

RPDA

www.rpdacademy.org

Professional Development Series

2021-2022

Regional Professional Development Academy

Office: Memorial Middle School

7 Grant Avenue

Eatontown, NJ 07724

Phone: (862) 227-0352

Email: info@rpdacademy.org

Regional Professional Development Academy

Program Administrator

Patricia Rizzo

prizzo@rpdacademy.org

Work Cell: 732-513-6205

Training Specialist

Lee Lasser

llaser@rpdacademy.org

Administrative Assistant

Nilsa Montaner

info@rpdacademy.org

Office Phone: 862-227-0352





About Us

The Regional Professional Development Academy (RPDA) was established in 1998 and has grown from the original fourteen-member collaborative to its current membership of forty-six school districts and schools. Our focus is on providing high quality seminars promoting best practices professional development for educators and parents. Membership into the academy is open to all public school districts and non-public schools and Schools for the Disabled in Middlesex, Monmouth and Ocean Counties. The academy **welcomes new and returning members** each year in order to engage as many schools and school districts that wish to participate and to provide greater opportunity for professional development services to the member school districts.

The Academy continues to focus its efforts on providing quality workshops which address the needs of children with diverse abilities and has broadened its efforts to include children with needs in the general education program. Based on our Annual Needs Assessment Survey of the collaborative districts, staff identified their specific areas of need for training in addressing **Autism, Best Practices, Content Specific Support, Mental Health and Social Emotional Development**. In order to support the New Jersey Professional Development Standards of improved learning outcomes for students, the following statements represent the Academy's goals and provide impetus for the planned activities:

- To provide collaborative opportunities across district boundaries for effective professional development pertaining to educational programming.
- To improve learning outcomes for non-traditional learners.
- To utilize technology to support learning.
- To increase the number of inclusive opportunities for learners with diverse abilities.



Recent Regional Professional Development Academy Members

Middlesex County:

Old Bridge Township

Monmouth County:

Asbury Park BOE
Brielle
Colts Neck
Eatontown
Farmingdale
Freehold Township
Hazlet
Holmdel
Howell
Keyport
Little Silver
Long Branch
Manalapan/Englishtown
Marlboro
Matawan Aberdeen
Middletown
Monmouth Beach
Ocean Township
Oceanport
Shore Regional High School
Shrewsbury
Spring Lake
Spring Lake Heights
Tri-District (Atlantic Highlands, Henry
Hudson & Highlands)
Union Beach
Wall Township
West Long Branch

Ocean County:

Barnegat Township
Berkeley Township
Brick Township
Central Regional
Jackson Township
Lacey Township
Lakehurst
Little Egg Harbor Township
Manchester Township
Pt. Pleasant Beach
Pt. Pleasant Borough

Private Schools:

Ocean Academy
St. Peter School
St. Rose Grammar School
The Rugby School
Village Charter School



2021 - 2022 Steering Committee Members

The professional development activities organized and sponsored by the Academy are the outgrowth of an Annual Needs Assessment Survey. A Steering Committee composed of Directors of Special Services from some of the member districts provide insight and direction into the planning of our professional seminars. Membership of the Steering Committee is voluntary.

Colin Sabia Director of Special Services Brielle School District	Gigi Petillo Director of Special Education Manalapan/Englishtown
Carol Duffy Director of Special Services Wall Township	Dr. Richard Beck Director of Special Services Colts Neck Township
Dr. Michele Tiedemann District Director of Special Education Middletown Township	Robyn Klim Director of Educational Services Freehold Township
Dorothea Fernandez Director of Pupil Services Howell Township School District	Roseanne Ansell Supervisor of Special Services Shrewsbury Borough
Robert Dunn Supervisor of Pupil Personnel Services Point Pleasant Borough Schools	Daniel Gundersen Director of Special Education Barnegat Township School District



Regional Professional Development Academy

Website



Visit our website at www.rpdacademy.org to view and register for the Regional Professional Development Workshops.

NOTE: Workshop handouts will be available on our website approximately 1 week prior to the workshop. Please go to our website: www.rpdacademy.org access the “Workshops and Training” drop down menu, to “HANDOUTS” to download. Handouts will be listed by date & workshop title. ** If you do not see a date listed, please know that the presenter will make handouts available (e.g. via link) at the seminar.*

2021-2022

Calendar of Strands and Workshops

Autism

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
10/20/21	Supporting Students with Autism (Grades 5-12)	Toby J. Karten TAMKA Educational Products, LLC
12/2/21	Educating & Supporting Students with Autism Spectrum Disorders	Bianca Coleman, Ph.D., NCSP, BCBA-D Behavior Therapy Associates
1/13/22	Teaching Essential Vocational and Social Skills for Middle School and High School Students	Lauren Payer

