



PILGRIM AREA COLLABORATIVE EXTENDED SERVICES In District Professional Development Offerings

PACES

Connecting SCHOOL – HOME – COMMUNITY

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Topic	Description
Teach Social! An Introductory Workshop to Social Thinking™	<p><i>“Social skills are the skills that enable a person to interact and communicate with others in a meaningful way. Social skills are closely allied to Emotional Intelligence (EI) - a kind of intelligence or skill that involves the ability to perceive, assess and positively influence one's own and other people's emotions. In order to interact effectively with others, one has to be able to monitor and control one's own emotional state.”</i></p> <p>More simply stated - having good social skills means that individuals share their space with others effectively.</p> <p>This interactive workshop provides participants with a basis for understanding social cognitive deficits and the challenges they present. Educators will gain insight into social thinking™ and the core conceptual framework as described in the work of Michelle Garcia-Winner.</p>
Teach Social! From Theory to Practice: An Advanced Social Thinking™ Workshop	<p>This advanced Social Thinking™ workshop is intended as a course for those who have previously attended an introductory workshop and who are familiar with the core social thinking™ concepts. It is geared toward those staff (teachers, counselors, social workers, psychologists, paraprofessionals, and therapists) who want to further deepen their working knowledge of how to apply social thinking™ principles within their classroom or therapy groups. The content outlines the core social thinking vocabulary as well as the levels of the Social Thinking-Social Communication Profile (ST-SCP™). Participants will work together in small groups discussing and brainstorming ways to teach social thinking concepts and vocabulary across environments (home school and community) and will create one or two of their own lesson plans.</p>
Social Emotional Learning: Practical Applications	<p>Recently, the need for social emotional learning in classrooms has become clear because of high rates of anxiety, depression, and substance abuse among students. While the need to incorporate more social emotional learning seems apparent, the approach on how to effectively teach social emotional skills into existing curriculums is a challenge to many educators. During this workshop, we will identify core concepts and strategies that can be integrated into any classroom.</p>
Social Emotional Learning: Teaching the whole child!	<p>Social and emotional learning (SEL) is the process through which children learn and use skills to establish positive relationships, make responsible decisions, manage emotions, set positive goals, and feel and show empathy for others. The social skills an individual demonstrates are closely allied with Emotional Intelligence (EI) - a kind of intelligence that involves the ability to perceive, assess and positively influence one's own and other people's emotions. To interact effectively with others, one has to be able to monitor and control one's own emotional state.</p> <p>This workshop will provide participants with a basis for understanding social emotional learning (SEL) in the classroom. A close look into social cognitive deficits and the challenges they present will be taken as participants gain insight into how "social thinking" concepts as described in the work of Michelle Garcia Winner can be incorporated into everyday lessons/instruction to address SEL with the students with whom they work.</p>

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<p>Flexing the Frontal Lobe: A Practical Strategies Workshop to Support Executive Functioning</p>	<p>In this workshop, participants will explore the impact of poor executive functioning skills on student learning and behavior in the classroom. Deficits in executive functioning results in difficulty with organization, time management, task completion, problem solving, emotional control, working memory and social interactions. Participants will learn what executive functioning skills are to further understand what skills can be expected at what age/grade for students to be successful in both general and special education classrooms. Practical, user-friendly strategies will be presented focusing on skills that promote effective organization and time management, task completion, independent work, impulse control, self-monitoring, and behavioral regulation.</p>
<p>Social Thinking in the Early Years</p>	<p>"Social skills are the skills that enable a person to interact with others in a meaningful way. Social skills are closely allied with Emotional Intelligence (EI) - a kind of intelligence that involves the ability to perceive, assess and positively influence one's own and other people's emotions. To interact effectively with others, one must be able to monitor and control one's own emotional state."</p> <p>More simply stated, having good social emotional skills means that individuals share their space with others effectively and live a happier healthy life. This workshop will provide educators with an understanding of what social emotional intelligence is and most importantly how to foster it in young children.</p>
<p>Supporting all Learners in Early Childhood</p>	<p>Recent research indicates that there is a growing national concern with young children being expelled from early childhood and preschool programs due to challenging behaviors. This workshop will provide participants with a basis for understanding the underlying causes and function of challenging behaviors. Practical strategies and proactive interventions will be discussed, and participants will learn new ways to prevent and respond to behaviors to enable all children to succeed.</p>
<p>Understanding Autism- The Basics</p>	<p>This workshop will explore the unique characteristics of students with Autism, including impairments in language, social skills, play skills, sensory processing, and behavioral regulation. Intervention strategies applicable to both regular and special education will be examined, with an emphasis on using positive behavior supports, total communication approaches and sensory integration strategies. As the format of this workshop includes both lecture and "hands-on" activities, educators are encouraged to come prepared to discuss their specific students with Autism to optimize the applications of the materials presented.</p>
<p>Understanding ASD- From Theory to Practice</p>	<p>As more and more children are diagnosed with Autism, school districts are struggling to cope with their wide range of learning and behavioral challenges within the classroom settings. In accordance with state and federal law, many public schools are currently working hard to train staff and provide comprehensive programs to educate children with Autism in the "least restrictive environment." This workshop will address theoretical perspectives of Autism, as well as review a broad range of treatment techniques. Participants will learn how to develop interventions that are responsive to the strengths and needs of individuals with ADS within the classroom setting.</p>

