



West Regional Partnership Center Professional Development Catalog Summer 2022

West Regional Partnership Center

Summer 2022 Workshops

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Behavior

Classroom Management for Educators In Person Student Training

Registration: [Classroom Management for Educators In Person Student Training](#)

Date and Time: July 26 and August 2, 9:00am-3:00pm

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

CTLE Hours: Pedagogy, 11 hours

Facilitator: Megan King, Danae Parent, and Kelsey Alfred, Behavior Specialists

Description:

This two-day, in-person, multiple module training package is designed for educators who would like more information on positive behavior supports.

As a result of this training, teachers will understand important classroom management strategies that can be used in the classroom environment, as well as ways to take these strategies and adapt them to manage the virtual classroom. Teachers will be able to implement these strategies in both an in-person and virtual setting to support appropriate behaviors.

Strategies include:

- The physical classroom environment, including defining, teaching, and acknowledging expectations, rules and routines
- Active supervision
- Behavior specific praise
- Response strategies for inappropriate behavior
- Class-wide group contingencies
- Multiple opportunities to respond

Function-Based Thinking

Registration: [Function-Based Thinking](#)

Date and Time: June 22, 9:00am-2:00pm

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

CTLE Hours: Pedagogy, 4.5 hours

Facilitator: Kelsey Alfred, Megan King, Danae Parent, and Kelsey Alfred, Behavior Specialists

Description:

This in-person professional development (PD) session will help participants use a function-based thinking process to address challenging behaviors at the classroom level. Function-based thinking involves defining problem behaviors and selecting interventions that match the function of the behavior.

As a result of this training, 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.

Literacy

Fundamentals of Explicit Instruction

Registration: [Fundamentals of Explicit Instruction](#)

Date and Time: July 11, 9:00am-3:00pm

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

CTLE Hours: Pedagogy, 5.5 hours

Facilitators: Cherie Wilkolaski, Kerrigan Potter, and Kristin Witkowski, Literacy Specialists

Description:

Are you looking for ways to increase student learning and application of knowledge and skills? Do you want effective, evidence-based strategies that increase engagement, decrease problem behavior, and enhance academic performance?

Explicit instruction is an evidence-based practice that supports the learning of all students and is an especially effective practice for struggling students at all grade levels. This asynchronous professional development course, designed for Pre-K through Grade 12 educational professionals, offers an understanding and application of the fundamentals of Explicit Instruction/Explicit Direct Instruction (EDI).

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

- Identify and name the core components of explicit instruction
- Identify and name the elements of EDI
- Describe what EDI practices look like in a classroom
- Plan an EDI lesson using concepts and skills learned during this training

Explicit Vocabulary Instruction

Registration: [Explicit Vocabulary Instruction](#)

Date and Time: Asynchronous training from June 1-30, one-hour synchronous meeting on Tuesday, June 28 (10am-11am)

Location: Online training via Schoology and Zoom

CTLE Hours: Pedagogy, 5.5 hours

Facilitators: Kerrigan Potter, Literacy Specialist

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.

Identifying and Intensifying Interventions

Registration: [Identifying and Intensifying Interventions](#)

Date and Time: Asynchronous training from June 1-24, one-hour synchronous meeting on Thursday, June 23 (1:00-2:00pm)

Location: Online training via Schoology and Zoom

CTLE Hours: Pedagogy, 5.5 hours

Facilitators: Cherie Wilkolaski and Kristin Witkowski, Literacy Specialists

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 be able to:

- 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

Foundations of Effective Reading Instruction, Part 1

Registration: [Foundations of Effective Reading Instruction, Part 1](#)

Date and Time: August 10, 9:00am-3:00pm

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

CTLE Hours: Pedagogy, 5.5 hours

Facilitators: Cherie Wilkolaski, Kerrigan Potter, and Kristin Witkowski, Literacy Specialists

Items to Bring: Laptop or tablet. Open hearts and minds!

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

Specially Designed Instruction

An Overview of Specially Designed Instruction

To be offered twice this summer, in July and August.

July Offering:

Registration: [An Overview of Specially Designed Instruction, 7/21/22](#)

Date and Time: 8:00am-2:00pm

Location: Room A/B, Cattaraugus-Allegany BOCES Olean Vocational Center, 1825 Windfall Rd., Olean, NY 14760

August Offering:

Registration: [An Overview of Specially Designed Instruction, 8/16/22](#)

Date and Time: 8:30am-12:30pm

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

CTLE Hours: Pedagogy, 5 hours

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

Description:

This Specially Designed Instruction course is a training designed for special education teachers, general education teachers, or anyone interested in improving their knowledge of SDI, as well as for those who might need a refresher. Throughout the course, participants will develop an SDI Profile and learn how to identify SDI in the IEP.

