

**RPDA**

**[www.rpdacademy.org](http://www.rpdacademy.org)**

# PROFESSIONAL DEVELOPMENT SERIES

## 2024-2025

**Regional Professional Development Academy**

**Office: Memorial Middle School**

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# Regional Professional Development Academy

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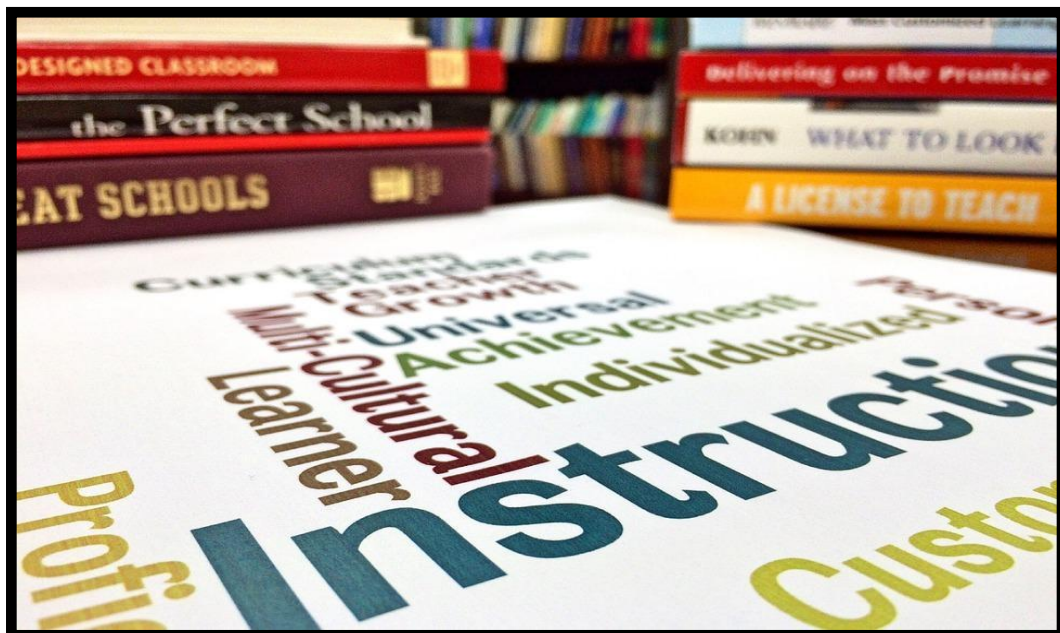
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# About Us



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-three 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: *Behavioral Supports, Best Practices, Content Specific Support, Instructional Technology, 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.

# Our Members

## Recent Regional Professional Development Academy Members

### Middlesex County:

Carteret  
Old Bridge Township

### Monmouth County:

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

### Ocean County:

Barnegat Township  
Bayshore Jointure Commissions (The Shore Center)  
Berkeley Township  
Central Regional  
Jackson Township  
Lacey Township  
Lakehurst  
Little Egg Harbor Township  
Manchester Township  
Pt. Pleasant Beach  
Pt. Pleasant Borough



# 2024-2025 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 provides insight and direction into the planning of our professional seminars. Membership of the Steering Committee is voluntary.

Roseanne Ansell Supervisor of Special Services Shrewsbury Borough	Gigi Petillo Director of Special Education Manalapan/Englishtown
Robert Dunn Supervisor of Pupil Personnel Services Point Pleasant Borough Schools	Dr. Richard Beck Director of Special Services Colts Neck Township
Daniel Gundersen Director of Special Education Barnegat Township School District	Chris Cleffi Director of Educational Services Freehold Township







# RPDA

## Regional Professional Developmental Academy



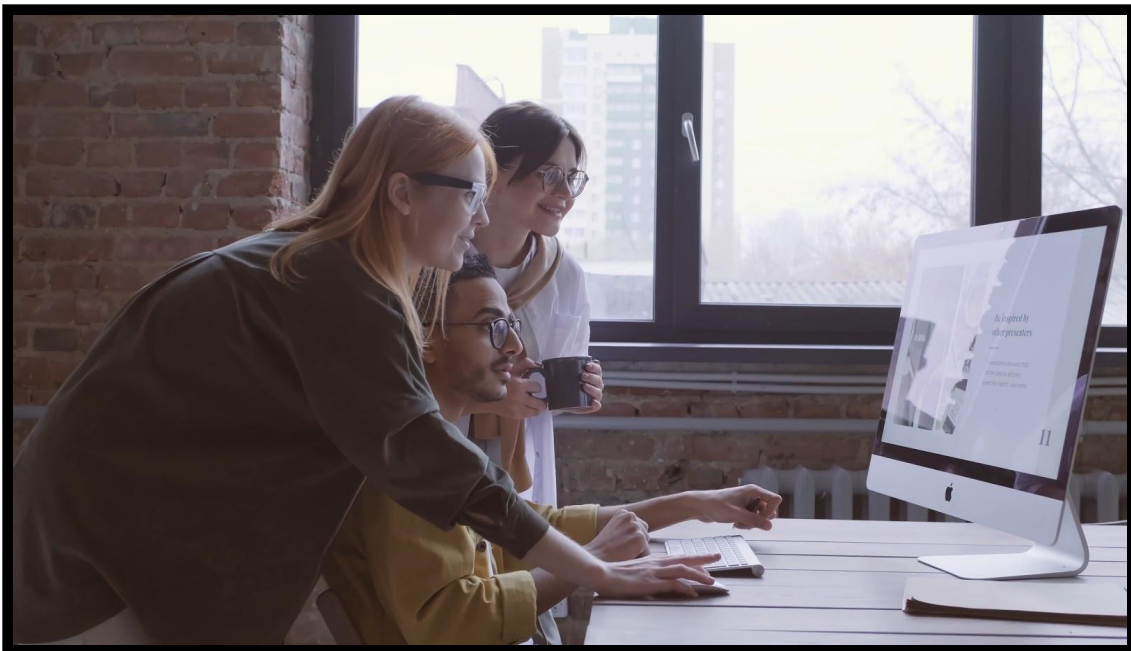
Be sure to visit our website at [www.rpdacademy.org](http://www.rpdacademy.org) often for updates, additional special events and fee for service training information.

