A Journey through Special Education

March 19, 2016
8:30 am—3:30 pm
Park Inn by Radisson Harrisburg West
5401 Carlisle Pike
Mechanicsburg, PA 17050

Parent /Full-time Student ($35)
Educational Paraprofessional ($45)
Professional ($60)

Act 48    BACB CEUs    Training Cert.

Full Day Sessions
___A. FOCUS ON THINKING
___B. Autism Spectrum Disorder through the Life Span

Morning Breakout Sessions
___C. Social Skills for Fostering Peer Relationships & Supporting Friendships
___D. Maximum Potential

Afternoon Breakout Sessions
___E. Effective Parent Advocacy
___F. Friendship Skills

Full-time students REQUIRE LETTER FROM REGISTRAR STATING FULL-TIME STATUS OR COPY OF TRANSCRIPT SHOWING FULL-TIME STUDENT STATUS in order to qualify for the parent rate. School district paraprofessionals may need to provide employment verification with registration form. Contact us with questions. Sorry, no refunds.
AGENDA

- 7:30 AM—8:15 AM REGISTRATION & CONTINENTAL BREAKFAST
- 8:30 AM — 9 AM OPENING PRESENTATION
- 9 AM — 3:30 PM FULL DAY SESSIONS
- 9 AM — 12 PM MORNING BREAKOUT SESSIONS
- 12 PM — 1 PM LUNCH
- 1 PM — 3:30 PM AFTERNOON BREAKOUT SESSIONS

LEARNER OUTCOMES

Participants will increase their skills in their field of expertise and acquire new knowledge of specific areas relating to children who have special learning needs.

Participants will increase their overall knowledge of the special education system.

The conference provides an opportunity for parents, teachers, social workers, and therapists to interact together in acquiring new information, resources and evidence based practices, and learning how to implement this knowledge in the classroom and everyday life.

AUDIENCE

Parents, Special and General Education Professionals, Administrators, Paraprofessionals, Mental Health and Intellectual and Developmental Disabilities Staff, Therapists, Social Workers, Advocates, and all others interested in the support and education of students with special learning needs are welcome to attend.

ACCOMODATIONS

The Park Inn is fully accessible. If you have special needs as addressed by the Americans with Disabilities Act and require assistance, please contact Cindy Adams at 717.249.2611. Your needs must be known by February 19, 2016. All reasonable efforts will be made to accommodate you.

REGISTRATION INFORMATION

Space is limited to the first 250 registrants. Pre-registration is required. Continental breakfast and buffet lunch will be provided. Parent scholarships are available. For information please call 717-249-2611. Participants should select from 1 morning breakout session and 1 afternoon breakout session OR 1 full day session.

EDUCATIONAL PROFESSIONALS

Individuals attending this event must arrive on time and stay the duration of the event to receive Act 48 Professional Education Hours. Act 48 is offered only to individuals who hold a valid PA Professional Educator Certificate. [5] Act 48 hours are approved through PaTTAN for this event.

IDD PROFESSIONALS/PARENTS

Certificates are available upon request to verify training hours. [6] hours are offered.

BEHAVIOR SPECIALISTS

PaTTAN is approved by the Behavior Analyst Certification Board to offer continuing education for certified behavior analysts. PaTTAN maintains responsibility for the program(s). [6] hours approved for session A (FOCUS ON THINKING).

Registration Deadline: March 11, 2016

Register online at www.cparc.org

OR

mail registration form and payment to:

The Arc of Cumberland & Perry Counties
Attn: Cindy Adams
71 Ashland Avenue
Carlisle, PA 17013

Questions?
Contact Cindy Adams or Pam Shenk
717.249.2611
cadams@cparc.org or pshenk@cparc.org
SESION INFORMATION

OPENING PRESENTATION:

Expanding Employment Opportunities after Graduation
Dana Baccanti, Chief, Special Programs Division, Office of Vocational Rehabilitation
Diane Cashman, Director of Employment, Office of Developmental Programs
Patricia Hozella, Director, Department of Education, Bureau of Special Education

The opening presentation will focus on collaboration of these agencies to bring about increased employment opportunities for graduating students.

FULL DAY SESSIONS:

A. FOCUS ON THINKING: Teaching children on the autism spectrum to change the way they think to improve social skills and decrease challenging behaviors
Dr. Carolyn Bruey, Program Supervisor, Autism Solutions, Supervisor of School Psychologists, Lancaster-Lebanon Intermediate Unit 13

Children on the autism spectrum think differently. They can become immersed in repetitive thoughts, irrational beliefs, or rigid thinking patterns, and these tendencies can often lead to increased anxiety, anger or behavioral challenges. Distorted thought patterns can also significantly impact a child’s ability to respond successfully during social interactions as well as to take others’ perspective. This session will provide a framework for how to assess each child’s individualized distorted thought patterns as well as outline specific evidence-based strategies to teach the child to think more adaptively. The participants will leave with a strong understanding of these cognitive behavioral interventions and hands-on techniques which they can easily apply to better facilitate success for children on the autism spectrum.

