

Willing Ways

PROFESSIONAL DEVELOPMENT CATALOG

Why Should You Choose Willing Ways?

Our real-life experiences have given us a unique position in the realm of reaching students, parents, educators, and the community. Whether inspiring, facilitating, storytelling, training, or educating others, we are known for being real people living in a real world looking for real solutions for real problems. Many organizations, associations, school districts, educational cooperatives, universities, parent groups, churches, and facilities in Arkansas and surrounding states have utilized the services offered by Willing Ways.



Find out more about us:

More information can be found on our website:
Willingways.info

Youtube: <https://www.youtube.com/@willingwaysinc>

Facebook, Instagram, and Tik Tok: Willing Ways Inc.

Contact our President, Kris Shinn: kris@willingways.info

501-412-3343

FROM CHAOS TO CALM: UNDERSTANDING, PREVENTING & RESPONDING EFFECTIVELY TO CHALLENGING BEHAVIORS

****MAX 30 PARTICIPANTS****

Have you ever stood in the middle of your classroom and thought, "All need is a magic wand, a fairy Godmother, or just a kid who cares about being here?" You are not alone. Dealing with difficult behavior is often the #1 nationwide concern of teachers of all ages. Yet, we still find ourselves responding to a student's challenging behavior in the same manner day after day knowing our approach is not working. The whys of this could be inexperience, lack of skills and knowledge, or just simply short on time or pure frustration, but the biggest reason is due to a spike in the diagnosis of 'behavioral exceptionalities' by medical teams. Without a formal DSM diagnosis and failure in meeting the criteria for any additional educational or behavioral supports, it leaves the classroom teacher flying solo. Because of this lack of knowledge, we find ourselves addressing, punishing, or eliminating the surface of the problem instead of assessing the root of the problem. When, as educators, we begin to understand how our own personalities and experiences have shaped our beliefs as leaders, embrace the things that push our buttons, and recognize that a child's behavior is rooted in biological and environmental factors, we will begin to see that many students' behaviors are not contrived out of a desire to ruin our day but rather a cry for help.

From chaos to calm places attendees in a better position to respond effectively to inappropriate behaviors by bridging the gap between research and practice while bringing together neuroscience, mental health, and special education data and focusing on the WHYs of the behavior and the WHATs the child needs to learn in order to succeed in all environments.

This interactive presentation will focus on the source of unwanted behaviors and the interventions to reduce or eliminate them. A step by step approach of how to prepare for the realities of "in the moment" behaviors will also be given. Attendees can expect an open forum of discussions, scenarios, and hands on activities.

Learner Objectives:

- *Identify the contexts of behaviors and when they are most likely to occur within your own classroom.
- *Recognize the basic facts about challenging behaviors classify environmental risks versus biological risks
- *Discuss prevention strategies
- *Initiate a "thinking outside the box" mentality regarding behaviors and plan an intervention strategy for specific problems of students in their current classroom
- *Implement these interventions: choice, behavioral momentum, behavior-specific praise, and opportunities to respond

Did you know?
Willing Ways can pair
Professional Development
with follow up sessions
during the school year?
Contact us to find out more!

FIGURING OUT THE PROBLEM TOGETHER

Let's Explore the PROBLEM was created due to multiple requests from administrators and teachers to help them to see the things that they had been missing. This class is full of real-life examples of what does and does not work in a classroom. We discuss things such as classroom set-up, tone of voice, relationships, coercion, reward systems, and much more. Educators will come away from this workshop with renewed energy to make sure that they will reach every student that they work with. Since the beginning of the pandemic, our classrooms, schools, communities, and world are not what they used to be. This class focuses on how to reach students in our new age and how to shape their behaviors so that they can all learn to the best of their abilities.

****MAX 30 PARTICIPANTS****
**THIS ENGAGING FULL DAY CLASS IS
DESIGNED WITH BEHAVIOR AND
CLASSROOM MANAGEMENT IN
MIND.**

Learner Objectives

- *Identify ways to reach students
- *Self realization of behaviors that are detrimental to reaching your students
- *New ideas for reaching students in your classroom
- *How to set your learning environment up for success with Let's Explore the PROBLEM.