# On-Line Registration Process

To register for a workshop, **you must complete and submit our RPDA online registration form.** Please go to the Regional Professional Development Academy's website at [www.rpdacademy.org](http://www.rpdacademy.org) and click on the "Registrations" tab on the home page.



**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 [info@rpdacademy.org](mailto:info@rpdacademy.org) [scivello@rpdacademy.org](mailto:scivello@rpdacademy.org)



Once you submit your registration online, your response has been recorded and you are entered into our database. You will receive a copy of your responses to the email address you provided while completing the registration form.

**PLEASE PRINT THIS OUT AND BRING IT TO THE WORKSHOP. THERE WILL BE NO ADDITIONAL CONFIRMATIONS.**

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**In the event RPDA needs to reschedule a workshop date due to an unanticipated circumstance, it is important to note that the workshop dates indicated on the “Online Registration Form” are the most recently updated workshop dates.**

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**NOTE:** Workshop handouts are typically available on our website approximately 1 week prior to the workshop. Please go to our website: [www.rpdacademy.org](http://www.rpdacademy.org) to access the “Workshops and Training” tab. There, on the drop down menu, you will find “HANDOUTS” . 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.*





# Calendar of Strands & Workshops

## Behavioral Support

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
10/16/24	<b>Beyond Class Management: Using a “Layered Approach” to Support Behavior (Grades 6-12)</b>	<b>Michelle Lockwood, Vice President, NJCIE</b>
11/13/24	<b>Dialectical Behavior Therapy (DBT) Skills for Youth: Practical Skills for the School Setting (All Grades)</b>	<b>Julia Brillante, Psy.D. Center for Cognitive Behavior Therapy</b>

## Best Practices

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
10/15/24	<b>Learning Styles and Multiple Intelligences for Personalized Learning (Grades 3-8 General &amp; Special Education)</b>	<b>Jamie Saponaro, InTECHgration Consulting</b>
11/14/24	<b>Go-To Quick-Response Activities That Improve Retention, Motivation and Accountability Across the Curriculum (Grades 4-12)</b>	<b>Kristine Gibson, LLC</b>
11/19/24	<b>The Global Connect: 12 Tips for Collaborative Projects (Grades 3-8 General &amp; Special Education)</b>	<b>Jamie Saponaro, InTECHgration Consulting</b>
11/20/24	<b>Technology - An Inclusion Teacher’s Best Friend for the Kids (General/Spec Ed)</b>	<b>Toby Karten TAMKA Educational Products, LLC</b>
11/21/24	<b>Differentiated Instruction Within Inclusion Classrooms (Grades K-8)</b>	<b>Toby Karten TAMKA Educational Products, LLC</b>
12/5/24	<b>ADHD Here and Now Strategies To Improve Performance and On-task Behavior (All Grades)</b>	<b>Mary Fowler, Positive Difference PD</b>
3/25/25	<b>From Classroom to Career: Enhancing Post-Secondary Outcomes Through Life Skills Education (Grades K-12)</b>	<b>Dr. Jenna Zatz, Magnolia Consulting Group</b>
3/26/25	<b>New Jersey Tiered System of Support (NJTSS) and Special Education - The Link (All Grades)</b>	<b>Dr. Christie Schutz Vincelli Magnolia Consulting Group</b>
4/3/25	<b>Revisiting Best Practices in Science and STEM Instruction (Grades 6-12)</b>	<b>Dr. Darlyne DeHaan, Magnolia Consulting Group</b>

# Calendar of Strands & Workshops

## Content Specific Support

<u>Date</u>	<u>Workshop</u>	<u>Presenter</u>
11/12/24	Orton Gillingham (Structured Language Literacy) Multisensory Reading (Grades K-4)	Elizabeth Kenny-Foggin, M.S., M.A, LDT-C, OG Dyslexia Therapist/Teacher Trainer/Teacher
12/3/24	Morphology: A Bridge to Enhance Students' Reading Fluency, Vocabulary, Comprehension & Spelling Skills (Grades 6-10)	Elizabeth Kenny-Foggin, M.S., M.A, LDT-C, OG Dyslexia Therapist/Teacher Trainer/Teacher
12/4/24	Understanding Dyslexia: What it is, What does it look like, How do we intervene? (All Grades)	Christine Delmas, Literacy Consultant/Dyslexia Spec.
3/18/25	Teaching Students with Math Disabilities (Grades K-5)	Elizabeth Kenny-Foggin, M.S., M.A, LDT-C, OG Dyslexia Therapist/Teacher Trainer/Teacher
3/19/25	The Why & How of Phonemic Awareness Instruction and how to use sound walls as a tool (Grades K-2)	Christine Delmas, Literacy Consultant/Dyslexia Spec.
3/20/25	Activities That Promote Close Reading and Thoughtful Text-Based Response (Grades 3-8)	Kristine Gibson, LLC
3/27/25	Empowering Educators: Strategies and Considerations for Addressing the Needs of English Language Learners in Classroom (All Grades)	Ms. Katie Leo, Ms. Ed. Magnolia Consulting Group

# Calendar of Strands & Workshops

## Instructional Technology

<b><u>Date</u></b>	<b><u>Workshop</u></b>	<b><u>Presenter</u></b>
11/20/24	Technology - An Inclusion Teacher's Best Friend for the Kids (General & Special Ed)	Toby Karten TAMKA Educational Products, LLC
4/1/25	Part 1 AI Education 101: A Crash Course on the Basics and Benefits of Artificial Intelligence in Education (All Grades)	Phillip Hochman MAEd
4/2/25	Part 2 Teaching and Learning with AI: A Hands-on Workshop for Educators	Phillip Hochman MAEd

## Mental Health

<b><u>Date</u></b>	<b><u>Workshop</u></b>	<b><u>Presenter</u></b>
10/17/24	Understanding and Managing Students' Mental Health Issues	Michael C. Selbst, Ph.D., BCBA-D
12/10/24	Managing Anxiety and Stress in Our Schools and Classrooms	Debra G. Salzman, Ph.D.
12/11/24	Dealing with Depression: Strategies to Help Teens Manage Mood	Julia Brillante, Psy.D.
12/12/24	"Well In the Classroom" Helping Students Manage Anxiety	Mary Fowler

# Behavioral Support

Behavior was identified as one of the topics of greatest need as reflected in our 2024 Needs Assessment Survey. We have a series of 2 workshops that will provide educators with interventions, strategies and equitable research-based interventions to support students of need.



