

NEW VIDEO CONTENT FY20

Title/Presenter	Description	Location
<p><u>Para Power! Supervision of Common Areas in Elementary School</u> By Linda Aldridge</p>	<p>This presentation focuses on adult supervision of students in common areas of the playground, lunchroom, hallways and before/after school. Opportunities for reflection are included.</p>	<p>Paraprofessional</p>
<p><u>Balance Your Conflict</u> By Dr. Jody Janati</p>	<p>Got Conflict? Find your Conversation Peace. Most people have come to accept that conflict is inevitable. Assertive communication promotes healthy boundaries and can transform conflict during difficult conversations. There are a number of conflict management workshops offered each year, yet rarely does the facilitator tell participants exactly what should be said or done. The purpose of this recorded webinar is to specifically address, "What do I say and do" when dealing with people during difficult situations to avoid destructive patterns. Participants will learn how to control their anger and emotions, be assertive and effectively defuse conflict through a variety of applied approaches. Multiple techniques are discussed to demonstrate that practical solutions are attainable through a variety of step by step methods.</p>	<p>Archived Webinars, Behavior</p>
<p>Emergent Literacy Series: <u>(1) The Continuum of Emergent to Conventional Literacy</u> <u>(2) Keeping It Simple: A Framework for Comprehensive Emergent Literacy Instruction</u> By Erin Sheldon</p>	<p>(1) When looking at an IEP and the alignment between the selection of goals and programming, the most common challenge is making sure our goals are developmentally appropriate. In this 1st part of 2, Erin describes each of the stages of the continuum of emergent to conventional literacy, what the student should do, what the teacher should do and goals at each stage. (2) Erin looks at the research for comprehensive literacy instruction for students with severe disabilities from the Center for Literacy and Disability Studies. Four questions are identified which guide teachers' instruction for daily emergent interventions or daily conventional interventions. Each component of those interventions is addressed.</p>	<p>Reading</p>
<p><u>Powerful Google Powered Projects for the Virtual Classroom</u> By Susan Oxnevad</p>	<p>Technology provides us with opportunities to collaborate and exchange information in ways we could never dream of doing without it. The purpose of the presentation is to uncover the power of the virtual classroom to increase student engagement and maximize instructional time. Powerful projects are presented along with Google tools that support learning and additional resources.</p>	<p>Archived Webinars</p>

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<p>Facilitate a Writing Workshop in the Virtual Classroom By Susan Oxnevad</p>	<p>Learn how to utilize the many features available in Google Docs to facilitate a virtual writing workshop and maximize writing instruction. Join us as we extend the walls of the classroom and demonstrate how to engage students in the writing process through peer editing, progress monitoring, and classroom management strategies, all outside of the boundaries of the physical classroom. Join us for an in-depth look at launching a virtual writing workshop that will provide students with opportunities to become active participants in their own learning.</p>	<p>Archived Webinars</p>
<p>Co-teaching Series: (1) The What and Why of Co-teaching (2) The Four Approaches to Co-teaching (3) FAQs about and Tools to Support Co-teaching (4) Co-teaching: Reflecting on Practice and Opportunity for Feedback By Shonda Anderson</p>	<p>1. In this 1st part of a 4 part series, co-teaching is defined based on the model described in Villa, Thousand and Nevin (2013). The benefits and rationales for co-teaching are considered. Tools to facilitate communication and collaboration are discussed. This series is intended for general educators, special educators, paraeducators, and related service providers. Administrators are also encouraged to participate. (2) In the 2nd session of this 4 part series, the similarities among as well as the differences across four approaches to co-teaching are considered. The advantages and cautions associated with each approach are presented. You will also learn about additional tools to support communication and collaboration. (3) In the 3rd session of this 4 part series, you will find answers to frequently asked questions about co-teaching. Consideration is given to administrator actions needed to support and sustain co-teaching. Opportunities for practice using tools for collaboration and communication are provided. (4) In the 4th session of this 4 part series, Shonda continues offering practice opportunities for collaboration and communication as well as providing participants ways to reflect on practice and receive feedback.</p>	<p>Archived Webinars</p>
<p>AT for Birth through Kindergarten By Dr. Pam Moening</p>	<p>Best practice states that we should consider AT for infants, toddlers, and children, but how? This presentation takes you through a 6 steps framework to make considering, assessing and implementing AT for our littlest learners seem practicable.</p>	<p>Archived Webinars, AT Decision Making, Early Learning</p>
<p>Understanding the Educational Implications of PANDAS/PANS By Tami Childs, Ph.D.</p>	<p>PANDAS and PANS are autoimmune encephalitic conditions that typically have an abrupt onset and are thought to impact 1 in 200 children. Students typically demonstrate anxiety, OCD, and/or tic symptoms including school or participation refusal. It is important for school personnel to recognize the early signs of these conditions as well as learn how to support these students in the school environment. This recorded webinar provides an introduction to PANDAS and PANS, the parent perspective, the current treatment guidelines, and specific educational strategies to increase student functioning.</p>	<p>Archived Webinars, Disability and Health Conditions</p>