Participants will:

- Engage in discussion about SDI
- Describe and understand Federal and New York State regulatory guidelines for SDI, differentiate SDI from general education instruction
- Identify what elements of instruction may be adapted in SDI
- Identify and describe the differences between SDI accommodations and modifications
- Develop SDI based upon individual student needs using concepts and skills learned during this training

Specially Designed Instruction: Next Steps

To be offered three times this summer, in June, July, and August.

June Offering:

Registration: [Specially Designed Instruction Next Steps, June 2022](#)

Date and Time: Asynchronous training from 6/6/22 to 6/20/22, one-hour synchronous meeting on either Tuesday June 14 (2pm-3pm) or Thursday June 16 (3pm-4pm)

Location: Online training via Schoology (asynchronous) and Zoom (synchronous)

July Offering:

Registration: [Specially Designed Instruction Next Steps, July 22, 2022](#)

Date and Time: July 22, 8:00am-2:00pm

Location: Room A/B, Cattaraugus-Allegany BOCES Olean Vocational Center, 1825 Windfall Rd., Olean, NY 14760

August Offering:

Registration: [Specially Designed Instruction Next Steps, August 23, 2022](#)

Date and Time: August 23, 9:00am-3:00pm

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

CTLE Hours: Pedagogy, 5 hours

Facilitator: Alison Parzych, Specially Designed Instruction Specialist

Description:

This Specially Designed Instruction course is a training designed for special education teachers, general education teachers, or anyone interested in improving their knowledge of SDI, as well as for those who might need a refresher. Throughout the course, participants will develop an SDI Profile and learn how to identify SDI in the IEP.

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.

Special Education Training

Accommodations for Students with Disabilities

Registration: [Accommodations for Students with Disabilities](#)

Date and Time: July 20, 2022, 8:30am-12:30pm

Location: Synchronous online training

CTLE Hours: Content, 4 hours

Facilitator: Diane Vigrass, Special Education Trainer

Description:

This training was developed to promote the understanding and appropriate use of accommodations for students with disabilities. The training 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).

Participants will be able to

- Know 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

CPSE/CSE Chairperson Training

Description:

Whether you are new to your role as a chairperson or experienced and interested in reviewing your current practices, this is an opportunity to network with other directors of special education, administrators, school psychologists, special education teachers, and chairpersons as you participate in a series of modules that provide CSE and CPSE chairpersons with compliant guidance and best practices in the CSE and CPSE process.

The 4-day event will be facilitated with a guided mix of live virtual meetings and self-paced modules. Participation in engagement activities and exit tickets is an expectation for completion. A dedicated total of 19 hours will complete all 10 Modules.

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

- Understand the special education process as delineated in New York State Education Law and Regulations;
- Perform specific responsibilities as Chairperson of the Committee;
- Develop procedures that encourage parental involvement and culturally responsive practices that cultivate home-school partnerships; and
- Identify strategies for the Committee to make high quality decisions that result in an individualized education program (IEP) that meets State requirements and provides educational benefit to the student.

CTLE Hours: 19 upon completion of all 10 Modules

Facilitator: Diane Vigrass, Special Education Trainer

Registration:

[CPSE/CSE Chairperson Training Day 1 \(August 23, 2022, 9:00am-2:00pm\):](#)

- **Module 1 (9:30am-11:30am): Regulatory Foundations:** An overview of Federal and State laws, regulations and policies that establish the special education process; role of

the CPSE/CSE and responsibilities of the chairperson; requirements for committee membership and importance of parental involvement throughout the process.

- **Module 10 (12:15-2:00pm): Effective Meetings:** Excusal of members; skills needed by the chairperson; responsibilities—before, during and after the meeting; group member capabilities; norms of collaboration; consensus building and meeting minutes.

[CPSE/CSE Chairperson Training Day 2 \(June 3, 2022, 8:30am-3:00pm\)](#)

or [CPSE/CSE Chairperson Training Day 2 \(August 24, 2022, 8:30am-3:00pm\)](#):

- **Module 2 (8:30am-11:00am): Referral Process:** Child Find and the Referral Process – required documentation and due process procedures (PWN); CPSE/CSE Chairs responsibility to adhere to timelines; parent participation and involvement is vital to the CPSE/CSE process.
- **Module 3 (12:00-2:00pm): Evaluation:** Sequence of events related to the evaluation process, required evaluation components and adherence to timelines; parent consent and right to request an independent educational evaluation.
- **Module 4 (2:00-3:00pm): Eligibility:** Role of the CPSE/CSE committee in using individual evaluations to determine eligibility for special education services; eligibility criteria and consideration of special factors; definition of a student with a disability and classification categories.