## **Beyond Class Management: Using a “Layered Approach” to Support Behavior**

**DATE:** 10/16/24

**PRESENTER:** Michelle Lockwood, Vice President, NJCIE

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 6-12**

**SEMINAR DESCRIPTION:** Now more than ever teachers need effective tools to address the changing needs of their students, rather than relying on moving students to more segregated settings to "fix" the problem behavior or relying on ineffective discipline practices. While many times student behavior can be supported through class-wide measures, such as establishing clear expectations, verbally praising students, and having consistent consequences for misbehavior, not all students respond to these strategies. This session is designed to help participants apply a layered or tiered approach to developing positive behavioral interventions and supports in the elementary classroom so that all learners can be successful. Participants will also be given tools they can use to evaluate their existing class behavioral supports, structures, and systems.

**OUTCOME OBJECTIVES:**

Participants will gain knowledge and skills in:

- Assessing the efficacy of their current class-wide, universal behavior management strategies in order to determine if adjustments are needed.
- Selecting preventative strategies and modifications to the environment that can be incorporated in any classroom for students when they initially start to struggle with behavior.
- Identifying another layer or tier of supports and strategies to consider implementing if students continue to struggle with behavior that aims to help students “replace” problem behavior with more appropriate skills.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**



# Dialectical Behavior Therapy (DBT) Skills for Youth: Practical Skills for the School Setting

**DATE:** 11/13/24

**PRESENTER:** Julia Brillante, Psy.D.

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 am Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**Fee:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 6-12**

**SEMINAR DESCRIPTION:** Dialectical Behavior Therapy (DBT) is a comprehensive treatment for helping individuals with significant difficulty managing their emotions and behavior. DBT skills can be taught within the school setting to help middle and high school students in distress to better cope with emotionally charged situations. This workshop will provide school-based staff with an overview of DBT skills and their purposes, followed by teaching specific DBT skills which teachers and support staff can teach to their students. Skills covered in this workshop will include mindfulness to help students be more present; validation to help teens feel understood, open up, and de-escalate conflict, and distress tolerance skills to help get through a crisis. The intended audience for this workshop includes school-based staff, including teachers, counselors, paraprofessionals, child student team members, other support staff, and administrators.

**OUTCOME OBJECTIVES:**

- 1) Identify and teach distress tolerance skills
- 2) Identify and teach mindfulness skills
- 3) Define and practice using the skill of validation

**Participants will gain knowledge and skills in:**

- Dialectical Behavior therapy for adolescents
- Mindfulness skills
- Distress Tolerance Skills
- Validation skills

**P.D.U.:**

4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:

**Participants will be expected to engage in interactively practicing DBT skills during workshop.**

# Best Practices

A series of workshops comprise this strand which will address diverse approaches to a variety of topics and staff needs that were identified in the 2023 Annual Needs Assessment.



## Learning Styles and Multiple Intelligences for Personalized Learning

**DATE:** 10/15/24

**PRESENTER::** Jamie Saponaro

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 3-8 General and Special Education Teachers**

**SEMINAR DESCRIPTION:**

To personalize learning for each student, the educational experiences are customized based on each student's needs, strengths, skills, and their expressed interests. Identifying student learning styles as well as their individual multiple intelligences helps to determine their personalized learning plan. This workshop will provide techniques, resources, and tools to help both teachers and students guide the process.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:

***\*Bring Your Own Device - A website of all referenced resources will be provided at the workshop.***

# Go-To Quick-Response Activities That Improve Retention, Motivation, and Accountability Across the Curriculum

**DATE:** 11/14/24

**PRESENTER:** Kristine Gibson

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 4-12**

**SEMINAR DESCRIPTION:** Attend this workshop to learn how to incorporate quick, low-risk, high-reward thinking and writing tasks into your daily instruction. Based on the most current cognitive research on student understanding and retention of content, these content-rich “quickwrites” and ready-to-use exercises require little to no advanced planning, can be used in any subject area at any grade level, and, best of all, won’t have you lugging any papers home to grade at night! Walk away with a bank of prompts and activities that can be used to increase student engagement and participation in class activities, strengthen content knowledge, and build student accountability for the learning process.

Outcome Objectives: Participants will gain knowledge and skills in:

1. Employing the power of frequent, low-stakes formative assessment and “effortful retrieval” to increase content knowledge and understanding;
2. Incorporating a daily “retrieval routine” that builds study skills and embeds content into long-term memory;
3. Increasing student participation in and accountability for the learning process;
4. Building higher order thinking skills in all subject areas;
5. Seamlessly integrating short sentence expansion activities that demonstrate and reinforce learning and improve written expression of content ideas;
6. Improving student comprehension of informational text and understanding of course content;
7. Providing quick, clear, and productive feedback on student thinking and learning.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:

**Handouts will be provided prior to the session. Please plan to print and bring these with you to the workshop.**

## The Global Connect: 12 Tips for Collaborative Projects

**DATE:** 11/19/24

**PRESENTER::** Jamie Saponaro

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 3-8 General and Special Education Teachers**