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<p><u>CHARGE Syndrome</u> By Infinitec</p>	<p>This presentation reviews the characteristics of CHARGE syndrome and discusses some instructional strategies and classroom accommodations that may prove to be beneficial for these individuals.</p>	<p>Disability and Health Conditions</p>
<p><u>Mental Health Challenges in Autism: Depression and Suicide</u> By Ruth Aspy, Ph.D.</p>	<p>Individuals with Autism are at a higher risk for depression and suicide than are their neurotypical peers. Indeed, they are ten times more likely to die by suicide. A number of factors are related to the increased risks of suicide and depression. • Bullying • Difficulties with social communication • Camouflaging • Unmet needs for support. This presentation explores each of these factors. Interventions to decrease the risk of depression and suicide are discussed.</p>	<p>Archived Webinars, Autism</p>
<p><u>Reaching New Heights through Differentiated Visual Supports</u> by Ashley Larisey and Lauren Sheehan</p>	<p>The high school setting can pose a variety of challenges for students with moderate to complex needs. This recorded webinar focuses on the use of visual supports in the high school setting and the differentiation and scaffolding necessary to meet a variety of individual needs. In this session, strategies are shared to help move beyond the use of basic classroom visual supports to more advanced interventions and accommodations that can grow with the student. Practical visual supports are shared for you to take away and use in your classroom.</p>	<p>Archived Webinars, Communication</p>
<p><u>The Paraprofessional and Student Success: Four Corners to Super Para Status</u> by Linda Aldrige, Ed.D, laLearn and Beth Zillinger, MS, CCC-SLP, Kansas Infinitec</p>	<p>The work of a paraprofessional in the classroom is critical to student success; however, working with students is often complicated. What skills, attributes or traits will help paraprofessionals achieve Super Para Status while working in the schools? This video is intended for school paraprofessionals and discusses attributes and traits in four key areas: relationships, performance character, student needs and workplace politics.</p>	<p>Commonly Required, KS Trainings, Paraprofessional</p>
<p>Stories and Strategies – Social Emotional Support for Students Who Are Deaf/Hard of Hearing: Introduction, Elementary Age, Middle School, High School By MN Teachers of the Deaf/Hard of Hearing, St. Paul Public Schools, ISD 917 and Brainerd Public Schools and their students; representatives from the MN Commission of the Deaf, Deaf/Blind and Hard of Hearing</p>	<p>This series focuses on social emotional needs, instruction, and intervention ideas for students who are deaf/hard of hearing. Shared lived experiences of both students and adults illustrate some of the challenges students have as they journey through school years. Intervention through the direct teaching of positive social interaction and friendship skills, monitoring emotional health, and facilitating social communication is addressed. The series includes an Introduction, and 3 modules addressing age groups of Elementary, Middle School and High School.</p>	<p>Hearing</p>