[CPSE/CSE Chairperson Training Day 3 \(June 7, 2022, 8:30am-3:00pm\)](#)

or [CPSE/CSE Chairperson Training Day 3 \(August 25, 2022, 8:30am-3:00pm\)](#):

- **Module 5 (8:30am-1pm): IEP Development:** Developing a student-centered IEP that meets procedural compliance: regulatory guidelines and best practices in using a sequential process in determining FAPE; meaning of education benefit and LRE; role of the CPSE/CSE and requirement for student and parent involvement; review of all components of the IEP, continuum of services, including transition and diploma options.
- **Module 6 (2:00-3:00pm): IEP Implementation:** Regulatory guidance and committee responsibilities related to the dissemination and implementation of the IEP; ensuring

dissemination of the IEP; transfer students; adherence to timelines; provision of services and progress monitoring of annual goals and reporting to parents.

[CPSE/CSE Chairperson Training Day 4 \(June 13, 2022, 8:30am-12:30pm\)](#)

or [CPSE/CSE Chairperson Training Day 4 \(August 26, 2022, 8:30am-12:30pm\)](#):

- **Module 7 (8:30-9:30am): Annual Review:** Regulatory guidelines and committee responsibilities and recommendations for continuation, modification, and/or termination of special education; due process and parent participation.
- **Module 8 (9:30-10:30am): Reevaluation:** CPSE/CSE responsibilities in the reevaluation process; parent consent and determination of needed data; review of evaluation results; declassification; student exit summary.
- **Module 9 (10:30-12:30pm): CPSE–Preschool Process and Transition:** CPSE procedures and responsibilities that differ from CSE: transition from early intervention to CPSE/CPSE to CSE; evaluation procedures; eligibility criteria; continuum of services; adherence to required timelines; parent education and involvement; responding to cultural diversity; SPP data and entry/exit assessment forms.

Chairlift: Support for New CPSE/CSE Chairpersons

Registration: [Chairlift-Support for New CPSE/CSE Chairpersons](#)

Date and Time: June 6, 2022, 7:30am-8:30pm

Location: Synchronous online training

CTLE Hours: Pedagogy, 1 hour

Facilitator: Diane Vigrass, Special Education Trainer

Description:

Chairlift is a collaborative series of opportunities tailored to the needs of the new CPSE/CSE Chairperson. It offers support and networking for new Chairpersons traveling up or down the long slopes of their critical leadership role in the CPSE/CSE.

The June topic will be “Reviewing the State Performance Plan Indicators.”

Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education

Registration: [Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education](#)

Date and Time: July 12, 2022, 9:00am-2:30pm

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

CTLE Hours: Pedagogy, 5.5 hours

Facilitator: Diane Vigrass, Special Education Trainer

Description:

The Educational Benefit IEP Reflection: Strategies for Improving Education Programs and Decision Making at the Committee on Special Education professional development training package is intended to build awareness that student growth should be reflected across multiple years of Individualized Education Programs (IEPs). Furthermore, it is intended to guide participants to the realization that throughout the IEP there should be indicators of how the student learns, what their needs are, and the specialized instruction that their disability requires.

Participants will:

- Learn the historical context around Educational Benefit
- Understand what constitutes Educational Benefit
- Perform a replicable process for reviewing Individualized Education Programs

Districts/organizations must have a team of 3 in order to complete the work in this training. There will be a pre-reading task prior to this meeting. Also, please gather 3 consecutive years of annual review IEPs from the same student to bring to the training.

Transition

Agency 101

Registration: [Agency 101](#)

Date and Time: June 8, 12:00pm-3:00pm

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

CTLE Hours: Content, 3 hours

Facilitator: Julia Duerr and Elizabeth Loughran-Amorese, Transition Specialists, West Regional Partnership Center; Tonia Weichmann, Resource and Referral Specialist, West School-Age Family and Community Engagement Center

Description:

This in-person overview of primary adult services is meant to increase Educational Organizations' (EOs') ability to assist students and families with appropriate, available referral options and processes. Any family member or educator who has a student with a disability will benefit from the information.

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

- Recognize and identify the most recent definition of self-determination and the eight different components which comprise self-determination
- Access and utilize materials and resources to aid in the promotion of self-determination throughout the transition planning process
- Recognize the various adult service agencies available in New York State (NYS) and the different types of services they provide

- Connect students with disabilities and their families to essential post-school options and supports
- Recognize that appropriate referrals to adult State Vocational Rehabilitation (VR) services, community agency providers, independent living centers and other community systems of support correlates to attaining positive post-secondary outcomes, including employment outcomes
- Connect a student's IEP to referral and preparation for adult services

Diploma and Credential Options for Students with Disabilities

Registration: [Diploma and Credential Options for Students with Disabilities](#)

Date and Time: Asynchronous training from 6/1/22 to 6/13/22, one-hour synchronous meeting on Tuesday June 14 (3pm-4pm) or Wednesday June 15 (2pm-3pm)

Location: Online training via Schoology and Zoom

CTLE Hours: Pedagogy, 3 hours

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

Description:

This virtual, asynchronous training will provide an overview of diploma and credential options for students with disabilities. Specific attention will be focused on the Multiple Pathways to Graduation 4+1 and CDOS options which are available to all students. Information on safety nets and Superintendent Determination will also be provided.