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<p>Inclusion & Applied Behavioral Analysis: “Why Can’t We All Just Get Along?”</p>	<p>This hands-on, interactive workshop will provide participants with an overview of evidence-based interventions for students with ASD, as well as specific strategies to employ within the public-school setting to meet the diverse needs of this population. This workshop will assist teachers in planning authentic and meaningful classroom/inclusionary experiences based on the science of human behavior. Participants will be introduced to scientifically based principles and procedures and will leave with a multitude of instructional recommendations and classroom activities that will help educators to:</p> <ul style="list-style-type: none"> • understand how ASD affects learning • become familiar with both myths and facts surrounding ABA & inclusion • identify the principles of human learning • implement ABA procedures for increasing, generalizing, and maintaining skills and decreasing interfering behaviors • provide rich, meaningful, and fun learning experiences/activities that enable all students to participate by meeting their specific individual learning needs
<p>Effective Classroom Management: How do I get There from Here?</p>	<p>This workshop is designed for new and experienced classroom staff who would like innovative strategies to support students who engage in challenging behavior in the classroom. It will provide participants with the information needed to focus on the core principles and practices of classroom management. Educators will be offered the latest in research-based behavior management approaches and the most current thinking on effective classroom management. The interactive workshop format will allow classroom staff to apply learned strategies to real life classroom concerns. Participants will be provided with new ways of looking at and understanding behaviors and developing effective classroom supports.</p>
<p>The Challenges of being Autistic, “Bright and Verbal”-A Personal Perspective</p>	<p>A person’s ability to communicate has been a defining characteristic of autism. Many correlate a person’s degree of autism severity with their level of speech impairment. When an autistic is articulate, the assumptions, expectations and misunderstanding of others bring unique challenges. This presentation welcomes you to look deeper into the experience from an autistic perspective, so that through greater understanding, as well as more suitable strategies, warmer connections and positive life outcomes can be better supported for those who are autistic, bright, and verbal.</p> <p>This workshop is presented by Patricia Menzel, a member of Autism's "Lost Generation," has over 50 years’ experience as an autistic. While mostly verbal, she sometimes loses speech, and uses AAC as back-up. Her aim is to make some of autism's more enigmatic behaviors, such as wandering, bolting, sequestering, and self-injury more understandable from an autistic perspective, as well as sharing autism's strengths in a positive light. Patti uses mindfulness practices, sensory diet, and clean eating to manage her autism. She lives mainly independently with some support.</p>
<p>Behavioral Interventions for Special Populations: Principles and Procedures for the Paraeducator</p>	<p>This multi-part series introduces participants to the principles of learning theory and how to apply empirically valid behavioral based interventions to improve socially significant behaviors. The content of this course will relate specifically to those individuals with developmental disabilities who attend Public and Collaborative special education classrooms. Participants will have the opportunity to learn about the basic principles of behavior and how to apply them to increase, reduce or promote the generalization and maintenance of behavior.</p> <p style="text-align: center;">Participants will be provided with instruction in the following:</p> <ul style="list-style-type: none"> • OVERVIEW OF APPLIED BEHAVIOR ANALYSIS-understanding terminology and practical application