**SEMINAR DESCRIPTION:** The world of collaborative projects opens doors, breaks down classroom walls, and builds bridges for opportunities to construct knowledge, communicate creatively, and collaborate globally. Students take charge of their learning through inquiry-oriented and problem-based projects where students learn, compare, and identify commonalities and differences with students from around the world. Using collaborative tools, students frame that knowledge to make relevant analysis and conclusions. Students ultimately communicate ideas and resulting analysis using appropriate platforms to a wider audience. They are engaged in collaboration regarding global issues and cooperatively find solutions - all from afar. Collaborative projects provide students a global connectivity with places, experts, and other students throughout the world. Together, students connect to build relationships, collaborate to learn, create to grow, and inform to share their voice - all to make a difference, solve problems, or see the world in a new way. The heart of this topic embodies the ISTE standards, specifically those relating to digital citizenship and global collaboration for coaches, educators, and, most importantly, students. Providing students with the opportunity to explore concepts and solutions with classes in other countries or even nearby is an invaluable experience. Students are provided the opportunity to connect with other students and experts from around the world through experiences, programs, and activities that engage them, give them voice, and develop in them the necessary 21st century skills of today's world. These collaborative, global projects and virtual experiences are the learning opportunities where teachers and students are connecting and articulating through online learning environments with virtual communities. Engaging in project-based learning, critical thinking, and global awareness, students will grow in all areas, contributing to society as active, productive young citizens.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: ***\*Bring Your Own Device - A website of all referenced resources will be provided at the workshop.***



## ***Technology - An Inclusion Teacher's Best Friend for the Kids***

**DATE:** 11/20/24

**PRESENTER::** Toby Karten

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Special Education/General**

**SEMINAR DESCRIPTION:**

Technology: An Inclusion Educator's Best Friend for the Kids Who Need More, Less, & Different  
Turn technology into your ally in your inclusion classroom and use it to plan, instruct, assess, collaborate, and nurture the potential of your students and staff. You'll explore an array of tools, including both low-tech, and high-tech ones. You'll learn how to use technology to set up lessons that allow students to think, create, connect, collaborate, remember, and apply what is heard, read, seen and done. You'll see how tech tools can increase your students' academic, social, emotional, behavioral, communication, and executive function skills. And, you'll find out how to be a more efficient teacher by using technology to organize, research, and document what you and they know.

**OUTCOME OBJECTIVES:**

Participants will gain knowledge and skills in:

- Explore how to effectively use technology to differentiate and advance student skill sets
- Effectively apply the appropriate technology platforms that align with each student's specially designed instruction (SDI) in their individualized educational programs (IEPs)
- Value collaborative, high-tech, individualized (IEP driven), low-tech and data driven technology applications for staff and learners
- Compile technology strategies and resources

**P.D.U.:** 4. 0 hours

**NOTE:** Please indicate any specialized instructions for participants: **\*Participants are invited BYOD=Bring your own device.**

## Differentiated Instruction Within Inclusion Classrooms

**DATE:** 11/21/24

**PRESENTER::** Toby Karten

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades K-8**

**SEMINAR DESCRIPTION:**

This PD offers ways for professionals to differentiate instruction to increase students' academic, social-emotional, and behavioral skills across the K-8 grades to honor learners' strengths, regardless of labels of exceptionalities. OUR time together will focus on how to differentiate instruction to advance literacy, mathematics, inquiry, and behavior for students instructed in inclusion classrooms.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills to answer these three questions:

1. How are academic, social-emotional, and behavioral successes defined and expanded? 2. What strategies work better than others?
3. When, with whom, where, why, and how do our students learn, grow, and thrive?

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **\*Participants are invited BYOD=Bring your own device.**

# ADHD Here and Now Strategies To Improve Performance and On-task Behavior

**DATE:** 12/5/24

**PRESENTER::** Mary Fowler

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** All Grades

**SEMINAR DESCRIPTION:**

Participants will gain knowledge and skills in:

- General Understanding of ADHD and the Impact on Performance.
- Executive Function Problems and Management Tools.
- Strategies that Improve Attention.
- Strategies for Self-Regulation.
- Developing Personal Improvement Plans for Chronic Issues.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

# From Classroom to Career: Enhancing Post-Secondary Outcomes Through Life Skills Education

**DATE:** 3/25/25

**PRESENTER:** Dr. Jenna Zatz

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME::**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation (Lunch will not be provided)

**FEE::**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades K-12**

**SEMINAR DESCRIPTION:** This comprehensive workshop is designed for educators, administrators, and support staff involved in secondary education, particularly those working with students in special class programs. The session will explore the critical role of life skills instruction in ensuring students' success beyond K-12 education. Participants will delve into practical strategies and insights that bridge the gap between secondary education and postsecondary achievements. By focusing on real-world applications, this workshop aims to equip attendees with the knowledge and tools necessary to implement effective life skills programs that foster independence and success in students' future endeavors.

**Workshop Objectives:**

- 1. Make Direct Connections:** Understand how K-12 education directly impacts post-secondary success for students in special class programs, and identify key life skills that contribute to positive outcomes.
- 2. Analyze Transition Experiences:** Examine and evaluate the current practices within their classroom or district regarding transition experiences, and draw connections to firsthand accounts and case studies.
- 3. Implement Procedural Changes:** Develop and begin implementing actionable plans for necessary procedural, instructional, and systematic changes within their educational settings to improve postsecondary outcomes.
- 4. Engage in Collaborative Planning:** Collaborate with peers to share insights, strategies, and best practices for integrating life skills instruction into the secondary education curriculum.
- 5. Measure and Reflect on Progress:** Learn methods for assessing the effectiveness of life skills programs and use reflective practices to continuously improve instructional approaches.

By the end of this workshop, participants will be empowered to create a more cohesive and supportive educational environment that prepares students for the challenges and opportunities of life after high school.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

## New Jersey Tiered System of Support (NJTSS) and Special Education - The Link

**DATE:** 3/26/25

**PRESENTER:** Dr. Christie Schutz Vincelli

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 6-12**

**SEMINAR DESCRIPTION:** "The New Jersey Tiered System of Support (NJTSS) and Special Education: The Link" is a workshop designed to explore the connection between NJTSS and special education services. Participants will examine how NJTSS can be effectively integrated with special education practices to support students with diverse needs. Through collaborative discussions and case studies, educators will learn how to leverage the principles of NJTSS to enhance the delivery of special education services, promote inclusive practices, and ensure equitable outcomes for all students.

