

R.P.D.A.

*Professional
Development
Series*

2016/2017

Regional Professional Development Academy

The Memorial Middle School

7 Grant Avenue

Eatontown, NJ 07724

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Email: rpdacademy@aol.com

lehsd.ss8.sharpschool.com

Welcome

The Regional Professional Development Academy's office is located at The Memorial Middle School in Eatontown Township. Our mailing address is: 7 Grant Avenue, Eatontown, NJ 07724. Our phone number is (862) 227-0352. Deb Smith will be handling all inquiries and registrations for the RPDA workshops. Our **Business Office** is located in Little Egg Harbor. The **Business Office** mailing address is: Little Egg Harbor BOE, 307 Frog Pond Road, Little Egg Harbor, NJ 08087. Ann Facemyer provides us with all our Business Office support. Our website address is: lehsd.ss8.sharpschool.com.

The mission of the Regional Professional Development Academy continues to address students with moderate to severe disabilities in the general education classroom. Based on survey responses from member districts, feedback forms from educators attending workshops, and feedback from the Steering Committee, we have selected the following strands:

- Behavior Management
- Best Practices for Instruction of Special Needs Students
 - Interactive Technology for the Classroom
 - Autism
 - Social Skills

The intent is to improve learning outcomes for students by having educators share knowledge and work collaboratively across district boundaries. Educators will be able to return to their local professional learning communities and provide turn-key training back to their respective districts.

We want to emphasize that all the seminars are open to **all school personnel**. This includes general and special education teachers, paraprofessionals, related service providers, child study teams and administrators. **Parents** are welcome to attend all of the workshops and we have requested member school districts to make a special effort to inform parents of the seminars so that they may register and participate.

Our fee structure is very manageable. The following participation fee entitles all staff and parents unlimited attendance at workshops identified in the brochure:

400 or less students, the annual fee is **\$710.00**
401 - 900 students, the annual fee is **\$1,100.00**
901 or more students, the annual fee **\$1,995.00**

Non-member schools may send staff and parents to workshops at a fee of **\$100.00 for each participant** on a space available basis.

The seminars for the 2016-2017 school year are in the lower level presentation room at the Monmouth Mall in Eatontown. Coffee, tea and bagels will be provided during sign-in only at the Monmouth Mall location. If you desire your own refreshments during registration or at the break, you are welcome to use the food court or any other food facilities at the Monmouth Mall at your own expense.

We look forward to welcoming you to the workshops and thank you for your continued input and participation. Good wishes for a successful school year.

William V. Kaskow
Program Administrator

Deb Smith
Administrative Assistant

Lee Lasser
Training Specialist

Regional Professional Development Academy



About Us

The Regional Professional Development Academy is entering into its **eighteenth year** and has grown from the original fourteen member collaborative focused on providing quality seminars promoting Professional Development. Membership into the academy is open to all public school districts and non-public schools and Schools for the Disabled in Monmouth and Ocean Counties. An annual sliding scale fee based on school district size is charged to each district. The participation fee entitles the district to an open registration of all staff and parents to the seminar programs. The academy **welcomes new members** each year in order to engage as many schools and school districts that wish to participate and to provide greater opportunity for professional development services to the member school districts. The academy will continue to focus on the inclusion of moderately to severely disabled students with specific emphasis on specialty areas such as reading as well as behavioral disorders that interfere with optimal learning. In addition, educators continue to express the need for further training in autism spectrum disorders, assistive technology and differentiated instruction. In order to support the New Jersey Professional Development Standards of improved learning outcomes for students, participants attending workshops will be encouraged to work collaboratively across district boundaries.

In addition to the seminars provided through the participation fee, Collaborative Administrators may request workshops and training programs that are developed by the academy and offered on a “Fee for Service” basis.

The Steering Committee meets regularly each year to provide guidance to the Program Administrator and Program Training Specialist. Additional seminars are arranged based upon both suggestions of the Steering Committee and the availability of funds from the current budget.

The following statements represent the academy’s goals and provide impetus for the planned activities:

- To provide collaborative opportunities across district boundaries for effective inclusive educational programs.
- To improve learning outcomes for non-traditional learners.
- To utilize assistive technology to support learning.
- To increase the number of students with moderate to severe disabilities in general education programs.

2016-2017 Regional Professional Development Academy Members

Monmouth County:

Asbury Park BOE	Roxanne Johnson
Bradley Beach	Harry Graber
Brielle	Colin Sabia
Colts Neck	Richard Beck
Deal Schools	Robin Dunikoski
Eatontown	Debra Nappi
Farmingdale	Edith Conroy
Freehold Township	Heather Mills
Hazlet	Thomas Toohey
Holmdel	Meryl Gill
Howell	Patricia Callander
Keansburg	Katie Feiles
Keyport	Laura Godlesky
Little Silver	Christie Robinson
Long Branch	Janetlynn Dudick
Manalapan/Englishtown	Gigi Petillo
Marlboro	Robert Klein
Matawan Aberdeen	Nelyda Perez
Middletown	Robert Dunn
Neptune Township	Kathleen Skelton
Ocean Township	Denise Ricciardi
Oceanport	Robin Dunikoski
Sea Girt	Carly Fanslau
Spring Lake	Kerri Lee Walsifer
Tri-District (Atlantic Highlands, Henry Hudson & Highlands)	Daniel Layton
Union Beach	Bonnie Russo
Wall Township	Carol Duffy
West Long Branch	Lolita Yacona

Ocean County:

Barneгат	Brian Latwis
Bay Head	Frank Camardo
Brick Township	Susan Russell
Central Regional	Colleen McCauley
Eagleswood Township	Kathy Lee
Island Heights	Timothy Rehm
Jackson Township	Robert Cerco
Lacey Township	Michael Maschi
Lakehurst	Clifford Barneman
Little Egg Harbor Township	Erin Lichtenwalner
Manchester Township	Oliver Lokerson
Pinelands Regional	Ellen Ward
Plumsted/New Egypt	Jessica Howland
Pt. Pleasant Beach	Patricia Cartwright
Pt. Pleasant Borough	Rita Miller
Stafford Township	Richard Czyn

Private Schools:

Ocean Academy	Scott Corbett
St. Dominic School	Carol Bathmann
St. Peter School	Tracey Kobrin
St. Rose Grammar	William Roberts
The Rugby School	Jen McMahon

2016 – 2017 Steering Committee Members

The professional development activities organized and sponsored by the Academy are the outgrowth of an annual needs assessment survey. A Steering Committee comprised of Directors of Special Services from some of the member districts provide insight and direction into the planning of our professional seminars. Membership of the Steering Committee is voluntary.

Robin Dunikoski Director of Special Services Oceanport School District	Gigi Petillo Supervisor of Special Education Manalapan/Englishtown
Carol Duffy Director of Special Services Wall Township	Dr. Richard Beck Director of Special Services Colts Neck Township
Patricia Callander Assistant Supt. of Pupil Services Howell Township	Heather Mills Supervisor of Educational Services Freehold Township
Meryl Gill Director of Special Services Holmdel Township	Christie Robinson Director of Special Services Little Silver Schools
Bonnie Russo Director of Special Services Union Beach	Michael Maschi Director of Special Services Lacey Township
Donna Stump Supervisor of Special Services Brick Township	Brian Latwis Director of Special Education Barnegat Township School District
Carla Parreott Supervisor Child Study Team & Related Services Asbury Park	Bob Dunn District Director of Student Services Middletown Township
Colin Sabia Director of Special Services Brielle School District	



Regional Professional Development Academy

Website



Visit our website at: lehsd.ss8.sharpschool.com to view our Regional Professional Development Seminars.

View all sections of the brochure which are listed at the side of the page and select from the list.



2016-2017

Calendar of Strands and Workshops

(All workshop are for Grades K – 12 unless otherwise stated.)