Best Practices

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
10/26/21	“Teaching Them to Fish”: <i>Facilitating Student Independence and Fading Close Adult Support (Grades 3-7)</i>	Michelle Lockwood NJCIE, Director of Programs
10/27/21	Procrastination, Executive Functioning, and ADHD: Best Practices for Educators (Grades 9-12)	Ashley Zultanky, Psy.D Behavior Therapy Associates
11/9/21	Effectively Including Students with Disabilities in the General Education Classroom: <i>Focus on Elementary School Age</i>	Rory Panter, Psy.D. Behavior Therapy Associates
12/1/21	Effective Inclusive Instructional Practices to Support ALL Learners (Grades 1-5)	Michelle Lockwood NJCIE, Director of Programs
2/17/22	ADHD Back in the Classroom: <i>The Best Essential Strategies to Know and Use (Grades K-6)</i>	Mary Fowler
3/8/22	Mindfulness A Daily Practice for Staff and Students: The Takeaways for Preschool/Early Childhood Staff	Kimberly Bohichik

Content Specific Support

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
10/19/21	Diagnosis + Direction = Progress: <i>Improving Writing Skills and Habits Through Meaningful Preassessment, Purposeful Goal Setting, and Strategic Instruction (Grades 6-8)</i>	Kristine Gibson
11/16/21	Work Smarter, Not Harder! <i>Daily Routines to Evaluate Learning Loss, Build Student Engagement, and Increase Content Retention (Grades K-3)</i>	Kristine Gibson
11/23/21	Interventions for Students with Dyslexia and Other Reading Differences (Grades 6-12)	Toby J. Karten TAMKA Educational Products, LLC

12/14/21	The Missing Link for Remediating Word Recognition Difficulties: <i>Plugging the Phonological Gap to Improve Word Recognition Skills for Struggling Readers (Grades 2-6)</i>	Christine Delmas
2/8/22	Reading Comprehension: <i>Helping Students Extract Meaning from Text (Grades 3-5)</i>	Christine Delmas
2/15/22	From Mathematics Challenges to Mathematics Success for Students with ADHD and LD (Grades K-5)	Toby J. Karten TAMKA Educational Products, LLC

Mental Health

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
9/29/21	School Refusal: <i>Interventions and Coordination of Care between Schools, Families and Clinics</i>	Debra G. Salzman, Ph.D. Behavior Therapy Associates
12/8/21	Managing Anxiety In Our Schools and Classrooms	Debra G. Salzman, Ph.D. Behavior Therapy Associates
1/20/22	Trauma Informed Teaching	Mary Fowler
2/4/22	Non-Suicidal Self-Injury in Preteens and Teens	Julia Brillante, PsyD Center for Cognitive Behavior Therapy

Social Emotional Development

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
10/13/21	Educating with Compassion and Flexibility (Grades K-8)	Michael C. Selbst, Ph.D., BCBA-D Behavior Therapy Associates
10/14/21	Managing the New Normal: Mindful Strategies to Improve Self Regulation, Ease Anxiety, and Promote Performance (Grades 6-8)	Mary Fowler
10/22/21	Building Classroom Community and Meaningful Relationships With Your Students (Grades K-5)	Stephanie Goldberg Teach 2 Teach, LLC
10/28/21	Motivating Disaffected, Disinterested, and Depressed Students (Graders 3-8)	Rebecca Schulman Psy.D., BCBA-D Behavior Therapy Associates
11/19/21	Infusing Social and Emotional Learning (SEL) Competencies into the Classroom (Grades 6-12)	Stephanie Goldberg Teach 2 Teach, LLC

Fee for Services Training

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
8/10, 11, 12, 13, 2021	Wilson Reading & Language 3 Day WRS Introductory Course & Start Up Day/Level 1 Certification Practicum VIRTUAL ONLY	Kathleen Greenwald Wilson Certified Trainer
TBD	Wilson Reading & Language “Foundations” Training All Grade Levels (K - 3) ** Currently accepting Letters of Commitment for possible Fall VIRTUAL ONLY sessions	Wilson Certified Trainer

Autism

As our knowledge and teaching skills have developed, workshops addressing the challenges of Autism have also changed to address the continuing needs of staff and parents. This year we are offering three workshops, which focus on different aspects of skill building/acquisition and generalization.

Supporting Students with Autism (Grades 5-12)

Date: October 20, 2021

Presenter: Toby J. Karten

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

This session outlines how grades 5-12 general and special educators, administrators, and related service providers support students with autism who need additional academic and behavioral interventions to process the changing structures due to COVID as we return to the classroom. Explore ways to capitalize on student and staff strengths to move forward and advance the levels of students with autism with appropriate school and home supports and collaborations. Session includes how to assist students with autism to comprehend abstract language, perspective-taking, and adjusting to school and classroom norms, routines, and variables with responsive academic, social, communication, and behavioral skills and knowledge.

