

Workshops Provided by Debbie Wilkes

Training	Objectives	Educators	Parents	Students
Mapping the Future through Person Centered and Transition Planning	*The law behind transition * the difference between entitlement and qualifying for services * the difference between modifications and accommodations *student planning tools *linking the person centered plan to the IEP and practical activities in the school and community	X	X	
The Role of Student Self-determination	*Explore how self-determination helps the student take an active role in their programming * learn strategies for elementary and secondary students to write their own goals and objectives to self-mange their behavior and set attainable transitional goals.	X	X	X
Self-determination and Transition Planning	*Define Self-determination. *examine strategies to help students become self-determined from elementary school to adulthood *explore a self-determined learning model of instruction.	X	X	X
Promoting Student Independence Through Instructional Strategies	Explore ways to make instructional tools that help ALL students evaluate their own work and work independently. Students with mild disabilities, emotional disturbance, and significant cognitive challenges, can utilize these methods.	X	X	
Transition Planning for Students with Attention Deficit and Learning Disabilities	* Develop methods to help students prepare for post-secondary training *learn ways to put the student in control of their future from elementary school through high school *discover the difference between accommodations and modifications, IDEA and Rehabilitation Act 504.	X	X	X\
Transition for Students 18 to 22 in the Community Setting	*Explore programming that is truly transitional and community based supporting students with significant challenges with outcomes that include *access the community *creative employment outcomes *participation in volunteer activities and adult educational opportunities.	X	X	
The Role of the Job Coach and Utilizing Natural Supports	*Gain an understanding of the Department of Labor Rules and Regulations *explore the role of the job coach utilizing the concept of supported employment *define “natural support” and methods to utilize it in practical ways.	X	X	
Vocational Assessment Leading to Employment	*Explore vocational assessment tools that lead to purposeful integrated employment * examine how vocational assessment relates to the Department of Labor Rules and Regulations. Utilize vocational assessment information to develop meaningful a IEP.	X	X	
Diversity Training at the Workplace	Help staff and employees to discover the gifts that all people can bring to the community. Learn easy and cost efficient accommodations that support all workers.	X		
Preparation for Post-Secondary Education	Explore the difference between high school and post secondary education; Individual with Disability Act (IDEA) and Rehabilitation Act 504. Participants will learn how to use self-determination and goal setting so that students can develop skills to be successful in post secondary schools.	X	X	X
Student Goal Setting	From elementary school through high school students need to have the skills to set goals, develop a strategy to achieve the goal, evaluate if the strategy is working and make necessary alterations. This workshop explores the rationale behind student decision making and	X	X	X

	provides general education and special education teachers with tools to help their students set and achieve goals. This can be helpful in developing behavior intervention plans, motivating the unmotivated student and educating parents.			
Putting the Student First: Student Led ARD Meetings	This workshop provides a two-part training. Throughout the day Debbie Wilkes will use a student workbook and lead an interactive session with students helping them develop skills to recognize their interest/aptitude, set goals and set strategies to achieve the goals. School staff will be asked to help facilitate this process. In addition educational staff will explore the rationale behind self-directed planning and learn methods to facilitate student led ARD meetings.	X	X	X
Replacing Verbal Conflict with Positive Interaction	Develop a positive vocabulary and ways to evaluate your feeling before verbally reacting. Learn ways to persuade people and develop skills to remove yourself when people verbally abuse you.	X	X	X