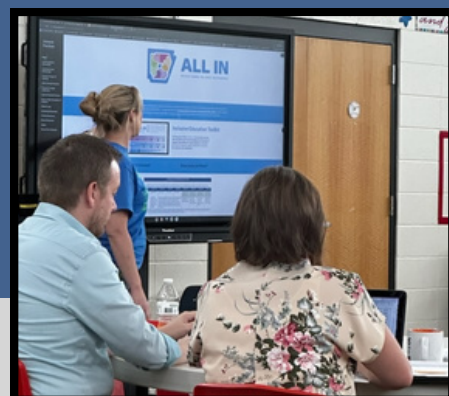
TRAUMA INFORMED TEACHING PRACTICES

Does your student have resilience? Up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, including abuse, neglect, natural disaster, or experiencing or witnessing violence. Traumatized students are especially prone to difficulty in self regulation, negative thinking, being on high alert, difficulty trusting adults, and inappropriate social interactions. They often haven't learned to express emotions healthily and instead show their distress through aggression, avoidance, shutting down, or other off-putting behaviors. Teachers who don't understand the root cause of the student's behavior can expect misunderstandings, ineffective interventions, and missed learning time. In this session, the educator will learn the following:

Learner Objectives-

- *How to identify resilience in your students
- *Learn to identify traumatic behaviors in students
- *Create a consistent classroom structure
- *Teach students self-care and learn self resilience strategies for educators

MAX 30 PARTICIPANTS*



THE ABC'S OF BEHAVIOR: GOING BACK TO THE BASICS TO GAIN STRATEGIES

This workshop will be invaluable to anyone who works with students in a classroom. Learners will learn about not only how to handle behavior problems but also how to prevent them from happening. The ABC's of behavior are Antecedent, Behavior and Consequence. Analysis of these steps will change how you look at every interaction in your classroom and give you ideas on how to use this analysis to improve behavior and student learning. Real life examples will be included.

****MAX 30 PARTICIPANTS****
**THIS ENGAGING FULL DAY CLASS IS
DESIGNED WITH BEHAVIOR AND
CLASSROOM MANAGEMENT IN
MIND.**

Learner Objectives

- *Identify the contexts of behaviors and when they are most likely to occur within your own classroom.
- *Discuss prevention strategies
- *Analyze the Antecedent, Behavior, and Consequence of different scenarios.

BEHAVIOR STRATEGIES 101

Let's talk about your student's problem behaviors. Are you wondering what to do on a daily, weekly, or minute by minute basis some days? Do you feel like you have exhausted all efforts to work on these behaviors, and no one seems to have any answers? Well, this is the professional development for you! In this session, we will discuss some basic strategies that we have found that seem to help MOST students on MOST days! This will be interactive with a chance to talk about some real things that are going on in your classroom. Let's talk about it together! You will get a chance to talk with other educators as well as our presenter about things where you are and the needs your students have today! This session will have you wanting to stay late and even come back tomorrow!

Learner Objectives-

- *Discovering how to strengthen relationships with students and use those relationships to motivate your students
- *Using targeted strategies to improve behavior
- *Identify the benefits of a nonreactive response
- *Analyze behavior and identify replacement behaviors
- *Discuss how to effectively set expectations

MAX 30 PARTICIPANTS*



EVERYDAY BEHAVIOR TOOLS

This training is highly informative and interactive, a must have for all educators. While the material is consistent with the state-of-the-art behavioral research and principles, it is presented in an extraordinarily “user friendly” way. We make it easy for all participants to relate to the material by using REAL life examples from within the classroom, the home setting, and in the community. These strategies will be discussed are highly effective and often work quickly, bringing much needed relief. The methods in Everyday Behavior Tools work well with adults, teenagers, and children on all levels of functioning and verbal abilities, including persons with limited spoken communication and/or developmental and speech delays. The class is highly effective for teachers of all student ages and subjects.

***2 DAY TRAINING
**MAXIMUM OF 15 PARTICIPANTS
PER TRAINER**

Learner Objectives

- *Discovering how to strengthen relationships
- *The importance of maximizing your relationships
- *Using targeted strategies to improve behavior
- *Identify the benefits of a nonreactive response
- *Analyze behavior and identify replacement behaviors
- *Discuss how to effectively set expectations
- *How to create and implement a behavior contract

BEHAVIOR TOOLS PLUS

Have you ever attended training and then months or years later wished you could have reviewed the material and been given the opportunity to discuss the pros or cons and ask questions regarding your own application in the classroom? This workshop is just for you. Behavior Tools Plus is your chance to arrive with questions, suggestions, or issues in hand from your day to day experiences with the previous Everyday Behavior Tools curriculum training in efforts to collaborate with other professionals in similar environments.