Behavior Management

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>	<u>Page#</u>
10/18/16	Depression and Anger Management in Children and Adolescents	Dr. Debra Salzman Clinical Psychologist Behavior Therapy Associates, PA	11
10/26/16	Learn More Techniques for Restraint Training: Strategies for Crisis Intervention and Prevention (SCIP) Part II Limit 25 participants	Louis Daly , Consultant	12
10/27/16	ADHD In The Classroom: The Best Essential Strategies to Know and Use	Mary Fowler	13
11/1/16	Recognizing the Warning Signs of Social Emotional Difficulties in Language Impaired Preschoolers (Pre-K – 1 st Grade)	Tatyana Elleseff , MA CCC-SLP	14
11/4/16	Principles and Practical Strategies for Managing Disruptive Behavior in the Classroom	Meir Flancbaum , PsyD Center for Cognitive Behavior Therapy	15
12/5/16	Addressing Challenging Behaviors in the Classroom: The Importance of Motivational Strategies and High Interest Curriculum	Mary Fowler	16

Best Practices for Instruction of Special Needs Students

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>	<u>Page#</u>
11/15/16	Research-Based Best Practices in Vocabulary Instruction for K-5 Classrooms	Deanne Opatosky	18
11/29/16	Dyslexia and ADHD: Characteristics and Connections	Toby Karten Inclusion Consultant	19
11/30/16	American Sign Language: Circle Time, Music Integration and Story Telling Limit 25 participants	Kimberly Bohichik	20
12/1/16	More Writing...Less Grading! A Manageable Approach to Writing Across the Curriculum (Grades 6-12) Limit 50 Participants	Kristine D. Gibson	21
12/13/16	Supporting the Struggling Middle School Reader (Grades 6 – 8)	Joanne K. Monroe , Ed.D.	22
5/24/17	Making Inclusion Work at the Middle and High School Levels (Grades 6-12)	Michelle Lockwood , Director Positive Behavior Support Services, NJCIE	23

5/25/17	Differentiation in a Co-Teaching Classroom	Stephanie Goldberg Teach 2 Teach, LLC	24
6/7/17	American Sign Language: Classroom Vocabulary, Part II Limit 25 participants	Kimberly Bohichik	25
6/8/17	Multi-Tiered Systems of Support (MTSS) for Learners with Dyslexia	Toby Karten Inclusion Consultant	26

Interactive Technology For The Classroom

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>	<u>Page#</u>
10/21/16	Technology Toolbox for Teachers: Incorporating Voice, Video, and Visuals for Instruction and Assessment	Kristine Scharaldi	28
11/3/16	The Chromebook Classroom	Lauriene Tschang	29
12/7/16	Flipping the Classroom (Grades 3 – 12)	Jamie Saponaro	30
5/31/17	Webquests - Inquiry-Based Activities for Differentiation	Jamie Saponaro	31
6/1/17	Strategies and Technology Tools to Support Project Based Learning, Collaboration, and Student Inquiry	Kristine Scharaldi	32

Autism

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>	<u>Page#</u>
10/13/16	Using the VB-MAPP (The Verbal Behavior Milestones & Assessment Placement Program) for Students with Autism	Lauren Payer	34
10/25/16	Introduction to Natural Environment Teaching (NET): Part I	Lauren Clark, BCBA	35
11/16/16	Improving Social Skills for Students with Autism Spectrum Disorder	Dr. Rory Panter Clinical Psychologist Behavior Therapy Associates, PA	36
11/17/16	Teaching in the Natural Environment (NET): Part II	Lauren Clark, BCBA	37
5/23/17	Teaching Activities of Daily Living to Individuals with Autism	Lauren Clark, BCBA	38
6/6/17	ABA for Teachers and Paraprofessionals Beyond the Basics	Lauren Payer	39

Social Skills

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>	<u>Page#</u>
10/19/16	Remediating Bullying Behavior in the Classroom Setting: Guidelines for Educators	Sharon Orosz	41
11/2/16	Supporting Social Skill Development by Facilitating Peer Interactions for Students with Disabilities	Michelle Lockwood , Director Positive Behavior Support Services, NJCIE	42
12/6/16	Effectively Including Children with Disabilities in General Education Classrooms	Dr. Michael C. Selbst Behavior Therapy Associates, PA	43
12/8/16	Universal Positive Behavior Supports in the Classroom: Creating a Climate to Maximize Student Success	Dr. Amy Golden Behavior Therapy Associates, PA	44
12/14/16	Social Building Blocks: Creative Social Skills Strategies that Work!	Maureen Casey , Speech Language Specialist Zahava Friedman , Occupational Therapist, BCBA	45
6/5/17	Follow the LEADer to Social Success in the Early Childhood Setting (Pre-K – Grade 2)	Maureen Casey , Speech Language Specialist Zahava Friedman , Occupational Therapist, BCBA	46

Fee for Services Training

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>	<u>Page#</u>
Currently In Progress	Wilson Reading & Language Level 1 Certification 2016/2017 Session	Demetra Kontoulis Wilson Certified Trainer	47
TBD	Wilson Reading & Language “Just Words” Two-day Training Currently accepting Letters of Commitment	Wilson Certified Trainer	47
9/20/16 CLOSED	Wilson Reading & Language “Foundations” Training Grade Level 1 (1 st grade)	Wilson Certified Trainer	47
TBD	Wilson Reading & Language “Foundations” Training Grade Level 3 (3 rd grade) Currently accepting Letters of Commitment	Wilson Certified Trainer	47

Behavior Management

Dealing with disruptive behavior continues to be a high level need expressed by educators who completed the 2016 Needs Assessment Survey. Behavior that interferes with learning has a negative impact on the entire class and saps the teacher's time and energy. The workshops in this strand will offer strategies to facilitate self-regulation and personal responsibility. How to decrease excessive inattention, hyperactivity, and non-compliance will also be addressed. One of the workshops will address depression as a cause of anger and rage. Specific interventions will be presented to identify and help students manage their anger.

Several workshops will provide educational interventions used for ADHD that are best practices that have a positive effect on most classroom environments and student performance. In addition, we will examine hyperactivity, inattention and impulsivity in at-risk children.

The classroom management workshop gives staff a variety of empirically validated classroom behavior management strategies and the procedure for implementing them. The management of disruptive behavior is one of the most challenging tasks that we face in the school setting. The necessary tools for identifying the causes of behavior and the development of interventions is another workshop that is focused on supporting staff with research based strategies.

Student motivational techniques and high interest curriculum will be focused on with the intent of increasing student productivity and reducing challenging behaviors. Late language development's connection to the development of social/emotional development in early learners will be examined in one of the workshops in this strand.

The Restraint training workshop will be structured in a "next level" presentation. Techniques that participants have learned in previous workshops will be extended.

Depression and Anger Management in Children and Adolescents

October 18, 2016

Presenter: Dr. Debra G. Salzman
Behavior Therapy Associates, P.A.

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Many children and adolescents struggle with depression. Helping students manage their depression is important for helping them succeed in school and for their future. Additionally, depression can often go unnoticed by parents and teachers with sometimes devastating conclusions. Some depressed youth may appear quiet and withdrawn while others will display anger and rage. This workshop will help participants understand the symptoms of depression and anger. Participants will learn how to help students better manage their depression and anger. Strategies to help depressed and angry youth will be taught. Participants will learn successful cognitive-behavioral interventions to treat depression and anger in children and adolescents. Participants will have the opportunity to discuss the problems they encounter with students in order to provide a hands-on approach for helping students in their schools and classrooms.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Identifying students with mood disorders and how it interferes with classroom functioning.
- Understanding why anger manifests itself among some depressed youth.
- Understanding the potential repercussions of depression and hopelessness and the impact on perceptions of school.
- Understanding strategies to help students manage their anger.
- Cognitive behavioral treatment strategies to treat depression and anger.