Outcome Objectives: Participants will gain knowledge and skills in:

- Supporting grades 5-12 academic, social, emotional, behavioral, and communication skills for students with autism based on learner levels, prior experiences, age, skills, and preferences
- Structuring instruction with routines clearly explained and followed, (e.g., online lists, graphic organizers, discrete task analysis, live journals)
- Appropriate strategies and devices to promote self-regulation, efficacy, and independence
- Teaching and reinforcing appropriate behavior (for example, by using social scripts, coping-calming strategies, praise, meetings, skills resolution, self-monitoring, and a “sensory diet”)
- Collaborative approaches for students, staff, and families

P.D.U.: 4.0 hours

Educating & Supporting Students with Autism Spectrum Disorders

Date: December 2, 2021

Presenter: Bianca Coleman, Ph.D., NCSP, BCBA-D

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Individuals with Autism Spectrum Disorders (ASD) experience significant developmental delays, especially in the areas of social relationships, communication, daily living skills, play interaction, emotional regulation, and behavior. This workshop will provide an overview of evidence-based interventions to appropriately support students with autism spectrum disorders, including key factors to increase skills toward mastery, manage challenging behavior, and foster independence, collaboration, and generalization. Concrete strategies will be included.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying evidence-based practices grounded in applied behavior analysis (ABA) principles to educate students with autism spectrum disorders
- Implementing appropriate strategies to foster independence and generalization of mastered skills
- Strategies to promote collaboration between home and school for greater consistency across settings

P.D.U.: 4.0 hours

Teaching Essential Vocational and Social Skills for Middle School and High School Students with Autism

Date: January 13, 2022

Presenter: Lauren Payer

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

This seminar will explore best practices for teaching vocational and social skills and preparing older individuals with autism for life after high school. In the United States, studies report the unemployment rate of the 5.6 million adults with autism is 50-75% and nearly half of 25 year-olds with autism have never held a paying job. Training must start early. This seminar will help middle school and high school programs to embed important components to train young adults with autism on job readiness skills including essential social skills.

Outcome Objectives: Participants will gain knowledge and skills in:

- What vocational and social skills are essential to teach
- What are the prerequisite skills needed for job related social skills
- What do employers care most about
- How do we teach and set up evocative situations to guide these essential skills
- How do we measure progress, including data collection methods

P.D.U.: 4.0 hours

Best Practices

A series of six workshops comprise this strand which will address diverse approaches to a variety of topics and staff needs that were identified in the 2021 Annual Needs Assessment.

“Teaching Them to Fish”: *Facilitating Student Independence and Fading Close Adult Support (Grades 3-7)*

Date: October 26, 2021

Presenter: Michelle Lockwood, Director of Programs, NJCIE

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Developing independence is an important goal for ALL students, especially those with disabilities who need more intensive support. It is essential that adults embrace their role as facilitators in the process of developing student autonomy rather than as “helpers” who may inadvertently encourage over-dependence on adults and learned helplessness for the student. In this workshop, participants will explore strategies to provide the appropriate and least intrusive level of academic and behavioral support to students.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying the benefits and importance of fostering independence and autonomy with students of any age
- Selecting least intrusive supports that any staff member can use to help students with disabilities maximize opportunities for independence and socialization
- Ways to fade close adult support while promoting student independence and inclusion

P.D.U.: 4.0 hours

Procrastination, Executive Functioning, and ADHD: *Best Practices for Educators (Grades 9-12)*

Date: October 27, 2021

Presenter: Ashley Zultanky, Psy.D.

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Procrastination is a common response to challenging or unpleasant tasks that can bring up uncomfortable thoughts and feelings. The move away from these activities brings a sense of “relief” and further encourages individuals to procrastinate when they notice feelings of anxiety related to an approaching deadline. As the deadline for a task approaches, the individual is likely to feel an array of emotions, including panic, guilt, frustration, and respite after the task is completed. Students develop poor habits and avoidance behaviors as they learn that the procrastination cycle affords them the ability to put off a task for as long as possible before completing it. Difficulties with procrastination significantly affect students diagnosed with ADHD and/or anxiety, most notably because of difficulty initiating and engaging in challenging tasks. This presentation will review procrastination pitfalls and strategies to maintain productivity and engagement on assignments and other tasks. Educators will develop skills in assisting their students with managing expectations, setting the foundation of creative problem solving.

Outcome Objectives: Participants will gain knowledge and skills in:

- The cycle of procrastination and an understanding of how to assist students through each stage.
- Understanding anxiety and ADHD within the context of executive functioning.
- Building strategies for working with students who have trouble with executive functioning tasks including sustained attention, organization/planning, initiating, and completing assignments.
- Implementing mindfulness exercises to better manage anxiety and minimize procrastination and avoidance.

P.D.U.: 4.0 hours

Effectively Including Students with Disabilities in the General Education Classroom: *Focus on Elementary School Age*

Date: November 9, 2021

Presenter: Rory A. Panter, Psy.D.

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Students with a wide variety of disabilities are increasingly being placed in general education classrooms. As a result, educators are more commonly found in the position of having to adapt their instruction based on the diverse needs of students. This workshop will focus on effective strategies for instructing, managing, and assessing students with disabilities while appropriately engaging general education students. To best support all students, exploration of how to maximize resources and efficiently adjust class facilitation is essential. Discussion of resources and strategies will include potential methods stemming from each level of a school system from methods for individual and peer-to-peer instruction to class-wide management and adaptations to general education instruction, to accessing and maximizing resources through special education services in your school or district. Benefits to include students with disabilities will also be discussed.

