

*Middlesex Regional
Educational Services Commission*



Professional Development Academy

2011 - 2012

Catalog of Programs

1690 Stelton Road
Piscataway, NJ 08854
732.777.9848 Ext. 3560
pda@mresc.k12.nj.us



www.mresc.k12.nj.us/pda

Welcome to the 2011 – 2012 Professional Development Academy

Professional development continues to be an essential part of improving student performance and building effective professional learning communities throughout our region and state. Since its inception over 13 years ago, the Middlesex Regional Educational Services Commission's Professional Development Academy (PDA) has enjoyed a solid reputation as a provider of high quality staff development and parenting programs. Our presenters offer knowledge and best practices in curriculum content and are committed to extending learning beyond the specific program experience. The PDA programs meet or exceed established federal, state, and professional guidelines for staff development.

A monthly **At-A-Glance Schedule** (page 9) is provided for a quick review of programs offered at the PDA facility. A detailed overview of each program including course descriptions, target groups, and presenter profiles are on dedicated pages (pages 11 - 31) to facilitate your course selections and sharing with colleagues. All programs offered in the catalogue are also available as on-site programs in your school site. In addition to our catalogue offerings we provide an extensive range of special education programs on-site (pages 31 - 34). **We are also pleased to highlight our on-line library of webinars. The initial on-line program, "Introduction to ASD," is available at no cost and can be accessed 24/7 on-line** (page 35).

The PDA Catalogue can be viewed on-line, www.mresc.k12.nj.us and downloaded. We will also send a paper copy upon request. Throughout the 2011 – 2012 school year we anticipate additions to our professional development offerings so please check the website for revisions and additions. For additional information about the PDA, please contact us by phone, 732.777.9848 Ext. 3560, or by e-mail pda@mresc.k12.nj.us.



Middlesex Regional Educational Services Commission (MRESC)

Dale Caldwell, President MRESC Board of Directors

Mark J. Finkelstein, Superintendent

Gary Molenaar, Assistant Superintendent

Patrick M. Moran, Business Administrator/Board Secretary

Lorraine Small, Director of Human Resources

The Middlesex Regional Educational Services Commission (MRESC) serves approximately 100 school districts and municipalities throughout New Jersey. Established in 1977, the MRESC provides specialized, auxiliary and remedial services to thousands of eligible special needs students through its six schools and Non Public Department. MRESC also offers a comprehensive Professional Development Academy (PDA), and the Collaborative Educational Services (CES) program, helping districts offer educational programs for special needs students within their neighborhood schools. Additionally, MRESC offers numerous opportunities for the cooperative purchasing of equipment and supplies at reduced costs for New Jersey schools and municipalities.



MRESC Board of Directors Member Districts

Carteret	North Brunswick
Cranbury	Old Bridge
Dunellen	Perth Amboy
East Brunswick	Piscataway
Edison	Sayreville
Highland Park	South Amboy
Jamesburg	South Brunswick
Metuchen	South Plainfield
Middlesex	South River
Milltown	Spotswood
Monroe	Woodbridge
New Brunswick	
Middlesex County Vocational & Technical Schools	

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Rutgers – The State University of New Jersey Graduate Courses in Applied Behavior Analysis

Offered by: Douglass Developmental Disabilities Center
Sponsored by: The Center for Applied Psychology of the Graduate School of Applied and Professional Psychology
Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854
Time: 4:00 PM – 7:00 PM

Course Description:

The five-course series in Applied Behavior Analysis (ABA) has been approved by the Behavior Analyst Certification Board (BACB) as meeting the academic requirements necessary to sit for the certification exam. For information about the requirements for BCBA certification please visit: www.bacb.com.

The courses are sequential with each course being a prerequisite for subsequent courses. The series begins every fall and continues over a five semester time frame. For a complete course description call 732.932.3017 or visit us online: <http://dddc.rutgers.edu/students/aba-course.php>

Course 1 — Fall

Basic Principles of Behavior Analysis

Course 2 — Spring

Introduction to Analysis and Single Case Design

Course 3 — Fall

Application of Behavior Analytic Principles: Changing Behavior

Course 4 — Spring

Applications of Behavior Analytic Principles: Functional Assessment and Ethics

Course 5 — Summer*

Advanced Topics in Behavior Analysis: State-of-the-Art Teaching Strategies for Children with Autism and Related Disorders

* Summer Course will be held on the Rutgers campus.

Registration:

To request a pre-approval application or a registration packet for the first course in the series, Basic Principles of Behavior Analysis, contact Nadine Byczkowski at 732. 932.4500, ext.134, or by mail:

Douglass Developmental Disabilities Center
151 Ryders Lane
New Brunswick, NJ 08901
Attn: Nadine Byczkowski

Middlesex County College The Office of School Relations

The Office of School Relations at Middlesex County College is the College's link to the public, parochial, and private schools for teachers, counselors, and administrators working in grades K - 12.

- Please *Save-the-date* for the MCC Creative Classroom Presentation coming on December 8, 2011. This is our annual conference for educators from throughout the region to work in a collegial manner to exchange ideas and instructional strategies.

- Please look for the MCC AP Summer Institute scheduled from August 8 – 11, 2011 at our Edison Campus. Please click on a link below for more information:
<http://www.middlesexcc.edu/osr/images//apsi%202011%20app.pdf>

- Please look for upcoming information regarding *GEMS* coming to MCC. We are very excited to be a part of this experiential science and mathematics program.

Middlesex County College and the MRESC Professional Development Academy are cosponsoring, *Teaching Math in the Middle Grades to Students with Learning Disabilities* (please see page 27 for details).

For Additional Information Please Contact:

Darlene Yoseloff, Director Office of School Relations
Middlesex County College
2600 Woodbridge Avenue
Edison, NJ 08818-3050
732.906.2554
DYoseloff@middlesexcc.edu

Or visit the MCC website at: <http://www.middlesexcc.edu/osr/control.cfm>

Notes: _____

Rowan University
Office of Professional Development/CGCE
Beginning Teacher Induction Center

The Thomas E. Robinson Beginning Teacher Induction Center (BTIC) is a College of Graduate and Continuing Education outreach resource. The primary goal of the BTIC is to provide support services for novice teachers in their first, second, and third years of teaching. BTIC services are provided in two ways; the first is a series of induction workshops for the novice teacher. The second is for teachers who serve as mentors for novice staff and is available as in-district training upon request. This dual approach for novice teachers ensures a strong network of support for those in the profession.

Novice Teacher Seminars for Northern New Jersey

Location: PSE&G Conference Center, Edison, NJ
Cost: Individual Seminar \$125, Series \$525 (Must attend all 5 for discount)

<u>Dates</u>	<u>Novice Teacher Seminar Topics</u>
Friday, September 23, 2011	Beginning the School Year & Classroom Management Forum: Tricks of the Trade
Tuesday, October 18, 2011	Preparing for Parent/Teacher Conferences: Getting Parents on Your Side & School Law
Thursday, November 17, 2011	Understanding the New Standards for Novice Teachers & Co-teaching
Thursday, December 1, 2011	Practical Strategies for Engaging Students in the Large Classroom
Thursday, March 22, 2012	How Teacher Attitudes Affect Student Achievement & Ending the School Year
Thursday, October 6, 2011	Mentor Teacher Training (stand alone session) \$125.00

Registration Deadline: ONE (1) week prior to seminar date.

Registrants will receive e-mail confirmations approximately one week prior to the event. For questions regarding registration contact Patti Tarantino at (856) 256-4730 or e-mail tarantinop@rowan.edu.