P.D.U.: 4.0 hours

NOTE: IN AN EFFORT TO GO “GREEN”, HANDOUTS WILL BE AVAILABLE ON OUR WEBSITE APPROXIMATELY 1 WEEK PRIOR TO THE WORKSHOP. PLEASE GO TO OUR WEBSITE, CLICK ON THE “REGIONAL PROFESSIONAL DEVELOPMENT ACADEMY” BUTTON AND CLICK ON “HANDOUTS” ON THE MENU TO DOWNLOAD. HANDOUTS WILL BE LISTED BY DATE & WORKSHOP TITLE. YOU CAN SAVE THEM TO YOUR LAPTOP OR MOBILE DEVICE SO THEY MAY BE VIEWED AT THE WORKSHOP. (YOU CAN PRINT THEM IF YOU LIKE.) COPIES WILL NOT BE AVAILABLE THE DAY OF THE WORKSHOP.

Learn More Techniques for Restraint Training: Strategies for Crisis Intervention and Prevention (SCIP), Part II

Limit 25 Participants

October 26, 2016

Presenter: Louis Daly
Consultant

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: This inservice is a **continuation of the Restraint Training (SCIP), Part I** offered last school year and will focus solely on learning and practicing additional personal intervention techniques to assist students in controlling challenging behaviors. Demonstrations and hands-on practice will be emphasized. Techniques are used to safely and effectively assist a student to calm down while preventing injury to him/herself, staff and others. Techniques are anatomically correct and follow the natural contours of the body, emphasizing the use of gradient control, which means using the least restrictive technique at first then moving to a more restrictive technique, if needed.

THIS IS AN INTERACTIVE WORKSHOP, PARTICIPANTS ARE ASKED TO DRESS COMFORTABLY AND PREFERABLY WEAR SNEAKERS.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Learning and practicing additional techniques to assist students with challenging behaviors.
- Acquiring safe and effective means of personal intervention techniques.

P.D.U.: 4.0 hours

NO HANDOUTS WILL BE NEEDED FOR THIS WORKSHOP.

ADHD in the Classroom: The Best Essential Strategies to Know and Use

October 27, 2016

Presenter: Mary Fowler
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: If you've ever taught students with ADHD, then you know that "once and done" solutions for ADHD problems exist only in fairy tales. ADHD requires a "hands on" approach. There are many great strategies and tools to help students with ADHD manage their daily difficulties. The challenge for classroom teachers comes in knowing which to use, when, and how.

Outcome Objectives: Participants will gain knowledge and skills in:

- Understanding ADHD background knowledge.
- Identifying student-specific problems.
- Selecting strategies for specific target areas.
- Teaching students to use the "if-then" goal approach.
- Learning general strategies for self-regulation and reducing reactive behaviors.
- Collaborating between teacher, family, and student.

P.D.U.: 4.0 hours

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Recognizing the Warning Signs of Social Emotional Difficulties in Language Impaired Preschoolers (Pre-K – 1st Grade)

November 1, 2016

Presenter: Tatyana Elleseff, MA CCC-SLP

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: This workshop was created for early childhood educators (teachers, paraprofessionals, speech pathologists, occupational therapists, psychologists, etc.) to explain the connection between late language development and the risk of social emotional disturbances in young preschool children 3-6 years of age. Language deficits and psychiatric impairments may frequently coexist. The symptoms may show quite early but are not always readily apparent to parents and professionals. This workshop will describe common psychiatric disorders in children 3-6 years of age, discuss the warning signs of non-autistic behavioral difficulties, explain the difference between internalizing and externalizing behaviors, as well as list comprehensive assessment procedures. It will detail various assessment components (e.g., parental interview, language sampling as well as narrative assessments, including narrative ages and stages), list standardized instruments sensitive to social communication deficits, as well as explain how to review language findings to compare results.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Explaining the connection between late language development and social emotional functioning.
- Describing manifestations of emotional behavioral difficulties in young children with language deficits.
- Listing assessments relevant to preschoolers.
- Explaining why the warning signs of significant emotional behavioral manifestations in young children warrant a referral to related professionals.

P.D.U.: 4.0 hours

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Principles and Practical Strategies for Managing Disruptive Behavior in the Classroom

November 4, 2016

Presenter: Meir Flancbaum, PsyD
Center for Cognitive Behavior

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Managing challenging behaviors is one of the keys to smooth classroom operations. The use of effective behavior management in the classroom will increase student learning and decrease teacher stress. This workshop will provide participants with a framework for understanding challenging behaviors, as well as practical, research-supported strategies for their prevention and management. Topics will include understanding the function of student behavior, the strategic use of positive attention and praise, effective instructions and limit setting, establishing and implementing an individualized daily report card, and developing class-wide behavior programs. This workshop is primarily developed for teachers, paraprofessionals, and other school-based staff looking to enhance their skills in behavior management techniques. Administrators interested in furthering their knowledge of classroom-based behavioral strategies and models for consultation are also encouraged to attend.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Identifying two functions of student misbehavior in the classroom.
- Identifying and describe three behavioral strategies to prevent or respond to disruptive behavior in the classroom.
- Identifying and describing three key components of a successful plan to address disruptive behavior by a specific student.

P.D.U.: 4.0 hours

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Addressing Challenging Behaviors in the Classroom: The Importance of Motivational Strategies and High Interest Curriculum

December 5, 2016

Presenter: Mary Fowler
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Managing behaviors in the classroom is always a challenge. We often address students who misbehave and underachieve as “discipline” problems without recognizing the role of motivation in the learning process and as a driver of behavior. Learners with challenging behaviors often have limited motivation to do the work of learning and perhaps avoid facing the other challenges that life often brings. Not infrequently, these students will say that school is boring. “Boring” is more than an excuse. All learning is state dependent and motivation is critical to educational performance. This workshop will address the antecedent approaches of building student motivation and utilizing high interest curriculum as a means to preventing challenging behaviors from taking charge of the classroom.

Outcome Objectives: Participants will gain knowledge and skills in:

- Recognizing the three building blocks essential for motivation.
- Identifying opportunities to engage learner’s interest and commitment to task using their emotions in productive ways.
- Working with content standards through curriculum, methodology and content that increase productivity and enhance performance.

P.D.U.: 4.0 hours

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Best Practices for Instruction of Special Needs Students

The Differentiation of Instruction and Co-Teaching have been offered as separate workshops, but this year we have combined them into one workshop.

The response to our workshops addressing Dyslexia has been very positive for the past several years. We will offer two distinct workshops that will identify the characteristics of students with Dyslexia and examine multi-sensory ways to teach language with systematic instruction.

Teaching the struggling reader continues to be an expressed need of the respondents to our survey. A workshop will be presented in the best practices of improving vocabulary and reading comprehension at the middle school level.

Workshops have been specifically developed to address both vocabulary development within the regular classroom and teaching writing skills across the curriculum.

Including students at the middle and high school levels while fostering their independence has been a challenge. The workshop offering will enhance the skills for positive support and is appropriate for both teachers and paraprofessionals.

Two workshops have been developed to help staff acquire and use American Sign Language in their classrooms. These workshops continue to be in demand and have received very positive evaluations by participants attending.

Research-Based Best Practices in Vocabulary Instruction for K-5 Classrooms

November 15, 2016

Presenter: Deanne Opatosky
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

**(For directions to the Mall, go to the back of the brochure or our
website at: www.lehsd.ss8.sharpschool.com)**

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: As stated by Steven Stahl, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary instruction has a direct correlation to reading comprehension, academic intelligence, background knowledge, and overall success beyond the walls of the classroom. Common outcomes of the data suggest that our struggling students need to deepen their knowledge of word meanings in context as readers as well as expand their use of rich and robust vocabularies as writers. This in-service will engage teachers in using a variety of direct and indirect methods of teaching vocabulary. Emphasis will be placed on providing explicit instruction in word learning strategies to provide students with the tools necessary for independently determining the meaning of unfamiliar words. Furthermore, participants will experiment with various ways to foster word consciousness, examine relationships among words, and develop ways to engage students in word study techniques.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Building rich and robust vocabularies through oral language experiences in the classroom.
- Utilizing authentic literary experiences to foster word consciousness.
- Providing explicit and direct instruction focusing on vocabulary strategies.
- Developing centers and word work stations that support and assess vocabulary instruction.
- Gathering resources and research about best practices in vocabulary instruction including, but not limited to Frayer Model, Semantic Feature Analysis, Contextual Analysis, etc.