Objectives:

- Increase participant knowledge of cognitive behavioral interventions.
- Participants will increase their knowledge of how children with autism think and how this impacts learning and social skills.
- Participants will learn evidence-based strategies to teach students with autism to think more adaptively.
B. Autism Spectrum Disorder through the Life Span

Nancy Patrick, Ph.D., Director of the Graduate Program in Education, Professor of Special Education, Messiah College

This session will present the challenges and joys of living with an autism spectrum disorder (ASD) through the life span as told by teens, young adults, and adults with ASD. The overarching goal for this session is to help participants "think in autism" by learning to view the world from the perspective of an individual with an ASD.

Additionally, effective strategies and solutions will be offered to address common challenges in the home, school and community. Strategies will be provided by developmental level from preschool to adulthood. Some of the common challenges that will be addressed include self-regulation, organization, learning, friendships, siblings, sensory issues, homework, hobbies, discipline, family life, healthcare, going to school, dating, marriage, parenting and going to work.

Objectives:
- Identify with the presenters who are diagnosed with autism spectrum disorders.
- Tell others about the impact that autism has on the life of the individual through the life span.
- Select appropriate evidence-based strategies and interventions that successfully support individuals on the autism spectrum at different ages and developmental areas.

MORNING BREAKOUT SESSIONS:

C. Social Skills for Fostering Peer Relationships and Promoting Friendships

Karen Schmick, BCBA, Elementary Itinerant Autism/Emotional Support Teacher, Northern York School District, Adjunct Professor, Special Education Department, Messiah College

Developing positive peer relationships within the classroom and out (lunch, recess, neighborhood) is a struggle for children with Autism Spectrum Disorders. This session will stress skills needed for elementary students to develop, with an emphasis on helping your child ‘think of others’ instead of always being a ‘just ME thinker’. We will discuss how to develop friendships in the school setting through social skills lessons, then generalizing these skills through ‘lunch bunch’. We will also discuss how to practice these skills at home and during play dates. Game play is very important in developing appropriate play and friendship skills. We will explore how to structure game play, end the ‘me first’ argument, and promote good sportsmanship. A variety of other strategies that can be used during school social skills lessons or in the home will be shared, such as: creating a friendship file, video modeling, and children’s literature.
C Cont.

Objectives:

- Participants will increase their knowledge of barriers that limit children with autism from making and keeping friends.
- Participants will learn strategies to help children with autism develop friendship skills through conversation strategies and play skills.
- Participants will increase their knowledge of methods that promote successful classroom participation and interaction with others during group activities.

D. Maximum Potential: The role of Teachers, Parents and Students in IEP Development

Mary Jo Shumaker, Special Education Teacher, Shippensburg School District
Mary Oman, Autism Support Teacher, Shippensburg School District.

This interactive workshop for parents and teachers (regular education as well as special education) will focus on the essential elements of the IEP and how informed and skilled teams can construct educational plans that contain factual performance levels, valid goals, progress accountability, and necessary academic and behavioral supports.

The session will address the following questions:

- How did the current evaluation or re-evaluation describe the impact of the student’s disability on his/her educational progress?
- What can the student do now? How and who can best report performance levels?
- What goals should be developed based on the Present Levels of Academic and Developmental Functioning and how can valid goals be written?
- How will progression toward goals be measured?
- How can accommodations be organized and written to increase consistent application and targeted use?
- What level of support, related services, and placement will the student need to meet their annual goals?

Objectives:

- Participants will understand the process of evaluating student progress and identifying areas of need.
- Participants will learn how to write measurable goals.
- Participants will learn how to identify the appropriate level of support to ensure student success.
AFTERNOON BREAKOUT SESSIONS:

**E. Effective Parent Advocacy - Panel Presentation**

*Pam Klipa, Government Relations and Advocacy Director, The Arc of Pennsylvania*
*Kathy Gingerich, Educational and Community Advocate, The Arc of Dauphin County*
*Anne Couldridge, CPARC Community Developer and Parent*
*Sunny Burford, Family Education Specialist, The Arc of Cumberland & Perry Counties*

One of the many roles a parent of a child with a disability must assume is that of being an advocate. This can often be very challenging. The session will provide parents with tools needed to become an effective advocate while avoiding opposition with school districts and intermediate units. Included will be: steps to follow to advocate for your child, preparing for a meeting, how to be a fully participating team member, what do you bring to the team/what does your child’s teacher bring to the team, dealing with conflicts and when do you need an advocate. Important sections of applicable Special Education laws will be included.

Objectives:

- Participants will learn strategies to effectively participate at their child’s individual education plan meeting.
- Participants will learn how to handle parent/school conflict.
- Participants will better understand the special education process.

**F. Friendship Skills – Strategies for Maximizing the Social Success of Middle and High School Students**

*Kelly Mahler MS, OTR/L Occupational Therapist and Autism Consultant*

As a child grows and friendships become more complex, many times Middle and High School students with high functioning Autism Syndrome Disorder need support in navigating the social world with success. This session will highlight a research-based approach for supporting important social skills such as: emotional regulation, social awareness, flexibility of thought and perspective taking. This workshop will be fun and interactive, and participants will leave with new ideas that can be implemented immediately.

Objectives:

- Participants will understand the impact that difficulties with Interoception, our 8th sensory system, can have on emotional regulation, social awareness and perspective taking skills.
- Participants will learn how to incorporate easy-to-use strategies that teach students social awareness skills such as rapidly reading social cues and understanding hidden social rules.
- Participants will be able to utilize strategies that promote generalization of learned social skills to real life situations.