Outcome Objectives: Participants will gain knowledge and skills in:

- Adapting class instruction and assessment to more readily reach learners with diverse needs
- Understanding essential principles of classroom management that promote consistency, structure, and engagement
- Exploring various resources available through the child study team and how to maximize resources to support instruction of a diverse group of learners
- Learning the benefits for all students including individuals with disabilities

P.D.U.: 4.0 hours

Effective Inclusive Instructional Practices to Support ALL Learners (Grades 1-5)

Date: December 1, 2021

Presenter: Michelle Lockwood, Director of Programs, NJCIE

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

For students with disabilities, inclusive teaching practices aim at minimizing the impact of the disability on engagement in the classroom and removing barriers to learning. But, inclusive instruction is really about creating an accessible learning environment by planning ahead for a wide variety of learning needs instead of reacting to a few expressed needs. Inclusive instructional practices embrace diversity in order to meet the varying learning needs and styles of ALL students in the general education classroom and curriculum. They encompass a broad range of best teaching practices that, when used properly, change the perspective on teaching students from a more reactive approach, to a more proactive, student-centered approach.

Outcome Objectives: Participants will gain knowledge and skills in:

- Planning whole class strategies for meaningful participation and active engagement in classroom routines and lessons for ALL learners (such as clear lesson structure, student choice and cooperative learning)
- Identifying potential barriers to learning that a student's disability may present; and · Implementing accommodations/modifications as needed to overcome barriers and allow students with disabilities access to the general education curriculum

P.D.U.: 4.0 hours

ADHD Back in the Classroom: *The Best Essential Strategies to Know and Use (Grades K-6)*

Date: February 17, 2022

Presenter: Mary Fowler

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Teaching students with ADHD can be hard, frustrating, and disheartening under the best of circumstances. After the disruption of the pandemic school year, their problems with attention, executive functioning, and impulse control may have increased in the return to the classroom setting. In this workshop, we will go back to the basics for ADHD: structure, consistency, engagement, and motivation.

There are many great strategies and tools to help you effectively reach and teach your students with ADHD. You may find these strategies will also benefit your students without ADHD who have been impacted by the uncertainty and unpredictability of last year.

Want to know what to do and why? Which strategies to use when and how?

Outcome Objectives: Participants will gain knowledge and skills in:

- ADHD background knowledge
- Strategies for getting and maintaining attention
- Strategies for increasing task-performance
- General strategies for self-regulation and reducing reactive behavior
- Identify student specific problems
- Select strategies for specific target areas

P.D.U.: 4.0 hours

Mindfulness: A Daily Practice for Staff and Students The Takeaways for Preschool/Early Childhood Staff

Date: March 8, 2022

Presenter: Kimberly Bohichik, MA, BCBA

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Research shows mindfulness is an effective tool enhancing one's well being, physically, mentally, and emotionally. In the past year, children and staff were placed in situations that were never predicted. As the world returns to a new way of education, virtually, socially distanced, masked or unmasked, it is important to remain intune with yourself and your students and provide the support needed outside of the academic curriculum. Many districts have adopted a SEL scope and sequence in light of the educational shift. This workshop will provide hands-on strategies and techniques to support any district chosen curriculum, or provide support for those teachers without a specific curriculum in place. No prior knowledge of mindfulness is needed. Come learn the importance behind this buzz word and why everyone is trying to embrace it. Learn what you need to start a mindful practice in your classroom, even with the littlest of learners. Share ideas of where you are and how you can bring your class, their families, and yourself, to the next level. This is an active participation workshop. Participants will be guided through a simple meditation, breathing techniques, visualization, importance of journaling, affirmations, and more!

Outcome Objectives: Participants will gain knowledge and skills in:

- Understanding the key components and benefits of mindfulness
- Learn the benefits of habits and mindfulness
- Gain knowledge in hands on strategies to use personally and in the classroom
- Learn how to teach young children to be mindful through various techniques and strategies
- Understand the benefits to teaching young children to be mindful
- Create a tool box of mindfulness activities and strategies to use in the classroom including creating your own simple fun yoga story
- Learn where to find additional resources for quick implementation

P.D.U.: 4.0 hours

Content Specific Support

The staff have identified a continued need for workshops focusing on content specific support: Literacy, Writing and Mathematics. This year we have a robust series of six workshops addressing the aforementioned academic areas. We have and will continue to offer “Fee for Service” training in Wilson Reading and Language.

Diagnosis + Direction = Progress: *Improving Writing Skills and Habits Through Meaningful Preassessment, Purposeful Goal Setting, and Strategic Instruction (Grades 6-8)*

Date: October 19, 2021

Presenter: Kristine Gibson

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

It's always difficult to know where to start when it comes to teaching writing. Too often, writing assignments are random or driven primarily by past practice, while the preassessment data we are required to collect is gathered and soon forgotten. We all need a quick, concise way to get to know our students and diagnose their writing needs so we can dive into the real work of improving student writing with a clear instructional plan in place. This session provides teachers with practical strategies and resources to assess student writing, set goals for targeting key writing skills and habits, and plan powerful lessons that improve student writing. As hard as we try, we can't teach everything. This workshop is about working smarter, not harder. When we take a little time early in the year to diagnose students' writing needs, we save valuable time later by teaching with greater purpose and clarity, and this session will show you how.