P.D.U.: 4.0 hours

NOTE: IN AN EFFORT TO GO "GREEN", HANDOUTS WILL BE AVAILABLE ON OUR WEBSITE APPROXIMATELY 1 WEEK PRIOR TO THE WORKSHOP. PLEASE GO TO OUR WEBSITE, CLICK ON THE "REGIONAL PROFESSIONAL DEVELOPMENT ACADEMY" BUTTON AND CLICK ON "HANDOUTS" ON THE MENU TO DOWNLOAD. HANDOUTS WILL BE LISTED BY DATE & WORKSHOP TITLE. YOU CAN SAVE THEM TO YOUR LAPTOP OR MOBILE DEVICE SO THEY MAY BE VIEWED AT THE WORKSHOP. (YOU CAN PRINT THEM IF YOU LIKE.) COPIES WILL NOT BE AVAILABLE THE DAY OF THE WORKSHOP.

Dyslexia and ADHD: Characteristics and Connections

November 29, 2016

Presenter: Toby Karten, Inclusion Consultant
TAMKA Educational Products, LLC

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Learn about the academic and behavioral signs, learning impact, and interventions for students with dyslexia and ADHD. Proactively set up classroom environments that allow students to capitalize on their strengths to excel in academics. Look beyond students' labels to explore practical classroom literacy strategies and interventions that invite students, school staff, and families to achieve successes, not frustrations. Academic, emotional, social, and behavioral interventions are explored.

Outcome Objectives: Participants will gain knowledge and skills in:

- How dyslexia and ADHD have common yet different characteristics.
- Literacy and behavioral adaptations, interventions, and resources for instruction and assessment of students with dyslexia and ADHD.
- Compensatory strategies with fluency, sound-symbol association, reading comprehension, vocabulary, written expression, and auditory processing skills to become better readers.
- How levels of literacy, inattentiveness, hyperactivity, and/or impulsivity do not define learner potential.

P.D.U.: 4.0 hours

HANDOUTS WILL BE AVAILABLE AT THE WORKSHOP.

American Sign Language: Circle Time, Music Integration, and Story Telling

Limit 25 Participants

November 30, 2016

Presenter: Kimberly Bohichik

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: In our earlier sessions focus has been on learning new signs and activities to reinforce signs with students. In this workshop put those signs to use with interpretations of children's circle time songs, as well as learn some simple songs in sign, and how to tell commonly known stories in sign.

We take the manual language to a new level now. Explore the world of music signing everyday words and see how diving into stories, passed down from generation to generation, becoming beautiful visual works of art. Signs will be taught and reinforced with activities you can use the very next day in your classroom.

Ample opportunities to practice the language will be provided, with an emphasis on individualized assistance, as needed. Learn to watch facial expression, gestures, and context to tell stories, and become active participants in communication with your students.

Previous attendance preferred, but not mandatory. All are welcome to attend.

Outcome Objectives: Participants will gain knowledge and skills in:

- Reviewing signed vocabulary.
- Practicing signing and reading words.
- Putting signed vocabulary to music or story theme.
- Increasing sign vocabulary.

P.D.U.: 4.0 hours

NOTE: IN AN EFFORT TO GO "GREEN", HANDOUTS WILL BE AVAILABLE ON OUR WEBSITE APPROXIMATELY 1 WEEK PRIOR TO THE WORKSHOP. PLEASE GO TO OUR WEBSITE, CLICK ON THE "REGIONAL PROFESSIONAL DEVELOPMENT ACADEMY" BUTTON AND CLICK ON "HANDOUTS" ON THE MENU TO DOWNLOAD. HANDOUTS WILL BE LISTED BY DATE & WORKSHOP TITLE. YOU CAN SAVE THEM TO YOUR LAPTOP OR MOBILE DEVICE SO THEY MAY BE VIEWED AT THE WORKSHOP. (YOU CAN PRINT THEM IF YOU LIKE.) COPIES WILL NOT BE AVAILABLE THE DAY OF THE WORKSHOP.

More Writing...Less Grading! A Manageable Approach to Writing Across the Curriculum (Grades 6-12)

Limit 50 Participants

December 1, 2016

Presenter: Kristine D. Gibson
Collins Education Associates

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

**(For directions to the Mall, go to the back of the brochure or our
website at: www.lehsd.ss8.sharpschool.com)**

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Research shows that the frequency of writing is directly correlated to student growth in writing. But how do teachers, especially those in the content areas, find the time to assign and grade these writing pieces? This workshop, designed for teachers of all subject areas, will provide direction to tackle this problem. Focused strategies enable teachers in any content area to improve students' understanding and retention of course content while simultaneously increasing student involvement and motivation to learn. Participants will find students writing more and writing better in all subject areas, and they will find themselves spending less time poring over written responses. Most importantly, this session gives teachers practical, sustainable strategies for bringing their students to the level of literacy demanded by the Common Core, using techniques backed by the latest research and over twenty years of classroom results.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Communicating to students, clear and explicit focus areas for their writing, which raises student accountability, improves the quality of compositions, and eases the burden of the grading process.
- Utilizing a range of writing assignments that will develop both fluency and process writing.
- Grading writing assignments more efficiently and providing meaningful feedback on students' writing.
- Increasing the frequency of student writing while decreasing the amount of time spent grading.
- Employing the power of frequent, formative assessment and "effortful retrieval" to improve content retention.

P.D.U.: 4.0 hours

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Supporting the Struggling Middle School Reader (Grades 6 – 8)

December 13, 2016

Presenter: Joanne K. Monroe, Ed.D.

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: The objective of this session is to increase student achievement of grade-level reading standards. In this interactive workshop, intended for teachers of classified and low-performing students in grades 6-8, participants will explore research-based techniques for improving struggling students' reading fluency, vocabulary, and comprehension. Participants will devote particular attention to the importance of repeated reading for students' comprehension of grade-level text and informational text, and to coaching students to higher-level thinking about their reading (i.e., applying ideas from more than one text and considering multiple points of view).

Outcome Objectives: Participants will gain knowledge and skills in:

- Implementing middle school-appropriate techniques for improving oral and silent reading fluency.
- Planning and delivering lessons that include research-based strategies for vocabulary teaching.
- Monitoring and increasing students' comprehension of grade-level text and informational text.
- Coaching students to higher-level thinking (demonstrated verbally and in writing) about their reading.

P.D.U.: 4.0 hours

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Making Inclusion Work at the Middle and High School Levels (Grades 6 - 12)

May 24, 2017

Presenter: Michelle Lockwood
Director Positive Behavior Support Services, NJCIE

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Targeted Audience: Paraprofessionals

Overview: This workshop will provide participants with the opportunity to better understand key concepts when including students with disabilities in the general education classroom at the middle and high school levels. The workshop will focus on how paraprofessionals can facilitate successful inclusion with students at the middle and high school levels.

Outcome Objectives: Participants will gain knowledge and skills in:

- Using least intrusive support to help students maximize opportunities for independence throughout the school day, including during less structured times in the classroom.
- Identifying ways to implement individualized, content-specific accommodations and modifications in the inclusive classroom (including social, behavioral and technology supports).
- Improving communication and collaboration between paraprofessionals, teachers, and related service providers.

P.D.U.: 4.0 hours

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Differentiation in a Co-Teaching Classroom

(Participants should come with their co-teacher to this workshop)**

May 25, 2017

Presenter: Stephanie Goldberg
Teach 2 Teach, LLC

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

****Participants should come with their co-teacher to this workshop**

Overview: The co-teaching model is an ideal opportunity for teachers to collaborate and bring their strengths to create a powerful and nurturing learning community where students can reach their maximum potential. Partners can team up as content specialists and learning strategists to best meet the needs of all learners. With two teachers, ALL students can be appropriately challenged to move along the continuum of learning.