Learner Objectives-

- *Review the behavior tools and their utilization
- Strengthen Relationships
- *Maximize relationships
- *Non-reactive response interrupt & redirect behavior setting expectations
- *Using a written contract discuss coercion
- *Identify the ABC's of behavior
- *Share experiences with others
- *Reflect on use of system in individual classroom
- *Strategize and plan on how to use more efficiently within attendee's classroom

****BEHAVIOR TOOLS TRAINING IS
REQUIRED TO ATTEND THIS SESSION.
THIS IS A 1 DAY TRAINING WITH A
MAXIMUM OF 30 PARTICIPANTS.**

WHERE ARE MY CUPHOLDERS?

MAXIMUM 30 PARTICIPANTS

This is a fun day of learning for educators, for the ones who have ever questioned, "Why did I go into this field in the first place," for those who have turned prematurely gray, doubled their medications, or just simply lost their passion because of the stressors of the job. Where are my Cupholders attendees will discuss with their cohorts the reasoning behind why nearly fifty percent of teachers leave the profession within their first 5 years and how to keep from falling prey to this statistic. Many ideas, hands on group activities and self-reflection moments will occur throughout the day, encouraging a healthier lifestyle, obtaining good mental health, how to become organized, pushing for minimalism, and discussing how it can be used today.

We will also learn to put ourselves first without the guilt. Because just as the saying goes, "When Mama ain't happy, ain't nobody happy," is true here, too: "When the teacher isn't happy, the students aren't happy, either."

Learner Objectives

- *Identify & discuss the challenges with being a teacher
- *Differences in teacher burnout and demoralization
- *Recognize the signs of extreme burnout
- *Learn 12 ways to fight teacher burnout
- *Discuss action plans designed to decrease & eliminate factors that contribute to teacher stress
- *How to fight the "Superwomen, Superman Syndrome"

+CULTURE CHANGE = +BEHAVIOR CHANGE

Teachers, are you tired? Is your teacher cup so empty that it has dust in it? Do you even have the energy left to think about the culture in your classroom or your building? Have no time? Have no money? NO problem! This 6 hour class will share multiple strategies that are either cheap or free that can positively affect not only your classroom but also your building. Research shows that a positive school climate increases attendance rates and academic achievement, promotes student mental and physical well-being and teacher retention rates, and reduces violence. Bottom line: Happy Staff + Happy Students = higher academic achievement and a host of other positives! Bring a teacher buddy from your building to start your "Coalition of the Willing".

Learner Objectives-

- *Understand the importance of cultural change
- *Strategies to strengthen relationships, both peers and teacher/student
- *Ready-to-Use tools to implement in your classroom or building
- *How to utilize FREE technology to affect these cultural changes
- *Time to discuss and adapt tools to your specific needs

****MAXIMUM OF 30 PARTICIPANTS**

THRIVING BEYOND SURVIVAL: CREATING SPACE FOR LEARNING

****MAX 30 PARTICIPANTS****

This training explores the many possible reasons for the increase in concerning behaviors within the last few years. With violence, suicide and mental illness becoming more and more prevalent within our families, neighborhoods, and society, it has also found its way into our schools. Our classrooms are packed with children who have experienced severe trauma in multiple ways. The trauma is reflected through their behavior, attitudes, and overall well-being. Once considered to be possible signs of attachment disorder, recent research has shown much of this behavior could be related to birth trauma and or pediatric post-traumatic stress disorder experiences. In recent years, we have been faced with students who have overwhelming and often distracting issues but do not qualify for special services because of their average to high IQ, leaving these children to sink or swim in the regular education classroom despite their behavioral issues, lack of progress, and teachers who have no idea what to do with them. Thriving beyond survival is a training that is much needed in our schools today.

It is recommended for every teacher, principal, therapist, school counselor, school psychologist, paraprofessional, and staff member in the educational system. Many of our personal experiences will be shared that will give not only the educator side of this but the parent side as well. We will discuss in depth the differences between children with trauma attachment disorder and children with emotional trauma, birth trauma, and PTSD vs a disability diagnosis so that participants will understand why such children required different educational and behavioral approaches. The importance of Social Emotional Learning will be addressed as well as ways to enrich your classroom and teaching to incorporate them into your classroom.