Register online at: www.rowan.edu/cgce or fax to 856.256.5607

For questions regarding novice teacher seminars or to request mentor teacher training please contact:

Nancy Silver
Coordinator, BTIC
South Jersey Technology Park at Rowan University
107 Gilbreth Parkway, Suite 200
Mullica Hill, NJ 08062

Ph: 856.256.4000 Ext. 3287
Fax: 856.256.5607
silvern@rowan.edu

Rutgers – The State University of New Jersey
School of Social Work
Institute for Families

The Rutgers School of Social Work is a National Board for Certified Counselors (NBCC) approved Continuing Education Provider and may offer NBCC – approved clock hours for workshops that meet NBCC requirements. The Rutgers School of Social Work, Institute for Families has been offering continuing education for more than 30 years.

In our work with Clients we emphasize the importance of proper self-care, doing what one has to in order to live a healthy and productive life. Unfortunately, as social workers, we sometimes do not practice what we preach. The requirement to obtain continuing education hours exists because our learning is never done. Since we work with the most difficult social problems in our society, our profession requires lifelong learning. We need to maintain expert knowledge of current research and theories and evolving clinical interventions. Our clients deserve thriving and well-informed professional – nothing less.

Contact:

Office of Continuing Education
Building 4161, Livingston Campus
Rutgers - The State of University of NJ
100 Joyce Kilmer Avenue
Piscataway, NJ 08854-8045
848.445.0512

Or

E-mail: ce@ssw.rutgers.edu

Please check our website for upcoming workshops offered throughout the region and in the MRESC Professional Development Academy.

Website: <http://socialwork.rutgers.edu/continuingeducation/ce.aspx>

Notes: _____

At-a-Glance Workshop Schedule for the 2011 – 2012 School Year

July 2011

- Solving the Puzzle of Autism: Tactile Therapy Techniques – July 15, 2011

August 2011

- Transportation and the Special Needs Student – August 31, 2011

October 2011

- School Bus Transportation; Everything You Wanted to Know but Were Afraid to Ask – October 26, 2011

November 2011

- Improving the School Intervention and Referral Services (I&RS) Team – November 1, 2011
- School Crisis Team Training – November 2, 2011

December 2011

- iPad Apps for Students with Special Needs: An Overview – December 2, 2011
- Difficult, Challenging Behaviors in General Education Settings: What Educators Can Do December 8, 2011
- Power-Solving™: Problem Solving Outside the Box for More Effective Teaching & Social Skills Development – December 13, 2011

January 2012

- Behavior Management Strategies for the Inclusion of Students with Autism – January 19, 2012
- Special Considerations & Challenges in Assessment & Treatment of Bilingual Children with Developmental Disabilities – January 25, 2012
- Helping Emotionally Challenged Students Engage Positively – January 27, 2012
- How to Be an Effective Para-Professional – January 31, 2012

February 2012

- Behavior Problems Resource Kit: Identification, Measurement & Interventions for Children with Challenging Behavior – February 9, 2012
- Increasing On Task Performance for Students with ADHD Grades 6-12 – February 15, 2012
- Reinforcement: “It’s All About the MO.” – February 22, 2012
- Childhood Apraxia of Speech: Practical Assessment & Treatment Methods for Developing More Intelligible Speech Level 1 – February 27, 2012

March 2012

- Increasing On-Task Performance for Students with ADHD Grades K-5 – March 15, 2012
- What to do When Therapy isn’t Working: Discussion & Analysis of Challenging Cases in the Treatment of Childhood Apraxia of Speech Level 2 – March 16, 2012
- Using Visual Strategies for Students with Autism & Multiple Disabilities – March 21, 2012
- Instructing Children with Cochlear Implants – March 27, 2012
- Math Strategies for Students with Learning Disabilities in the Middle Grades – March 29,

2012

April 2012

- Augmentative and Alternative Communication (AAC) and Autism Spectrum Disorder – April 4, 2012
- Topics in Transition Planning for Students with Disabilities – April 20, 2012
- Social Skills: Get Them, Have Them, Use Them – April 27, 2012

Professional Development to Support Students with Autism in the School Environment

The Professional Development Academy wishes to highlight a series of workshops designed to support students with an Autism Spectrum Disorder (ASD) in the school environment. These workshops are geared to classroom faculty and CST members, as well as administrators.

Solving the Puzzle of Autism: Tactile Therapy Techniques

July 15, 2011

Behavior Management Strategies for the Inclusion of Students with Autism

January 19, 2012

Using Visual Strategies for Students with Autism & Multiple Disabilities

March 21, 2012

Reinforcement: “It’s All About the MO”

February 22, 2012

Augmentative and Alternative Communication (AAC) and Autism Spectrum Disorder

April 4, 2012

Social Skills: Get Them, Have Them, Use Them

April 27, 2012

Notes: _____

Solving the Puzzle of Autism: Tactile Therapy Techniques

Date: July 15, 2011

Time: 8:30 AM – 4:30 PM

CEU CREDIT: TalkTools is an ASHA and AOTA CE approved provider. Available for six (6) Credit Hours, 0.6 ASHA CEUs or 0.6 AOTA CEUs.

Learning Community: Speech-Language Pathologists, Physical Therapists, Occupational Therapists, Orofacial Myologists, Audiologists, special needs teachers and parents.

Registration: Tuition \$189.50. To register via telephone please call: (866) 369-3543 or (720) 524-3543

Please log onto link below to register:

<http://www.talktools.com/s.nl/it.A/id.1795/f?sc=19&category=1340>

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description: Autism is a developmental disability that affects, often severely, a person's ability to communicate and socially interact with others. According to recent statistics from Cure Autism Now, autism is believed to affect 1 in every 150 people and the rate is on the rise. The intensity of symptoms varies widely; however, all people on the spectrum display impairments in communication, social relationships and patterned behaviors. Due to high incidence of communication issues with the ASD population, Speech Pathologists are almost always part of a team of professionals who treat these individuals. This course will look at the current methodologies and treatment techniques when working with children who present with Autism. Various methodologies will be outlined and discussed including Applied Behavioral Analysis, Verbal Behavior, DIR methods, Oral Placement Therapy and Biomedical Theories. Combining approaches allow therapists to assess children with ASD and implement a comprehensive tactile approach to therapy. Issues such as problematic behavior, food refusal and tactile sensitivities will be discussed.

Presenter: Robyn Merkel-Walsh, M.A., CCC-SLP is a Licensed Speech Pathologist with 16 years of experience in the state of NJ. She is employed full-time by a NJ public school district and runs a private practice. Robyn specializes in Oral-Placement and myofunctional disorders in children. Her private practice focuses on Oral-Placement disorders in children, particularly those within the autistic spectrum. She conducts evaluations and Program Plans for children across the tri-state area. Her publications include SMILE (Systematic Intervention for Lingual Elevation), Art Talk, Handy Handouts, and she co-authored Sensory Stix and OPT Goals for Speech Clarity. She has also written several articles for the TalkTools® website, and Advance Magazine for Speech Pathologists. She is a member of ASHA, NJSHA, the NJEA, The Bergen County Apraxia Association and The International Association of Oral-Facial Myology. Robyn has specialized training in Oral-Placement Disorders, feeding, Apraxia, Applied Behavior Analysis, Autism, cranio-facial anomalies, Beckman Techniques, and PROMPT.

Transportation and the Special Needs Student

- Date:** August 31, 2011
- Time:** 9:00 AM - 11:30 PM
- Eligible Hours:** Two and ½ (2.5) Professional Development Hours
- Learning Community:** School bus drivers, school bus aides, transportation coordinators
- Registration:** No Tuition Charge, Registration Required
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

This workshop will provide an overview of the many types of disabilities and how these may impact students riding the school bus. Some of the topics to be covered include; Student behavior and Medical Issues, Proactive Behavioral Strategies, Medical Considerations, Specialized Equipment, Loading and Unloading Responsibilities, Preparation for Emergencies, and the Importance of Communication. All participants will receive a certificate of attendance upon completion.

Presenters:

Middlesex Regional Educational Services Commission Transportation and Special Education staff and faculty.