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<p><u>Understanding Doubled-Up</u> By Jacinda Goodwin, Program Specialist, National Center for Homeless Education</p>	<p>This video describes the primary federal legislative response to homelessness, the McKinney-Vento Act and its reauthorization by the Every Student Succeeds Act (ESSA). The term doubled-up is included in the McKinney-Vento Act's homeless definition. It refers to shared living arrangements, some of which may or may not be considered homeless. This video addresses the factors that contribute to the term, doubled-up. This video has been reproduced with permission.</p>	<p>Archived Webinars, KS Trainings</p>
<p><u>Supporting the Education of Unaccompanied Homeless Students Under ESSA</u> By Jacinda Goodwin, Program Specialist, National Center for Homeless Education</p>	<p>This webinar seeks to answer these questions: What is the relationship between homelessness and education? Who are unaccompanied homeless youth? What educational rights and supports are available to unaccompanied homeless youth? What supports are available to unaccompanied homeless youth for transitioning to higher education? This video has been reproduced with permission.</p>	<p>Archived Webinars, KS Trainings</p>
<p><u>Students Experiencing Homelessness: Transitioning to Higher Ed</u> By Jacinda Goodwin, Program Specialist, National Center for Homeless Education</p>	<p>This webinar explores important considerations for students who are homeless who wish to pursue higher education. Included are: dealing with application expenses, such as AP exam fees, college entrance exam fees, (SAT and ACT), college application fees, seeking financial aid and scholarships: the FAFSA for "accompanied" and unaccompanied homeless students, private scholarships, state-specific opportunities and options for undocumented homeless students. This video has been reproduced with permission.</p>	<p>Archived Webinars, KS Trainings</p>
<p><u>Determining McKinney-Vento Eligibility Under ESSA</u> By George Hancock, Director National Center for Homeless Education</p>	<p>This webinar explores the relationship between homelessness and education and reviews the Every Student Succeeds Act (ESSA). The presenter seeks to reach a shared understanding of what homelessness looks like by discussing the dynamics of family and youth homelessness. There is a review of the McKinney-Vento definition of homeless, highlighting changes made by McKinney-Vento amendments in ESSA. This video has been reproduced with permission.</p>	<p>Archived Webinars, KS Trainings</p>
<p><u>Augmentative and Alternative Communication Assessment - Let's Get This Started!</u> By Heather Miller Schwarz, M.C., CCC-SLP, Infinitec</p>	<p>This recorded webinar compares and contrasts models of AAC assessment, explores the use of the participation model as a guide and explains the components of the feature match assessment. The recording mentions ASHA CEUs. These were available for the live presentation, but are not available with this recording.</p>	<p>Communication</p>
<p><u>Have You Tried Google Keep? It's a Keeper</u> By Lynda Hartman, M.A., M.L.S. Educator Consultant, Google Certified Educator</p>	<p>Google Keep is a great tool to organize multimedia resources you want to share with students when introducing a topic. Collect images, videos, audio recordings and text resources to spark interest, provide important background knowledge and introduce critical vocabulary. You can add your Keep notes into a Google doc or slides to share with students for independent review. Students can use Google Keep to collect and organize research and to help develop essays or presentations. Outcomes: By the end of this webinar participants will be able to: • Add notes to Google Keep from websites • Use Google Keep settings to customize notes • Add Keep notes to Google Docs or Slides.</p>	<p>Archived Webinars, Organization/Study Skills</p>