Outcome Objectives: Participants will gain knowledge and skills in:

- Using writing as a means to get to know students early in the year
- Administering and scoring quick writing pre-assessments to gain a clear picture of students' writing strengths and weaknesses, both as individuals and as a class
- Using the data collected to design targeted and purposeful writing assignments, plan mini lessons, and set individual student goals that will improve writing
- Observing and improving student writing habits that contribute to writing success
- Using past student writing samples to model new skills and practice revision and editing
- Measuring and tracking student writing progress in a manageable, student-friendly way

P.D.U.: 4.0 hours

Work Smarter, Not Harder!
Daily Routines to Evaluate Learning Loss, Build Student Engagement, and Increase Content Retention (Grades K-3)

Date: November 16, 2021

Presenter: Kristine Gibson

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

As we transition back to “normal,” it is more important than ever to actively assess and address potential learning loss and retrain students for in-person learning. For a versatile routine that allows teachers to quickly evaluate student knowledge and habits as they progress through the curriculum, learn how to incorporate quick, low-risk, high-reward writing into your daily instruction. Walk away with a bank of prompts that can be used to evaluate and activate prior knowledge, increase engagement and participation in class activities, develop higher order thinking skills, assess and solidify content learning, encourage students to reflect on their growth and the feedback you regularly provide, and build student accountability and social-emotional development. And best of all, these “quick writes” require little to no advanced planning, can be used in any subject area, and won’t have you lugging any papers home to grade! No need to be an English teacher—this session will model engaging research-backed strategies for using writing to enhance student learning of your content while supporting current literacy skills.

Outcome Objectives: Participants will gain knowledge and skills in:

- Using “quick writes” to increase the frequency of writing while decreasing teacher workload
- Designing easy-to-use writing tasks that increase classroom participation, engagement, and accountability
- Employing the power of frequent, low-stakes formative assessment and “effortful retrieval”
- Building higher order thinking skills in all subject areas
- Planning specific prompts to enable immediate classroom implementation of workshop strategies
- Providing quick, clear, and productive feedback on student thinking and learning

P.D.U.: 4.0 hours

Interventions for Students with Dyslexia and Other Reading Differences (Grades 6-12)

Date: November 23, 2021

Presenter: Toby J. Karten

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

This workshop will provide practical strategies for staff who instruct, or develop instructional programs for students with dyslexia and other reading differences. Learn how to align the appropriate interventions to strengthen literacy skills with a focus on grades 6-12 across the curriculum. Help learners develop compensatory strategies with fluency, sound-symbol association, reading comprehension, vocabulary, written expression, and auditory processing skills to become better readers. Specific emphasis will include how to infuse technology with the appropriate digital tools to increase the reading skills and level of students.

Outcome Objectives: Participants will gain knowledge and skills in:

- Characteristics and instructional considerations for students with dyslexia and other reading disabilities
- Academic, social, emotional, and behavioral interventions, tech tools, and resources that tap into students' stronger modalities to increase reading acumen
- Appropriate strategies to teach students with reading differences to strengthen skills with sound-symbol association, fluency, spelling, comprehension, written expression, auditory and visual processing and memory
- Multisensory ways to teach language with direct systematic instruction
- Ways to help learners develop compensatory strategies to strengthen organizational, visual-perceptual, auditory processing, listening language, and reading skills with fiction and nonfiction texts across the curriculum

P.D.U.: 4.0 hours

The Missing Link for Remediating Word Recognition Difficulties: *Plugging the Phonological Gap to Improve Word Recognition Skills for Struggling Readers (Grades 2-6)*

Date: December 14, 2021

Presenter: Christine Delmas

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

With the current emphasis on Response to Intervention, educators are striving to prevent and remediate word recognition difficulties in readers of all ages. Multiple studies show that phonological awareness is a key element in the development of word recognition skills. Most students with poor decoding skills exhibit poor phonological awareness. This workshop will provide general educators, special educators, and interventionists with an understanding of phonological awareness and its critical role in improving decoding skills. Participants will learn the stages of phonological awareness and be provided with a plethora of activities to target specific phonological awareness skills and improve overall decoding ability.

Outcome Objectives: Participants will gain knowledge and skills in:

- The definition of phonological awareness and the subskills that it consists of (rhyme, segmentation, blending, deletion of sounds, substitution, etc.)
- The stages of phonological awareness
- Assessments to identify student gaps
- Activities to remediate gaps in phonological awareness and improve overall word recognition

P.D.U.: 4. 0 hours

Reading Comprehension: *Helping Students Extract Meaning from Text* (Grades 3-5)

Date: February 8, 2022

Presenter: Christine Delmas

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

The ultimate goal of reading comprehension is for the reader to gain an understanding of the writer's intent. For skilled readers, comprehension comes naturally and may falsely seem effortless. In contrast, a whole range of cognitive and linguistic operations are occurring simultaneously and automatically, from identifying individual words to making inferences based on clues from the text. Teachers of reading need to be aware of the multiple components that contribute to skilled reading and understand the facets of language comprehension in order to adequately prepare their students to respond to comprehension tasks. In this seminar, teachers of reading will learn the strands that comprise language comprehension including background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge and learn instructional approaches that focus on developing these necessary language and cognitive processes.