Learner Objectives:

- *Discuss the history of attachment disorders
- *Identify the different types of attachment disorders and the causes The signs of birth trauma and other issues which cause emotional disturbances
- *Build a better understanding how educators can repair and rebuild deficits through social emotional learning
- *Introduce intervention strategies and methods to assist those having difficulty



HOW TO ADDRESS SENSORY NEEDS IN THE CLASSROOM

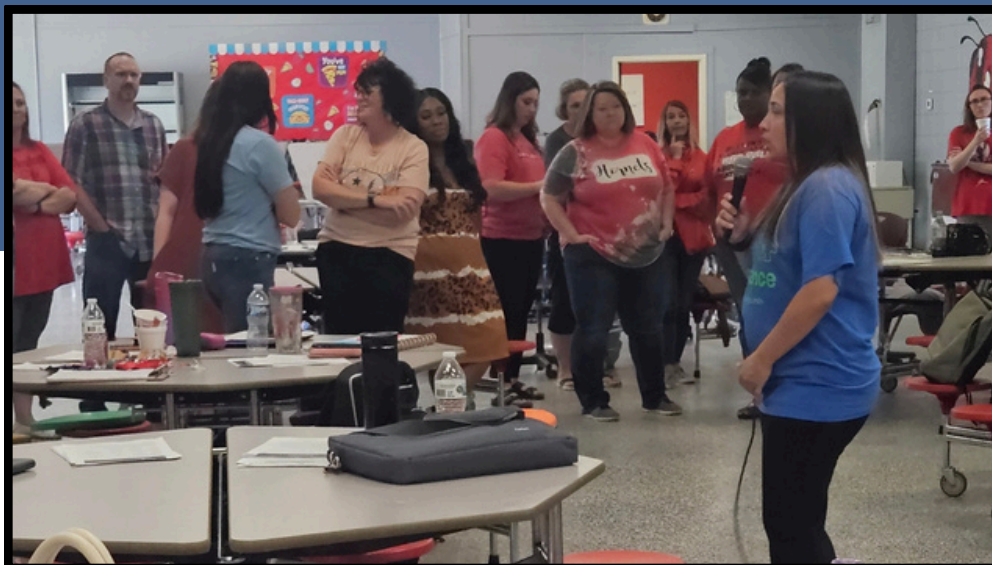
****MAX 30 PARTICIPANTS****

Although only 13 to 16% of students have identified sensory issues, research shows that up to 70% of students in any given classroom are affected by sensory problems. These issues often cause students to avoid or appear fearful of certain activities, appear clumsy, uncoordinated, or even destructive. They may also demonstrate poor organizational skills, delayed fine, gross, oral, or motor skill development and daily life skills. These students are often resistant to change and transitions. They may be viewed as socially inept and have great difficulty responding appropriately to peers and challenges. Unfortunately, students with sensory integration problems are viewed as immature, spoiled, or hyperactive when it is really a sensory regulation problem that can be addressed through interventions, techniques, and modifications. Sensory needs in the classroom will share activities that can be easily incorporated into the daily routine that will help organize the child's sensory system and create calming effects for children.

More and more children are being diagnosed with Autism, ADHD, Anxiety Disorder, Emotional Disturbance, ODD, Post-Traumatic Stress Disorder, and other disabilities which often include characteristics of sensory defensiveness. Participants will explore strategies that can be applied to all students to increase communication and learning while reducing frustration and fear. The two-day session will provide many hands-on activities, take home ideas, and Q & A discussions providing all attendees with tools needed to assist with challenging behaviors.

Learner Objectives:

- ***Determine the causes of increased anxiety and behavioral problems in students
- *Discuss the key features of sensory integration and how it can disrupt a student's overall well being
 - *Explain the available tools on self-regulation and to decrease anxiety
 - *Implement creative solutions on how to apply Sensory
- *Integration techniques to enhance student learning and participation in daily activities *Participate in sensory driven activities and the making of take-home materials