In this workshop, participants will explore several models and strategies to differentiate instruction for all students. Co-teachers will learn how to plan challenging lessons and activities based on student readiness levels and learning styles. Time will be given to design lessons using the models and strategies.

Outcome Objectives: Participants will gain knowledge and skills in:

- Exploring specific co-teaching strategies using a differentiated approach to instruction.
- Learning the importance of using data to appropriately differentiate instruction.
- Creating lessons using the co-teaching models.

P.D.U.: 4.0 hours

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American Sign Language: Classroom Vocabulary, Part 2

Limit 25 Participants

June 7, 2017

Presenter: Kimberly Bohichik
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation **(Lunch will not be provided)**

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: The utilization of sign language in the classroom is rising and our nonverbal students are embracing signs, and their variations, to assist in more efficient communication. Research has highlighted how connecting signs to vocabulary helps in word recognition, due to muscle memory. In this workshop vocabulary will review categories such as Pronouns, Home, Clothing, Food, Holidays, and Time, (subtopics from Classroom Vocabulary Part 1) and build upon the signed vocabulary to further develop thought and communication.

More and more public schools are using Signed English to assist the nonverbal population in the classroom. Teachers are using signs to prompt receptive skills, and enable expressive language as an alternative to voiced speech.

The workshop will focus on signs taught in previous workshops and expand on classroom based categories. Attendance is open to all, no prerequisite necessary. Those that attended Classroom Vocabulary Part 1 will learn strategies to improve and expand their individual signed based vocabulary, paying close attention to fluency. Those attending for the first time will leave with a wide range of signed vocabulary they can start using in the classroom right away.

An opportunity to request specific signs will be presented and requested signs will be taught.

No prior signing knowledge necessary.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Review the manual alphabet and basic signs.
- Practice signing and reading words through fingerspelling.
- Learn how to ask a question in sign.
- Increase signed vocabulary including but not limited to pronouns, home, clothing, food, holidays, and time.
- Increase signed fluency.
- Learn a variety of activities to reinforce signs in the classroom.
- Be exposed to a variety of children's songs to reinforce signs in context.

P.D.U.: 4.0 hours

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Multi-Tiered Systems of Support (MTSS) for Learners with Dyslexia

June 8, 2017

Presenter: Toby Karten, Inclusion Consultant
TAMKA Educational Products, LLC

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

**(For directions to the Mall, go to the back of the brochure or our
website at: www.lehsd.ss8.sharpschool.com)**

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: This session explores how learners with dyslexia experience successful outcomes from instruction that includes universal design for learning (UDL) and differentiation of instruction. Levels of reading instruction intensity with opportunities for multi-tiered systems of support for whole class, small groups, and individualized instruction are outlined. The session explores how to implement collaborative evidence-based core reading strategies for cross-curricular academics.

Outcome
Objectives: Participants will gain knowledge and skills in:

- Ways to implement multi-tiered interventions that benefit learners with dyslexia.
- Proactive, evidence-based literacy representations, expressions, and engagements
- Differentiation of literacy instruction to reach all levels of learners.
- Whole class, small group, and individualized instructional models; e.g., direct skill instruction, guided practice, parallel lessons, learning centers, sponge activities, student conferencing, self-regulation.

P.D.U.: 4.0 hours

HANDOUTS WILL BE AVAILABLE AT THE WORKSHOP.

Interactive Technology for the Classroom

The use of technology to open the classroom and enable teachers and students to easily explore using the digital world has continued to be an expressed need identified in the needs survey this past Spring. The five workshops developed for this year's strand will feature the use of technology tools of voice, video and graphics to develop deeper learning and skill acquisition. We will learn how to use the Chromebook in our classrooms enabling the use of the full suite of Google Apps for education. Technology also enables teachers to differentiate their instruction using the Flipped Classroom.

We are all familiar with the Web. But, using the Web as an inquiry based integration of technology in your classroom is a workshop that will enable students to collaboratively engage in scenarios where they can apply skills to activities that make sense of the world around them. Another workshop focuses on the use of technology tools for project based inquiry; again, engaging the students to work collaboratively in a problem solving approach supporting student inquiry and creativity.

Technology Toolbox for Teachers: Incorporating Voice, Video, and Visuals for Instruction and Assessment

October 21, 2016

Presenter: Kristine Scharaldi
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Learning comes alive with multimedia! Through voice, video, and visuals we can offer exciting learning experiences and opportunities for deeper learning and collaboration while addressing curricular goals and skill development. In this session, participants will explore digital tools and applications that provide for multimodal learning and engagement. A wealth of technology resources and classroom examples will be shared to be utilized across grade levels, content areas, and devices. Participants will learn about free and low cost technology tools and apps to be used to create, produce, personalize, and share digital work. Strategies and ideas for incorporating instructional movies, voiceovers, interactive images, and other multimedia content will be demonstrated. Participants of all levels of technology proficiency are welcome to come to share ideas and strategies for incorporating technology into your teaching practice.

****Participants are encouraged to bring their own devices (iPads/tablets, laptops, etc.) and headphones with microphone to be able to fully explore the potential of the technology tools.**

A list of any specific apps for iPad/Smartphones and/or extensions for Chromebooks will be available online one week prior to the workshop at: www.kristinescharaldi.com (Click on Training Resources, RPDA). It is recommended that participants download any suggested apps in advance of the session to make the most of the workshop time frame. This is optional but helpful to maximize the learning experience during the session.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Resources and tools for the use of video and voice to support learning and assessment.
- How to use applications for creating, customizing and sharing multimedia content and projects.
- Classroom-tested and reviewed sites and apps to engage students with visual, audio and video to enhance curricular goals and skill development.

P.D.U.: 4.0 hours

The Chromebook Classroom

November 3, 2016

Presenter: Lauriene Tschang

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Are you looking to get started using your Chromebooks or need to explore more of what Chromebooks can offer together with the full suite of Google Apps? This workshop will be focused on how these devices can effectively be integrated into the curriculum to promote a student-centered, creative and collaborative environment. You will gain familiarity with using the Chromebook device along with its Chrome Operating System. Furthermore, we will delve into exploring proven strategies for using the full suite of Google Apps for Education. Attendees will also discover add-ons, extensions, and existing features that would be beneficial for students with special needs.

Note: Participants are encouraged to bring their own Chromebooks.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Using the Chromebook device, its operating system and the full suite of Google Apps.
- Providing options by using varied Google tools, third-party apps and extensions to differentiate instruction.
- Aligning projects or classroom activities to Common Core while using Google Apps on the Chromebook.
- Fostering collaboration and creative environment in the classroom and beyond.

P.D.U.: 4.0 hours

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Flipping the Classroom (Grades 3 – 12)

December 7, 2016

Presenter: Jamie Saponaro
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Ever feel that there is never enough time to conference with students, implement hands-on experiences, or work with students in small groups to address their individual needs effectively? Do you find it overwhelming to implement data driven instruction effectively to your whole class? Try the flipped classroom and become better connected to your students!

Whole-class instruction is an important way to introduce concepts and new lessons. However, a sea of blank faces in a whole-class setting prohibits the teacher from understanding what the students really understand. What needs to be considered is....what is the most efficient use of our classroom time?

Using a flipped classroom approach takes the whole class instruction to a technology based format, allowing the students to watch, listen, learn, question, communicate, and collaborate from either home, a library or media center, OR from their handheld phone or device. Students can work at their own pace through mastery learning, or simply through a collaborative, small group setting. The teacher is then able to effectively differentiate by using the time more efficiently as a facilitator and coach and not as the "sage on the stage."

To experiment with the flipped experience, check out the concept by reviewing the infographic at <http://www.knewton.com/flipped-classroom/>. Then log your questions and commentary at: <https://todaysmeet.com/fliptheclassroom> for us to discuss when we meet.

Please bring your own fully charged laptop/tablet to the workshop. Laptops will not be provided for your use.

Outcome Objectives: Participants will gain knowledge and skills in:

- Implementing a variety of instructional strategies needed to support the model.
- The technology tools that support the model.
- The classroom management/set up of groups for differentiation.
- Flipped lesson creation using a template.

