Don't miss these exciting topics!

Saturday Workshop Series 2007–2008

Workshops will be held in University Hall

University Hall
Room 3-094
1815 Mass. Ave.
Cambridge, MA 02140

Workshop Schedule

8:30 am–9:00 am	Coffee and check-in
9:00 am	Workshop begins
12:00 pm–1:00 pm	Lunch (on your own)
3:00 pm	Workshop ends

Parking/Directions

Parking is available on Main Campus at a charge of $5.00 per day. Parking passes may be obtained from Security on Main Campus.

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Center for Special Education
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Cambridge, MA 02138-2790

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Saturday Workshop Series 2007–2008

Workshops are open to the public and designed to improve the teaching and learning of individuals with disabilities.

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Workshop Series I

Keeping Students Included: Strategies for Inclusive Education and Effective Classroom Management

Saturdays, October 13 & 27, 2007 | 9:00 am–3:00 pm

Speaker: Alan D. Ripp, M.Ed.

Location: University Hall, Room 3-094

This two-part workshop will focus on techniques that support students with significant disabilities to stay included and to participate in meaningful ways in general education (preK–12) classrooms. Curricular, behavioral, social, and functional ideas will be explored.

Part 1: Topics include differentiating curriculum and lesson planning, embedding functional skills, and collaborating with general educators, support staff, and other IEP Team members. Ways to encourage student self-advocacy skills and family involvement will be discussed.

Part 2: Practical examples of positive behavioral supports and classroom management strategies, the development of social skills, and facilitating an inclusive community within the classroom will be provided. This session will conclude with a dialog on particular issues, concerns, and questions asked by participants.

Alan D. Ripp, M.Ed., is an inclusion specialist and elementary teacher for Newton Public Schools. His forte is in conveying inclusive educational strategies that support students with significant disabilities, including students with autism spectrum disorders, to be fully included in general education classrooms.

Workshop Series II

Conducting Functional Behavioral Assessments & Writing Behavior Support Plans Demystifying the Process

Saturdays, November 3 & 17, 2007 | 9:00 am–3:00 pm

Speaker: Dina A. Traniello, Ed.D.

Location: University Hall, Room 3-094

This two-part workshop will provide participants with a clear understanding of the Functional Behavioral Assessment (FBA) process, an enhanced ability to design and implement behavior support plans (BSPs) for individual students, and proactive ways of dealing with students who have challenging behaviors.

Part 1: An overview of IDEA key provisions and the critical steps involved in conducting an FBA, including how to define behaviors operationally, collect and summarize data, and develop hypotheses about the function of behaviors, will be discussed.

Part 2: The essential components of a behavior support plan, including identifying common mistakes in design and implementation. Elements of a team approach to positive behavior support and case studies of students with challenging behaviors will be presented.

Dina A. Traniello, Ed.D., works with schools and families to support students with challenging behaviors in general education settings, conducting functional behavioral assessments, and designing positive behavior supports.

Individual attendees are welcome; however, Dina especially recommends this workshop for teams of three or more (e.g., administrators, instructional assistants, general educators and special educators, school psychologists, behavior support professionals, and counselors).

Workshop Series III

Teaching Self-Advocacy: Youth Take the Lead in Educational Planning and Developing Inclusive Postsecondary Options

Saturdays, January 26 & February 9, 2008 | 9:00 am–3:00 pm

Speaker: Maria Paiewonsky, Ed.D. and Nancy Hurley, M.S.

Location: University Hall, Room 3-094

This two-part workshop will discuss integrating self-advocacy and leadership skills into transitional planning activities as youth move from middle school to high school and beyond. IEP/ITP development and DOE's newly mandated Transition Planning form will be discussed.

Part 1: The concept of youth development and the importance of teaching self-advocacy, self-determination, and leadership skills to middle and high school youth as part of a comprehensive transition process. State and Federal initiatives and national standards will be discussed.

Part 2: The significance of student-directed IEPs, along with promising practices in career development and inclusive postsecondary education will be addressed. Examples will highlight how schools and community agencies can prioritize self-advocacy and youth development to promote personal leadership.

Maria Paiewonsky, Ed.D., is an education specialist at the Institute for Community Inclusion/UMass Boston. She works with school-based teams to develop inclusive secondary and postsecondary options that support student and family preferences. She pioneered the use of "photovoice," which combines photography and narrative to promote the interests of transition-aged youth with significant intellectual disabilities.

Nancy Hurley, M.S., is an education specialist at ICI/UMass Boston, currently exploring inclusive postsecondary education options for individuals with intellectual disabilities. She works with state and community agencies to align services for all youth as they transition from school to adult life.

Workshop Series IV

Preventing Harassment, Bullying, and Hate Crimes in Schools: A Comprehensive Approach to Transforming School Climate

Saturdays, March 1 & 15, 2008 | 9:00 am–3:00 pm

Speaker: Richard W. Cole, Esq.

Location: University Hall, Room 3-094

This two-part workshop will provide participants with a clear understanding of how to recognize, respond to, and prevent harassment, bullying, cyber bullying, and hate crimes in schools.

Part 1: An overview of the increasing problem of harassment, bullying, and hate crimes in K–12 schools and the relationship between school climate, safety, equity, social inclusion, and learning. Issues contributing to school conflicts, incidents of violence, and significant inter-group tensions will be highlighted.

Part 2: The critical steps needed for transforming school climate will be addressed. Case studies and practical steps in promoting positive race and ethnic relations, educational equity, and the social inclusion of all students will be discussed.

Richard W. Cole, Esq., is a nationally known civil rights attorney and former Assistant Attorney General and Civil Rights Division Chief in the Massachusetts Office of Attorney General. He has worked with schools across the U.S., providing training in recognizing, responding to, and preventing harassment, bullying, and hate crimes.

Registration Form

Name _____

Address _____

City _____ State _____ Zip _____

Telephone _____

Email _____

School/Organization _____

Grade(s) _____

☐ Special Educator ☐ Inclusion Educator

☐ General Educator ☐ Other _____

PDPs are available.

Please indicate the workshop series you wish to attend:

☐ Workshop Series I: October 13 & 27, 2007

☐ Workshop Series II: November 3 & 17, 2007

☐ Workshop Series III: January 26 & February 9, 2008

☐ Workshop Series IV: March 1 & 15, 2008

Registration fee is non-refundable.

Payment:

$80 per series (includes parts 1 & 2)

Total amount enclosed $ _____

Purchase Order (P.O.) # _____

(Please provide a copy of the purchase order)

Please make check or money order payable to: **Lesley University**

Return this registration form and payment to:

Susan Kando
Center for Special Education
Lesley University
29 Everett Street
Cambridge, MA 02138

You will be sent a confirmation card upon receipt of your registration and payment.

For more information contact:
Susan Kando at 617.349.8260 or skando@lesley.edu

Please check www.lesley.edu for University closing announcements.