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	<ul style="list-style-type: none"> • TEACHING NEW SKILLS-understanding goals and objectives, focusing on basic teaching strategies such as prompting, shaping, modeling, chaining, and fading techniques; maintenance and generalization • DISCRETE TRIAL AND INCIDENTAL TEACHING-the what, the why and the how it can and should be incorporated into the classroom-when is it an appropriate teaching strategy and for whom? • MANAGING AND REDUCING CHALLENGING BEHAVIORS- overview of functional behavioral assessment, developing behavioral support plans, reinforcer surveys and assessments, practical strategies and resources • DATA COLLECTION & GRAPHING-practical tools for taking data, developing data sheets and graphs, hands on activities
Taking a Closer Look at Anxiety	Anxiety is increasing among school aged children and often goes misunderstood or unnoticed. It can impact a student's ability to perform optimally in the school environment. To support students with Anxiety, we need to understand it ourselves. During this workshop you will learn about the different types of anxiety, how they impact a child's performance and useful strategies to use and consider when working with students.
Supporting Students with Special Learning & Behavioral Needs: Strategies & Supports for the Paraeducator	<p>Part 1 This workshop focuses on important skills paraprofessionals need to be productive and effective members of the educational team. In this interactive workshop the role of the paraprofessional both in self-contained and inclusive classrooms will be examined. Participants will be provided with practical and effective tools to support students in the classroom settings with specific focus on social, communication, academic and behavioral supports.</p> <p>Part 2 The content of this workshop will relate specifically to Paraeducators and instructional support staff who are working directly with students diagnosed with ASD and/or developmental disabilities in a self-contained/sub-separate setting. Participants will have the opportunity to learn about the basic principles of Applied Behavior Analysis and how to apply them within the classroom to increase, reduce or promote the generalization and maintenance of skills and behavior. Specific data collection procedures will be examined throughout.</p>
The Emotional Brain: A Trauma Informed approach to education	Memory, mood and perceptions have an impact on learning. They influence our ability to process information and to accurately understand what we encounter. But how much do educators really know about how the brain impacts all aspects of a student's day? So many students present with different levels of trauma which impact their ability to effectively engage in their school day. Additionally, students are presenting with higher rates of anxiety, depression, suicidal thoughts, and substance abuse making it difficult for them to be fully present in the learning environment. During this course participants will explore the emotional system, gain a better understanding of how it impacts behavior and learn effective strategies to incorporate emotional resilience into existing curriculums.
Care of the Educator Series	In four classes called " <i>Care of The Educator</i> " educators will come together as a community to focus on topics that are central to what it is that makes for a healthy, passionate, and balanced educator. This is not a PD full of information, it is designed to be experiential and practical, so you feel immediate benefits. Each class is topic-focused, with lots of time for reflection and learning practical relaxation techniques and perspectives to support educators and what they need most to be at their very best.

