

OHIO COALITION FOR THE EDUCATION OF CHILDREN WITH DISABILITIES

TRAINING DESCRIPTIONS

Rev. 8/1/2020

Early Childhood and School Age Trainings – Designed for Families of Children Ages Birth to 26

1. [**A Cultural Perspective on Special Education**](#) – Participants will gain an understanding about various cultures, and how to communicate effectively.
2. [**A Guide for Parents and Educators of Deaf or Hearing Impaired Children**](#) – Participants will learn the different types of hearing loss and how they affect individuals in their educational and social environments. Early detection screening, audiograms and technology used to identify and support those with hearing loss will be presented. Parents will learn strategies to work with their deaf/hearing impaired children and suggestions for accommodations that can be written into their child's IEP.
3. [**All About Reading**](#) – Participants will learn the basic foundational steps needed to learn to read. Rhyme, rhythm, pictures, phonemic awareness are discussed and applied with a hands-on approach. Story telling techniques will be demonstrated. How to recognize if a child is having difficulty reading and what some of the warning signs of a possible disability will also be discussed.
4. [**All About Reading Mentoring**](#) – Participants will gain a better understanding and knowledge of the foundation of literacy skills and be trained to use evidence-based materials to mentor their child or student. 30-minute mentoring session through role play and learning to use materials from M4RA.org and Readinga-z.com websites.
5. [**Autism Awareness**](#) – Participants will be informed about the current diagnostic criteria for the diagnosis of Autism Spectrum Disorder (ASD). Discussion will address Individual Education Program (IEP) goals along with strategies and possible methodologies for educating children identified on the Autistic Spectrum. A comparison between services received through the Autism Scholarship Program and public school IEP programs also will be discussed.
6. [**Children Transitioning from Early Intervention to Preschool: What Parents Need to Know, Part 1**](#) – Participants will be provided with information designed to prepare families for the change that takes place as their child leaves early intervention services for preschool services, upon turning three years of age. An overview of the differences between early intervention and preschool services, transition planning, timelines, evaluation process, and tips to help families have a smooth transition.
7. [**Children Transitioning from Early Intervention to Preschool: What Parents Need to Know, Part 2**](#) – Participants will learn about the eligibility determination process for preschool special education services, the Individualized Education Program (IEP) for a preschooler, and the information considered when determining a child's placement in the least restrictive environment.
8. [**Enriching the Learning Environment**](#) – Participants will develop an awareness of the need and importance of a stimulating, rich environment for children. Discussion will include Howard Gardner's Eight Intelligences Theory, with examples of how to develop the various intelligences in children. (Written for parents of children ages 0 – 9)
9. [**IEP Clinics**](#) – Parents bring their child's IEP for an OCECD representative to review. Pre-registration appointments are scheduled to ensure sufficient time to review and discuss questions and concerns parents may have about their child's IEP. Parents will leave with a better understanding of their child's IEP and a plan on how to work with their schools in developing future IEPs.
10. [**Individual Development**](#) – Participants will review the developmental stages of a child's growth, with common characteristics and traits being discussed. Stages of brain development and how to stimulate dendrite growth are addressed along with the emotional and temperamental needs of children.
11. [**It's My Turn**](#) – It's My Turn training is a self-determination curriculum for students with disabilities in middle school through high school. Students will learn about themselves, the choices they have, becoming better self-advocates and how to be better prepared to enter the adult world as they transition from school to the community. Training is usually a 2- or 3-day event, on-site in the host school district building.
12. [**Mentoring 4 Reading Achievement \(M4RA\)**](#) – M4RA trains teachers and administrators to implement 1:1 reading mentoring for all students reading below a beginning 6th grade reading level. M4RA offers 1 full day of a free reading mentoring instruction session, 2 Resource Guide Books per school, and ongoing professional development. All public schools, private schools and organizations are eligible.
13. [**My Child's Rights to FAPE & A System for Organizing Records**](#) – This make-it and take-it workshop will assist participants in organizing records and documentation that pertain to their child's education and health needs. Discussion of parents' rights under IDEA 2004 and how the documentation can be used to assist parents in developing an IEP and how to work with other agencies will be presented.