Notes: _____

School Bus Transportation; Everything You Wanted to Know but Were Afraid to Ask

Date: October 26, 2011
Time: 10:00 AM – 12:00 Noon
Eligible Hours: Two (2) Professional Development Hours
Learning Community: School Bus Drivers and Transportation Coordinators
Registration: No Tuition Charge, Registration Required
Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Please join our transportation department experts to discuss several pertinent topics including:

- ❖ CDL Licensing
- ❖ Vehicle Training
 - Vehicle handling
 - Accidents
 - Mechanical failures
 - Railroad crossings
 - Situations that create risk
- ❖ Know Your Route
 - Checking vehicles
 - Hazards
 - Responsibilities to parents/guardians
 - Violations
- ❖ Driver’s Point of View
 - your role as a driver
 - stresses of a school bus driver

Presenters:

Middlesex Regional Educational Services Commission Transportation Department staff.

Notes: _____

Improving the School Intervention and Referral Services (I&RS) Team

- Date:** November 1, 2011
- Time:** 9:00 AM – 12:00 Noon
- Eligible Hours:** Three (3) Professional Development Hours
- Learning Community:** Current members of the school I&RS Team. It is recommended that at least 2 members of the team attend.
- Registration:** \$60 Full Tuition, \$50 PDA Subscription Members
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

In the absence of an “Answer Book” to address the instructional challenges faced by teachers in the classroom, the school based I&RS Team is a valuable resource to the school’s teaching community. Although the presence of the I&RS Team is mandated by the NJ Department of Education code, the ability of the team to be an effective resource to teachers depends upon the model of operation used. Team effectiveness is predicated on team member understanding of a Consultancy model that supports teacher effectiveness in the classroom. In addition, the I&RS Team can offer the school community an important Professional Development component.

Presenter:

George Scott is the former Director of Student Services in South Brunswick Schools, Middlesex County. His 30 years of work addressing the unique needs of students through special education services, accommodation plans and creative application of district resources allows him to bring to this training a model of support that enhances the effectiveness of the I&RS Team. George is a Marriage and Family Therapist, Coordinator of the Middlesex and Monmouth Traumatic Loss Coalitions, and adjunct instructor in the Counselor Education Department of The College of New Jersey.

Notes: _____

School Crisis Team Training

- Date:** November 2, 2011
- Time:** 9:00 AM – 12:00 Noon
- Eligible Hours:** Three (3) Professional Development Hours
- Learning Community:** School Counselors, Child Study Team members, Teachers, School Administrators
- Registration:** \$60 Full Tuition, \$50 PDA Subscription Members
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

The Middlesex County Traumatic Loss Coalition for Youth Program (TLC) is an interactive network that offers collaboration and support to professionals working with school-age youth. The dual mission of the TLC is excellence in suicide prevention and trauma response assistance to schools following unfortunate losses due to suicide, homicide, accident and illness. The purpose of this training is to ensure that our schools' faculty and staff have up-to-date knowledge about mental health issues, suicide prevention, traumatic grief, and resiliency enhancement.

Presenter:

George Scott is the former Director of Student Services in South Brunswick Schools, Middlesex County. His 30 years of work addressing the unique needs of students through special education services, accommodation plans and creative application of district resources allows him to bring to this training a model of support that enhances the effectiveness of the I&RS Team. George is a Marriage and Family Therapist, Coordinator of the Middlesex and Monmouth Traumatic Loss Coalitions, and adjunct instructor in the Counselor Education Department of The College of New Jersey.

Notes: _____

iPad Apps for Students with Special Needs: An Overview

- Date:** December 2, 2011
- Time:** 1:00 pm – 3:00 pm
- Eligible Hours:** Two (2) Professional Development Hours
- Learning Community:** Speech Language Specialists, General & Special Education Classroom Teachers
- Registration:** No Tuition Charge, Registration Required
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

This workshop will discuss several applications (Apps) for the Apple iPad related to language and communication. Many Apps may be used successfully with students having moderate to severe multiple disabilities and autism. We will review and demonstrate free/low cost Apps that we have found useful with preschool/primary age students. Participants are welcome to bring their own iPad/iPod Touch and share any of their favorite apps.

Presenters:

Susan Garbowski, M.A., CCC/SLP has been employed as a Speech and Language Specialist by MRESC for 17 years in their programs for students with autism and multiple disabilities. She currently works at the Academy Learning Center in Monroe Township, NJ.

Kathleen Collins, M.A., CCC/SLP has 19 years experience working with students with multiple disabilities and autism as a Speech and Language Specialist. She currently works at the Academy Learning Center in Monroe Township, NJ.

Notes: _____

Difficult, Challenging Behaviors in General Education Settings: What Educators Can Do

Date	December 8, 2011
Time:	9:00 AM – 3:00 PM (Lunch hour on your own.)
Eligible Hours:	Five (5.0) Professional Development Hours
Learning Community:	General Education and Special Education Staff Grades K-12.
Registration:	\$120 Full Tuition, \$100 PDA Subscription Members
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Difficulty managing emotional responses. Irritable and easily frustrated. Prone to meltdowns, explosions, and aggression. Poor social relations. Rigid and inflexible. Blaming others or not recognizing how their behaviors affect others. Lacking empathy. Avoiding tasks. Poor performance in general.

These behaviors often result in difficult and challenging students being sent to the office, or detention or ISS or out of school suspension. These disciplinary actions are consequences. They do not necessarily change the behaviors of learners with the problems they have that result in the behaviors that land them in trouble.

This workshop is for educators who want to understand why some students act this way and what they can do to foster behavioral improvement. Participants will learn how to identify triggers and defuse them, how to intervene when the behaviors occur, how to collaborate with students to solve their problems, and how to use positive behavioral interventions and supports alongside (not instead of) solid classroom management tools.

Presenter

Mary Fowler is an internationally recognized expert and author of four books on Attention Deficit/Hyperactivity Disorders (ADHD). Her article, *How to Increase On-task Performance for Students with ADHD* was the featured story in the March 2010 NJEA Review. Ms. Fowler has authored numerous articles and book chapters, The ADHD Briefing Paper for the National Information Center for Children and Youth with Disabilities and the U.S. Department of Education. She served on the US DOE ADHD Education Task Force. For the past 18 months she has served as a consultant in two high poverty school districts training staff and doing in-class coaching to help teachers with student behavioral issues. A former educator, Ms. Fowler has 13 years of classroom teaching experience which has helped her understand the real life problems that educators and parents face on a daily basis.

Power-Solving™: Problem Solving Outside the Box for More Effective Teaching & Social Skills Development

Date December 13, 2011

Time: 9:00 AM – 3:00 PM (Lunch hour on your own.)

Eligible Hours: Five (5.0) Professional Development Hours

Learning Community: Administrators, Child Study Team Members, Guidance Counselors, General and Special Education Teachers, Speech and Language Pathologists, Psychologists, Social Workers, and Occupational Therapists

Registration: \$120 Full Tuition, \$100 PDA Subscription Members.

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

This workshop will assist participants to learn and utilize a systematic approach to problem-solving to better reach their goals as educators and to more effectively address students' social skills development. Information will be provided regarding the POWER-Solving™ curriculum, evidence-based strategies that contribute to success in social skills and problem-solving, and skills to apply POWER-Solving™ to a specific social skill of their choosing.

Presenter:

Dr. Michael Selbst is Associate Director of Behavior Therapy Associates, P.A. He is a Licensed Psychologist and a Certified School Psychologist in New Jersey and Pennsylvania. Dr. Selbst was awarded a University Fellowship to Temple University, where he attained his Master's in Education and Ph.D. in School Psychology. He has extensive experience working with pre-school aged children through adults, including individuals who are gifted, have learning disabilities, social-emotional and behavioral difficulties, and children with developmental delays, including those with Autism and Asperger's Syndrome. He is also the Executive Director of the HI-STEP® Summer Treatment Program.