Outcome Objectives: Participants will gain knowledge and skills in:

- An understanding of the components that lead to the acquisition of proficient reading based on current theoretical models
- Knowledge of the individual strands that lead to proficient reading in order to identify any component that may be the cause of comprehension disruption
- Instructional strategies designed to increase background knowledge, vocabulary, understanding of language structures, verbal reasoning, and literacy concepts in order to promote comprehension proficiency.

P.D.U.: 4.0 hours

From Mathematics Challenges to Mathematics Success for Students with ADHD and LD (Grades K-5)

Date: February 15, 2022

Presenter: Toby J. Karten

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Learn how to teach mathematics for students with ADHD and LD. Proactively set up supports that allow students to capitalize on their strengths to excel in mathematics. Look beyond students' labels to explore practical classroom math strategies and interventions that invite students, school staff, and families to achieve successes, not frustrations. Academic, emotional, social, and behavioral interventions will be explored, along with collaborative student and family approaches.

Outcome Objectives: Participants will gain knowledge and skills in:

- How to establish learner profiles that capitalize on student strengths and preferences for learners with ADHD and LD to succeed in mathematics
- Appropriate instructional and assessment adaptations, and interventions to address inattentiveness, hyperactivity, and/or impulsivity
- Practical ways to teach behavioral, organizational, and study skills to develop self-regulated K-5 mathematical learners
- Different math strategies for dyscalculia
- Appropriate technology supports
- How to collaborate with students, staff, and families
- ADHD and LD practical tips and math resources

P.D.U.: 4.0 hours

Mental Health

Knowledgeable practitioners will be presenting four workshops this year addressing mental health issues which students face in our schools today, especially during these unprecedented times. Presentations will provide strategies regarding effective prevention, intervention and resiliency.

School Refusal: Interventions and Coordination of Care between Schools, Families and Clinics

Date: September 29, 2021

Presenter: Debra G. Salzman, Ph.D.

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Students with significant anxiety may refuse to attend school. The challenges of COVID-19 have exacerbated some of these challenges with the availability of online learning over this past year. With the return to all in-person learning, schools are left with the challenging task of educating these students. Schools and families struggle to find the best ways to help these students return to school. This workshop will identify the various anxiety and mood disorders that may lead to school refusal and the best strategies to help a student re-enter the school. The workshop will identify best strategies for coordinating care between schools, parents, families and treatment providers to lead to the most success.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying anxiety and mood disorders that are common among school refusal
- Learning strategies to help treat the anxiety and mood disorders that lead to school refusal
- Developing a reentry plan
- Strategies to educate the student while helping the student return to school
- Coordinating care among school staff, parents, families and treatment providers working with the student

P.D.U.: 4.0 hours

Managing Anxiety In Our Schools and Classrooms

Date: December 8, 2021

Presenter: Debra G. Salzman, Ph.D.

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

With the challenges of this past year, there has been an increase in anxiety disorders. Children and adolescents are struggling with the changes to schools, learning styles, sports and the increased difficulty of socializing with peers. With the return to in-person learning, some students are struggling with the transition. This workshop will identify various triggers for anxiety that students face. Some of the topics discussed will include social anxiety, separation anxiety, anxiety over working independently, test and performance anxiety, and ritualistic and compulsive behaviors. How to talk to students to help them overcome these anxious situations will be discussed. Participants will learn how to recognize the symptoms of anxiety among their students and will learn strategies to help their students better manage their anxious symptoms.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying signs and symptoms of anxiety in students
- Identifying signs and symptoms of anxiety that lead to school avoidance
- Cognitive behavioral strategies used to treat anxiety, excessive worry and other school based fears
- Communicating with students to help them better manage their anxiety and worry

P.D.U.: 4.0 hours

Trauma Informed Teaching

Date: January 20, 2022

Presenter: Mary Fowler

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Some students come to school with a history of childhood adversity and traumatic stress which may be unknown to us. In the classroom, a wide range of behaviors which sometimes seem unpredictable or look like ADHD may be seen. Inattention, anger, frustration, fixed mindsets, outbursts, meltdowns, numbing, rudeness, forgetfulness, disorganization, avoidance and task incompleteness. What to do? What works? What helps? This workshop provides teachers and support staff with essential tools and strategies to help reach and teach students impacted by traumatic experiences.

Outcome Objectives: Participants will gain knowledge and skills in:

- The mindset of students with trauma issues
- Relationship and rapport building strategies
- Physically and emotionally safe and secure learning environments
- Stabilization techniques for managing emotional emergencies
- Strategies for addressing student specific needs and concerns