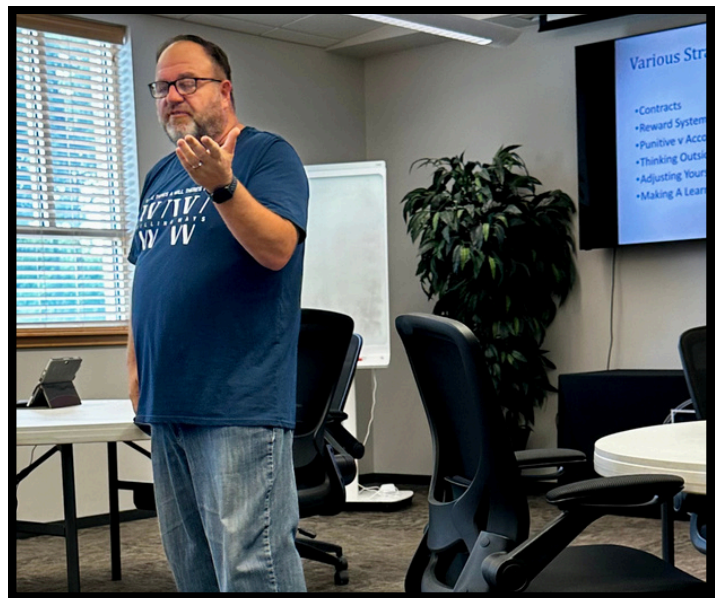
EMPOWERING PARTNERSHIPS: TEACHERS AND PARENTS UNITED

****MAX 30 PARTICIPANTS****

This workshop will provide educators the strategies and interventions needed to encourage (or tone down) parents' participation in their child's learning and educational environment; as well as informing parents of how they have the ability to positively or negatively impact and influence their child's academic achievement and welfare. Attendance to this workshop will give educators new insights on what parents are thinking, why they act the way they do, and how you, as the professional, can set boundaries while also encouraging you to explore ways to bridge and enhance relationships with your parents when possible for the sake of your students. Hands on activities, role playing, and dress up is included. Guaranteed to be one of the best parent involvement staff developments you have ever attended.

Learner Objectives:

- *Share stories of personal experiences of parent/teacher relationships, the challenges and hopes
- *Identify & Demonstrate the variety of personalities, situations, and lifestyles found in parents
- *Explore common ground; where to start and how far to go...
- *Establish the Role of Empathy, ability to accept even when we do not agree Define & Discuss real ways to involve parents in their child's education and social learning
- *Develop a plan to equip parents with needed tools to assist their students



PROFESSIONAL DEVELOPMENT PACKAGES AVAILABLE!

**OUR PROFESSIONAL DEVELOPMENTS CAN
BE PAIRED WITH ON-SITE FOLLOW UP
VISITS THROUGHOUT THE SCHOOL YEAR!
CONTACT US TODAY FOR MORE
INFORMATION!**

WHERE THERE IS A WILL, THERE IS A WAY! LIVING LIFE WITH AUTISM

****MAX 30 PARTICIPANTS****

Autism is the fastest growing developmental disability in our history to date and occurs in 1 out of every 68 children. Presented by the parent of a child with autism, this presentation is chock full of real-life stories and experiences. Special attention is given to the primary areas of difference and how these differences can be addressed through interventions and strategies presented in this workshop. Where There is a Will, There is a Way will also explore basic strategies to prevent and respond to the challenging and ever changing behaviors exhibited in many ASD Children. Photo examples, video clips, and samples are used to show how to implement these techniques. This emotion packed presentation will challenge you as a teacher, a parent, and a member of society. We will share practical ideas for showing acceptance, educating, communicating and loving those with autism every day in all environments. This workshop can be adapted to fit the specific needs of any audience.

Learner Objectives:

- **Develop a broader understanding of core deficit areas and characteristics of Autism Spectrum Disorders
- *Identify learning strengths and difficulties for individual students with autism
- *Build a better understanding of the behavioral triggers Identify basic prevention and reinforcement strategies to address challenging behaviors
- *Introduce teaching methods and strategies that are useful when working with children on the spectrum



**Will Shinn with his
Dad Kris Shinn**

Professional Development Packages Available!

Our Professional Developments can be paired with on-site follow up visits throughout the school year! Contact us today for more information!

AUTISM 101

****MAX 30 PARTICIPANTS****

When you hear the word Autism, what goes through your mind? Over the past 50+ years, the word Autism has been used so much that maybe you don't even think about it very much when it is mentioned. Maybe it strikes fear of the unknown in your heart and mind.