Notes: _____

Behavior Management Strategies for the Inclusion of Students with Autism

- Date:** January 19, 2012
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own.)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General Classroom and Special Education Teachers, Therapists, Child Study Team Members, Supervisors, and Principals
- Registration:** \$120 Full Tuition, \$100 PDA Subscription Members
- Location:** Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

The inclusion of students with autism in district classes requires a working knowledge of behavior management practices that foster the development of appropriate skills and behaviors. The field of Applied Behavior Analysis (ABA) provides classroom staff members with research-based strategies that can deal with attention seeking, escape, self-stimulatory, obsessive, communication deficit, and other behaviors. The ABA approach respects the child and the learning history that developed the inappropriate behaviors. It will detail concrete strategies that will both lessen the occurrence of inappropriate behaviors and teach new skills that make for successful inclusion.

Presenter:

Dr. Erik Solberg has over 35 years of experience in the field of students with autism and multiple disabilities. He has been the Principal of the Academy Learning Center (MRESC) since it began in 1996. Dr. Solberg received his doctorate in Educational Psychology from New York University and completed his BCBA coursework at Rutgers University. Dr. Solberg is an active member of Autism NJ and has conducted numerous in-services throughout New Jersey on a variety of topics concerning students with moderate to severe disabilities. He is a member of the New Jersey Association of Behavior Analysis and is a Board Certified Behavior Analyst.

Notes: _____

Workshop Title: Special Considerations & Challenges in Assessment & Treatment of Bilingual Children with Developmental Disabilities

Date: January 25, 2012

Time: 9:00 AM – 3:00 PM

Eligible Hours: Six (6) Professional Development Hours

Learning Community: Speech/Language Specialists/Therapists, Special Education Teachers, Administrators, Child Study Team Members, Guidance Counselors, Psychologists, Social Workers.

Registration: \$120 Full Tuition, \$100 PDA Subscription Members

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

While many children who learn several languages during childhood exhibit appropriate language milestones in both languages, there are some children who present with evident dual language acquisition difficulties, often without a clear reason for the delay. These children are frequently referred for diagnostic assessments due to their dual language based learning deficits (which typically begin to manifest in their primary language first). This workshop will focus on how to provide effective evidence based practice diagnostic and treatment services to bilingual children with suspected and confirmed language deficits. It will discuss normal developmental progression of dual language learning, describe how language impairment signs manifest in bilingual children, list assessment challenges, explain unequal linguistic skills distribution (how communicative and cognitive language mastery differ from home/community vs. school environment) as well as go over latest clinical approaches to assessment and intervention of bilingual children.

Presenter:

Tatyana Elleseff, MA, CCC/SLP is a bilingual speech language pathologist with full-time hospital affiliation (UMDNJ) and a private practice (Smart Speech Therapy LLC) in Central New Jersey. She specializes in working with bilingual, multicultural, internationally and domestically adopted as well as at-risk children with complex communication disorders. Ms. Elleseff has presented lectures for a number of medical, academic and non-profit organizations including New York University, American Academy of Pediatrics: Council on Foster Care, Adoption and Kinship Care as well as New Jersey Taskforce on Child Abuse and Neglect. Ms. Elleseff's articles have been published in several magazines including Adoption Today and Advance for Speech Language Pathologists and Audiologists.

Helping Emotionally Challenged Students Engage Positively

- Date:** January 27, 2012
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General Classroom and Special Education Teachers Grades K - 12
- Registration:** \$120 Full Tuition, \$100 PDA Subscription Members
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

When emotional challenges impact the lives of learners, regardless of the causes, the challenges often result in learners who miss learning opportunities because they are stuck in negative attitudes and avoidant behaviors. This session explores the story behind disengagement, and demonstrates principles and strategies to increase motivation, positive engagement, resilience, and self-regulation. Teachers will also learn how to interact with and help students with emotional challenges to recognize and claim their abilities to take positive control of their emotional lives despite conditions.

Presenter:

Mary Fowler is an internationally recognized expert and author of four books on Attention Deficit/Hyperactivity Disorders (ADHD). Her article, *How to Increase On-task Performance for Students with ADHD* was the featured story in the March 2010 NJEA Review. Ms. Fowler has authored numerous articles and book chapters, The ADHD Briefing Paper for the National Information Center for Children and Youth with Disabilities and the U.S. Department of Education. She served on the US DOE ADHD Education Task Force. For the past 18 months she has served as a consultant in two high poverty school districts training staff and doing in-class coaching to help teachers with student behavioral issues. A former educator, Ms. Fowler has 13 years of classroom teaching experience which has helped her understand the real life problems that educators and parents face on a daily basis.

Notes: _____

How to Be an Effective Para-Professional

- Date:** January 31, 2012
- Time:** 9:00 AM – 12:00 Noon
- Eligible Hours:** Three (3) Professional Development Hours
- Learning Community:** Para-professionals Grades K - 12
- Registration:** No Tuition Charge, Registration Required
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Geared to Para-professionals, participants will learn how to facilitate and maximize student learning in the classroom. The goal is for participants to develop an intuitive understanding of the special needs child, gain knowledge about students and their disabilities, analyze situations and make judgments, and understand the art of interpreting their students' cues.

Presenter:

Debbie Nappi has over 25 years of experience in the field of students with autism and multiple disabilities. She is the Principal of the Center for Lifelong Learning, a school for children with autism and/or multiple disabilities ages 3 - 21. Ms. Nappi, a school psychologist, additionally holds a B.A. and M.A. in Special Education from Georgian Court University. She earned her certificate in Applied Behavior Analysis from the University of North Texas. Ms. Nappi has presented various workshops on reading methods, math interventions, and behavior

Notes: _____

Behavior Problems Resource Kit: Identification, Measurement and Interventions for Children with Challenging Behavior

Date February 9, 2012

Time: 9:00 AM – 3:00 PM (Lunch hour on your own.)

Eligible Hours: Five (5.0) Professional Development Hours

Learning Community: Administrators, Child Study Team Members, Guidance Counselors, General and Special Education Teachers, Speech and Language Pathologists, Psychologists, Social Workers, and Occupational Therapists

Registration: \$120 Full Tuition, \$100 PDA Subscription Members. (The Behavior Problems Resource Kit will be available for sale to program participants for \$50.)

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

This workshop will assist participants to develop and implement behavior change projects to help children reduce challenging behaviors, cope with problems, and reach their potential. Comprehensive behavior and social skills planning will be discussed. Emphasis will be placed on reducing the need for functionally and socially maladaptive behaviors. Participants will receive a free copy of the Behavior Problems Resource Kit.

Presenter:

Dr. Michael Selbst is Associate Director of Behavior Therapy Associates, P.A. He is a Licensed Psychologist and a Certified School Psychologist in New Jersey and Pennsylvania. Dr. Selbst was awarded a University Fellowship to Temple University, where he attained his Master's in Education and Ph.D. in School Psychology. He has extensive experience working with pre-school aged children through adults, including individuals who are gifted, have learning disabilities, social-emotional and behavioral difficulties, and children with developmental delays, including those with Autism and Asperger's Syndrome. He is also the Executive Director of the HI-STEP® Summer Treatment Program.

Notes: _____

Increasing On-Task Performance for Students with ADHD, Grades 6 – 12

- Date:** February 15, 2012
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own.)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General Classroom and Special Education Teachers Grades 6 - 12
- Registration:** \$120 Full Tuition, \$100 PDA Subscription Members
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Are typical ADHD behaviors eating time from instructional goals and objectives? Spoiling the experience for other learners? Affecting the performance of the student with the ADHD? This program will provide practical techniques and strategies for increasing on-task performance and reducing behavioral disruptions. Staff will learn how to use what they know, how to take action and not react, and how to use positive behavioral interventions and supports. The content of this program is designed with the typical problems that occur with students in middle and high school years.

