

Professional Development Catalog

Implementing effective PD requires responsiveness to educators' needs and the contexts in which teaching, and learning will occur.

OSDE-SES is committed to this ongoing mission.

Trauma informed instruction in the special education setting: Identification and interventions for students and teachers

Students with disabilities experience childhood trauma not unlike neuro-typical children. For some students with disabilities, traumatic events in life further impacts their ability to form relationships, learn and display appropriate classroom behavior, as well as gain academic skills. Teachers of these students must provide specifically designed instruction in the areas of social emotional learning, academics, self-regulation, as well as be specifically trained in trauma-informed care, crisis prevention and de-escalation practices. Educators who work with students with disabilities report experiencing significant vicarious trauma, compassion fatigue, and are more likely to consider leaving the field of education. Educators must be supported socially, emotionally, and with ongoing resources in order to minimize the long-term effects of vicarious trauma.

- Target Audience: School administrators, special education teachers, school counselors, related service providers
- Duration: 60 minutes, 90 minutes, or half-day



Dyslexia Awareness

Dyslexia is a widely known condition which is also widely misunderstood. This session will inform school faculty on characteristics of dyslexia, identification and evaluation responsibilities under the IDEA, interventions for struggling readers including students with dyslexia, and resources for educators, parents and students.

- Target Audience: All certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half day

Dyslexia Defined and Intervention Frameworks for School Administrators

Dyslexia can look differently for each individual that struggles with it. Dyslexia not only affects a person's ability to read but influences their whole educational experience. It is a complex condition with multiple and variable characteristics. This session will inform school administrators on identification and evaluation responsibilities under the IDEA, and interventions for struggling readers including students with dyslexia.

- Target Audience: School administrators, special education teachers, school counselors, related service providers
- Duration: 60 minutes, 90 minutes, or half-day

Dyslexia Defined, Eligibility and Intervention Frameworks for Teachers

Dyslexia can look differently for each individual that struggles with it. Dyslexia not only affects a person's ability to read but influences their whole educational experience. It is a complex condition with multiple and variable symptoms. This session will inform educators on the definition of dyslexia as well as identification of and evaluation responsibilities under the IDEA. We will discuss intervention frameworks and structured literacy for struggling readers including students with dyslexia.

- Target Audience: General education and special education teachers
- Duration: 60 minutes, 90 minutes, or half-day



Dyslexia and Implications for Related Service Providers

Dyslexia can look differently for each individual that struggles with it. Dyslexia not only affects a person's ability to read but influences their whole educational experience. It is a complex condition with multiple and variable symptoms. This session will inform related service providers on the definition of dyslexia as well as implications on the student's educational experience.

- Target Audience: Speech Language Pathologists, Occupational Therapists, Physical Therapists, School Counselors, School Nurses
- Duration: 60 minutes

Special Education Evaluation and Eligibility

The evaluation of a child is required by IDEA before any special education and related services can be provided to that child. The purposes of an evaluation are straightforward:

- To see if the child is a "child with a disability," as defined by IDEA
- To gather information that will help determine the child's educational needs
- To guide decision making about appropriate educational programming for the child.

Sometime the process of evaluation is confusing and difficult for teams. This session will review federal law, the special education process, the scope of the evaluation process, team responsibilities, timelines, and include practice scenarios.

- Target Audience: School administrators, special education staff, general education teachers, school counselors, school psychologists, school psychometrists, related service providers
- Duration: 60 minutes, 90 minutes



Transporting Students with Special Needs

The goal of this presentation is to provide information which will ensure the safe transport of students with disabilities. Topics will include transportation as a related service in the Individual Education Plan/Section 504 Plan; promote understanding of how a disability may affect the student and his or her transportation needs; and positive behavioral supports and interventions on the school bus.

- Target Audience: School administrators, special education staff, transportation staff
- Duration: 60 minutes, 90 minutes

IDEA Compliance and EDPlan

EDPlan is a suite of tools and services from PCG that helps school district's promote a plan for student success—in special education, academics, behavior, and beyond. EdPlan does not determine compliance with IDEA, however as a tool, it can help school districts maintain compliance for students. This presentation will discuss the goal of special education and related services and how to utilize EDPlan to ensure compliance with IDEA guidelines as well as Oklahoma Policy and Procedures. Participants will walk away with tools to write effective and compliant individual education programs.

- Target Audience: Special education teachers, school administrators, school counselors, related service providers
- Duration: 90 minutes, 2 hours, half-day



IDEA Compliance and EDPlan for Related Service Providers

Each student's need for related services, like the need for special education, is determined on an individual basis as part of the IEP process. Using EDPlan as a suite of tools and services from PCG helps school districts promote a plan for student success. EdPlan does not determine compliance with IDEA, however as a tool, it can help school districts maintain compliance for students. This presentation will discuss the goal of special education and related services and how to utilize EDPlan to ensure compliance with IDEA guidelines as well as Oklahoma Policy and Procedures. Participants will walk away with tools to write effective and compliant individual education programs and progress reports.