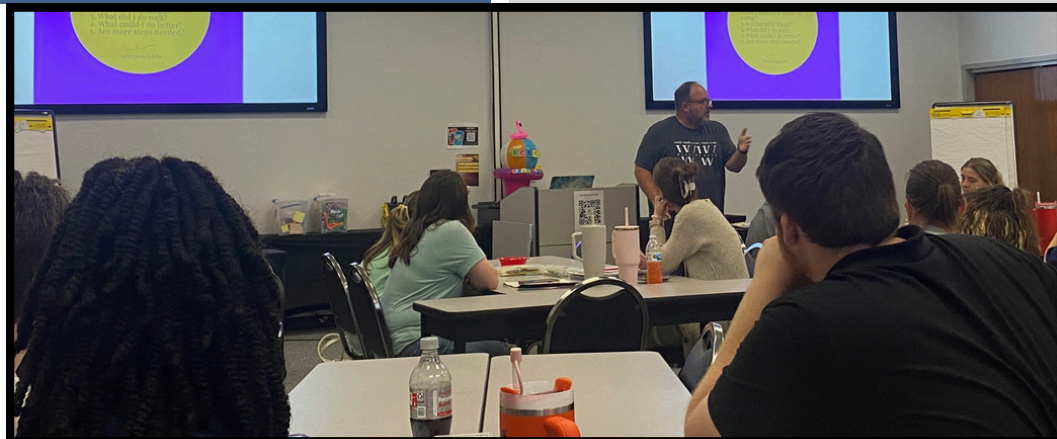
In this powerful workshop, you will learn some basic facts about the history of Autism, some things that have changed over the years, and some practical things that can be done to help overcome obstacles in the lives of our students with Autism. You will want to bring an open mind, a willing heart, and any questions you may have about Autism. You will walk away from this workshop with tools and strategies to help those students with Autism in your classroom.

Learner Objectives:

- **Develop a broader understanding of core deficit areas and characteristics of Autism Spectrum Disorders
- *Identify learning strengths and difficulties for individual students with Autism
- *Build a better understanding of the behavioral triggers Identify basic prevention and reinforcement strategies to address challenging behaviors
- *Introduce teaching methods and strategies that are useful when working with children on the spectrum

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WHO IS TAKING CARE OF YOU?

****MAX 30 PARTICIPANTS****

Compassion Fatigue is a condition that negatively impacts helping professionals who work on the front lines of service for children, patients, trauma victims, etc. The effects of compassion fatigue are far-reaching and could have devastating consequences. want to know more? Let's talk about it.

This session would be great for teachers, therapists, administrators and school counselors.

Learner Objectives:

*Participants will learn to identify the signs and symptoms of burnout and secondary traumatic stress.

*Participants will access tools and resources to aid in mitigating the effects of burnout and secondary traumatic stress.

Want to know more about what we offer?

Visit our website:

www.willingways.info

Follow us on Facebook:

[WillingWaysInc](https://www.facebook.com/WillingWaysInc)



YOU WANT ME TO TEACH WHO WHAT?

MAXIMUM 30 PARTICIPANTS

This will be a fun filled day learning about various personality traits and attachment styles. We are finding out in this ever- changing world we live in that different personality types along with various attachment styles are affecting us all. Do you know what yours are? What about those you encounter daily? Well, in this session you will learn which of the 16 types you are as well as your attachment style as we have fun learning how to help others!

Learner Objectives

- *Identify what your personality type is identify your own attachment style
- *Learn to recognize different styles around you
- *Discuss ways to help all those differences function within your setting

STUDENT ENGAGEMENT IS IMPORTANT

Students who are engaged in their learning have more motivation to participate and are more likely to persist through challenges and feel intrinsically motivated to gain knowledge. Also, high student engagement correlates with high academic achievement. This is great, but how do we get our students to be more engaged in their learning? This day long workshop will give teachers strategies to use in their classrooms to increase engagement that is student driven. When students take ownership of their own learning and are given real roles and responsibilities, they will have an even deeper understanding of concepts.

Learner Objectives-

- *Learn strategies to increase student engagement in your classroom
- *Discuss how to increase student ownership of their learning
- *Identify obstacles to overcome in increasing student engagement

****MAXIMUM OF 30 PARTICIPANTS**

EXECUTIVE FUNCTIONING AND WHAT TO DO

MAXIMUM 30 PARTICIPANTS

Executive functioning is a set of mental skills that include working memory, flexible thinking, and self control. When students struggle with executive functioning, it impacts their everyday life including school. Trouble with executive functioning can make it hard to focus, follow directions, and handle emotions.

Learner Objectives

- A deeper understanding of executive functioning -
- Possible Causes of executive functioning challenges
- Possible challenges and what strategies can you use in the classroom to make sure your students are successful when they face these challenges

INCLUSIVE PRACTICES FOR ALL TEACHERS.. REAL SOLUTIONS TO REAL PROBLEMS...FROM THE REAL WORLD

Teachers, now more than ever, are going to need to be flexible in their roles.