1. Understanding NJTSS and Special Education: Gain insight into how NJTSS principles intersect with special education practices.
2. Aligning NJTSS with Special Education: Learn strategies to integrate NJTSS practices effectively within special education services.
3. Promoting Inclusive Practices: Explore ways to foster inclusive environments and equity for students with diverse needs.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**



## Revisiting Best Practices in Science and STEM Instruction

**DATE:** 4/3/25

**PRESENTER:** Dr. Darlyne DeHaan

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** Grades 6-12

**SEMINAR DESCRIPTION:**

Designed for educators seeking to enhance their teaching methodologies in the ever-evolving fields of Science and STEM. This workshop will provide a comprehensive overview of current and effective instructional strategies that align with national standards and foster an environment of inquiry and innovation. Participants will learn how to integrate technology effectively, apply interdisciplinary approaches, and use project-based learning to engage students deeply and meaningfully.

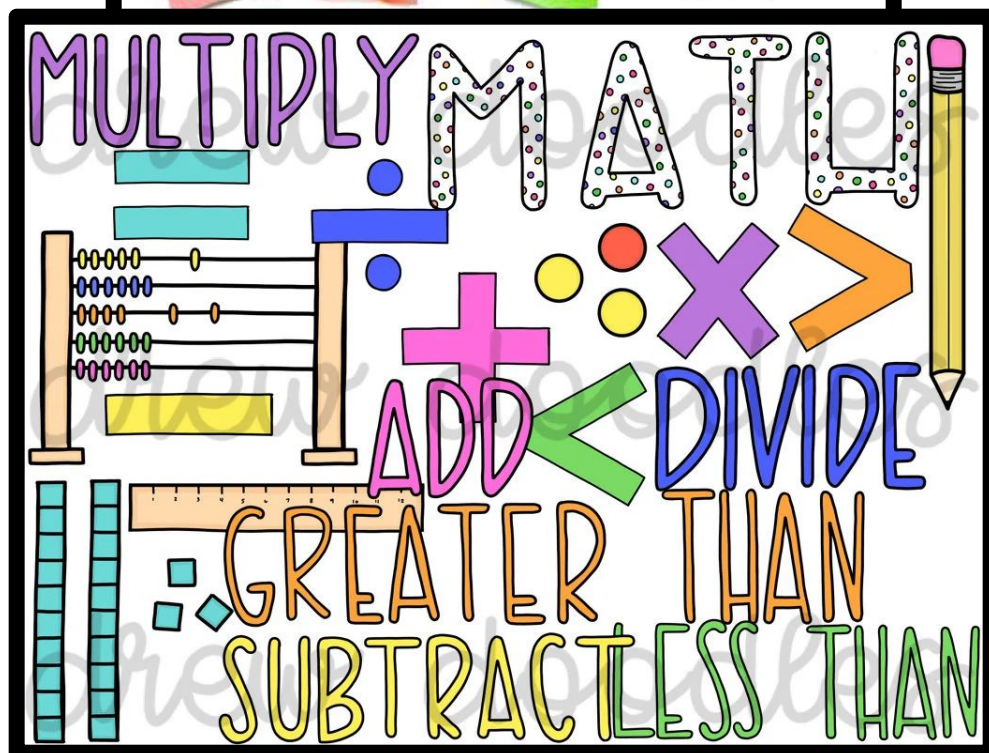
- Engage in interactive sessions that provide practical, hands-on experience in implementing these strategies.
- Learn how to scaffold instruction to accommodate diverse learning needs.
- Explore the integration of real-world problems to boost student engagement.
- Discover effective methods for assessing student understanding in science and STEM disciplines.
- Acquire a toolkit of resources and strategies designed to invigorate curricula and inspire students to pursue careers in STEM fields

**P.D.U.:**4. 0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

# Content Specific Support

The staff continues to identify the need for workshops focusing on content specific support: Literacy, Writing and Mathematics. This year we have a robust series of seven workshops addressing the aforementioned academic areas.



# Orton Gillingham (Structured Language Literacy) Multisensory Reading

**DATE:** 11/12/24

**PRESENTER:** Elizabeth Kenny-Foggin

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Introductory Level - All Grades**

**SEMINAR DESCRIPTION:** This session will provide information on the principles of Orton Gillingham (Structured Language Literacy [SLL]) approach; the Science of Reading and its components (phonemic awareness, phonics, fluency, vocabulary, and comprehension); discuss the eight senses required for students to learn; the importance of a multisensory, direct and explicit approach to support SLL: and the brain constructs that support reading and writing. Additional information on Dyslexia and other language-based disorders will be highlighted, along with hands-on activities to support reading and writing skills development.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

- The Orton Gillingham principles and methodologies of Structured Language Literacy that support reading and writing development;
- Identify the five components of the Science of Reading, and a discussion of each component (phonemic awareness; phonics, fluency, vocabulary, and comprehension)
- The connections between teaching using students' eight senses, reading, writing, and brain constructs;
- Provide information on Dyslexia and other language-based disorders (LBD), and impact LBDs have on at-risk students learning to read and write;
- The importance of engaging students in a multisensory, direct, explicit approach to support reading and writing development; and
- Effective strategies and activities to support structured language literacy instruction to promote students' academic improvement and achievement.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

# Morphology: A Bridge to Enhance Students' Reading Fluency, Vocabulary, Comprehension & Spelling Skills

**DATE:** 12/3/24

**PRESENTER:** Elizabeth Kenny-Foggin

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 6-10**

**SEMINAR DESCRIPTION:** This seminar will address morphology, the study of the smallest meaningful units of language. The presentation is designed for educators, child study team members, related services members, and administrators, working with typically achieving students; English Language Learners; and struggling readers. Participants will increase their knowledge of reading focused on a morphological approach. Participants will engage in hands-on activities that can be easily implemented in a classroom setting to support students' abilities to decode multisyllabic words; support reading fluency development; expand students' vocabulary and comprehension; and improve spelling. Teaching methods, including a multisensory, direct, explicit approach to support students reading and spelling skills development will be discussed.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

- The importance of instructing students in morphology to support reading and spelling skills development;
- The connection between morphology, the Science of Reading, and the eight senses;
- Effective morphological strategies to support morphological awareness, decoding, fluency, vocabulary, and comprehension to increase student academic knowledge;
- Deciphering between Anglo-Saxon, Latin, and Greek layers of the language to support and develop reading and spelling abilities;
- "Easy to design" word study lesson that focus on prefixes, suffixes, Latin roots, and Greek combining forms; and
- Engaging in hands-on activities to promote student academic success using a morphological approach to support reading and spelling skills.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:**NONE**

