


PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, Superintendent of Public Instruction

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September 11, 2018

TO: Directors, Exceptional Children Programs
Lead Administrators, Charter School Programs

FROM: William J. Hussey, Director 
Exceptional Children Division

RE: PRC 118 Autism Funding Submissions and Professional Learning Opportunities

The Exceptional Children Division would like to remind all LEAs who wish to receive PRC 118 funds for the 2018-2019 school year, that you are required to complete and submit a Request for Funding Form by **September 21, 2018**. Late submissions may not receive any funding. Please follow this link to access the form:

https://docs.google.com/forms/d/e/1FAIpQLSf8Y8RPKNO-8sNVznumz6NqEPDmnLfydprAvGjoBD4m_io-RQ/viewform

To support LEAs who are participating in PRC 118 AU Funding at the team level, the NC DPI Consultants for Autism are providing the following meetings:

Fall Regional Autism Support Team Meeting

This one-day meeting is offered to LEA Autism Support Teams. The content provided is to support capacity building in order to improve implementation of evidence-based practices. It is not professional learning on the autism specific evidence-based practices. Participants will receive updates from the NCDPI Autism Team, information on effective teaming, planning and implementation to support teachers and students with Autism Spectrum Disorder in their LEAs, and network with other Autism Support Teams from across the region. Participants will receive .5 CEUs at the conclusion of the meeting. Follow this link to access registration:

https://ncvps.col.qualtrics.com/jfe/form/SV_elpjbaz6fXHuamp

Date	Region	Location
October 8, 2018	North Central and Sandhills	Harnett County
October 8, 2018	Piedmont Triad and Southwest	Randolph County
October 10, 2018	Northeast and Southeast	TBD
October 10, 2018	Northwest and Western	Buncombe County

EXCEPTIONAL CHILDREN DIVISION

William J. Hussey, Director | bill.hussey@dpi.nc.gov

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Additionally, the Exceptional Children Division is pleased to announce the following professional learning opportunities:

Foundations of Autism: Learning Styles and Visual Supports

This three-day workshop is intended for professionals working with students with Autism Spectrum Disorder (ASD). This workshop will provide participants with an overview of the learning styles of individuals with ASD to support the planning and provisions of specially designed instruction. Attention will be given to the following evidence-based strategies: task analysis, reinforcement, antecedent based interventions, and visual supports. Participants will also learn a behavior problem solving process that is designed to support teachers understanding of behavior and how evidence-based strategies can be an effective behavior management tool. After the first two days, participants will return to their classrooms and implement strategies based on an assessment of their students' learning styles, strengths, and needs. There is a project component to be completed between day two and day three. In addition, virtual meetings will be held to help support classroom implementation. Participants can earn 2.4 CEUs upon completion of the three-day workshop and project component. Please follow this link to access registration: https://ncvps.co1.qualtrics.com/jfe/form/SV_bjCy9xiHz5J639X

Foundations of Autism: Teaching Through Engagement

This workshop is designed for participants who have completed Foundations of Autism: Learning Styles and Visual Supports (or an equivalent training). This workshop will focus on the continued use of specially designed instruction as well as the process of teaching strategies and restructuring activities based on understanding the student's learning styles and development. By the end of this training, participants will be able to conduct informal assessments to set learning objectives and monitor progress, describe a variety of effective teaching strategies, and implement a process for evaluating data during teaching sessions and determining the "next steps". Particular attention will be given to the following evidence-based strategies: task analysis, reinforcement, antecedent based interventions, prompting, time delay, and visual supports. The format of this workshop will include presentations, videos, observation of a live assessment and teaching session, interactive discussions and small group activities. Participants can earn 1 CEU upon completion of the workshop. Please follow this link to access registration: https://ncvps.co1.qualtrics.com/jfe/form/SV_dgPiJGcZKnv2BBH

Foundations of Autism for Early Learners:

This three-day workshop is intended for professionals working with preschoolers and young students with Autism Spectrum Disorder (ASD). Participants will be provided with an overview of the learning styles/characteristics of individuals with ASD to support the planning and provisions of specially designed instruction. Particular attention will be given to embedding evidence-based strategies into a center based instructional program to increase play, language and communication, and self-help skills.