P.D.U.: 4.0 hours

Nonsuicidal Self-Injury (NSSI) in Pre-teens and Teens

Date: February 4, 2022

Presenter: Julia Brillante, PsyD

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Nonsuicidal Self-Injury (NSSI), though distinct from suicidal behavior in that it is purposeful self-harm without any intent to die, is a strong risk factor for suicide attempts. Suicide is now the 2nd leading cause of death among 10-18 year-olds in the United States (CDC, 2019). NSSI in pre-teens and teenagers can elicit fear in families and school staff given the concerning nature of these difficulties. At the same time, helping the adults in teenagers' lives to understand the implications of these behaviors, how to respond to these behaviors in a non-therapy setting, and how to connect pre-teens and teens to proper care can make a difference in their lives. This workshop aims to provide participants with an overview of NSSI, including what it is, warning signs, why pre-teens and teens engage in it, the differences between NSSI and suicidal thoughts/behavior, how to respond to this behavior in a non-therapy setting and connect pre-teens and teens to treatment, and select Dialectical Behavior Therapy (DBT) skills which can help in responding to pre-teens and teens. Although the focus of this workshop is on NSSI, this workshop also aims to help participants recognize the differences between NSSI and suicidal ideation/behavior, ways to assess for suicidal severity, questions which can help assess for suicidal versus non suicidal intent, and ways to respond to pre-teens and teens expressing suicidal thoughts in a non-therapy setting.

Outcome Objectives: Participants will gain knowledge and skills in:

- Define NSSI, suicidal ideation/behavior, and the differences between them
- Identify reasons pre-teens and teens engage in NSSI
- Recognize warning signs/characteristics of pre-teens and teens who engage in NSSI
- Learn how to help/respond to NSSI in a non-therapy setting
- Tools to assess for suicidal severity (Columbia-Suicide Severity Rating Scale- C-SSRS)
- Learn how to help/respond to pre-teens and teens expressing suicidal thoughts in a non-therapy setting
- Define DBT and learn select DBT skills which may help in responding to teens

P.D.U.: 4.0 hours

Social Emotional Development

One of the goals of the Academy is to bring knowledgeable practitioners to the workshops to share their expertise in the skills required to help students successfully navigate the social and emotional influences that impact learners and the educational environment. We have scheduled five workshops this year to provide you with differing approaches and strategies addressing Social Emotional Development.

Educating with Compassion and Flexibility (Grades K-8)

Date: October 13, 2021

Presenter: Michael C. Selbst, Ph.D., BCBA-D

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

There are thousands of books on education available; yet, why is it so difficult to teach and support students effectively and with confidence? The answer is clearer when we consider that there are an infinite number of moving parts, including our own mood, expectations, teaching and parenting style, history, inconsistent behavior, and patience. This is compounded when there is another educator involved, when there are many students in a classroom, and when the parents or caregivers have different approaches. Additionally, each student is unique, and there is no “book” written specifically for each student. Educators strive to exemplify and model for their students appropriate self-control, problem-solving, wise decision-making, and kindness; yet, this can be challenging at times, especially when there are disruptive behaviors, students functioning at various levels, and during the continued uncertainties in this world. Dr. Selbst will share a compassionate approach to educating students, including ways to develop greater mindfulness and flexibility to continually become the educator you want to be. Concrete strategies will be included.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying the similarities between burnout and compassion fatigue
- Improving flexibility and resilience to better accept the negative thoughts and feelings associated with educating students with significant needs.
- Implementing a self-care plan to manage stress and become more emotionally available to effectively educate students.

P.D.U.: 4.0 hours

Managing the New Normal: *Mindful Strategies to Improve Self-Regulation, Ease Anxiety, and Promote Performance*
(Grades 6-8)

Date: October 14, 2021

Presenter: Mary Fowler

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

The virtual-hybrid model may be phasing out, but the impact of a year and a half of disruption has created anxiety, depression, and disconnection for many learners and staff. Confronting anxiety and moving through it requires self-regulatory skills reinforced and practiced with mindful approaches. This psychoeducation and strategies will be presented as a “hybrid” model meaning what staff learn for themselves will also be translated for practical application in the classroom.

Outcome Objectives: Participants will gain knowledge and skills in:

- The neurobiological experience of disruption and why we can't just move to a “new normal” after maximum disruption
- Using the 3 elements of compassion for self-awareness
- Teaching everyday grounding and breathing techniques for managing reactions
- Teaching the helpful thinking skill to increase on-task persistence

P.D.U.: 4.0 hours

Building Classroom Community and Meaningful Relationships With Your Students (Grades K-5)

Date: October 22, 2021

Presenter: Stephanie Goldberg

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

After spending so much time getting to know our students remotely, how do we build meaningful face-to-face relationships again? Why is it so important to establish a positive classroom culture?

Elementary students who have strong relationships with teachers and peers show greater engagement in academic learning, more motivation and experience fewer social conflicts. In this workshop, learn strategies to use with students to build and maintain a positive classroom community and culture that fosters meaningful relationships and a love of learning all year long.

Outcome Objectives: Participants will gain knowledge and skills in:

- Explore strategies to build teacher to student relationships
- Explore strategies to build peer to peer relationships
- Learn ways to enhance the classroom community to engage students and deepen learning
- Collaborate with peers to share ideas
- Brainstorm and write lessons to take with you back to the classroom utilizing relationship building strategies

P.D.U.: 4.0 hours

Motivating Disaffected, Disinterested, and Depressed Students (Graders 3-8)

Date: October 28, 2021

Presenter: Rebecca K. Schulman, Psy.D., BCBA-D

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

One of the most challenging problems school staff must deal with is motivating the unmotivated student. This problem can occur at any time but becomes more prominent during later grades in school. Interest in school fades as school work becomes more demanding and the students' academic struggles become more noticeable. It is important to identify these students at an earlier age to help minimize the negative impact on learning. This workshop will provide participants with an overview of risk factors and indicators for disinterested, disaffected, and depressed students. Dr. Schulman will discuss a variety of concrete intervention strategies, including antecedent and consequence-based behavior interventions.