P.D.U.: 4.0 hours

**A WEBSITE OF ALL REFERENCED RESOURCES WILL BE PROVIDED
AT THE WORKSHOP. NO HANDOUTS REQUIRED.**

WebQuests - Inquiry-Based Activities for Differentiation (Grades 1 – 12)

May 31, 2017

Presenter: Jamie Saponaro
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation **(Lunch will not be provided)**

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: A WebQuest is defined, by Bernie Dodge at San Diego State University, as "an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the Internet." Sometimes confused with scavenger hunts, WebQuests are not question/answer digital worksheets. Quality WebQuests provide differentiation and engage students in the usage of 21st-century skills of communication, collaboration, creativity, and critical thinking. Set up in a similar manner as a typical lesson plan, WebQuests always include the components of the Introduction, which is similar to a lesson's motivator or hook; the Task, or the objective of the WebQuest; the Process, which includes steps used to complete the WebQuest as well as the web resources needed to complete the task; the Evaluation, which includes the assessable components expressed through a rubric; and, finally, the Conclusion which is the closure and reflection piece of the WebQuest.

WebQuests have particular features which make them ideal for inquiry-based integration of technology. WebQuests are highly differentiated being that content is often differentiated, as well as the product, according to students' levels, interests, and learning styles. Project and problem-based learning are often central to the goal of WebQuests. Most WebQuests incorporate cooperative learning, where each student is held individually accountable with particular roles that still allow for student collaboration. WebQuests are not lessons in search techniques, therefore all of the web resources needed to complete a WebQuest are provided. Encompassing varied standards and skills from across content areas, WebQuests typically make a variety of interdisciplinary connections. Most importantly, WebQuests are student-centered in that they highlight real-world scenarios where students can apply skills to activities that make sense to the world around them.

The benefits of integrating differentiated WebQuests into current units of study are abundant. Satisfying so many of the goals we have for our students, WebQuests provide much instructional efficiency.

Please bring your own fully charged laptop/tablet to the workshop. Laptops will not be provided for your use.

Outcome

Objectives: Participants will gain knowledge and skills in:

- The concept of WebQuests as well as their structure and components.
- The aspects of quality WebQuests through analysis of an assortment of them.
- The wide variety of WebQuests that already exist online for immediate use in the classroom by taking time to explore them.
- The process of the creation of customized WebQuests.

P.D.U.: 4.0 hours

**A WEBSITE OF ALL REFERENCED RESOURCES WILL BE PROVIDED
AT THE WORKSHOP. NO HANDOUTS REQUIRED.**

Strategies and Technology Tools to Support Project Based Learning, Collaboration, and Student Inquiry

June 1, 2017

Presenter: Kristine Scharaldi
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: This workshop will focus on how technology can support inquiry and project based learning across all grade levels and content areas. Learn ways that teachers and students may use technology to access multimedia learning content and share digital resources. See how students may collaborate and produce digital products that help students demonstrate their content understanding while developing 21st century skills. Many examples and resources will be provided! Come and explore how technology can support student inquiry and creativity!

****Participants are encouraged to bring their own devices (iPads/tablets, laptops, etc.) and headphones with microphone to be able to fully explore the potential of the technology tools.**

A list of any specific apps for iPad/Smartphones and/or extensions for Chromebooks will be available online one week prior to the workshop at: www.kristinescharaldi.com (Click on Training Resources, RPDA). It is recommended that participants download any suggested apps in advance of the session to make the most of the workshop time frame. This is optional but helpful to maximize the learning experience during the session.

Outcome Objectives: Participants will gain knowledge and skills in:

- How to use technology to support organizing and curating information and digital resources.
- How to use applications that allow for open-ended possibilities to create digital products.
- How technology can provide various tools for collaborating and sharing digital work.

P.D.U.: 4.0 hours

Autism

Autism remains a very relevant topic in the education of students with disabilities. Identifying the "best" treatments and selecting the most effective interventions will be offered in this strand. As we well know, the research in autism and intervention strategies is moving rapidly. A workshop has been developed to introduce VB-MAPP which will enable us to measure the student's developmental milestones and develop appropriate IEP goals.

Several workshops will address the methods of taking the skills acquired through discrete trials and applying them to activities across the curriculum of the school day. Another workshop will introduce us to teaching the skills of daily living as an approach to having students safely and successfully connect within the community.

A Social Skills workshop specifically designed for children with autism will present strategies aligned with best practices fostering development of skills in a variety of environments.

Using the VB-MAPP (The Verbal Behavior Milestones & Assessment Placement Program) for Students with Autism

October 13, 2016

Presenter: Lauren Payer
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: **This workshop is geared for participants who are already familiar with B.F. Skinner's analysis of Verbal Behavior and Applied Behavior Analysis (ABA) but have never used or have little knowledge of the VB-MAPP. Participants should bring a VB-MAPP to the workshop if they have one.*

The Verbal Behavior Milestones & Assessment Placement Program (VB-MAPP) authored by Mark Sundberg, Ph.D., BCBA is an excellent, user friendly tool used for assessing students with autism and creating developmentally appropriate goals. Using B.F. Skinner's analysis of verbal behavior along with developmental milestones, the VB-MAPP guides professionals in filling in the gaps. It not only looks at the student's strengths, but also the deficits that interfere with progress. This workshop will focus on how to complete and interpret results of the VB-MAPP in order to select suitable IEP goals.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Learning how to administer and complete the VB-MAPP using all the components including: The Barriers Assessment (to determine deficits in learning, language and social skills), Transition Assessment (to decide on an appropriate program placement), Echoics Assessment (for articulation) and the Task analysis to further breakdown skills.
- Learning how to interpret results from the VB-MAPP and select and prioritize IEP goals needed for student success.
- Understanding the importance of research to steer the professional in using best practice procedures.

P.D.U.: 4.0 hours

NOTE: IN AN EFFORT TO GO "GREEN", HANDOUTS WILL BE AVAILABLE ON OUR WEBSITE APPROXIMATELY 1 WEEK PRIOR TO THE WORKSHOP. PLEASE GO TO OUR WEBSITE, CLICK ON THE "REGIONAL PROFESSIONAL DEVELOPMENT ACADEMY" BUTTON AND CLICK ON "HANDOUTS" ON THE MENU TO DOWNLOAD. HANDOUTS WILL BE LISTED BY DATE & WORKSHOP TITLE. YOU CAN SAVE THEM TO YOUR LAPTOP OR MOBILE DEVICE SO THEY MAY BE VIEWED AT THE WORKSHOP. (YOU CAN PRINT THEM IF YOU LIKE.) COPIES WILL NOT BE AVAILABLE THE DAY OF THE WORKSHOP.

Introduction to Natural Environment Teaching (NET): Part 1

October 25, 2016

Presenter: Lauren Clark, BCBA
Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Many individuals with autism have difficulty generalizing skills across environments. An important goal of natural environment teaching is to provide multiple opportunities for students to practice skills taught using discrete trial teaching (DTT) across settings throughout the day. Language and related skills are targeted. Activities are based upon students' motivation and may be planned for either group or 1:1 instruction.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Explaining the differences between NET and DTT.
- Discussing the advantages and disadvantages of NET.
- Discriminating between the basic functions of language identified by B.F. Skinner.
- Identifying the skill sets of early, intermediate, and advanced learners based upon the VB-MAPP assessment. It is recommended that a guide and protocol booklet be brought to the workshop.

P.D.U.: 4.0 hours

HANDOUTS WILL BE AVAILABLE AT THE WORKSHOP.