14. **[Parent/Professional Communication](#)** – Participants will review basic communication methods, techniques, and styles to utilize when communicating with parents and professionals. Hands on activities will aid participants in gaining an understanding of the various types of communication, as well as developing listening skills and how they relate to good communication skills.
15. **[Parent's Rights in the Special Education Process](#)** – Participants will gain a functional knowledge of parent's rights under IDEA 2004. The six components of FAPE will be discussed and explained. Timelines under IDEA, as well as, the evaluation, referral and testing process will be covered. Participants also will learn the basic facts about mediation, ODE complaint procedures, resolution meetings and due process procedures.
16. **[Positive Behavioral Interventions and IDEA 2004: Opportunities for Parenting and Teaching](#)** – Participants will be informed of basic IDEA concepts and FAPE, discuss challenging behaviors, learn the fundamentals of addressing behaviors in IEPs, positive behavior services, supports and interventions. Parents and professionals will gain an understanding of what may cause undesirable behaviors, how to manage behaviors and interventions that really work to help make the child happier and more productive at home and in the learning environment.
17. **[Postsecondary Transition](#)** – Participants will gain an understanding of the importance of transition planning for youth with special needs. Discussion will focus on the requirements under IDEA 2004 for writing a transition plan, when the process should begin, timelines, and who is involved in writing the transition plan.
18. **[Reducing Barriers Through Advocacy – Tips for Parents](#)** – Participants will learn strategies that will enable them to become confident advocates for their child's special education needs. The parent's role before, during, and after the IEP meeting will be explored. Suggestions for recordkeeping and for effectively communicating with school district personnel will be discussed in detail.
19. **[Section 504](#)** – Participants will gain a functional knowledge of parents' rights under Section 504 of the Rehabilitation Act of 1973 and how this can assist children with disabilities in the educational environment. Participants will review the history behind Section 504, learn the requirements of writing a Section 504 Accommodation Plan, and learn the differences between an IEP and a Section 504 Accommodation Plan.
20. **[Services and Supports](#)** – Participants will gain an awareness of services and supports that are available to families of children with disabilities from local schools and from state and local agencies and how to determine what services and supports their child may need by developing an individualized education program (IEP).
21. **[Taking the Sting Out of Behavior](#)** – Participants will learn how to work with children to eliminate inappropriate behaviors and how to teach children skills necessary to self-monitor their actions. The difference between punishment and discipline will be discussed. The various types of behaviors and the techniques and methods for working with these behaviors will be presented.
22. **[The Bull Stops Here: Understanding Bullying and What You Can Do to Help](#)** – Participants will gain an understanding of the dynamics of bullying. The various types of bullying and common characteristics of children who are targeted and children who exhibit bullying behaviors will be explored. There will be discussion about ways to help a child who is a target, children who are bystanders, and the child who is exhibiting bully behavior. Cooperative approaches for parents and educators to address and prevent bullying will be discussed.
23. **[Understanding AD/HD](#)** – Participants will gain an understanding of the history of AD/HD and some statistics on the prevalence of AD/HD in the general population. Discussion about who is qualified to diagnose AD/HD, how it affects children in school and life, and various techniques and accommodations to support children at home and at school will be presented.
24. **[Understanding the Evaluation Process Under IDEA 2004](#)** – Participants will work through a step-by-step process to gain an understanding of the special education evaluation process under IDEA 2004. Participants will learn commonly used terminology. They will learn what an evaluation is, how to request an evaluation, and how to use the information included in the Evaluation Team Report. Frequently used evaluation tools will be discussed.
25. **[Understanding and Writing an IEP](#)** – Participants will gain an understanding of the IEP components and the documentation necessary to develop an IEP. Discussion will focus on who is required to be involved in the development of an IEP and what the parent and school roles are in the process. Each section of the IEP will be reviewed with an explanation of what information is required by IDEA 2004 and what needs to be recorded in the various IEP sections.
26. **[Who We Are and What We Do](#)** – Participants will gain an understanding of the history of the Ohio Coalition for the Education of Children with Disabilities and what services and supports are offered to parents and professionals throughout the state of Ohio. Available OCECD trainings, materials and publications also are addressed.

If you would like to schedule a training, contact:
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Visit our website: www.ocecd.org