Presenter:

Mary Fowler is an internationally recognized expert and author of four books on Attention Deficit/Hyperactivity Disorders (ADHD). Her article, *How to Increase On-task Performance for Students with ADHD* was the featured story in the March 2010 NJEA Review. Ms. Fowler has authored numerous articles and book chapters, The ADHD Briefing Paper for the National Information Center for Children and Youth with Disabilities and the U.S. Department of Education. She served on the US DOE ADHD Education Task Force. For the past 18 months she has served as a consultant in two high poverty school districts training staff and doing in-class coaching to help teachers with student behavioral issues. A former educator, Ms. Fowler has 13 years of classroom teaching experience which has helped her understand the real life problems that educators and parents face on a daily basis.

Notes: _____

Reinforcement: “It’s All About the MO.”

Date:	February 22, 2012
Time:	9:00 AM – 12:00 Noon
Eligible Hours:	Three (3) Professional Development Hours
Learning Community:	Special Education Teachers and staff who work with autism and multiply disabled/cognitively disabled populations
Registration:	No Tuition Charge, Registration Required
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

“That’s their MO.” That’s a phrase we hear all the time referring to someone’s *modus operandi* or *motivation*. Well in the case of determining what reinforces a particular child, it truly is all about the “MO.” However, the MO we’re referring to is “Motivational Operation.” An individual must possess the motivation for a particular reinforcer in order for it to work as one. Participants will learn how to determine what an individual is motivated for, how to conduct preference assessments and reinforcer assessments and the importance of reinforcement and its role in the improvement of problem behavior.

Presenters:

Phyllis DeLucia is the Vice Principal of the Piscataway Regional Day School (MRESC), a school serving students with autism and multiple disabilities from ages 11-21. Ms. DeLucia started in the field of autism in 1984 and has served as a speech/language specialist then as an administrator for the past 26 years. Ms. DeLucia received a Master’s Degree in Speech and Language and a Master’s Degree in Educational Leadership from The College of New Jersey. She also has experience with New Jersey Special Education regulations after working for the New Jersey Department of Education, Office of Special Education Programs for eight years.

Cindy Borell is the Supervisor of the Bright Beginnings Learning Center (MRESC), sister school to Piscataway Regional Day School, serving students with autism and multiple disabilities from ages 3-12. Ms. Borell started in the special education field with an emphasis in autism and since 1978 serving as a classroom teacher, case manager, and an administrator. Ms. Borell received her Bachelor’s Degree in Special Education from George Peabody College for Teachers of Vanderbilt University (1978), Master’s Degree in Administration, Supervision, and Curriculum Planning from Georgian Court College (1996), and holds a certificate as a Board Certified Behavior Analyst (BCBA) since 2006.

Notes: _____

Childhood Apraxia of Speech: Practical Assessment & Treatment Methods for Developing More Intelligible Speech – Level 1

Date: February 27, 2012

Time: 9:00 AM – 3:00 PM

Eligible Hours: Six (5) Professional Development Hours

Learning Community: Speech/Language Specialists/Therapists

Registration: \$120 Full Tuition, \$100 PDA Subscription Members

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

This one day seminar will cover the fundamentals of apraxia assessment and treatment. Following one case from initial assessment through several stages of treatment, many video examples will be used to demonstrate the important elements of apraxia assessment and treatment. Participants will review in detail key characteristics of childhood apraxia of speech; look side-by-side at the differences between childhood apraxia of speech (CAS), phonological disorders, and dysarthria; learn what assessment tools to use in order to make a differential diagnosis; and look at research-based, practical treatment methods that employ the principles of motor learning that can be used in every day treatment sessions with children with CAS.

Presenter:

Sue Caspari, MA, CCC/SLP

Notes: _____

Increasing On-Task Performance for Students with ADHD, Grades K – 5

- Date:** March 15, 2012
- Time:** 9:00 AM – 3:00 PM (Lunch hour on your own)
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Classroom Teachers Grades K – 5
- Registration:** \$120 Full Tuition, \$100 PDA Subscription Members
- Location:** Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Are typical ADHD behaviors eating time from instructional goals and objectives? Spoiling the experience for other learners? Affecting the performance of the student with the ADHD? This program will provide practical techniques and strategies for increasing on-task performance and reducing behavioral disruptions. Staff will learn how to use what they know, how to take action and not react, and how to use positive behavioral interventions and supports. The content of this program is designed with the typical problems that occur with students in K-6 settings.

Presenter:

Mary Fowler is an internationally recognized expert and author of four books on Attention Deficit/Hyperactivity Disorders (ADHD). Her article, *How to Increase On-task Performance for Students with ADHD* was the featured story in the March 2010 NJEA Review. Ms. Fowler has authored numerous articles and book chapters, The ADHD Briefing Paper for the National Information Center for Children and Youth with Disabilities and the U.S. Department of Education. She served on the US DOE ADHD Education Task Force. For the past 18 months she has served as a consultant in two high poverty school districts training staff and doing in-class coaching to help teachers with student behavioral issues. A former educator, Ms. Fowler has 13 years of classroom teaching experience which has helped her understand the real life problems that educators and parents face on a daily basis.

Notes: _____

What to do When Therapy isn't Working: Discussion & Analysis of Challenging Cases in the Treatment of Childhood Apraxia of Speech – Level 2

Date: March 16, 2012

Time: 10:00 AM – 1:00 PM

Eligible Hours: Three (3) Professional Development Hours

Learning Community: Speech/Language Specialists/Therapists: Pre-requisite Apraxia Level I course or SLP with in-depth knowledge of apraxia fundamentals, may apply to be excused from Level 1 course

Registration: \$120 Full Tuition, \$100 PDA Subscription Members

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

This three (3) hour seminar will analyze challenging cases in apraxia treatment. Using the principles of motor learning as a framework, video examples of problem treatment sessions will be analyzed, and suggestions for making adjustments based on the motor learning framework will be discussed. Participant-submitted cases will be incorporated into the discussion.

Speech therapists are welcome to submit cases by March 2, 2012, to be discussed by Ms. Caspari. Cases should be e-mailed to:

Presenter:

Sue Caspari, MA, CCC/SL

Notes: _____

Using Visual Strategies for Students with Autism & Multiple Disabilities

Date: March 21, 2012

Time: 9:00 AM – 12:00 Noon

Eligible Hours: Three (3) Professional Development Hours

Learning Community: Special Education Teachers and staff who work with autism and multiply disabled/cognitively disabled populations

Registration: No Tuition Charge, Registration Required

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Visual support strategies can help children with special needs learn to improve communication, attendance, memory, temporal and sequential skills and social skills. Participants will learn how to develop visual support strategies including the use of individual daily and specific task schedules tailored to individual students.

Presenter:

Phyllis DeLucia is the Vice Principal of the Piscataway Regional Day School (MRESC), a school serving students with autism and multiple disabilities from ages 11 - 21. Ms. DeLucia started in the field of autism in 1984 and has served as a speech/language specialist then as an administrator for the past 26 years. Ms. DeLucia received a Master's Degree in Speech and Language and a Master's Degree in Educational Leadership from The College of New Jersey. She also has experience with New Jersey Special Education regulations after working for the New Jersey Department of Education, Office of Special Education Programs for eight years.

Notes: _____

Instructing Children with Cochlear Implants

Date: March 27, 2012

Time: 9:00 AM – 12:00 Noon

Eligible Hours: Three (3) Professional Development Hours

Learning Community: General & Special Education Classroom Teachers, Child Study Team Members, Speech Language Pathologists

Registration: No Tuition Charge, Registration Required

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Participants in this workshop will gain an understanding of the use of cochlear implants to aid in hearing. Intrinsic and extrinsic factors affecting the outcomes of children and the candidacy procedures for cochlear implants will be discussed. The use of technology and strategies to be used in classrooms with children with cochlear implants will be presented. Participants should leave with an understanding of how best to instruct a child with a cochlear implant in the classroom setting.