While Special Education Teachers have often been asked to think outside the box and be "flexible," a push for more inclusive classrooms now requires all educators to look at education through a new lens. Arkansas's commitment to ensuring that every student has equitable access to core instruction through inclusive learning means that ALL educators will need to work collaboratively within the general education setting. You have seen it all on paper, now get ready to learn from the experience gained in real world practice. This session will provide educators with real world examples, tested strategies and resources, as well as options for scheduling, planning, and goal development to maximize learning for all students in the general education classroom.

Learner Objectives-

- *Attendees will be provided with many resources to help them in their day to day lesson planning in the inclusive setting.
- *Attendees will walk away with many different ways to create IEP goals around inclusive practices.
- *Attendees will walk away knowing how to collaborate with the co-teachers for student success.

****MAXIMUM OF 30 PARTICIPANTS**

THE SELF-CONTAINED SPECIAL EDUCATION TEACHER PD

Teaching in a self-contained special education classroom is one of the most rewarding positions in education; it is also often one of the most challenging. In addition, when teachers and support staff look for professional development opportunities to support their professional growth, they find a lack of options. Whether it is lack of support, lack of resources, or lack of curriculum, sometimes staff that are in this setting feel like they are on an island by themselves.

Learner Objectives

Explore a plethora of resources and strategies to utilize in a self-contained setting to teach some of our most involved students.
Leave with resources and a list of contacts and agencies that can provide a variety of assistance long after this professional development day ends. Have a chance to collaborate with each other to find answers to somethings they are dealing with day to day.

MAXIMUM 30 PARTICIPANTS

DUE PROCESS MESS! HOW TO MANAGE DUE PROCESS PAPERWORK

The first thing many educators say when someone suggests becoming a special education teacher is...“Oh no! I could never handle all of that paperwork!” Yet everyday, more and more new teachers and those who have been/are teaching in the general education setting are now taking on the role of “Special Educator” to fill this growing need. These teachers often find themselves inundated with the due process paperwork portion of their role to the extent they feel they cannot be the teacher they want to be for their students...But it doesn't have to be this way! Finding the balance and having tools to put the paperwork portion of your job in its “place” is the focus of this session.

Learner Objectives-

Review DESE resources, including the DESE created and frequently updated Due Process manual to get a clearer understanding of how to implement these valuable tools.
Learn to infuse the paperwork into what they do daily so it is not a separate workload that takes away from precious teaching or even after hours family time.
Explore how to use the IEP process as intended; to truly meet the individualized needs of each student.
Participants are encouraged to bring an IEP to utilize during our hands-on session. (Samples will be provided if participants do not bring their own IEP).

****MAXIMUM OF 30 PARTICIPANTS**

YOU WANT ME TO DO WHAT: MODIFICATIONS AND ACCOMODATIONS IN THE CLASSROOM

Whether you are a special education teacher, general education teacher, paraprofessional, counselor, specialty teacher, or administrator, you have heard of accommodations and modifications. We all play a role. Sometimes we see them and don't know what they mean or what to do with them. There are also a lot more options out there to help all students meet their individual level of success in the general education setting.

Learner Objectives

- What the law says about accommodations and modifications
- What your role is
- How to implement the modifications or accommodations
- A toolbox full of ideas and options for classroom modifications and accommodations, including some "out of the box" ideas you may not have seen before!
- Tools for teachers to document and keep up with the data

MAXIMUM 30 PARTICIPANTS

MORE THAN JUST THE DATA

Who LOVES their Driver's License Picture? A one-time snapshot that can stay with you for at least four years! Student data can sometimes be just like that Driver's License Picture. A data source is a snapshot of the strengths and weaknesses of a student, but one source of data does not define WHO a student is or WHAT they can become. A student's academic and social emotional learning is not a box to check-off. Our students are more than just their data. They are the responsibility of those lucky enough to be called their teacher. YES!!...but how do we embrace this idea in an educational world of compliance and blame? We S.I.M.P.L.Y Teach.

Learner Objectives-

- What it means to S.I.M.P.L.Y Teach. A process that can be implemented in any classroom, at any school. A simple way to be effective for your students, in your classroom.
- Every aspect of "Good Teaching" can be covered if you keep your focus on the six, simple areas shared in this PD session.