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<p><u>Math Apps Series (1) Apps for Emergent Math</u> by Mark Coppin, AT Specialist and National Speaker</p>	<p>Many of our students are struggling with basic math because they have not fully developed the prerequisite/emergent skills or concepts. Today's mobile devices offer a wide range of apps that work on developing these emergent skills and prepare our students to start down the path of math literacy. This recorded webinar covers the basics of emergent math skills such as numbers and counting, patterns, sorting and classification, comparison and measurement and basic geometry. A wide range of apps that can be used to develop prerequisite math skills are presented.</p>	<p>Archived Webinars, Math</p>
<p><u>Math Apps Series (2) Apps for Basic Math Concepts</u> by Mark Coppin, AT Specialist and National Speaker</p>	<p>Basic mathematics makes it possible for students to solve simple number based problems. Basic math skills are needed to make store purchases, determine necessary quantities, calculate distances and more. There are some basic math skills that every student can and should learn during their math education program. There are a wide variety of supports and apps that can assist students in learning these basic concepts. This recorded webinar covers a wide variety of apps that work on basic number sense, addition and subtraction, multiplication, division and decimals and fractions.</p>	<p>Archived Webinars, Math</p>
<p><u>Math Apps Series (3) Apps for Access to Math</u> by Mark Coppin, AT Specialist and National Speaker</p>	<p>While many students may struggle at times with math and math concepts, students with physical or sensory impairments struggle to even access math activities. There are several apps and extensions that can make math more accessible to all students. This recorded webinar discusses apps and extensions for accessible math activities. Various calculators, electronic math papers, accessible math apps, math extensions and other ways to make math accessible are covered.</p>	<p>Archived Webinars, Math</p>
<p><u>ASD and Literacy series (1) The Intersection of Cognition and Literacy in Students with Autism Spectrum Disorders</u> by Christina R. Carnahan, Ed.D and Pamela S. Williamson, Ph.D.</p>	<p>Individuals with autism spectrum disorder have a variety of strengths and differences that influence both their reading comprehension and written expression. Part 1 of this series highlights the cognitive profiles common in ASD and the effect on literacy learning.</p>	<p>Archived Webinars, Autism, Reading, Writing</p>
<p><u>ASD and Literacy series (2) Communication in the Context of Literacy Instruction</u> by Christina R. Carnahan, Ed.D and Pamela S. Williamson, Ph.D.</p>	<p>Part 2 of this series focuses on the literacy needs of students with complex communication support needs, and specific strategies for promoting communication in the context of literacy instruction. Building on the first webinar, highlighted are the role of communication in literacy learning, and strategies for targeting communication that also support academic engagement. Approaches that move beyond basic communication requests to support academic responding and commenting are presented.</p>	<p>Archived Webinars, Autism, Reading</p>

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<p><u>ASD and Literacy series (3) Developing Inferencing Skills for Students with Autism</u> by Christina R. Carnahan, Ed.D and Pamela S. Williamson, Ph.D.</p>	<p>Making inferences is critical for success in both reading and writing, but can be a complex skill to develop. In part 3 of this series, the presenters build on the first session by exploring the different kinds of skills necessary for success in literacy. Specifically, strategies for identifying the inferences students can and cannot make, and instructional approaches for increasing their success are presented.</p>	<p>Archived Webinars, Autism, Reading</p>
<p><u>ASD and Literacy series (4) Using Text Structure to Teach Comprehension</u> by Christina R. Carnahan, Ed.D and Pamela S. Williamson, Ph.D.</p>	<p>Understanding expository text structures is critical to success both during and after the school years. In part 4 of the series, the presenters highlight the text structures common in expository texts and discuss the features associated with each structure. They then highlight a systematic approach to teaching students across the grade bands strategies for comprehending expository text using text structure knowledge.</p>	<p>Archived Webinars, Autism, Reading</p>
<p><u>Teaching Switch Progression (1) Extending Influence and Control</u> by Ian Bean, Special Ed Teacher and Software Developer, UK</p>	<p>Closely aligned to the Switch Progression Road Map, these three recorded webinars detail a developmental progression of skills with switches from the pre-intentional through to one or two switch step scanning. Each stage is explored by providing classroom examples with computer software, simple communication devices, sensory equipment and toys. Each session concludes by signposting the resources used to demonstrate teaching, almost all of which are free to download and use.**** The first session explores the use of switches at the earliest levels of learning. Addressed are engagement and motivation and the transition from experiential learning to making things happen independently. The connection between cause and effect and communication is examined.</p>	<p>Archived Webinars, Access</p>
<p><u>Teaching Switch Progression (2) Moving On and Making Choices</u> by Ian Bean, Special Ed Teacher and Software Developer, UK</p>	<p>In the second session of this three part recorded webinar series, we move beyond cause and effect and explore the pathways to progression toward making meaningful choices with one or two switch step scanning. Routes for success for one or two switch users and the identification of the key skills required to enable progress are discussed.</p>	<p>Archived Webinars, Access</p>
<p><u>Teaching Switch Progression (3) The Curriculum and Beyond</u> by Ian Bean, Special Ed Teacher and Software Developer, UK</p>	<p>The final session of three explores how opportunities for switch use at every stage of development can be embedded and become an integral part of the school day. Good practice examples from schools around the world from the morning 'welcome' session through to home time are shared.</p>	<p>Archived Webinars, Access</p>

