought with them to determine if the narrative contains all the necessary parts, then determine if the goal can be evaluated using the criteria, method, and schedule.

As a result of this training, participants will be able to:

- Connect skill needs to goals
- Prioritize goals
- Write and analyze annual goals

Attendees will need a laptop or other device to access online activities and resources, and also one real-life IEP for analysis (hard copy is best).

Creating the Individualized Instruction Program (IEP): Focus on Progress Monitoring

To be offered twice this fall, in October and in November.

October Offering:

Registration: [Creating the Individualized Instruction Program \(IEP\): Focus on Progress Monitoring, October 18](#)

Time: 4:15pm-6:15pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

November Offering:

Registration: [Creating the Individualized Instruction Program \(IEP\): Focus on Progress Monitoring, November 28](#)

Time: 4:15pm-6:15pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 2 hours

Cost: Free

Description:

This course will focus on progress monitoring annual goals by unpacking annual goals from the IEP(s) the participants bring with them. Participants will learn by doing as they create data collection tools and practice graphing with data related to their goals.

As a result of this training, participants will be able to:

- Connect PLP narratives to goals to progress monitoring
- Understand the purpose and importance of analyzing progress monitoring data
- Create tools that collect data on a student's IEP goals
- Relate graphing progress to instructional decisions

Attendees will need a laptop or other device to access online activities and resources, one real-life IEP for analysis (hard copy is best), and any existing goal data for each goal on the IEP.

Preschool Special Education Process

Registration: [Preschool Special Education Process: Focus on Developing a Preschool IEP](#)

Date and Time: December 6, 8:30am-2:30pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5.5 hours

Cost: Free

Description:

Beginning with the Present Levels of Performance, the foundation of information and data generates annual goals, supports and services that are specifically designed to meet the student's individual needs and ensure participation in age-appropriate activities with peers. This training will review the Preschool IEP from start to finish, focusing on developing a student-centered instructional blueprint.

Participants will:

- State why PLP information is critical
- Write and analyze annual goals
- Understand the purpose and importance of analyzing progress monitoring data
- Reflect on the meaning of least restrictive environment

Attendees will need a laptop or other device to access online activities and resources, and also access to 1-2 IEPs (hard copy or electronic).

Standards Based IEPs

Registration: [Standards-based IEPs](#)

Date and Time: October 6, 2023, 12:00pm-3:00pm

Location: Cuba-Rushford Schools, 5476 Rt. 305, Cuba, NY 14727

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 3 hours

Description:

This presentation is a guide for developing an IEP with the incorporation of grade level standards to help students receive specially designed instruction necessary to access their grade level curriculum. Standards-based IEPs are a **best practice to create high expectations** for students with disabilities.

As a result of this in-person training, participants will be able to:

- State why IEPs must be Standards-based
- Establish the importance of each step in creating a Standards-based IEP
- Determine his/her role in each step in creating a Standards-based IEP

Test Accommodations for Students with Disabilities

Registration: Test Accommodations for Students with Disabilities

Date and Time: September 28, 8:30am-12:30pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, NY 14224

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 4 hours

Cost: Free

Description:

This training promotes the understanding and appropriate use of accommodations for students with disabilities. It will provide information related to the decision-making process and types of learning and test accommodations, as well as the documentation of appropriate accommodations on the individualized education program (IEP). Follow up for this training (10/4, 12:30-2:30pm – separate registration) will provide practice as scribe and human reader, especially important for those who will turnkey these procedures.

Participants will:

- Define the purpose of accommodations
- Recognize that instructional accommodations used for learning in the classroom should be aligned with the testing accommodations
- Understand their role in supporting a student with their learning and test accommodations
- Define accommodations vs modifications

Attendees will need a laptop or other device to access online materials and activities.

Test Accommodations for Students with Disabilities: Follow Up Practice on Accommodations

To be offered twice this fall and again in March. Each opportunity is in-person.

October 4 Offering:

Registration: [Test Accommodations for Students with Disabilities: Follow Up Practice on Accommodations, October 4](#)

Time: 12:30pm-2:30pm

Location: Room B-1, Building B, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

December 5 Offering:

Registration: [Test Accommodations for Students with Disabilities: Follow Up Practice on Accommodations, December 5](#)

Time: 8:30am-10:30am

Location: Room 3, Orleans-Niagara BOCES, 4124 Saunders Settlement Road, Sanborn, NY 14132.

Facilitator: Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 2 hours

Cost: Free

Description:

This follow up to “Test Accommodations for SWDs” will provide practice as scribe and human reader, especially important for those who will turnkey these procedures. Participants will:

- Recognize that instructional accommodations used for learning in the classroom should be aligned with the testing accommodations
- Understand their role in supporting a student with their learning and test accommodations
- Practice the procedures for scribing
- Practice the procedures for “text and test read”

Transition

The Career Development and Occupational Studies (CDOS) Learning Standards Across the Lifespan: Connecting Knowledge to Skills

Registration: [The Career Development and Occupational Studies \(CDOS\)
Learning Standards Across the Lifespan: Connecting Knowledge to Skills](#)

Dates: December 11-18

Location: Asynchronous online training

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 3 hours. To receive CTLE credit, all portions of the course must be completed, including the Culminating Activity due 12/18/23.