## Understanding Dyslexia: What it is, What does it look like, How do we intervene?

**DATE:** 12/4/24

**PRESENTER:** Christine Delmas

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** All Grades

**SEMINAR DESCRIPTION:**

Dyslexia literally means “difficulty with words” but there are many misconceptions about what dyslexia is and what it looks like. Participants will learn about the underlying cognitive processes where deficits may occur in students with dyslexia. They will also examine profiles of various students with dyslexia in order to understand that dyslexia exists on a continuum and may present differently in different students. Participants will engage in eye opening simulations to gain a deeper understanding of some aspects of the struggles that students with dyslexia face on a daily basis. They will be given time to reflect on their experience and components of effective interventions will be discussed. *Note: This would fulfill the state requirements for Dyslexia training.*

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

- Definition of dyslexia
- The ability to identify characteristics of students with dyslexia at different ages and grades
- Appropriate accommodations that meet the needs of their students with dyslexia
- The components of effective instruction for students with dyslexia

**P.D.U.:** 4 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

## Teaching Students with Math Disabilities

**DATE:** 3/18/25

**PRESENTER:** Elizabeth Kenny-Foggin

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Introductory Level - K-5**

**SEMINAR DESCRIPTION:**

This session will provide information on Math Disabilities (Dyscalculia). Participants will gain knowledge related to Dyscalculia; participate in a discussion on the importance of using a multisensory approach to teach math concepts; identify neurodevelopmental constructs supporting student math development; impact of one's ability to read in the area of math; and participate in hands-on math focused activities to use with struggling students.

**OUTCOME OBJECTIVES:** Participants will gain the following knowledge and skills:

- Understand the importance of engaging students in a multisensory approach;
- Understand the importance of connecting math, reading, and cognitive development when planning instruction;
- Identify effective strategies and activities to support math instruction at the elementary level to support student academic improvement and achievement.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

# THE WHY & HOW of Phonemic Awareness Instruction and How to Use Sound Walls as a Tool

**DATE:** 3/19/25

**PRESENTER:** Christine Delmas

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades K-2**

**SEMINAR DESCRIPTION:**

Phonemic awareness is an understanding that spoken words are made up of individual sounds called phonemes. Phonemic awareness includes training in phoneme isolation, blending, segmenting, and manipulation. Research shows it is an essential foundational component of effective literacy instruction. There are several misconceptions regarding effective practices in phonemic awareness. This seminar will provide the most up to date research findings on phonemic awareness as well as multisensory activities for training phonemic awareness. Participants will also learn how to use Sound Walls as a tool for improving phonemic awareness.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

- the most recent research recommendations for effective phonemic awareness instruction
- how to train phonemic awareness
- multisensory activities for explicit phonemic awareness instruction
- using a Sound Wall as a tool for teaching articulatory gestures and phonemic awareness

**P.D.U.:** 4 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**



## Activities That Promote Close Reading and Thoughtful Text-Based Response

**DATE:** 3/20/25

**PRESENTER:** Kristine Gibson

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 3-8**

**SEMINAR DESCRIPTION:** Participants will leave this workshop fully prepared to plan, assign, and quickly evaluate assignments designed to improve close reading skills and text-based writing. In this session, you will learn key, routine assignments that significantly impact student achievement in cross-curricular literacy. The assignments align perfectly with the performance tasks that appear on state assessments, but they are easily modified to meet individual classroom and subject-area curricula.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

1. Guiding students in organizing and structuring key assignments (summaries, compare and contrast essays, arguments, and text analyses) that demonstrate and increase understanding of both fiction and nonfiction texts;
2. Helping learners to expand general academic and domain-specific vocabulary—the kind needed for success in all disciplines;
3. Providing quick, clear, and productive feedback on student thinking and learning;
4. Employing the power of frequent formative assessment and “effortful retrieval” to improve comprehension and accountability.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:

**Handouts will be provided prior to the session. Please plan to print and bring these with you to the workshop.**

# Empowering Educators: Strategies and Considerations for Addressing the Needs of English Language Learners in the Classroom

**DATE:** 3/27/25

**PRESENTER:** Ms. Katie Leo, Ms. Ed.

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** All Grades

**SEMINAR DESCRIPTION:**In this workshop, educators will explore effective strategies for meeting the diverse needs of English learners (ELs) in the classroom. The session aims to enhance teachers' understanding of the progression of language development, and linguistic diversity, while equipping them with practical tools to create inclusive learning environments where ELs can thrive. Through collaborative discussions, and reflective exercises, participants will deepen their knowledge and develop instructional approaches that foster language acquisition and academic achievement for ELs.

1. Develop an understanding of the linguistic implications of ELs in their classrooms to better tailor instruction and support.
2. Apply differentiated instructional strategies to meet the diverse learning needs of ELs, including language scaffolding and multimodal approaches. Implement culturally responsive teaching practices that validate and honor the identities and experiences of ELLs, fostering a sense of belonging and engagement.
3. Develop a lens for assessment that effectively measures the impact of an ELs' language proficiency on content knowledge, informing targeted instruction and support.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**



## ***Technology - An Inclusion Teacher's Best Friend for the Kids***

**DATE:** 11/20/24

**PRESENTER::** Toby Karten

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Special Education/General**

**SEMINAR DESCRIPTION:**

Technology: An Inclusion Educator's Best Friend for the Kids Who Need More, Less, & Different  
Turn technology into your ally in your inclusion classroom and use it to plan, instruct, assess, collaborate, and nurture the potential of your students and staff. You'll explore an array of tools, including both low-tech, and high-tech ones. You'll learn how to use technology to set up lessons that allow students to think, create, connect, collaborate, remember, and apply what is heard, read, seen and done. You'll see how tech tools can increase your students' academic, social, emotional, behavioral, communication, and executive function skills. And, you'll find out how to be a more efficient teacher by using technology to organize, research, and document what you and they know.