As a result of this training, participants will recognize and identify the:

- Definition of self-determination and its relation to determining individualized diploma and graduation options
- Credit requirements for graduation in NYS
- Multiple Pathways to Graduation 4+1 Option requirements for all students
- Appeal eligibility criteria for all students
- Safety net options for students with disabilities
- Exiting credentials available in NYS and the requirements for each

Transition Assessment

Registration: [Transition Assessment Regional Workshop](#)

Date and Time: July 19 9:00am-12:00pm and July 21 9:00am-12:00pm

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

CTLE Hours: Content, 6 hours

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

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 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 Regional Workshop](#)

Date and Time: Asynchronous training from 8/1/22 to 8/12/22, one-hour synchronous meeting on either Tuesday August 16 (9am-10am) or Thursday August 18 (2pm-3pm)

Location: Online training via Schoology and Zoom

CTLE Hours: Content, 6 hours

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

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 recognize and identify the:

- 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.

Self-Determination

Registration: [Self-Determination](#)

Date and Time: Asynchronous training from 8/22/22 to 8/26/22

Location: Online training via Nearpod

CTLE Hours: Pedagogy, 4 hours

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

Description:

Self-Determination skills are essential for students with disabilities. These skills include decision-making, goal setting and attainment, problem-solving, self-regulation, and self-advocacy. This workshop supports the NYSED Blueprint for Improved Results for Students with Disabilities key principle #1, "Students engage in self-advocacy and are involved in determining their own educational goals & plans."

Participants will gain:

- pedagogical information on what self-determination skills are
- how they improve transition outcomes
- how to embed them into instruction
- curriculum resources, tools, and activities to support student learning.

This four-hour virtual, asynchronous training is offered through the Nearpod platform. CTLE credits are awarded upon completion of video training, activities, and a culminating assignment.

Family and Community Engagement

New York State Alternate Assessment (NYSAA): Essential Information for Families of Students with Disabilities

Registration: [NYSAA: Essential Information for Families of Students with Disabilities](#)

Date and Time: July 15, 1:00-2:00pm

Location: Online session via Zoom (synchronous)

CTLE Hours: Improved method & practice of teaching, 1 hour

Facilitator: Cyndi Clark, Professional Development Specialist, West School Age Family and Community Engagement Center

Description:

The purpose of this training is to educate families of students with disabilities on the essential information of NYSAA including, what NYSAA is, what the test entails, and how it will affect a student's postsecondary planning. Additionally, the training will review all state assessment options, the eligibility and decision-making process, and graduation/student exit options.

Parent Member (Module 3)

Registration: [Parent Member \(Module 3\)](#)

Date and Time: July 18, 6:00-8:00pm

Location: Online session via Zoom (synchronous)

CTLE Hours: Improved method & practice of teaching, 2 hours

Facilitator: Theresa Veprek and Tonia Weichmann, Resource and Referral Specialists, West School Age Family and Community Engagement Center

Description:

Parent Members contribute valuable information and support to families who request their attendance at an IEP meeting.

Parent Members participate in discussions about:

- Eligibility for special education services
- Educational planning and goal-setting
- Learning in the Least Restrictive Environment (LRE)
- Understanding the evaluation and placement processes

Parent Members help to ensure that the student's family member(s):

- Understand and are comfortable with the IEP team's decisions
- Have had their questions and concerns addressed

EI to CPSE Transition for Parents

Registration: [EI to CPSE Transition for Parents](#)

Date and Time: August 9, 11:30am-1:00pm

Location: Online session via Zoom (synchronous)

CTLE Hours: Improve Student Performance, 1 hour

Facilitator: Erin Reisdorf and Lyn Haggerty, Resource and Referral Specialists, West Early Childhood Family and Community Engagement Center

Description:

This one hour to 1.5-hour presentation will guide parents through the process of transitioning their child from Early Intervention to the Committee on Preschool Special Education.

Parents and Family Engagement Within the FBA and BIP Process

Registration: [Parents and Family Engagement Within the FBA and BIP Process](#)

Date and Time: August 19, 1:00-2:00pm

Location: Online session via Zoom (synchronous)

CTLE Hours: Improve Student Performance, 1 hour

Facilitator: Cyndi Clark, Professional Development Specialist, West School Age Family and Community Engagement Center

Description:

This package supplements the four-part series, “Using the FBA and the BIP Process to Support Students Needing Intensive Interventions.” This professional learning opportunity provides a brief overview and describes the role of parents, families, guardians, and caregivers to support students throughout this process.