Cost: Free

Description:

Transition-focused education means that a fundamental purpose of the education students receive is to prepare them for life after high school. The Career Development and Occupational Studies (CDOS) learning standards lay out the foundation for a system designed to deliver career planning, integrated/applied learning, and basic life and work skills to all students. They engage students in preparing for future careers, in asking the probing questions that help determine future paths, and in mapping out a direction for gaining the skills and knowledge necessary for future success. Students need to be instructed on the CDOS Commencement Level standards in career development, integrated learning and universal foundation skills. This professional development will introduce the standards, provide examples of how to integrate the standards into the K-12 curriculum and explain the purpose and requirements of the CDOS credential.

Participants will:

- Identify foundational New York State (NYS) Part 100 Regulations and field memos related to career exploration and development in the classroom
- Identify effective instructional design practices to teach academic and transition skills simultaneously
- Apply the CDOS learning standards into all academic instruction across all grade levels
- Recognize how the CDOS learning standards support all of the Multiple Pathways

Foundations of Job Coaching for Work-Based Learning (WBL)

Experiences

Registration: [Foundations of Job Coaching for Work-Based Learning \(WBL\) Experiences](#)

Date and Time: September 21, 2023, 12:00pm-3:00pm

Location: Active Learning Center, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 3 hours.

Cost: Free

Description:

Attention Job Coaches! The purpose of Foundations of Job Coaching for WBL Experiences is to: describe the role and expectations of a job coach, recognize the importance of effective communication and problem-solving for successful WBL experiences aligned with the students' Individualized Education Programs (IEPs), create or utilize job and task analyses and training methods to support skill acquisition, review strategies to encourage successful inclusion into the workplace and identify and utilize methods for observing, collecting, and sharing student data.

Participants will:

- Describe the role and expectations of a job coach
- Recognize the importance of effective communication and problem-solving for successful WBL experiences aligned with the students' IEPs
- Create or utilize job and task analyses and training methods to support skill acquisition
- Review strategies to encourage successful inclusion into the workplace
- Identify and utilize methods for observing, collecting, and sharing student data

Fundamentals of Work-Based Learning (WBL)

Registration: [Fundamentals of Work-Based Learning](#)

Date and Time: September 21, 2023, 8:30am-11:30am

Location: Active Learning Center, Building A, Erie 1 BOCES Education Campus, 355 Harlem Rd., West Seneca, 14224.

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 3 hours.

Cost: Free

Description:

The purpose of Fundamentals of WBL is to provide Educational Organizations (EOs) with the foundational knowledge of what high-quality WBL looks like in New York State (NYS) including but not limited to: exploring registered programs and unregistered experiences available to students with disabilities, reviewing the career development process and the NYS framework for WBL, infusing WBL into individual education programs (IEPs), and determining who the essential partners are in order to ensure students are receiving an individualized and collaborative experience.

Participants will:

- Identify outcomes and barriers to work-based learning (WBL)
- Define high-quality WBL, its essential components, and benefits
- Identify registered WBL programs and unregistered WBL experiences available to students with disabilities in NYS
- Discuss the career development process and how it relates to the WBL framework
- Identify ways to document and incorporate WBL throughout the Individualized Education Program (IEP)
- Identify essential partners and their role in providing high-quality WBL experiences

How to Effectively Build and Manage Business Relationships for Work-Based Learning (WBL) Experiences

Registration: [How to Effectively Build and Manage Business Relationships for Work-Based Learning \(WBL\) Experiences](#)

Date and Time: Asynchronous training from November 13-17, 2023, one-hour mandatory discussion forum on November 20 (2:30-3:30pm)

Location: Asynchronous online training via Schoology and Zoom

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 3 hours. All components of the course (video training, Check for Understanding, Discussion Activities, and attendance at mandatory discussion forum) must be completed to receive CTLE credit.

Cost: Free

Description:

The purpose of How to Effectively Build and Manage Business Relationships for WBL experiences is to: review what WBL looks like in New York State (NYS) including specific examples of how community businesses can participate in WBL experiences, utilize strategies and resources designed to effectively recruit and build rapport with local businesses, and identify methods and resources to positively maintain business relationships throughout WBL experiences.

Participants will:

- Review what WBL looks like in NYS including specific examples of how community businesses can participate in WBL experiences
- Utilize strategies and resources designed to effectively recruit and build rapport with local businesses
- Identify methods and resources to positively maintain business relationships throughout WBL experiences

Student Directed IEP Meetings for Professionals Series

Registration: [Student Directed IEP Meetings for Professionals Series](#)

Date and Time: 11/17/23, 1/11/24, 3/21/24, and 5/16/24, 12pm-3pm

Location: Room A-1, Erie 1 BOCES Education Campus, 355 Harlem Road,
West Seneca, NY

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 12 hours. All four dates must be attended to receive CTLE credit.