****MAXIMUM OF 30 PARTICIPANTS**

INCLUSIVE PRACTICES FOR SPED TEACHERS

Special Education Teachers, now more than ever before, are going to need to be flexible in their roles. This group of educators have always been asked to think outside the box and be “flexible” in their roles. Arkansas’s commitment to ensuring that every student has equitable access to core instruction through inclusive learning means that special education teachers and staff will need to be able to lead and support the implementation of more inclusive models in the general education setting. This session will help special education teachers shift their thinking to being the instructional support specialist and special education resource in the general education setting as well as provide special education teachers with tools to make their role in the inclusive classrooms more manageable! In addition, teachers will explore ways to collaboratively develop more inclusive IEPs that support student success in the general education classroom.

Learner Objectives

Attendees will be provided with many resources to help them in their day to day lesson planning in the inclusive setting.

*Attendees will walk away with many different ways to create IEP goals around inclusive practices.

*Attendees will walk away knowing how to collaborate with the co-teachers for student success.

MAXIMUM 30 PARTICIPANTS

UNDERSTANDING A COMPREHENSIVE EVALUATION AND ITS IMPACT IN THE GENERAL EDUCATION CLASSROOM

Arguably, the most important components of the IEP process are the Initial Comprehensive Evaluation and the 3-Year Reevaluation testing components. Many special education teachers, and most general education teachers, have only a basic understanding of the evaluation components and the “gold mine” of data provided in these results. The ability to dissect the evaluation data and then work collaboratively to identify the areas to focus on as IEP goals are developed is an essential skill needed by both general and special education teachers.

Learner Objectives-

Explore the various required evaluation components of a comprehensive evaluation Gain an understanding of how the strengths and weaknesses in specific areas can impact a student in the classroom

Be provided tools to assist in using evaluation data in developing appropriate IEP goals Review the responsibility of each IEP team member in developing IEP goals; specifically the role of both general and special education teachers.

****MAXIMUM OF 30 PARTICIPANTS**

SPED LAW IN THE PUBLIC SCHOOL

****MAX 30 PARTICIPANTS****

This is a course designed to familiarize educators and school administrators with the requirements of the Americans with Disabilities Act, Section 504 of the rehabilitation act, and most importantly, the Individuals with Disabilities Education Act, or IDEA. Educators will be walked through the legal requirements involving identification, evaluation, and accommodation of disabled students, as well as how courts have interpreted the legal requirement of schools to provide a free and appropriate public education to every student. Educators will leave the course with a heightened understanding of 504 plans and Individualized Education Plans as well as the requirements of special education law regarding student discipline.

Learner Objectives:

*Participants will gain an understanding of SPED laws and regulations.

*Participants will be able to apply their learning in their classrooms regarding discipline and accommodations for their students.

*Participants will be provided with real life scenarios and will be able to apply their learning to these scenarios.

Professional Development Packages Available!

Our Professional Developments can be paired with on-site follow up visits throughout the school year! Contact us today for more information!



KRIS SHINN KEYNOTE SPEAKING

NEED A MOTIVATIONAL BACK TO SCHOOL MESSAGE?

Kris is a very dynamic, awe-inspiring speaker that can give your group a kick start! Kris will motivate and inspire people to strive for their best. He has spoken in many districts in Arkansas and surrounding states over the past 12 years. Kris's "real life" experiences have helped him inspire many over the years to be the best they can be. Kris was inspired at a young age from speakers like Zig Ziglar and Brian Rohn as well as others.

Here is what others are saying:

"I love the connections Kris makes with each scenario to real life situations and how it changed everything."

"Kris's presentation was inspirational and gave hopeful outlooks on the outcomes that I could have."

"Kris was entertaining. I liked hearing Kris's stories. It helps me keep in mind there is another perspective at play."



BOOK WITH US TODAY!

DON'T FIND WHAT YOU'RE LOOKING FOR HERE?
NO PROBLEM!

Many other workshops can be offered by request as well as individualized workshops or training to meet your specific needs. Some examples include:

Autism training
Behavioral Consulting
Keynote Speaking
Parent Training
Behavioral Consulting
Professional Crisis Management Training
Classroom Set up
Safety Prevention Procedures

School & Parent Liaison
Curriculum Consulting
Staff Development
In Home Services
Teacher and Staff Training
Functional Behavior Assessments
Behavior Plans
Crisis Plans
Educational Testing

CONTACT OUR STAFF:

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