Presenter:

Karen Noble is a former Education Consultant for Deaf and Hard of Hearing Children with the Department of Education. She has a Bachelor of Science in Deaf Education, a Master's in Special Education and is a Learning Disability Teacher/Consultant. She taught for 19 years at the Marie Katzenbach School for the Deaf, then left the classroom and became the Curriculum Coordinator and wrote grants for 10 years. She then became the Southern Region Child Study Team Coordinator with the NJ Juvenile Justice Commission. After 3 years, the Education Consultant for the Deaf and Hard of Hearing position became available, and she went back to working with the population of children she most enjoys. While in this position she completed the Professional Preparation in Cochlear Implants (PPCI) program at Children's Hospital in Philadelphia. Presently, Ms. Nobel is an independent consultant and she travels frequently to school districts all across the state.

Notes: _____

Math Strategies for Students with Learning Disabilities in the Middle Grades

- Date:** March 29, 2012
- Time:** 9:00 AM – 3:00 PM
- Eligible Hours:** Five (5) Professional Development Hours
- Learning Community:** General & Special Education Classroom Teachers, Grades 4 – 6
- Cost of Training:** \$120 Full Tuition, \$100 PDA Subscription Members
- Special Location:** Middlesex County College Campus, 2600 Woodbridge Avenue, Edison, NJ 08818 (Directions and room number will be sent upon receipt of registration.)

Description:

This MRES program is co-sponsored by Middlesex County College. Teaching math in the middle grades to students with learning disabilities in the general classroom often presents challenges. This workshop will focus on geometry and include hands-on activities for students that are easily replicated in special education and inclusion classes. Appropriate technology will be introduced to enhance student learning. Frequently students' frustration in using traditional materials and conventional learning approaches result in behavior problems, low self-esteem, and a lack of interest in the subject. Participants in this workshop will focus upon alternative strategies that can be used in the general classroom setting to help at-risk learners develop their math concepts and skills.

Presenter:

Dr. Maria DeLucia is the Chair of the Mathematics Department at Middlesex County College. In addition, Dr. DeLucia teaches at FDU in the Master's program for math specialists. She has presented at AMTNJ, AMATYC, and League of Innovations, and is an instructor for Texas Instruments specializing in handheld technologies. She is currently working with a group of NYC teachers through a specialized program at Hunter College. She has been a part of Middlesex's partnership programs with NJ SSI at Rutgers University since its beginning in 1993.

Notes: _____

Augmentative and Alternative Communication (AAC) and Autism Spectrum Disorder

Date: April 4, 2012

Time: 9:00 AM – 3:00 PM (Lunch hour on your own.)

Eligible Hours: Five (5) Professional Development Hours

Learning Community: General & Special Education Teachers, Speech and Language Therapists, Occupational Therapists, Physical Therapists, Child Study Team Members

Registration: \$120 Full Tuition, \$100 PDA Subscription Members

Location: Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Children, adolescents and adults with autism have difficulty communicating with peers, teachers, family, and superiors. Augmentative and Alternative Communication (AAC) can have a positive impact on their communication skills, social skills, and overall behavioral disposition. This workshop will discuss the most effective AAC methods and why AAC works with people with autism.

Presenter:

Ann Marie Costa Lusquinos, MS CCC-SLP, is a Speech Language Pathologist at Academy Learning Center located in Monroe Township, NJ. The Academy Learning Center serves students with autism and multiple disabilities ages 3 – 21. Ann Marie received her BA in Speech and Language from Kean University and her MS in Speech and Language from Nova Southeastern University. Ann Marie provides Augmentative and Alternative Communication (AAC) services and evaluations for the Middlesex Regional Educational Services Commission. She has presented in-services on AAC for surrounding school districts and NJSHA.

Notes: _____

Topics in Transition Planning for Students with Disabilities

Date: April 20, 2012

Time: 9:00 AM – 1:00 PM

Eligible Hours: Four (4) Professional Development Hours

Learning Community: General & Special Education Teachers in Grades 9 – 12, District Child Study Team members, District Transition Staff, and Parents.

Registration: No Tuition Charge, Registration Required

Location: Professional Development Academy, 1690 Stelton Road,
Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Description:

Transition planning for students with disabilities can be a challenging process and a complicated journey for everyone involved. Having knowledge about the process as well as some of the key factors associated with successful transitioning can help to make this journey a little easier to navigate. This workshop will address some of the current issues/topics related to successful transition planning.

Panel Moderator:

Stacy Rieger is the Vice Principal of the Academy Learning Center (MRESC), a school serving students with autism and multiple disabilities from ages 3 – 21. She serves as the Chairperson for the Middlesex Regional Educational Services Commission Advisory Council, which focuses on improving the transition process for students with disabilities as they move from school into adult life. Ms. Rieger holds a B.A. in Communications, a M.A.T. in Special Education, and is a Board Certified Behavior Analyst (BCBA).

Panel Profile:

Representatives from key agencies specializing in transition issues for adults and students with disabilities including the New Jersey Department of Education and the Department of Human Services Division of Developmental Disabilities.

Notes: _____

Social Skills: Get Them, Have Them, Use Them

Date:	April 27, 2012
Time:	9:00 AM – 12:00 Noon
Eligible Hours:	Three (3) Professional Development Hours
Learning Community:	General & Special Education Classroom Teachers, CST Case Managers, Therapists
Registration:	No Tuition Charge, Registration Required
Location:	Professional Development Academy, 1690 Stelton Road, Piscataway, NJ 08854, (732) 777-9848 Ext. 3560

Program Description:

Social skills are an essential part of our lives. Poor social skills can significantly impede our ability to communicate and interact with others in an effective and appropriate manner. What we say, how we say it, when we say it, who we say it to, how we gain attention, our use of eye contact, our body language and facial expressions, our ability to initiate communication, how skilled we are at maintaining a topic of conversation and our ability to express our emotional states are just some of the areas that fall under the broad category of “social skills”.

Come join us as we examine the nuances of social skills. At this workshop, we’ll address skills that can be taught to early, intermediate and advanced level learners. You’ll leave this workshop with an understanding of the skills that can be taught, and a method for teaching them, regardless of your students’ level of functioning.

Presenters:

Kate Johnson is a graduate of Canisus College, in Buffalo, NY where she obtained her B.S. degree in Special Education and Elementary Education with a minor in English. She has over 10 years of experience working with students ages 6 to 21, who have been diagnosed with multiple disabilities, including autism, emotional/ behavioral disorders, Downs Syndrome and learning disabilities. Ms. Johnson has instituted an applied learning classroom with high school students to create a smooth transition to the working environment. This included intense work on social skills within the community. She is currently a teacher at the Bright Beginnings Learning Center where she works with students with autism. Ms. Johnson has researched and used many different strategies to increase her classroom’s social skills including video modeling, role playing, social stories, and guided practice. In addition, she is pursuing her Master’s Degree in Applied Behavior Analysis.

Ettie Luban, MA, CCC-CLP, BCBA has a Masters degree in Speech-Language Pathology from Kean University, and is a Board Certified Behavior Analyst (BCBA). Ms. Luban was the recipient of the Governor’s Teacher Award in 2007. She has been working with children and adolescents, who have autism and/or multiple disabilities, at various levels of functioning, for close to 15 years. Ms. Luban has been employed at Bright Beginnings Learning Center for the past 7 years. During that time, she has worked closely with parents, educators and related service providers to help children develop skills in a wide range of areas, including articulation; expressive, receptive and pragmatic language; and behavioral development. She has presented at numerous parent and staff training workshops.