- Target Audience: Speech Language Pathologists, Occupational Therapists, Physical Therapists, School Counselors, School Nurses
- Duration: 60 minutes, 90 minutes

Six Essential Questions in Special Education

This session will cover six essential questions related to special education.

- Why do we provide special education services?
- What are special education services?
- Who is eligible for special education services?
- When do we provide services?
- How are services provided?
- Where are services provided?

Participants in this session will walk away with general knowledge about special education and federal law, the differences between an IEP and a Section 504 Plan, knowledge about writing smart goals, incorporating accommodations and modifications into the school setting, the Family Educational Rights and Privacy Act (FERPA) guidelines, information to consider about student behavior and service delivery models.

- Target Audience: All School Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day



Co-Teaching for In-person and Remote Instruction

Co-teaching is an option to teach all children in the general education environment. Depending on the needs of the students with disabilities or other special needs access a wide range of special services in addition to core instruction, many options exist for the delivery of special education services. Co-teaching provides opportunity for two certified teachers with different backgrounds to teach towards a common goal and make a difference in each student's education. When students are separated by my and yours you are reinforcing the thought that students with disabilities are the responsibility of specialists and not general education teachers. Special education and other special services were designed to be in addition to, not in lieu of, general education. Co-teaching is about teaching OUR students.

- Target Audience: All Certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day

Early Childhood Outcomes

Early childhood represents an important developmental period that will have an outsized effect on future development, relationships, skills, and achievements. The Individuals with Disabilities Act (IDEA) acknowledges this importance and provides access for young children with disabilities (ages 3-5) to a free and appropriate public education (FAPE) individualized to meet children's needs.

- Target Audience: Special Education Certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day



Effective Instructional Practices for Students with Disabilities: Accommodations, Modifications, and UDL



All students served on an IEP must be delivered a Free and Appropriate Public Education. Students with disabilities often face challenges or barriers that inhibit or restrict their ability to access and demonstrate learning. Oklahoma Academic Standards outline the expectations of the knowledge and skills that all students should gain by the end of each grade level. Providing access to grade-level content may involve the implementation of accommodations or modifications. This session will also detail the reasons and ways that universal design for learning is an effective teaching strategy to help all learners.

- Target Audience: All School Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day

Universal Design for Learning (UDL)

The purpose of special education is to ensure that all children with disabilities have available to them a free appropriate public education including special education and related services designed to meet their unique needs to prepare them for **further education, employment, community participation, and independent** living. UDL are instructional tools that help move barriers to learning because of attention issues, language abilities, learning disabilities, and trauma. UDL meets the needs of all learners.

- Target Audience: All Certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day



Writing Compliant PLAAFPs, IEP Goals, and Progress Monitoring



How does specially designed instruction relate to measurable annual goals? A team cannot know what student progress has been achieved they don't know the baseline. Together, the IEP Team must determine what specially designed instruction/special education service(s) a student needs, including frequency, duration and location of these services, in order to meet his or her goals. This session will cover writing goals that are specific enough, describing the specific skills the student needs to learn. This sets the stage for developing measurable goals with specially designed instruction to grow progress.

- Target Audience: Special Education Certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day

Secondary Transition

Oklahoma state policy requires transition services to be addressed and in effect not later than the beginning of the student's ninth grade year or upon turning 16 years of age, whichever comes first, or younger, if determined appropriate by the IEP team, and updated annually. Transition services are crucial in supporting students as they plan for post-school goals. Transition plans assist students in meeting their post-school goals, such as: gainful employment, post-secondary education or training, independent living, military, and/or group living. These plans are designed to meet individual needs as they progress through school.

- Target Audience: Special Education Certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day



ICAP for Students with Significant Needs

The ICAP complements the Transition Plan in the Individualized Education Program (IEP) but does not replace the Secondary Transition requirements under the IDEA. IEP teams are responsible for providing transition services in the areas of education/training, employment, and independent living and community participation, if appropriate. The ICAP process is student-centered and includes input from their family. The results of the career interest surveys are used to assist in the development of the postsecondary and workforce goals. There should be alignment between the ICAP postsecondary and workforce goals and the postsecondary goals in the transition plan of the IEP.

- Target Audience: Special Education Certified Staff
- Duration: 60 minutes, 90 minutes, 2 hours, half-day

Nonviolent Crisis Intervention – Crisis Prevention and Intervention (CPI)

CPI staff with the skills to safely recognize and respond to everyday crisis situations. NCI training complies with all current Oklahoma seclusion and restraint administrative codes, is evidence-based and fully accredited.

- Target Audience: All School Staff
- Duration: 1 and a half-day (this time frame cannot be altered or shortened).

Crisis De-escalation Strategies

Crisis De-escalation is perfect for schools or districts that want a completely non-physical approach to intervention. This training focuses on de-escalation strategies resulting in safe, non-restrictive interventions.

- Target Audience: All School Staff
- Duration: 2 hours, 3 hours

The OSDE-Special Education Division would love to customize Professional Development for your schools' specific needs.