After the first two days, participants will return to their classrooms and complete a project by implementing strategies based on an assessment of their students' learning styles, strengths, and needs. The project is required in order to earn CEUs. Participants can earn 2.0 CEUs upon completion of the three-day workshop and the project component. Please follow this link for more information and to access registration:

https://ncvps.co1.qualtrics.com/jfe/form/SV_554VgXh30A61Ib3

Supporting Students with ASD in the General Education Setting:

This three-day workshop is intended for professionals working with students with Autism Spectrum Disorder (ASD). This workshop will provide participants with an overview of the learning styles of individuals with ASD to support the planning and provisions of specially designed instruction. Attention will be given to the following evidence-based strategies: task analysis, reinforcement, antecedent based interventions, and visual supports. Participants will also learn a behavior problem solving process that is designed to support teachers understanding of behavior and how evidence-based strategies can be an effective behavior management tool. After the first two days, participants will return to their classrooms and implement strategies based on an assessment of their students' learning styles, strengths, and needs. There is a project component to be completed between day two and day three. In addition, virtual meetings will be held to help support classroom implementation. Participants can earn 2.4 CEUs upon completion of the three-day workshop and project component. Please follow this link to access registration: https://ncvps.co1.qualtrics.com/jfe/form/SV_bjCy9xiHz5J639X

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After the first two days, participants will return to their classrooms and complete a project by implementing strategies based on an assessment of their students' learning styles, strengths, and needs. The project is required in order to earn CEUs. Participants can earn 2.0 CEUs upon completion of the three-day workshop and the project component. Please follow this link for more information and to access registration:

https://ncvps.co1.qualtrics.com/jfe/form/SV_554VgXh30A611b3

Supporting Students with ASD in the General Education Setting:

This one day workshop is intended for professionals working with students with Autism Spectrum Disorder (ASD) in the general education setting. Participants will be provided with an

overview of the characteristics of ASD to support the planning and provision of specially designed instruction. Particular attention will be given to the use of visual supports to increase student engagement in and completion of standards aligned tasks and assignments. Participants will receive .6 CEUs upon completion of the workshop. Please follow this to access registration: https://ncvps.co1.qualtrics.com/jfe/form/SV_cvfNwWakbGt0MzH

Assistive Technology in Classrooms with Students who have Significant and Complex Disabilities

This interactive workshop will introduce participants to assistive technology (AT) strategies, systems and tools that may be easily and effectively integrated into the classroom by special/general education teachers, teaching assistants and related services personnel. Specific focus will be on the use of AT, including augmentative and alternative communication (AAC), with students who have significant and complex disabilities including, but not limited to, intellectual disabilities, ASD, and physical and sensory differences. Participants will learn to use the SETT framework to identify practical AT solutions by focusing on the Student, Environment, Task and Tools. Compatible with a Universal Design for Learning, simple and practical ideas for structuring the classroom environment and implementing AAC/AT with students of all ages and grade levels will be shared. This workshop is not intended for individuals already training through the Assistive Technology Team Training. Participants will receive .6 CEUs upon completion of the workshop.

Please refer to the following links for more information and to register for the date of choice. Please note that this is a **one-day** training and only the date of choice link should be used for registration.

November 1, 2018 McDowell County, NC	http://tinyurl.com/yc4wlskm
November 2, 2018 Winston-Salem, NC	http://tinyurl.com/y94lwrjr
November 7, 2018 Lillington, NC	http://tinyurl.com/y8vp2sqj
November 8, 2018 Greenville, NC	http://tinyurl.com/ydbsvglj

Coming Soon! Discrete Trial Training and Related Evidence Based Practices

Effective systematic instruction for students with autism and other developmental disabilities often requires several fundamental strategies encompassed within the evidence-based practice of discrete trial instruction. These include but are not limited to: Task and content segmentation, natural repeated practice opportunities, careful timing, systematic prompt fading, and individualized reinforcement. This workshop will provide training to help teachers improve their use of these strategies in individual, small group and large group instruction. The training will include video examples of whole-class, small group and individualized instruction across pre-K through 12th grade academic and functional content areas. Participants will take data on video to improve knowledge of each element. Participants will engage in self-designed exercises to improve their skills in various elements of instruction. Participants can earn 1.2 CEUs upon completion of the three-day workshop and the project component.

If you have any questions, please send an email to: ncauteam@gmail.com