

Institute for Supporting Students with Severe Disabilities

The Western Regional Special Education Technical Assistance Support Center (RSE TASC) is pleased to offer an Institute for Supporting Students with Severe Disabilities (the student with severe disabilities is assessed using the NY State Alternate Assessment). Meeting the unique and diverse needs of this population is challenging. This workshop series is designed to assist teachers, related service providers and program administrators in refining their skills in the areas of access and progress in the general education curriculum, transition planning, IEP development, specially designed instruction, classroom and behavioral management and literacy instruction. Please feel free to attend as many of the institute offerings as your schedule will allow.

All workshops are scheduled from 9 AM to 3 PM unless specified otherwise.

Registration opens at 8:30 AM. LUNCH IS ON YOUR OWN

COST: No Fee, however must pre-register to ensure adequate materials for participants

WORKSHOP LEVEL: Awareness ☒ Knowledge/Skill Building ☒ Application/Adaptation ☒

We are grateful to The ARC of Erie County for arranging for the use of their conference room at the Russell J. Salvatore Learning Center, 777 Maryvale Drive, Cheektowaga, NY 14225, for many of the workshops.

Register online to receive confirmation & reminder emails

Hyperlink to Registration	Topic	Description	Presenter	Location
9/18/18	Overview – Access to the General Education Curriculum	What is the impact of providing access and progress in the general education curriculum mean for students with severe disabilities? In this workshop participants will <ul style="list-style-type: none"> • understand the meaning and impact of access, participation and progress in general education • identify recommended practices for the education of SWSD • evaluate strengths and needs of current practices 	Cherie Wilkolaski	ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225

Hyperlink to Registration	Topic	Description	Presenter	Location
10/16/18 10/18/18 10/24/18 10/31/18	Student Exit Summaries (SES) for Skills Credentials/ NYSAA Students	<p>This workshop provides a review of how to complete the new Exit Summary document for students who are exiting with the Skills and Achievement Commencement Credential.</p> <p>The first part of the day will contain the regulatory requirements and examples of this document. The afternoon will be a workday in which participants can complete Exit Summary documents for their students with support from the transition specialist.</p> <p>Participants are encouraged to bring transition information & documentation for their exiting students and should also bring a laptop.</p>	Lisa Earle	10/16/18 - Erie 1 BOCES 10/18/18 – CABOCES Learning Resource Center @ St Bonaventure 182 East Union Street Allegany, NY 14706 10/24/18 - E2CC BOCES, LoGuidice Building 10/31/18 - Orleans Niagara BOCES
10/25/18	SPP 13 Bootcamp (for non-district & agency schools)	<p>Districts report on Indicator 13 on a rotating basis and are expected to be at 100% compliance. This requires teachers to know what is required to develop a comprehensive, connected transition plan for students. SPP 13 Bootcamp explains the requirements, the transition planning process, and leads participants through a review of their own IEPs.</p> <p>This session is designed for non-district school staff but is open to all. Participants should bring at least one transition IEP to review.</p>	Liz Loughran-Amorese Lisa Earle	Erie 1 BOCES

Hyperlink to Registration	Topic	Description	Presenter	Location
11/9/18	Developing a Standards-Based IEP for Students with Severe Disabilities	<p>So, WHAT is a standards-based IEP? HOW do we develop a standards-based IEP? Join us in a collegial conversation and review of various resources and tools to develop students' IEPs that:</p> <ul style="list-style-type: none"> • Encourage higher expectations for students with the most significant cognitive disabilities • Consider the standards (Dynamic Learning Maps essential elements and career development & occupational standards – CDOS) that students are expected to meet directly tied to grade-level expectations or important functional skills and concepts • Specify the critical areas for which students require specially designed instruction • Provide information for teachers to effectively provide accommodations, supports, and instruction to students with severe disabilities to address the needs of the student that impact academic and functional performance 	Mary Ann White	ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225

Hyperlink to Registration	Topic	Description	Presenter	Location
12/4/18	Specially Designed Instruction for Students with Severe Disabilities	<p>What specific supports do your students need to be successful? What skills do they require for post-secondary success? Join us with a diagnostic-prescriptive mindset where we will:</p> <ul style="list-style-type: none"> • Apply ABA (applied behavior analysis) principles • Follow a framework of "here's what, so what, now what?" to address specific barriers to learning • Task analyze the systematic instruction approach to Specially Designed Instruction and Progress Monitoring to support Students with Severe Disabilities 	Alison Parzych	ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225
1/10/19	Effective Strategies for Managing the Classroom for Students with Severe Disabilities	<p>Do you work with a student who has challenging behaviors? Are you wondering what you can do to support them in changing their behavior? When a student engages in some form of challenging behavior, an important first step for the teacher is to determine the skill deficit the student presents. Once determined, data can be collected, and strategies selected.</p> <p>Participants will spend time exploring evidence-based practices that will help them in supporting students with severe disabilities.</p>	Christopher Morse	ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225

