

## Workshops Provided by Debbie Wilkes

Training	Description	Educators	Parents	Students
Supporting Transition from PPCD through Adulthood: Person-Centered Approach	Transitioning a student to a new environment, whether it is from early childhood to elementary, to middle, to high school and beyond, the introduction is of utmost importance. Using tools from Person-Centered Thinking and LifeCourse Planning, participants will create a Life Stages Trajectory and One-Page Description, so others understand the positive characteristics of the individual, what is important to him/her and how to provide support for a successful transition leading to a vision for a good life.	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-manage 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	
Inclusion Beyond High School	*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	
Person-Centered Transition Assessment Supporting Achievable Outcomes	The transitional plan should be based on assessment and individualized based the student’s abilities and interests. What happens when the student is not able to clearly define their interests or state their post-secondary goals? The Institute for Person Centered Practices, (a collaborative effort between the Center on Disability Studies at the University of Texas at Austin and the Center on Disability and Development at Texas A&M University) developed a Person-Centered Transition Assessment that ensures self-advocacy, increases parent involvement, and determines student’s interests, abilities and needs to achievable post-secondary goals.	X	X	
Paradigm Switch for Paraprofessionals	Paraprofessionals spend significant time with students in inclusive settings, yet they are confused with their role and can decrease the student’s opportunity to be included by the general education teacher and other students. This training provides specific strategies to develop a planned approach to decrease prompting and increase the involvement of the general education teacher with instruction. It will also address how to use a paraprofessional as a job coach for school based and community based vocational training.	X	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 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.	X	X	X
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
Person-Centered Approach in the School Setting	Transition assessment should capture the student' interests, abilities, include post-secondary resources and ensure the student's voice is heard. What if the student doesn't speak or can't complete a transition inventory? The <i>Institute on Person Centered Practices, a collaborative partnership between the Center on Disability Studies at the University of Texas at Austin and the Center on Disability and Development at Texas A&amp;M University</i> has worked with districts throughout Texas to develop a person-centered transition assessment including development of post-secondary goals and a summary of performance. Learn how you can use this in your district. Through the assessment approach the student, parent and school staff collaboratively identify the supports that the student will need to set achievable post-secondary goals. The process has been used with over 400 students in Texas with ALL eligibilities. <b>This is Day One Required for people who want to become certified to facilitate Person-Centered Transition Assessments</b>	x		
Certification to facilitate Person-Centered Transition Assessment	<b>Day Two: Facilitator Training</b> Designed for participants who will become certified to administer the PCT <ul style="list-style-type: none"> <li>• Pre-requisite: Participation in Day One of training (groups of 5 to 10 participants) and completion of their own Person-Centered Description from Day One training</li> <li>• Introduce Facilitation Skills</li> <li>• Practice using the PCTA Rubric to evaluate a sample Person Centered Transition Assessment</li> <li>• Follow the Facilitators Guide while observing the modeling of 1 Person Centered Transition Assessment with a student and family</li> <li>• Practice writing the report for the modeled assessments</li> <li>• Follow up includes a review of one completed PCTA per participant</li> <li>• Create a One Page Profile to help teachers, job coaches and paraprofessionals to understand what is "Important TO" and how to best support the student.</li> </ul>	x		

<p>Guardianship: Is it necessary and what are the alternatives?</p>	<p>It is required to address the issue of guardianship during the ARD but many educators don't understand the ramifications of guardianship and/or alternatives and when parents pose the question, "Is it really necessary?" the response is usually based on opinion and not assessment. Goals are often included in the IEP to teach the student to learn to advocate and become self-determined, yet this can be in direct conflict to the student losing their rights through guardianship. This presentation will address guardianship and alternatives and a methodology to help parents make this determination.</p>	<p>X</p>	<p>X</p>	
<p>Guardianship: Through the Lens of the Self-advocate</p>	<p>Students, as self-advocates, should have a clear understanding of lifelong decisions around guardianship. These decisions should be made WITH the student and not for the student. This training is created for students and for the teacher to use when returning to their district. Issues addressed include types of guardianship, alternatives to guardianship, supported decision and trusts.</p>	<p>x</p>		<p>X</p>