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<p>Kansas ESI series (12 videos): by Linda Aldridge, Ed.D and Joan Robbins, Ph.D. both with KSDE Technical Assistance Team</p>	<p>ESI: All Staff- Initial Training (Introduction to ESI with an embedded scenario to apply basic knowledge.)</p> <p>ESI Annual Training – Basic (Designed for returning staff who are unlikely to be involved with ESIs. Review of basic information is provided, with a new scenario to promote reflection and application.)</p> <p>ESI: Annual Training – Advanced (Designed for staff who may be involved with ESIs. This training invites deeper thought, with a scenario requiring reflection and application. NOTE: This training does NOT take the place of CPI, MANDT, or other nationally recognized training.)</p> <p>ESI: Seclusion, Restraint – Beyond the Basics (Reflection opportunities are provided through embedded scenarios that challenge participants to apply definitions of seclusion and restraint.)</p> <p>ESI: What is an Emergency (Similar to the non-compliance video, this experience emphasizes that student misconduct often does NOT involve an emergency. If there is no emergency, seclusion and restraint are NOT appropriate.)</p> <p>ESI: Reporting Requirements (Describes KSDE reporting requirements for staff who report the use of ESIs)</p> <p>ESI: Seclusion and Restraint in Preschool (Because questions often arise regarding ESIs and very young children, this clip invites discussion regarding specific applications at the preschool level.)</p> <p>ESI: Preschool: Car Seat Scenario (A common preschool occurrence invites discussion. Especially relevant for young children and/or planning to prevent the need for seclusion/restraint.)</p> <p>ESI: Is It Seclusion? The Spirit of the Law (Designed to maximize understanding of the definition of seclusion. Scenarios prompt consideration of the adult’s role when determining if seclusion has occurred.)</p> <p>ESI: Student Non-compliance (Sometimes, seclusion or restraint are initiated when student misconduct is occurring, but there is not an emergency. This scenario challenges beliefs and practices related to student misbehavior and the prevention of ESIs.)</p> <p>ESI: Training for School and District Administrators (Designed for leaders who possess basic knowledge regarding ESIs and have responsibilities for school and district application of ESI policy and procedures.)</p> <p>ESI: Behavior Intervention and Support Plans (Should ESIs be included in the Behavior Intervention/Student Support Plan? This scenario prompts a deeper understanding of the nature of effective Support Plans.)</p>	<p>Kansas Trainings</p>
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Coming Soon

Para 10 part series by Linda Aldridge
How to Arrange Your virtual Therapy Room for AAC-Tele-Modeling: Show them What You’re Working With!

**Stickler Syndrome **Selective Mutism **Dandy-Walker Syndrome

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