Improving Social Skills for Students with Autism Spectrum Disorders

November 16, 2016

Presenter: Dr. Rory Panter
Behavior Therapy Associates, PA

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: The ability to display appropriate social, emotional, and behavioral skills across multiple situations and settings is critical for students with autism spectrum disorders. Yet students with developmental delays typically have significant difficulty in the areas of problem solving, play skills, pragmatic language, turn-taking, sharing, self-control, anger management, appropriate expression of feelings and needs, and making friends. Comprehensive, evidence based interventions should focus on developing students' social-emotional skills, problem solving, and behavioral management. Emphasis should be placed on the acquisition and generalization of skills. This workshop will include practical strategies aligned with best practices, including social problem solving curricula, video modeling, reinforcement systems, carryover strategies for parents, and various other positive supports.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Understanding the core components necessary for social skills and problem solving programs to be effective.
- Becoming familiar with formal and informal social skill training interventions for students with autism spectrum disorders.
- Learning various user friendly techniques to foster social skills across environments.

P.D.U.: 4.0 hours

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Teaching in the Natural Environment (NET): Part II

November 17, 2016

Presenter: Lauren Clark, BCBA

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Natural environment teaching (NET) promotes skill acquisition and generalization based upon student motivation. It focuses on language and related skills. Lessons are created for individual students, as well as groups. Activities may be planned for individuals of all ages and developmental profiles.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Selecting developmentally-appropriate skills for NET based upon the VB-MAPP assessment. It is suggested that a guide and protocol be brought to the workshop.
- Discriminating between skills that should be taught in the NET vs. using discrete trial teaching (DTT).
- Identifying existing reinforcers and use those to condition new items/activities as reinforcers.
- Writing original NET lesson plans for early, intermediate, and advanced learners.
- Discussing options for NET data collection.

P.D.U.: 4.0 hours

HANDOUTS WILL BE AVAILABLE AT THE WORKSHOP.

Teaching Activities of Daily Living to Individuals with Autism

May 23, 2017

Presenter: Lauren Clark, BCBA

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

**(For directions to the Mall, go to the back of the brochure or our
website at: www.lehsd.ss8.sharpschool.com)**

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: It is important to teach students with autism to be as independent as possible, thereby maximizing their safety, ability to contact reinforcement in the environment, and contribute to their communities in meaningful ways. Many of these children will not acquire skills related to personal hygiene, dressing, household chores, etc., unless they are systematically taught utilizing the principles and procedures of applied behavior analysis (ABA).

Outcome

Objectives: Participants will gain knowledge and skills in:

- Discussing considerations regarding the selection of developmentally-appropriate skills to teach.
- Collecting baseline and acquisition data.
- Creating a task analysis for a specific skill being targeted.
- Selecting the most efficient teaching procedures based upon baseline data.
- Utilizing prompting procedures that reduce the likelihood of prompt dependence.

P.D.U.: 4.0 hours

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ABA for Teachers and Paraprofessionals Beyond the Basics

June 6, 2017

Presenter: Lauren Payer

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Applied Behavior Analysis (ABA) is a science that is used every day. Teachers and Paraprofessionals in both general education and special education can use these principles to meet their most challenging students' needs. ABA, when used correctly can bring about meaningful and positive change in behavior. This workshop is an intermediate level. **Participants should have prior knowledge and experience using ABA.**

Outcome

Objectives: Participants will gain knowledge and skills in:

- Learning the misconceptions about ABA.
- Learning the principles of ABA.
- Understanding how to apply the various principles in the classroom with students of different ability levels.
- Learning ways of using ABA in the classroom to increase academic success.
- Utilizing ABA to address challenging behavior.
- Creating social opportunities and positive interactions using ABA.

P.D.U.: 4.0 hours

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Social Skills

It is well-understood that in order for students with disabilities to be independent and as self-reliant as possible, they need to be able to interact with their families, school and the wider community. The teaching of social skills to all children has developed over the last several years and is now a well-organized attempt to provide thought out, planned activities that engage students in skills that are necessary for them to navigate in an appropriate manner.

In this strand, you will find workshops that will introduce you to evidence based treatments to address social skills difficulties, how to create a social skills curriculum in the Pre-K – 2 classroom. This workshop will utilize the LEAD curriculum Literature Based Educational Developmental approach. Another workshop will continue the theme of developing classroom based social skills through literature based activities and the use of a social problem solving approach as an essential component of social skills training.

A workshop has been developed to provide us with classroom strategies to reduce bullying behaviors. In addition, we have several workshops that promote classroom based strategies for teaching children that exhibit deficits in social skills interaction appropriate methods of peer interaction.

Remediating Bullying Behavior in the Classroom Setting: Guidelines for Educators

October 19, 2016

Presenter: Sharon Orosz

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Bullying is not a harmless rite of passage that everyone experiences. A large national survey of teachers and other school support staff found that 43 percent of school personnel consider bullying to be a moderate or major problem for their schools. Research shows that bullying can negatively impact a child's educational efforts. Numerous studies have confirmed that increased positive teacher-student relations lower aggressive behaviors including bullying. Educators are among the most important advocates that a student can have. This workshop will focus on how teachers and other staff can utilize one-on-one and classroom based strategies to reduce bullying incidents, and create a climate conducive to learning.

Outcome Objectives: Participants will gain knowledge and skills in:

- Understanding the frontline role that educators play in identifying and responding to bullying-related behavior.
- Identifying guiding strategies for bullying prevention & intervention in the classroom setting.
- Recognizing the specific considerations for students with special needs.
- Learning about common misdirections in response to bullying incidents.

P.D.U.: 4.0 hours

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Supporting Social Skill Development by Facilitating Peer Interactions for Students with Disabilities

November 2, 2016

Presenter: Michelle Lockwood
Director Positive Behavior Support Services, NJCIE

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Many students with disabilities may exhibit deficits in social interaction skills that interfere with their ability to fully participate at school. To adequately address this, students require support within the school environment to actively facilitate social skill development as well as generalization of social skills being learned. This training is intended to provide participants with practical ideas for maximizing opportunities for social interactions throughout the school day in order to help students with disabilities generalize social skills to all settings and improve interactions with peers.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Developing strategies to increase students' social skill development within the context of typical activities that occur in a school setting.
- Using pre-teaching and pre-correction to proactively support students' application of social interaction skills to various school settings.
- Identifying ways to help paraprofessionals and other staff support generalization of social skills.

P.D.U.: 4.0 hours

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Effectively Including Children with Disabilities in General Education Classrooms

December 6, 2016

Presenter: Dr. Michael C. Selbst
Behavior Therapy Associates, P.A.

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Children with disabilities are required by special education law to be educated with children who do not have disabilities to the maximum extent appropriate. Successful inclusion is oftentimes challenging for educators to meet all students' needs, while effectively managing challenging behavior. It is critical to understand students' individual strengths and weaknesses, be knowledgeable about various disabilities, and have a wealth of evidence-based interventions. This workshop will provide participants with important information to promote successful inclusion in the general education classroom. Concrete strategies will be provided to establish appropriate expectations, manage the classroom environment, foster positive social interactions among students, and create a positive climate and culture in the school. Participants can therefore increase their own skills, objectivity, confidence and knowledge to facilitate a more effective learning experience for all students.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Learning common symptoms associated with children who have developmental, social, emotional and behavioral disabilities.
- Learning critical skills necessary to provide a positive climate and culture within their program.
- Learning strategies to effectively include children with special needs within their classroom.

P.D.U.: 4.0 hours

NOTE: IN AN EFFORT TO GO "GREEN", HANDOUTS WILL BE AVAILABLE ON OUR WEBSITE APPROXIMATELY 1 WEEK PRIOR TO THE WORKSHOP. PLEASE GO TO OUR WEBSITE, CLICK ON THE "REGIONAL PROFESSIONAL DEVELOPMENT ACADEMY" BUTTON AND CLICK ON "HANDOUTS" ON THE MENU TO DOWNLOAD. HANDOUTS WILL BE LISTED BY DATE & WORKSHOP TITLE. YOU CAN SAVE THEM TO YOUR LAPTOP OR MOBILE DEVICE SO THEY MAY BE VIEWED AT THE WORKSHOP. (YOU CAN PRINT THEM IF YOU LIKE.) COPIES WILL NOT BE AVAILABLE THE DAY OF THE WORKSHOP.

