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## **Special Education Workshops/Course**

This program fulfills the ESE requirement for 15 PDPs for Special Education license requirement. *Each of the modules below provides 3 ESE approved PDPs, for a total of 15 PDPs.*

### **Module 1: Overview of Disabling Conditions in the Classroom**



After this workshop, the participants will be able to:

- Identify the Federal and State of Disability Categories
- Explain the difference between providing a modification and an accommodation
- Identify the components of an IEP
- Explain the importance of confidentiality
- Practice effective strategies for communicating with both general and special education teachers and team building
- Practice the art of helping, while not overly assisting, a student with special needs

### **Module 2: Executive Function: Strategies for Teaching & Learning**

The term "executive functioning" has become a buzzword in schools and elsewhere. Both general and special educators, as well as paraprofessionals and family members, have long observed that many students have difficulty with such things as planning, organization, maintaining attention, getting started on a task, remembering homework, and self-monitoring – all characteristics of executive functioning.

Executive functioning affects learning and performance in school and in life. Teachers and paraprofessionals can support students with executive functioning difficulties by teaching and working with students on both general and task-specific strategies that they can use to develop the core skills needed to self-monitor and take control of their schoolwork and their daily lives.

This workshop explores ways to guide students and facilitate the development of self-management skills. In each area of executive function, we will learn strategies that can be used by a teacher, a paraprofessional, or a family member to support the student. In addition, we will discuss ways to teach students how to design and use their own self-management strategies.

**Expected outcomes of the workshop:**

- Recognize executive function difficulties in the classroom
- Identify strategies and skills for organizing and managing time, materials, work area, and homework
- Identify strategies and skills for organizing ideas and written work
- Identify ways to help with initiating a task
- Develop ways to teach students strategies to use independently

**Module 3: Working in Classrooms with Students with Neurological & Emotional Disorders**

After this workshop, participants will be able to:

- Explain the various aspects of Autism Spectrum Disorder and what to expect when working with a student with this diagnosis
- Explain the various aspects of ADD and ADHD and what to expect when supporting a students with this diagnosis
- Demonstrate strategies that support a student with emotional and/or behavioral challenges in the classroom

**Module 4: Working With Students with Behavioral Issues**

After this workshop, the participants will be able to implement the nine components of effective classroom management, including:



- Developing individual contingency plans for students with behavioral issues
- Developing and implementing classroom rules and routines that maximize the level of respectful, on-task behavior of all students
- Developing and implementing a system of rewards and consequences for reinforcing respectful, on-task behavior with difficult students
- Obtaining the attention of students at the start of lessons, after group and partner activities, after interruptions, and after student attention has deteriorated
- Creating respectful student-teacher and student-student relationships
- Using physical proximity and the physical design of the classroom to improve student behavior
- Developing student skills to work effectively in groups

## **Module 5: Teaching and Reaching Your Students on the Autism Spectrum**

Latest Statistics from the CDC retrieved 6/17/15:

- About 1 in 68 children aged 8 years old (or 14.7 per 1,000) were identified with ASD.  
*It is important to remember that this estimate is based on 8-year-old children living in 11 communities. It does not represent the entire population of children in the United States.*

This workshop will address the following issues for discussion.

### **Participants who take this workshop will be able to answer the following questions:**

- Why is this diagnosis so prevalent? What is the latest research on early diagnosis?
- What do I need to know about working with learners with social pragmatic deficits?
- How do I help students with social deficits learn to understand body language and personal space?
- What does it mean to be tactile defensive?
- How do I structure my classroom environment to make students with ASD more welcome?
- How to use differentiated instruction more effectively with students with ASD?
- What about the other students? What do they need to know?
- What is meant by “Explicit Instruction?”
- How do I capitalize on the learning strengths of children with ASD?
- What does it mean to “think in pictures?”
- Discussion of a variety of behavioral methods from ABA, to Floor Time to Life Experience and other methods recognized in the field.
- What are the post-secondary options for children with ASD? —  
Yes, attending college is now an option for many!