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	<p>Together, educators will explore the following topics:</p> <ul style="list-style-type: none"> • Self-Care • Regulating Your Nervous System • Healthy Boundaries • Visioning Your Ideal Classroom
<p>Understanding and Supporting Students with School Refusal</p>	<p>The recent pandemic has impacted youth’s mental health. As a result of this impact there are more students who are presenting with school refusal. School refusal is a problem that is stressful for children, their families and school personnel. During this workshop participants will learn the distinction between truancy and school refusal while examining several psychological disorders that may be contributing factors. Participants will not only gain an understanding of the function of school refusal but will walk away with specific intervention strategies to support students who present with school refusal.</p>
<p>Youth Mental Health First Aid</p>	<p>Youth Mental Health First Aid teaches you how to identify, understand and respond to signs of mental health and substance use challenges among children and adolescents ages 6-18.</p> <p>What the course will cover:</p> <ul style="list-style-type: none"> • Common signs and symptoms of mental health challenges in this age group, including anxiety, depression, eating disorders and attention deficit hyperactive disorder (ADHD). • Common signs and symptoms of substance use challenges. • How to interact with a child or adolescent in crisis. • How to connect youth with help. • Expanded content on trauma, substance use, self-care and the impact of social media and bullying.
<p>Boundaries: What are they and why are they important?</p>	<p>This boundaries training provides a basic knowledge of types of boundaries in relationships, common challenges with maintaining professional boundaries in the therapeutic educational setting, and a bit of insight into reasons that families and students may push against those boundaries. Participants in the live training will engage by sharing real life examples of boundary challenges they have experienced during their work, exploration on when and how it is appropriate to thoughtfully cross a boundary, and lots of useful scripts and examples for responding to a variety of challenging situations or questions in real time.</p>
<p>Walk in my shoes: Understanding how students with learning challenges experience school.</p>	<p>Most educators learn about different learning challenges as part of their education or through professional development. If you ask a teacher to define ADD or Dyslexia, they can often describe it without hesitation. However, when we look closely at curriculum presentation and classroom expectations in general education there appears to be little consideration or understanding for students who present with learning challenges. In this full day workshop, we will take a closer look at how these learning challenges impact a student’s school experience by providing an overview of the most common learning challenges found in general education and providing participants with simulated experiences of what it is like to for our diverse learners to engage in mainstream curriculum. The workshop is designed to help educators gain a better understanding of and empathy for those children who struggle with learning differences with the hope that this understanding will support curriculum instruction and classroom expectations to be truly inclusive.</p>

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<p>Transition Assessment as the Common Thread in the Transition Process</p>	<p>Transition assessments are an ongoing process of data collection on an individual’s needs, preferences, and interests as they relate to the demands of living as independently as possible. Conducting meaningful assessments and creating appropriate programming to meet the needs of individuals often presents a challenge to many educators. In this workshop participants will learn how to navigate:</p> <ul style="list-style-type: none"> • Age-Appropriate Transition Assessment Toolkit • Formal and Informal Transition Assessment Toolkit • How to effectively weave the Assessment findings into the IEP and TPF
<p>Writing IEP Goals that are Meaningful, Measurable and Manageable</p>	<p>We all suffer from writer’s block every now and then when it comes to writing Individualized Education Program (IEPs), especially when we are thinking about writing goals. We want to make sure the plan delivers what it promises: individualization. Most importantly, we know those goals must be measurable because when we report progress, we must use data to show whether the goal was met. So, how do we write these goals? It is not as tricky as you think, but it does take some planning! This hands-on workshop will focus on writing IEP goals and objectives that are meaningful, measurable and manageable and will provide educators with some practical tips, tools and templates to facilitate the process! Participants should bring an IEP to work on during the training.</p>
<p>Collaborative Problem Solving: An Introductory Course</p>	<p>When a child struggles with reading, we teach them. When a child struggles with math, we teach them. However, when a child struggles to behave (i.e., communicate frustration in an age appropriate or expected way), we, quite often, punish them. Research over the past 30 years has demonstrated that for many of our struggling students, their challenges result from, not a lack of wanting to behave, but rather, a lack of critical thinking skills when it comes to things like problem-solving, frustration tolerance, and flexibility.</p> <p>The CPS approach focuses on helping adults teach foundational skills that these children lack while resolving chronic problems that tend to occur in the context of problem behavior. This four-day introductory training provides a foundation for professionals interested in learning about Collaborative Problem Solving and how to implement this intervention in their schools and classrooms.</p> <p>In this hybrid course, participants are required to view 3 online videos in order to familiarize themselves with the approach and the theories, which will be presented in the course. Following in-person instruction, participants will then have the opportunity to attend a follow-up video conference consultation with the trainers.</p>
<p>Trauma Informed Therapeutic Teaching</p>	<p>Educators are experiencing a rising number of students in their classrooms with a history of trauma, while simultaneously expressing their concerns about the need for additional support to effectively educate these students, as well as all students. Trauma is complex, and scientific research has provided valuable insights into its direct effects on the brain. This workshop is designed to empower educators with an understanding of why students who have experienced trauma exhibit certain behaviors in the classroom and equip them with instructional strategies and student supports rooted in a therapeutic, brain-based approach to optimize teaching and learning.</p>

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