Universal Positive Behavior Supports in the Classroom: Creating a Climate to Maximize Student Success

December 8, 2016

Presenter: Dr. Amy Golden
Behavior Therapy Associates, P.A.

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: The ability to display appropriate social, emotional, and behavioral skills across multiple situations and settings is critical for students. Furthermore, daily student behavior significantly impacts overall school culture and climate. Deficits among students in these areas are also associated with considerable negative outcomes in current and future adjustment (i.e., educational achievement, interpersonal relationships, securing and maintaining employment, and psychological well-being).

This workshop is designed to teach participants to identify specific behaviors for instruction in the classroom setting; provide planned, proactive practice opportunities for students; and use evidence-based behavior management strategies to promote student success. A continuum of positive behavioral supports will be described, ranging from universal to individualized plans. Practical, evidence-based antecedent and consequence interventions will be discussed. Video vignettes and user-friendly strategies will be shared.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying and defining specific behavioral and social skills problems among students.
- Describing the components of a classroom positive behavior support plan.
- Identifying evidence-based positive behavior support strategies, including teaching approaches for promoting positive peer interactions and social skills to foster a positive classroom climate.
- Identifying when individualized functional behavior assessments and positive behavior supports are warranted and understand the steps involved.

P.D.U.: 4.0 hours

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Social Building Blocks: Creative Social Skills Strategies that Work!

December 14, 2016

Presenter: Maureen Casey, Speech Language Therapist
Zahava Friedman, Occupational Therapist, BCBA

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Social skills programming is very challenging to tackle inside the classroom, as deficits are unique to each individual student. Often, strategies and activities need to be modified and customized, as difficulties do not appear in a “one size fits all” variety. This advanced presentation will provide attendees with the tools to build a successful, literature based social skills curriculum. This workshop will primarily be in-depth activities and hands-on practice. Presenters are looking forward to enthusiastic collaboration with all attendees. Come prepared to work in teams and share your awesome ideas!

Outcome Objectives: Participants will gain knowledge and skills in:

- Choosing appropriate literature and customizing lessons accordingly.
- Formulating and modifying appropriate worksheets and hands-on activities to fit your students’ needs.
- Using technology tools to plan your lessons and activities.
- Using a collaborative or in-class therapy approach.
- Creating and maintaining a social skills routine repertoire.

P.D.U.: 4.0 hours

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Follow the LEADer to Social Success in the Early Childhood Setting (Pre-K – 2nd Grade)

June 5, 2017

Presenter: Maureen Casey, Speech Language Therapist
Zahava Friedman, Occupational Therapist, BCBA

Location: Monmouth Mall, Lower Level
180 Route 35 (Routes 35 & 36)
Eatontown, NJ 07724

(For directions to the Mall, go to the back of the brochure or our website at: www.lehsd.ss8.sharpschool.com)

Time: 8:30 am Registration and Coffee
9:00 am - 1:00 pm Seminar presentation
(Lunch will not be provided)

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Overview: Early childhood learners are often entering our buildings unprepared to interact with adults and other children. These students lack the necessary social-emotional readiness to skillfully access preschool and early childhood curricula. This new presentation will provide attendees with information and strategies to successfully implement a literature-based social skills program for the developmentally young learner. The workshop builds upon a combination of well-researched social skills platforms, synthesizing mindfulness, behavioral, and social-emotional techniques. Follow the LEADer program stands for Literature-based Emotional Academic Developmental program. Come prepared to be actively engaged with your peers, while practicing and creating early learner activities.

Outcome

Objectives: Participants will gain knowledge and skills in:

- Choosing appropriate early childhood literature and using it effectively in your practice.
- Formulating and modifying appropriate movement and hands-on activities to fit the needs of developmentally young learners.
- Using technology tools to plan socially-integrated lessons and activities.
- Using a collaborative or in-class therapy approach.
- Creating and maintaining a pre-academic social skills routine repertoire.

P.D.U.: 4.0 hours

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“FEE FOR SERVICES” TRAINING

From time to time, collaborative member Administrators identify areas of need for staff trainings that are outside the Regional Professional Development Academy’s (RPDA) developed schedule of workshops. We then notify the collaborative Administrators to determine if there is a broad interest in developing workshops to address the area of need. The cost for the workshop is then shared by the member districts on a participant basis.

In the 2016-2017 school year, we are currently providing “Fee for Services” Training in the following areas:

- **Wilson Reading & Language Level 1 Certification** – In-progress
- **Wilson Reading & Language Foundations Level 1 (1st grade)** – Scheduled for September 20th, 2016
- **Wilson Reading & Language Foundations Level 3 (3rd grade)**
- **Wilson Reading & Language Just Words**

Additional training will be developed based on the need of the collaborative districts.

Member district Administrators are encouraged to contact the Program Administrator, William Kaskow at (609)618-7025 or by email rpdacademy@aol.com to identify needed areas of training.

Directions



Monmouth Mall, Lower Level **180 NJ Route 35** **Eatontown, NJ 07724**

From Northern New Jersey:

Take Garden State Parkway South to Exit 105 (Long Branch/Eatontown, Route 36). Follow 36 East and turn right at Wyckoff Road (which will be third light). **Enter Monmouth Mall on the left. Make a right on the mall loop towards the movie theater. Make a left and park near lamp post #21 (Behind Old Navy and American Eagle). The entrance door is #3. Enter at the Management Office sign and go downstairs. Workshop is located in the room right at the bottom of stairs.

(Elevator is on the right behind the staircase, if needed.)

From Southern New Jersey:

Take Garden State Parkway North to Exit 105 (Long Branch/Eatontown, Route 36). Turn right on Wyckoff Road and follow directions above. **

From Western New Jersey:

Take Route 18 South to Exit 13B to Route 36 East. Turn right on Wyckoff Road and follow directions above. **

Regional Professional Development Academy Registration Form

*****Please be sure that you or your district emails the RPDA registration form in order to be registered and confirmed to attend the workshop.*****

No Charge for Collaborative Members

Payment policy for Non-Collaborative Districts is \$100 per person (non-refundable). Checks or Purchase Orders must be received before the date of the seminar. Make payable to: "Regional Professional Development Academy" and mail to: RPDA, c/o Little Egg Harbor BOE, Attn: Ann Facemyer, 307 Frog Pond Road, Little Egg Harbor, NJ 08087. (Only send payments or Purchase Orders to LEH BOE)

Registration Form ONLY: (Note: we do NOT have a Fax machine)
Please email this form to: rpdacademy@aol.com. The receipt of the registration form will enable each participant to receive a confirmation. You must have received a confirmation email in order to enter the Seminar.

If you do not receive a confirmation email after you have submitted your registration form, please email Deb Smith at: rpdacademy@aol.com. (Please check your "spam" folder for your confirmation email.)

Please communicate with your district to ensure that your registration form has been forwarded to Deb Smith.

All seminars are being held at the Monmouth Mall. Please check our website for details of the seminar: lehss8.sharpschool.com, click on "RPDA", click on "Seminars", then click on title of seminar.

Seminar hours:	8:30 a.m. 9:00 a.m. - 1:00 p.m.	Sign-In and Refreshments Seminar Presentation (Lunch will not be provided)
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Any questions, please call Deb Smith at (862) 227-0352 or email at: rpdacademy@aol.com.

Print clearly with ink:

Name: _____

General Ed _____ Special Ed _____ Grade Level _____

CST _____ Nurse _____ Speech _____ Guidance Couns. _____ Occupational Therapist _____

Physical Therapist _____ Administrator _____ Paraprofessional _____ Parent _____

School District: _____

Name Non-Public School: _____

Home/Cell Phone*: _____ Work Phone: _____

Home email* (print clearly): _____

Work email (print clearly): _____

Date of Seminar you would like to attend (only one date per form): _____

Name of Seminar: _____

* This information is required so you can be contacted ONLY in case of an emergency cancellation.

NOTE: If you are unable to attend the seminar, your cancellation must be emailed to Deb Smith.

(Note: we do NOT have a Fax machine, please scan and email to rpdacademy@aol.com)