Outcome Objectives: Participants will gain knowledge and skills in:

- Identifying indicators of Disaffected, Disinterested, and Depressed Students
- Understanding the meaning of Disaffected Learners, as well as the challenges associated with these types of students
- Implementing specific strategies to help motivate and engage Disaffected, Disinterested, and Depressed Students

P.D.U.: 4.0 hours

Infusing Social and Emotional Learning (SEL) Competencies into the Classroom (Grades 6-12)

Date: November 19, 2021

Presenter: Stephanie Goldberg

Platform: Zoom Meeting

Time: 9:00 am - 1:00 pm Seminar Presentation

Fee: No charge for Collaborative Members
\$100 per person for Non-Collaborative Districts (non-refundable)

Seminar Description:

Now more than ever do educators need to address the social and emotional needs of students. Students who are nurtured socially and emotionally will be more ready to learn academically. Research shows that an increase of social and emotional strategies integrated with content can increase academic growth achievement while simultaneously honing important life skills. New Jersey has adopted the five SEL Competencies of self awareness, self management, social awareness, responsible decision making and relationship skills that can be infused into our daily lessons.

In this workshop, spend time unpacking each competency, and learn generic strategies that will enhance each content area in a meaningful way. Learn to infuse these strategies with what you are already teaching. Time will be spent exploring the strategies and creating lesson plans. See how much more your students will be engaged when you start implementing SEL.

Outcome Objectives: Participants will gain knowledge and skills in:

- Unpack each of the 5 SEL Competencies
- Learn concrete instructional strategies for each competency that can be used in any content
- Collaborate with peers to share ideas
- Create lessons utilizing the 5 Competencies that can be implemented in your class immediately

P.D.U.: 4.0 hours

“FEE FOR SERVICES” TRAINING

From time to time, collaborative member administrators identify areas of need for staff trainings that are outside the Regional Professional Development Academy’s (RPDA) developed schedule of workshops. We then notify the collaborative administrators to determine if there is a broad interest in developing workshops to address the area of need. The cost for the workshop is then shared by the member districts on a participant basis.

In the 2021-2022 school year, we will be providing “Fee for Services” Training.

- **Wilson Reading & Language 3 Day WRS Introductory Course & Start Up Day/Level 1 Certification Practicum**
*Scheduled for August 10, through August 13, 2021

- **Wilson Reading & Language Foundations, All Grade Levels (K - 3)**
Currently accepting Letters of Commitment for possible Fall VIRTUAL ONLY sessions

- **Wilson Reading & Language 3 Day Advanced Strategies for Group Instruction**
Currently accepting Letters of Commitment

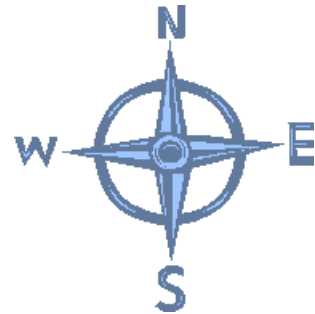
Wilson Reading & Language has blacked out the period of November through March for the presentation of workshops.

**Additional training will be developed based on the needs of the collaborative districts.

Member district administrators are encouraged to contact the Program Administrator, Patricia Rizzo at (732) 513-6205 or by email info@rpdacademy.org to identify needed areas of training.

Directions

FOR IN-PERSON WORKSHOPS ONLY



Monmouth Mall, Lower Level
180 NJ Route 35
Eatontown, NJ 07724

From Northern New Jersey:

Take Garden State Parkway South to Exit 105 (Long Branch/Eatontown, Route 36). Follow 36 East and turn right at Wyckoff Road (which will be the third light). **Enter Monmouth Mall on the left. Make a right on the mall loop towards the movie theater. Make a left and park near lamp post #21 (Behind Old Navy and American Eagle). The entrance door is #3. Enter at the Management Office sign and go downstairs. Workshop is located in the room right at the bottom of stairs.

(Elevator is on the right behind the staircase, if needed.)

From Southern New Jersey:

Take Garden State Parkway North to Exit 105 (Long Branch/Eatontown, Route 36). Turn right on Wyckoff Road and follow the directions above. **

From Western New Jersey:

Take Route 18 South to Exit 13B to Route 36 East. Turn right on Wyckoff Road and follow directions above. **

Online Registration for Workshops



To register for a workshop, please go to the Regional Professional Development Academy's website at www.rpdacademy.org to complete the online registration form and submit.

*Please note, on the online form we request home/cell and work phone numbers in case of emergency cancellations only. If you have any questions completing the registration form, please email Nilsa Montaner at info@rpdacademy.org

Once you submit your registration online, your response has been recorded. You will receive a copy of your responses to the email address you provided while completing the registration form. PLEASE PRINT THIS OUT. THERE WILL BE NO ADDITIONAL CONFIRMATIONS.