**OUTCOME OBJECTIVES:**

Participants will gain knowledge and skills in:

- Explore how to effectively use technology to differentiate and advance student skill sets
- Effectively apply the appropriate technology platforms that align with each student's specially designed instruction (SDI) in their individualized educational programs (IEPs)
- Value collaborative, high-tech, individualized (IEP driven), low-tech and data driven technology applications for staff and learners
- Compile technology strategies and resources

**P.D.U.:** 4. 0 hours

**NOTE:** Please indicate any specialized instructions for participants: **\*Participants are invited BYOD=Bring your own device.**

# AI Education 101: A Crash Course on the Basics and Benefits of Artificial Intelligence in Education

**DATE:** 4/1/25 Part One

**PRESENTER:** Phillip Hochman MAEd

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** All Grades

**SEMINAR DESCRIPTION:** Are you curious about what AI is and how it can enhance your teaching and learning? Do you want to learn the basic concepts and skills of AI and how to apply them in your classroom? If yes, then this training seminar is for you!

In this four-hour seminar, you will:

- Learn what AI is, how it works, and why it matters now in education
- Explore the different types of AI and their applications in various domains and disciplines
- Discover the ethical, social, and legal implications of AI and how to address them in your teaching
- Experience hands-on activities and tools that will help you integrate AI into your curriculum and pedagogy
- Connect with other educators who are interested in AI and share your ideas and experiences

By the end of this session, you will have a better understanding of AI and its potential for education. You will also gain some practical tips and resources that will help you implement AI in your teaching and learning.

Don't miss this opportunity to learn about AI and join the AI education community!

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:

**You will need:**

- a laptop
- a Google account

# Teaching and Learning with AI: A Hands-on Workshop for Educators

**DATE:** 4/2/25 Part Two

**PRESENTER:** Phillip Hochman MAEd

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** All Grades

**SEMINAR DESCRIPTION:** Do you want to learn more about practical strategies for using AI in your classroom? Do you want to learn the latest and greatest tools using AI? If yes, this is the seminar for you!

In this four-hour seminar, you will:

- Learn about the “Stoplight Method” of AI implementation
- How to scaffold “Anything” for your students
- AI-Tutoring for Teachers
- Creating the best AI “prompts”
- How to double-check AI’s “work”
- Connect with other educators who are interested in AI and share your ideas and experiences

By the end of this session, you will have a better understanding of AI and its potential for education. You will also gain some practical tips and resources that will help you implement AI in your teaching and learning.

Don’t miss this opportunity to learn about AI and join the AI education community!

**P.D.U.:** 4.0 hours

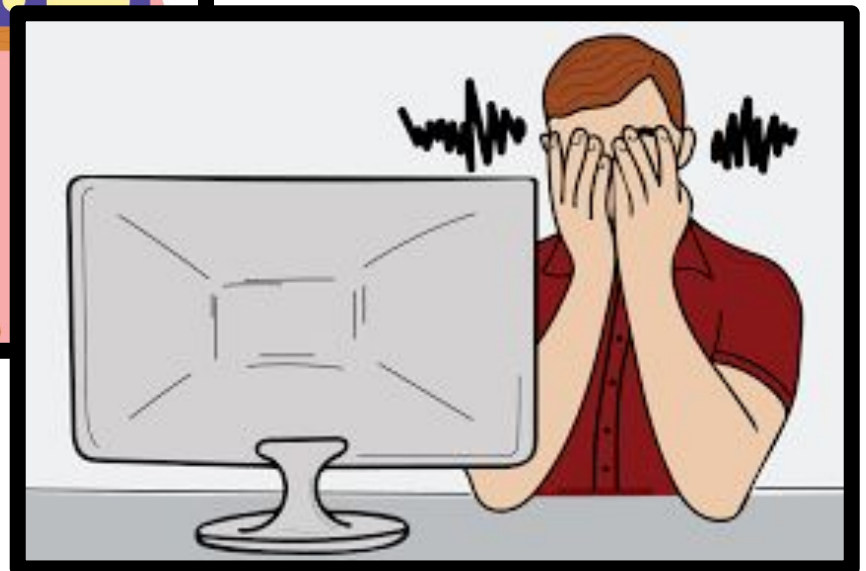
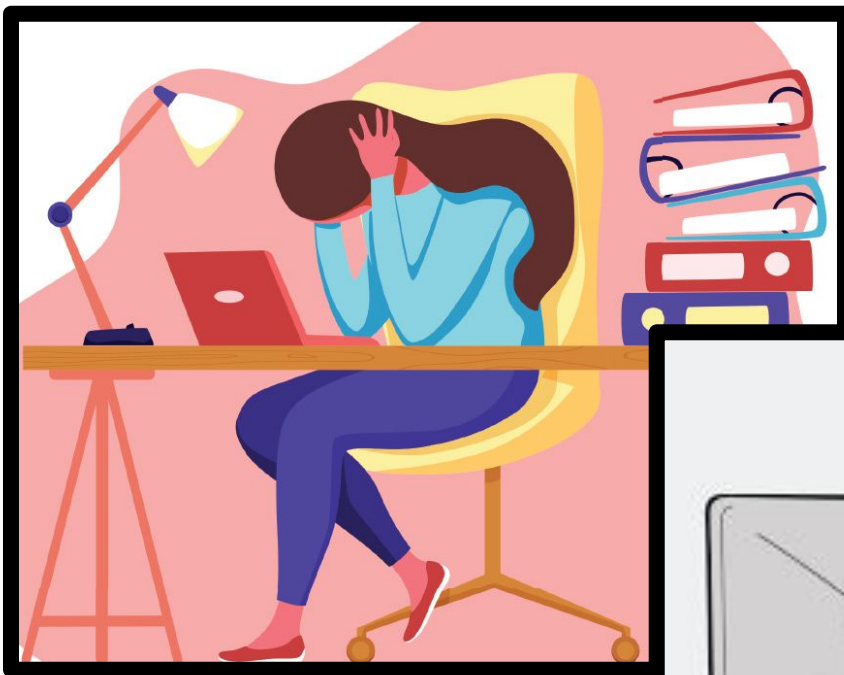
**NOTE:** Please indicate any specialized instructions for participants:

**You will need:**

- a laptop
- a Google account

# Mental Health

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





# Understanding and Managing Students' Mental Health Issues

**DATE:** 10/17/24

**PRESENTER:** Michael C. Selbst, Ph.D., BCBA-D

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 4-12**

**SEMINAR DESCRIPTION:**

Today's times present unique challenges for students, including navigating social relationships, peer pressure, school demands, greater independence, exposure to alcohol and drugs, family stressors, contemplating their future career, physical changes, etc. One's emotional well-being is dependent upon their ability to manage through these challenges. However, childhood through adolescence is also the time when many individuals experience the onset of mental health issues, including depression and anxiety. It is important for educators, parents, and students to understand the continuum of symptoms which may signal mental illness compared to typical developmental stressors. This workshop will highlight the differences and will provide concrete strategies to help participants provide support to students proactively and when intervention is necessary. Participants will also engage in small-group discussions and activities to strengthen their skills in empathy and compassionate care. This workshop is appropriate for staff working with upper elementary school students through high school students (approximately grades 4-12).

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

- Stating the differences in symptoms among students experiencing typical developmental stressors versus those experiencing mental illness.
- Identifying concrete strategies to provide support to students proactively and when intervention is necessary to manage the onset of mental health issues.
- Describing concrete strategies to educate and support families when a student presents with mental health issues.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

# Managing Anxiety and Stress in Our Schools and Classrooms

**DATE:** 12/10/24

**PRESENTER:** Debra G. Salzman, Ph.D.

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** All Grades

**SEMINAR DESCRIPTION:**

There has been a significant increase in symptoms of anxiety and stress among children and adolescents. Anxiety and stress impact the learning environment at times leading to work avoidance. This workshop will identify various triggers for anxiety that students face. Some of the topics discussed will include social anxiety, separation anxiety, test and performance anxiety, perfectionism 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 and stress reactions.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

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

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

## Dealing with Depression: Strategies to Help Teens Manage Mood

**DATE:**12/11/24

**PRESENTER:** Julia Brillante, Psy.D.

**LOCATION:** RPDA - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **Grades 6-12, Ages 12-18**

**SEMINAR DESCRIPTION:**

It's no secret that mental health difficulties and diagnoses in school-aged youth are on the rise. Specifically, depression diagnoses in youth have increased by 27% (Health Resources & Services Administration; 2016-2020). There's also been a rising demand for school counseling and special education to help youth with their struggles. This workshop is designed to help school-based staff understand depression in adolescents (middle and high school aged) and learn interventions which can be taught to teens in school-based counseling settings. Participants will be provided with an overview of depression in teens including warning signs, factors that maintain depression, and an overview of evidence-based treatments (i.e., cognitive-behavioral therapy and interpersonal psychotherapy for adolescents). Core treatment components for managing depression will be reviewed, including how to effectively educate students and their caregivers about depression, and specific strategies for its treatment. Participation in experiential exercises, as well as application to students in the school setting will be included. The intended audience for this workshop is school-based staff including counselors, child study team members, and behaviorists.

**OUTCOME OBJECTIVES:** Participants will gain knowledge and skills in:

- 1) Identifying conceptual understanding of depression and factors that maintain it
- 2) Knowledge of evidence-based therapies for adolescent depression
- 3) Learn 3 strategies from evidence-based depression treatments to help teens with depression (including behavioral activation)

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants:

**Participants will engage in interactively practicing interventions during workshop.**

## **“Well In the Classroom” Helping Students Manage Anxiety**

**DATE:** 12/12/24

**PRESENTER:** Mary Fowler

**LOCATION:** **RPDA** - located at The Royal Banquet Hall, 613 Hope Road, Eatontown, NJ 07724

**TIME:**

8:45 Registration

9:00 am - 1:00 pm Seminar presentation

(Lunch will not be provided)

**FEE:**

No charge for Collaborative Members

\$100 per person for Non-Collaborative Districts (non-refundable)

**AUDIENCE:** **All Grades**

**SEMINAR DESCRIPTION:**

Participants will gain knowledge and skills in:

- The nature of anxiety and it’s physical, mental, and emotional impact on performance.
- Anchoring, grounding, and soothing strategies for physical/ emotional distress.
- Cognitive-behavioral strategies for identifying triggers and managing reactions.
- Positive childhood experiences (PCEs) and Strength-focused Classroom Cultures
- Strategies to build personal resources and capacities.

**P.D.U.:** 4.0 hours

**NOTE:** Please indicate any specialized instructions for participants: **NONE**

# DIRECTIONS

## FOR IN-PERSON WORKSHOPS



**RPDA** Located At:  
**The Royal Banquet Hall**  
**613 Hope Rd, Eatontown, NJ 07724**



### DIRECTIONS:

#### *From GSP :*

Use the right 2 lanes to take exit 105 for NJ-36 N toward Eatontown/Long Branch ( 1.1 mil)  
Take the exit toward Monmouth County 51/S Hope Rd (0.2 mil)  
Turn right onto Hope Rd 0.2 mi  
Continue on Victoria Dr to your destination 48 sec (0.1 mi)

#### *From Monmouth Mall:*

180 NJ-35, Eatontown, NJ 07724

Take Wyckoff Rd to NJ-36 W/State Hwy 36 W 1 min (0.3 mil)

Continue on NJ-36 W/State Hwy 36 W to Hope Rd. Take the Hope Rd exit from NJ-36 W/State Hwy 36 W 2 min (1.3 mil)

Take Victoria Dr to your destination 55 sec (0.1 mi)

**The Royal Banquet Hall is located at Victoria Commons Shopping Center.**

**The building entrance is located in the center of the Common, with access from all four parking lots around the perimeter.**

**We suggest to park in lot near the Victoria Drive side, rather than the Hope Road entrance and lot.**

**The sidewalk path is between the Betty Brite Dry Cleaners and Kelly's Dance Boutique.**

#### Here are some food options, located in the Commons

Jersey Shore Deli (Welsh Farms) opens at 6:30 am - coffee, breakfast sandwiches, etc  
Maurizio's Italian Restaurant - 11 am  
Kwong Fa Chinese Restaurant - 11 am