Description:

Self-Determination skills are essential for students with disabilities to increase their participation in IEP development, implementation, and CSE participation. Student involvement in the IEP is a predictor of increased Indicator 13 compliance and positive post-school employment, education, and independent living outcomes. During sessions 1-3, participants will gain information on self-determination skills, how they improve transition outcomes, and how to embed them into instruction. Participants will create and implement an action plan to implement Student Directed IEPs with their students. Session 4 is a culminating celebration where participants will share the work they have done with their students and gather ideas and resources from others.

This Professional Learning Community meets in-person four times during the school year and is a collaborative opportunity to learn about and incorporate evidence-based practices related to the teaching of self-determination skills.

Participants will identify:

- The components of self-determination and supporting research
- Materials and resources to aid in the promotion of self-determination & how to reflect these skills in the IEP.

- Self-determination assessments to assist in obtaining the individualized information to build student skills.
- Considerations for culturally and linguistically diverse (CLD) students and families.
- Support and resources to assist in the implementation of the student-directed IEP process
- How to measure the impact of their work.

Districts are encouraged to send a small team. Participants must attend all four dates.

Transition Assessment

Registration: [Transition Assessment, October](#)

Date and Time: October 4-12, with a required discussion forum on Zoom at 3:00-4:00pm on October 12

Location: Asynchronous online training

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 6 hours. Attendance at the discussion forum is required to receive CTLE credit.

Cost: Free

Description:

This workshop is designed to promote the use of age-appropriate transition assessment information to help guide IEP development. This training provides an overview of career development theory and the law and regulations requiring transition assessment. A variety of assessments related to each of the measurable postsecondary goal areas of Employment/ Training, and Independent Living to assist students in developing increased self-awareness and career paths will be explored. The course is being held in two half-day sessions.

As a result of participating in this training, participants will be able to:

- Identify what transition is and why it's important
- Learn basic career development theory
- Identify New York state (NYS) regulations related to transition assessment
- Identify assessments with ample validity and reliability evidence
- Explore Assessments for post-secondary areas
- Review, analyze and apply transition assessments to case studies

Transition in the IEP

Registration: [Transition in the IEP, September 18-27](#)

Location: Asynchronous online training via Schoology. A required one-hour discussion forum will be held on Zoom at 9:00-10:00am on September 27.

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists

CTLE Hours: Content, 6 hours. Attendance at the discussion forum is required to receive CTLE credit.

Cost: Free

Description:

The purpose of Transition in the IEP is to gain an in-depth understanding of the transition planning process and the essential components as required by the SPP Indicator 13. Attendees will deepen their understanding of not only what is required, but best practices and evidence-based strategies related to quality transition services and planning.

As a result of this training, participants will:

- Understand the transition planning process and its relationship to the State Performance Plan Indicators: 1- Graduation Rates, 2- Drop-Out, 13- Secondary Transition, and 14- Post-School Outcomes.
- Identify key components of high-quality Transition IEPs including age-appropriate transition assessments, student and family involvement and interagency collaboration.
- Identify the necessary components needed to develop and write the transition components of an IEP which include Present Levels of Performance, measurable postsecondary goals, transition needs, course of study, annual goals, and the coordinated set of transition activities.
- Identify current practices related to the Committee on Special Education (CSE) recommendations for programs and services to address a student's transition needs and achievement of Measurable Postsecondary Goals.
- Be able to directly apply and implement concepts into practice.

Transition in the IEP Writing Day

To be offered twice this fall, in October and in December.

October Offering:

Registration: [Transition in the IEP Writing Day, October 13](#)

Time: 9:00am-3:00pm

Location: Alternative Learning Center, Building A, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY

December Offering:

Registration: [Transition in the IEP Writing Day, December 7](#)

Time: 9:00am-3:00pm

Location: Room A-1, Building A, Erie 1 BOCES Education Campus, 355 Harlem Road, West Seneca, NY

Facilitators: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists; Diane Vigrass, Special Education Trainer

CTLE Hours: Content, 5.5 hours

Description:

Participants will spend the day drafting their own students' transition IEP: PLPs, Measurable Post-Secondary Goals, Transition Needs, Course of Study, Annual Goals and Coordinated Sets of Transition Activities. It is suggested, but not required, that a building team attends. Please bring transition assessments and any other documents necessary to complete all transition components in the IEP. Specialists from the West Regional Partnership Center will be available

to provide technical assistance and feedback on best practices in developing an aligned transition IEP.

As a result of this training, participants will have IEPs with essential transition components.

Participants **must** have attended the Transition in the IEP Schoology course or an in-person Transition in the IEP professional development in the 2022-2023 or 2023-2024 school years.

Participants should bring: a laptop or other device to access the Internet; access to IEPs in draft (can be paper copies); and access to transition assessments (for students turning 15 and up).