ON-SITE CUSTOMIZED SPECIAL EDUCATION PROGRAMS

The MRESC Professional Development Academy offers an extensive selection of on-site programs and technical assistance to your district or school to support the provision of K - 12 inclusion and special education programs. Please contact us for a free consultation to discuss your schools' unique staff development needs at 732.777.9848 Ext. 3230 and 3560 or pda@mresc.k12.nj.us.

Behavior Related Topics

❖ *Behavior Management - Overview of Applied Behavior Analysis (ABA)*

Description: Workshops on behavior management can be customized to address any or all of the following topics: Defining behaviors and developing behavioral definitions; collecting and graphing data; writing a behavior plan; conducting functional assessments; reinforcement procedures; proactive strategies for behavior management; using token economies; and basic principles of behavior. Participants will learn what behavior management means and how to address challenging behaviors in specific settings using best practices. Please note that physical restraints/interventions with students will not be discussed within any behavior management workshop.

❖ *Conducting Preference Assessments*

Description: Workshop participants will learn to define the difference between a preference assessment and a reinforcement assessment. A hands-on approach to learning the differences among three preference assessments, such as Paired Choice Preference Assessment, Single Operant Preference assessment, and Multiple Stimulus without Replacement Preference Assessment, will be implemented.

❖ *Data Collection Assessment of Basic Language/Learning Skills*

Description: Teachers and para-professionals will learn to understand that data guides the decision-making process in students' educational and behavioral programs. This workshop introduces different types of data collection, and broadens the understanding of knowing which methods to use in gathering information on behaviors of interest.

❖ *Defining Behavior and Collecting Data*

Description: Participants will learn how to correctly define and collect relevant data on challenging behaviors. Accurate and consistent data collection is key to implementing an appropriate behavior management plan. Graphing data using Excel can be added to this workshop.

❖ *Developing Behavior Intervention Plans for Students with Autism*

Description: This workshop will teach staff best practices in conducting a functional assessment that leads to the development and implementation of a solid behavior intervention plan. Learn why a functional assessment helps to determine what factors contribute to challenging behaviors, and why a good behavior plan starts with data from a variety of functional assessment techniques. Participants will also gain a better understanding of how to plan for more effective treatments and better outcomes for learners.

❖ *Functional Behavior Assessments*

Description: This workshop will teach staff best practices in conducting a functional behavior assessment (FBA). Participants will learn why a functional behavior assessment helps determine what factors contribute to challenging behaviors. Additionally, participants will gain a fuller understanding of how to plan for more effective treatments and better outcomes for learners.

❖ *Non-Violent Crisis Intervention*

Description: This training is a program developed by the Crisis Prevention Institute (CPI) to provide organizations with a safe and effective way to manage individuals in their care who may present disruptive and/or dangerous behavior. This is a generic program used by schools, hospitals, mental health organizations, law enforcement, as well as a variety of other human service organizations. CPI teaches staff to identify the various levels of crisis development and provide an appropriate intervention. The program is divided into two components which are covered during the two (2) full-day sessions. The first day focuses on verbal interventions. It has been demonstrated that when staff effectively address individuals while they are at a verbal level of crisis development they rarely escalate to physical aggression. The second day of the program provides instruction in physical techniques. This includes release techniques which enable staff to free themselves from various types of grabs and physical restraint techniques for both children and adults. The focus of the program is always the care, welfare and safety of individuals at all levels of crisis development. (**Please note that CPI does not provide take-down or floor restraint training*).

❖ *Proactive Behavior Strategies or Positive Behavior Supports*

Description: Participants will learn how to proactively address behaviors in the classroom. Factors such as the environment, general classroom management strategies, instructional and curricular modifications, reinforcement strategies, and changing the consequences to a behavior will be discussed.

Communication Related Topics

❖ *Basic Sign Language*

Description: Participants will learn some of the basic signs that students may use throughout the instructional day. Generally, around 30 signs that target students' basic needs will be covered over the course of the presentation.

❖ *Using Augmentative and Alternative Communication (AAC) in the Classroom*

Description: Communication supports can be created to help students participate in many different types of activities, including reading, music, games, and cooking. The focus will be on targeting functional skills and developing programming to teach students how to learn and generalize these skills throughout their daily routine using a variety of augmentative alternative communication systems. Participants will learn how to create an AAC Library, modify the physical environment, and identify functional communication goals for their students. Knowledge of AAC is key to developing functional communication skills for students with developmental disabilities. Participants will learn what AAC is and how to utilize AAC with students to expand their ability to communicate with others.

❖ *Verbal Behavior Methods*

Description: The workshop will discuss the Verbal Behavior Classification System, ABA techniques associated with Verbal Behavior, and administering the ABLLS-R assessment and its use in IEP development and lesson planning. Participants will learn about The Assessment of Basic Language and Learning Skills - Revised (ABLLS-R). The focus will be on how to implement the ABLLS-R protocol and how to use the results for educational planning for students. The workshop will describe the implementation of these methods in self contained classrooms for students with moderate to severe disabilities using strategies of Natural Environment Training (NET). The program will also provide sample forms for data collection.

Multiple Disabilities

❖ *Techniques for Improving Feeding Skills/Food Repertoires*

Description: This workshop is an interactive presentation addressing safe feeding skills for students who have difficulty biting, chewing or swallowing. Participants will also learn to foster feeding skills for those with difficulty using a cup or straw, along with techniques for increasing the repertoire of students who are selective eaters.

❖ *Inclusion Students with Disabilities*

Description: Participants will learn the difference between mainstreaming and inclusion. The referral process will be discussed as will the support system what should be in place to foster the successful inclusion of students with severe disabilities into the general education school setting.

❖ *Teaching & Assessment of Direct Instruction in the Applied Behavior Analysis Classroom*

Description: Provides the theoretical basis for Direct Instruction (DI). Included are the “how to’s” of lesson presentation, correcting, grouping, environment and scheduling. DI is a highly structured instructional approach, designed to accelerate the learning of at-risk students. DI programs are designed to control all the variables that make a difference in how students learn-how fast new material is introduced, the amount of practice provided on applying concepts, the feedback teachers provide students, and the sequence of skills utilized to teach complex skills like reading, language, and mathematics.

❖ *Practical Application in the Administration of the Alternate Proficiency Assessment (APA)*

Description: This program is for staff members working with students with moderate to severe levels of multiple disabilities and/or autism. The program will be customized for specific school populations and can include small group or individual consultation.

Notes: _____

New!

On-Line Library of Special Education Webinars

Our new on-line professional development library currently has four courses focused on Autism Spectrum Disorders (ASD). MRESC operates four special education schools serving students with Autism Spectrum Disorders (ASD) and multiple disabilities: Academy Learning Center (Monroe Township), Bright Beginnings Learning Center (Piscataway), The Center for Lifelong Learning (Sayreville), and Piscataway Regional Day School (Piscataway).

These two hour webinars showcase best practices and are presented by MRESC professionals who are leaders in their field. A two (2) hour professional development certificate will be sent upon successful completion of passing score on the course's test.

Format: Pre-recorded two hour Webinars on Autism Spectrum Disorders (ASD).

Registration: Convenient registration using the form or by e-mail pda@mresc.k12.nj.us. Once registration is received instructions will be sent on how to access the library on-line which can be accessed 24/7.

Tuition: There is a free introductory course and the other courses in the series are \$50 per course or three courses for \$100.



Free Introduction to Teaching Students with Autism Spectrum Disorders (ASD)

Description: This presentation will give an introduction to the diagnosis and learning characteristics of students on the autism spectrum. The presenter will share the wide range of research proven methods for teaching new skills and appropriate behaviors.

Presenter: Dr. Erik R. Solberg, Academy Learning Center Principal, BCBA.



Developing Behavior Intervention Plans for Students with Autism Spectrum Disorders (ASD)

Description: This workshop will teach staff best practices in conducting a functional assessment that leads to the development and implementation of a solid behavior intervention plan. Learn why a functional assessment helps to determine what factors contribute to challenging behaviors and that an effective behavior plan starts with data from a variety of functional assessment techniques.