Hyperlink to Registration	Topic	Description	Presenter	Location
2/8/19	Literacy Instruction for Students with Severe Disabilities	<p>What are research-based practices for providing access to the general education curriculum in reading and literacy for students with severe disabilities? How might I adjust my practices to incorporate these practices to promote literacy success for my students?</p> <p>In this workshop participants will:</p> <ul style="list-style-type: none"> • Examine research-based practices • Understand the connections between communication and literacy • Explore a framework for planning and instruction for literacy • Design a unit and lesson plans for implementation 	Cherie Wilkolaski	ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225
3/5/19	Transition Assessment for Students with Severe Disabilities	<p>Transition assessments are an essential part of the transition planning process. They provide information regarding student strengths, preferences, interests and needs from which measurable post-secondary goals can be developed. State Performance Plan Indicator 13 requires the use at least one Transition Assessment to inform the transition planning process. However, traditional assessments do not always effectively capture useful information for students with severe disabilities.</p> <p>This full-day workshop will provide an overview of transition assessments that can be easily implemented or adapted for use with students with severe disabilities. Participants will learn how to select, analyze and document transition assessments in the IEP.</p>	Liz Loughran-Amorese	ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225

Hyperlink to Registration	Topic	Description	Presenter	Location
4/5/19	<p>AM SESSION 9-12:00 OPWDD Overview and the Front Door</p> <p>PM SESSION 12:30 –3:00 A Closer Look at OPWDD and Agency Services</p>	<p>AM SESSION OPWDD Overview and the Front Door: Involvement in OPWDD is of the utmost importance for students and adults with significant developmental disabilities, yet many teachers and families aren't sure how or why to access this vital support system. This half-day session is designed to give basic information on what the Office for People with Developmental Disabilities is and what services they offer, as well as the eligibility criteria for services. Participants will leave with updated information about OPWDD, as well as tools to assist families in connecting to services.</p> <p>PM SESSION A Closer Look at OPWDD and Agency Services: OPWDD is a complex system, and it can be hard to keep up with what changes have been made at the state level, as well as what programming looks like from local provider agencies. This session will take a closer look at services provided through the OPWDD Home and Community Based Supports waiver, and explore the agencies providing services in our area. Participants attending should already be comfortably familiar with OPWDD or should plan to attend today's AM session (OPWDD Overview and the Front Door).</p>	Mary Richards	<p>ARC of Erie County 777 Maryvale Drive Cheektowaga NY 14225</p>

Hyperlink to Registration	Topic	Description	Presenter	Location
5/23/19	<p>HALF DAY AM ONLY</p> <p>Exploring Support Services Options for Individuals with Severe Disabilities: Tour</p> <p>8AM – 12:00 noon Participants will be required to drive to each location.</p>	<p>What does the future hold for young adults with severe disabilities after they leave school? Who provides the services the students received and relied upon while in school? What happens when the school bus doesn't come anymore? This half-day session is designed to broaden teachers' understanding of some of the support services that are available in our region. Prior to the tours, a brief overview of systems that are in place and the agencies that are available to serve youth as they transition to the adult world. After the overview, a tour of two local agencies will provide participants with information regarding some of the service options. Hear directly from two local agencies regarding service such as Day Habitation without Walls, Respite Services, and Supported Employment Programs, that are available for individuals.</p>	Paul Wekarski	<p>Sites to be determined</p>

To Register: Click on a hyperlinked date above OR go to www.e1b.org & click on calendar at bottom of page to see all workshops

Follow your school or district's procedure to register. For further information regarding a workshop, please contact the presenter. For accommodations or information, please contact [Sue Ann Coburn](#) at (716) 821-7542.

If unable to register online, please complete this registration portion and mail or fax to:

RSE-TASC, Erie 1 BOCES Educational Campus, School Support Services, 355 Harlem Road West Seneca, NY 14224 FAX (716) 821-7559

Name:

District or Agency:

Building Name:

Email Address:

(In case of emergency or snow day) Home or Cell Phone Number:

Work Phone Number:

Participant Type (Special Education Teacher, Administrator, General Education Teacher, Counselor, OT, PT, other):