Presenter: Cindy Borell, Bright Beginnings Learning Center Supervisor, BCBA.



Proactive Behavior Strategies for Students with Autism Spectrum Disorders (ASD) and/or Multiple Disabilities

Description: Participants will learn how to proactively address behaviors in the classroom. Factors such as the environment, general classroom management strategies, instructional and curricular modifications, reinforcement strategies, and changing the consequences to a behavior will be discussed.

Presenter: Stacy Rieger, Academy Learning Center, Vice Principal, BCBA.



Using Visual Strategies for Students with Autism & Multiple Disabilities

Description: Visual support strategies can help children with special needs learn to improve communication, attendance, memory, temporal and sequential skills and social skills. Participants will learn how to develop visual support strategies including the use of individual daily and specific task schedules tailored to individual students.

Presenter: Phyllis DeLucia, Piscataway Regional Day School, Vice Principal.

SMART Board Interactive Whiteboard – Online Course Series

Registration: \$175

Eligible Hours: Sixteen (16) Professional Development Hours

Presenter: Certified SMART Trainer

The eight (8) session course series focuses on teacher needs both in the classroom and in lesson preparation. In addition, you will have opportunities to participate in online discussion boards. Upon completion of the course, you will know how to best use SMART interactive technology to design and teach creative lessons that will not only engage your students, but improve their performance. Your classroom will become a place where learning is not just SMART, but *FUN!*

Course Series Length: Eight (8) Go at Your Own Pace Online Sessions

Each session may take up to two (2) hours to complete. After you have completed each session, please email your assessment package directly to your trainer. Your next session will then be emailed to you within 48 hours of receipt, along with a personalized summary of your progress of the last session, as reviewed by your trainer. There are no timelines to meet, so you may proceed at your own pace. You can save your work and take a break, then come back to it when you are feeling refreshed at a later time to complete each session. It is all up to you.

You'll learn how to:

- Orient your interactive whiteboard and understand how it works

Getting to Know Your iPad – Online Course Series

Registration: \$150 Full Tuition, \$135 PDA Subscription Members

Eligible Hours: Four (4) sessions = eight (8) Professional Development Hours

Presenter: Experienced iPad Trainer, Certified Interactive Technology Specialist

Learn:

- iPad registration basics
- Connecting with the Touch Screen
- Tapping & Touching Techniques
- Using the Onscreen Keyboard
- Updating the Operating System
- Multitasking Basics
- iPad Camera Functions
- Setting Up iTunes
- Computer Syncing
- Downloading Apps
- Creating App Folders
- Internet Connections & Browsing the Web

***Bonus:** Ongoing technical support available for one year from start date.*

Who should participate?

- New and Advanced Beginning users of the iPad
- Teachers who want to create more effective and motivating lessons

What do I need for the session?

- PC or Macintosh computer with internet connection
- iPad strongly recommended
- Email account



Professional Development Academy Membership Subscription Information

A PDA Membership Subscription can be used for workshops held at the MRESC Professional Development Academy, customized on-site general and special education programs offerings, and access to our on-line webinar library. A variety of affordable subscription options are available. When districts and schools purchase a membership subscription they receive a 5% - 25% reduction on individual tuitions. Additionally, a subscription provides your in-house staff development efforts with easy access to adjunct faculty whose expertise will complement your school-based Professional Learning Communities (PLC).

Membership Options:

Platinum:	25% Reduction of \$9,600	Final Cost \$7,200 – 80 Coupons
Gold:	20% Reduction of \$7,200	Final Cost \$5,760 – 60 Coupons
Silver:	15% Reduction of \$4,800	Final Cost \$4,080 – 40 Coupons
Bronze:	10% Reduction of \$2,400	Final Cost \$2,160 – 20 Coupons
Copper:	5% Reduction of \$1,800	Final Cost \$1,710 – 15 Coupons

School District: _____

Address: _____

Date: _____

Authorized Person: _____

Phone: _____

E-mail Address: _____

For Additional Information, Please Contact The PDA Staff At:

732-777-9848 Ext. 3560

pda@mresc.k12.nj.us

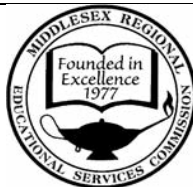
www.mresc.k12.nj.us/pda



Professional Development Academy Registration Form

Please type or print information clearly. Emergency cancellation notification requires a cell phone number.

Program
Title: _____ Date: _____
Participant(s)
Name: _____ E-mail: _____ Position: _____ Grade Level: _____ District: _____ School: _____ Mailing Address: _____ School Phone: _____ Fax #: _____ Home Phone: _____ Cell #: _____
Name: _____ E-mail: _____ Position: _____ Grade Level: _____ District: _____ School: _____ Mailing Address: _____ School Phone: _____ Fax #: _____ Home Phone: _____ Cell #: _____
Payment (check one)
<input type="checkbox"/> PDA Subscription Coupon <input type="checkbox"/> Check <input type="checkbox"/> Purchase Order <input type="checkbox"/> No Charge ♦ Registration must be received prior to program date. ♦ Confirmation will be e-mailed upon receipt registration form. ♦ Cancellations must be received five (5) days in advance for refunds. ♦ Fee \$120 per person unless otherwise noted and is payable to: MRESC Professional Development Academy.
Authorization
Authorizing Person: _____ Phone: _____
Contact Information
MRESC Professional Development Academy 1690 Stelton Road, Piscataway, NJ 08854 732.777.9848 Ext. 3560 ♦ Fax: 732.777.9672 pda@mresc.k12.nj.us ♦ www.mresc.k12.nj.us



Professional Development Academy Driving Directions
1690 Stelton Road
Piscataway, NJ 08854
732.777.9848 Ext. 3560
www.mresc.k12.nj.us/pda

Please Note:

Building numbers are not visible from the street. Once on campus there is a PDA sign at the entrance to the building.

A. From Route 287 — North Bound:

Take Exit 2B — Route 27 South/New Brunswick. Follow Route 27 to Plainfield Avenue and make a right. Follow Plainfield Avenue for approximately one (1) mile. Plainfield Avenue becomes Stelton Road. After you pass the light at Brunswick Avenue, you will pass Edison Job Corp. on your left. Our driveway is on the left before the traffic light on Ethel Road. Once you enter the gate, make another left. Park anywhere in the large parking lot. The Professional Development Academy is located directly across from the parking lot.

B. From Route 287 — South Bound:

Take Exit 5 — Stelton Road/Edison. Make a right onto Stelton Road and follow Stelton Road approximately two (2) miles. Proceed through the traffic light on Ethel Road. The Professional Development Academy is part of the MRESA Complex visible on the right. We are the first driveway on the right past the intersection of Ethel and Stelton Roads. Once you enter the gate, make a left. Park anywhere in the large parking lot. The Professional Development Academy is located directly across from the parking lot.

C. From Route 1 North & South:

Exit at Plainfield Avenue. Southbound will make right — Northbound will make jug handle. Travel north toward Piscataway. Follow Plainfield Avenue for approximately two (2) miles — Plainfield Avenue becomes Stelton Road. After you pass the light at Brunswick Avenue you will pass Edison Job Corp. on your left. Our driveway is on the left before the traffic light on Ethel Road. Once you enter the gate, make another left. Park anywhere in the large parking lot. The Professional Development Academy is located across from the parking lot.

D. From Garden State Parkway Northbound:

After Raritan Toll Plaza, go over Driscoll Bridge (stay right) and follow signs for Route 440/287. Follow Directions A.

E. From Garden State Parkway Southbound:

Exit 130, Route 1 South. Follow Directions C.

F. From New Jersey Turnpike North or South:

Exit 10, Follow signs for 287 North. Follow Directions A.

G. From Route 18:

Follow signs to Route 1 North. Follow Directions C.



Notes: