

**Professional Development
Office of Diverse Learner Supports and Services (ODLSS)
2018-2019 School Year**

ODLSS Vision

Prepare students with disabilities for postsecondary success by implementing equitable practices through the use of evidence-based practices and curricula, quality instruction, and equitable supports that focus on closing learning gaps in the least restrictive environment.

ODLSS Multi-layered Supports

ODLSS offers multi-layered supports to improve the outcomes for students with disabilities. Professional Development and school-level coaching build the capacity of Building Leadership, General and Special Education Teachers (Prek-12), Special Education Classroom Assistants, Paraprofessionals, and Network Staff. We support and guide teachers and staff in co-taught, cluster, and resource classrooms through guided instruction, modeling, and training.



ISBE Clock Hours

In order to receive credit (ISBE clock hours) participants will be expected to attend entire sessions and engage in ongoing growth opportunities, such as cohort participation and collaboration, and coaching/feedback cycles as appropriate.

Citywide Offerings

Essential Elements of Co-Teaching

In this two-session series, general and special education teachers will explore and analyze the 5 essential elements of co-teaching to develop highly effective inclusive classrooms. Both newly formed and experienced partnerships will benefit from this interactive professional development. Topics addressed include the fundamental components of a co-taught classroom, collaborative planning and instructional decision-making, and developing a cohesive team. Each session includes substantial time for collaboration, planning, relationship development, and reflection. **Note: Due to the collaborative nature of this series and the embedded planning time, co-teachers should attend as teams (i.e., one special education co-teacher and one general education co-teacher).**

Series 1

Sessions	Participants	Description	North Elem.	Central Elem.	South Elem.	High School
Session 1	K-12 SPED/Gen Ed Teachers, PreK Blended Teachers, Network Staff	During this initial session, participants will learn why inclusive classrooms are a priority in CPS and how co-teaching can be utilized as an instructional delivery method to impact the achievement of all students. Co-teachers will explore and analyze the five essential elements of co-teaching to develop their co-teaching partnership and make collaborative instructional decisions. <i>Note: Significant time for collaboration and team building is embedded in this session, requiring co-teachers to attend in teams.</i>	10/16- 9:00-3:30 6323 N Avondale Learning Hub Class Code 82123	10/23 8:30-3:00 Manley HS Learning Hub Class Code 82125	10/23 9:00-3:30 Colman Building Learning Hub Class Code 82127	10/16 8:00-3:00 Whitney Young Learning Hub Class Code 82743
Session 2	K-12 SPED/Gen Ed Teachers, PreK Blended Teachers, Network Staff	In this follow-up session, co-teachers will build on the foundation developed in the initial session. Co-teachers will self-assess their strengths, interests, and experiences to design a partnership that is greater than the sum of its individual parts. Teams will also utilize the essential elements to review best practices in inclusive instruction to engage in collaborative planning for their own classrooms. <i>Note: Significant collaborative planning time is embedded in this session, requiring co-teachers to attend in teams.</i>	11/6- 9:00-3:30 6323 N Avondale Learning Hub Class Code 82124	11/27 8:30-3:00 Manley HS Learning Hub Class Code 82126	11/6 9:00-3:30 Colman Building Learning Hub Class Code 82128	11/6 8:00-3:00 Simpson HS Learning Hub Class Code 82744

Series 2

Sessions	Participants	Description	North Elem.	Central Elem.	South Elem.	High School
Session 1	K-12 SPED/Gen Ed Teachers, PreK Blended Teachers, Network Staff	During this initial session, participants will learn why inclusive classrooms are a priority in CPS and how co-teaching can be utilized as an instructional delivery method to impact the achievement of all students. Co-teachers will explore and analyze the five essential elements of co-teaching to develop their co-teaching partnership and make collaborative instructional decisions. <i>Note: Significant time for collaboration and team building is embedded in this session, requiring co-teachers to attend in teams.</i>	2/7- 9:00-3:30 6323 N Avondale Learning Hub Class Code 82231	2/27 8:30-3:00 Michelle Clark HS Learning Hub Class Code 82232	2/5 9:00-3:30 Colman Building Learning Hub Class Code 82234	2/5 8:00-3:00 TBD Learning Hub Class Code 82745
Session 2	K-12 SPED/Gen Ed	In this follow-up session, co-teachers will build on the foundation developed in the	3/6- 9:00-3:30	3/12 8:30-3:00	4/9 9:00-3:30	2/27 8:00-3:00

Teachers, PreK Blended Teachers, Network Staff	initial session. Co-teachers will self-assess their strengths, interests, and experiences to design a partnership that is greater than the sum of its individual parts. Teams will also utilize the essential elements to review best practices in inclusive instruction to engage in collaborative planning for their own classrooms. <i>Note: Significant collaborative planning time is embedded in this session, requiring co-teachers to attend in teams.</i>	6323 N Avondale Learning Hub Class Code 82261	Michelle Clark HS Learning Hub Class Code 82233	Colman Building Learning Hub Class Code 82235	TBD Learning Hub Class Code 82746
Additional sessions will be offered in summer 2019. Dates coming soon!					

Special Education Teacher 101(Tool Box)

The goal of this two session series (2 half days) is to provide teachers new to special education classrooms or new to a special education assignment, working across the LRE Continuum, with an understanding of the expectations for success in the classroom, school, community and district. **There will be a strong focus on understanding Specially Designed Instruction. Learn about available resources, find useful organizational charts and feel supported by ODLSS and CPS.** This series provides teachers with opportunities to build professional relationships with other new teachers and ODLSS coaches that will last the entire 2018-2019 school year through monthly cohort meetings where teachers will discuss chosen topics in detail and visit each others classrooms.

Series 1

Sessions	Participants	Description	North Elem.	Central Elem.	South Elem.	High School
Session 1	Teachers new to Special Education classrooms	During this session, participants will focus on the structure of ODLSS and offices within it and the supports they provide. Understanding Specially Designed Instruction and how to incorporate its strategies into the classroom will be a focus.	10/24 8:30-11:30 6323 N Avondale Class Code 82762	10/25 8:30-11:30 Network 7 Office Class Code 82765	10/16 8:30-11:30 Colman Building Class Code 82773	11/5 8:00-11:00 Wells HS Class Code 83102
Session 1	Teachers new to Special Education classrooms	During this session, participants will focus on the structure of ODLSS and offices within it and the supports they provide. Understanding Specially Designed Instruction and how to incorporate its strategies into the classroom will be a focus.	10/24 12-3 6323 N Avondale Class Code 82767	10/25 12-3 Network 7 Office Class Code 82770	10/16 12-3 Colman Building Class Code 82774	11/5 12:00-3:00 Wells HS Class Code 83103
Session 2	Teachers new to Special Education classrooms	During this session, participants will focus on the organizational structure of other departments in order to foster collaboration as well as a thorough understanding of resources. Participants will sign up for monthly cohort meetings and choose topics for discussion.	11/7 8:30-11:30 6323 N Avondale Class Code 82768	11/30 8:30-11:30 Crane HS Class Code 82771	11/2 8:30-11:30 Colman Building Class Code 82775	1/23 8:00-11:00 Wells HS Class Code 83104
Session 2	Teachers new to Special Education classrooms	During this session, participants will focus on the organizational structure of other departments in order to foster collaboration as well as a thorough understanding of resources. Participants will sign up for monthly cohort meetings and choose topics for discussion.	11/7 12-3 6323 N Avondale Class Code 82769	11/30 12-3 Crane HS Class Code 82772	11/2 12-3 Colman Building Class Code 82776	1/23 12:00-3:00 Wells HS Class Code 83105

Additional sessions will be offered in summer 2019. Dates coming soon!

Progress Monitoring in Special Education - New Sessions for Spring 2019

The goal of this one day session is to ensure that educators understand the role of progress monitoring in implementing effective Individual Education Programs (IEPs). This series is designed for special education teachers, related service providers, case managers, network staff, and administrators. In each session, participants will review the components of SMART IEP goals and benchmarks to set the foundation for effective progress monitoring. Then various forms of progress monitoring will be presented and participants will be given the opportunity to explore and analyze these tools. Participants will leave with progress monitoring resources and useful planning strategies.

Session	Participants	Description	Location	Presenters
Network 1	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	6/7/19 8:30-3:00 6323 N Avondale Conference Room Learning Hub Class Code 86459	Jenny Stetson Erin Haney Kiz Olowe Jeannie Chang
Network 2	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	5/2 8:00-2:30 6323 N Avondale Conference Room Learning Hub Class Code 86493	Evelyn Boateng Erin Abbott Kayci Pickett
Network 3	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	4/30 9:00-3:30 DePriest Elementary Learning Hub Class Code 86491	Stephanie Creeley Daniel Micallef Elizabeth Powell
Network 4	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	5/7 9:00-3:30 6323 N Avondale Conference Room Learning Hub Class Code 86460	Victoria Park Monique Auxila Stefanie Newmark
Network 5	Special Education	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring	4/5 9:00-3:30 Lowell Elementary	Gave Warrior Betsey Blankenship

	Teachers, Case Managers, Building Administrators, Network Staff	student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	Learning Hub Class Code 86463	Christine Vega Castro
Network 6	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	3/18 8:30-3:00 Crane Tech Training Room Learning Hub Class Code 86458	Ethel Barker Sarah Briggs Eric McCabe
Network 7	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	3/18 8:30-3:00 Crane Tech Training Room Learning Hub Class Code 86458	Alejandro Avellaneda Ines Castaneda
Network 8	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	4/26 8:30-3:00 Colman Gym Learning Hub Class Code 86492	Elissa Rodriguez Hadac Amy Weeks
Network 9	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	4/8 8:30-3:00 Colman Zenos Room 406 Learning Hub Class Code 86461	Chris Essex Megan Wallace
Network 10	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	4/10 9:00-3:30 Network 10 Office (N10/13) Large Conference Room Learning Hub Class Code 86464	Cindy Dombkowski Diana Arnold
Network 11	Special Education	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring	4/5 9:00-3:30 Colman Zenos	Shakelia Jones Dee Haywood

	Teachers, Case Managers, Building Administrators, Network Staff	student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	Room 310 Learning Hub Class Code 86462	Della Richards
Network 12	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	4/26 9:00-3:30 Network 10/13 Office (N10/13) Large Conference Room Learning Hub Class Code TBD	Meesha Townsen Natalie Bumpers
Network 13	Special Education Teachers, Case Managers, Building Administrators, Network Staff	During this session, participants will explore the critical role of progress monitoring in special education. They will learn about the practice of collecting data, monitoring student performance, and making instructional decisions based on progress monitoring data. Participants will apply this knowledge to their own experience and learn how to utilize progress monitoring to improve specially designed instruction to impact student growth. Supported work time may be included and participants are encouraged to bring their IEP goals and progress monitoring tools.	4/26 9:00-3:30 Network 10/13 Office (N10/13) Large Conference Room Learning Hub Class Code TBD	Brenda Scott Victor Williamson

SECA/ Para

The goal of this 3 half-day series is to provide Special Education Classroom Assistants (SECA) and paraprofessionals with the skills they need to be successful in their roles. Session 1 is designed for SECAs. Topics addressed include roles and responsibilities and training on service capture within the Student Services Management (SSM) System. Session 2 is designed for SECAs and/or Paraprofessionals. This session addresses the tools and strategies for effective instructional supports for students with disabilities. Session 3 will focus on understanding the benefits of behavior strategies and data collection and receive tools for data collection and monitoring. This series will be offered 2 times over the course of the

school year.

Session	Participants	Description (Offering 1)	North Elem.	Central Elem.	South Elem.	High School
Session 1	PreK-12 SECAs	During this session, participants will gain an understanding of their roles and responsibilities and how to access, document and submit electronic records for the services they provide through Service Capture.	10/15 9:00-12:00 6323 N Avondale Class Code 81485	9/26 1:00-3:00 Garfield Park Office Class Code 81514	10/9 9:00-12:00 King College Prep Class Code 83118	10/23 9:00-12:00 Wells HS Class Code 81583
Session 2	PreK-12 Paras, SECAs	During this session, participants will gain a more in-depth training on the instructional strategies used in a special education classroom. Paras will have an opportunity to collaborate and problem solve around issues or concerns pertaining to student supports and services.	11/13 9:00-12:00 6323 N Avondale Class Code 81486	10/26 1:00-3:00 Garfield Park Office Class Code 81514	10/26 9:00-12:00 Pershing East Class Code 83119	11/13 9:00-12:00 Wells HS Class Code 81585
Session 3	PreK-12 Paras, SECAs	During this session, SECAs and Paras will learn behavioral classroom strategies and the use and importance of data collection for progress monitoring.	12/3 9:00-12:00 6323 N Avondale Class Code 81488	11/26 1:00-3:00 Garfield Park Office Class Code 81516	11/14 9:00-12:00 Pershing East Class Code 83120	11/15 9:00-12:00 Wells HS Class Code 83106
Session	Participants	Description (Offering 2)	North Elem.	Central Elem.	South Elem.	High School
Session 1	PreK-12 SECAs	During this session, participants will gain an understanding of their roles and responsibilities and how to access, document and submit electronic records for the services they provide through Service Capture.	1/23 9:00-12:00 6323 N Avondale Class Code 81493	1/16 9:00-12:00 Michelle Clark HS Class Code 81519	1/16 9:00-12:00 Pershing East Class Code 83121	1/22 9:00-12:00 Wells HS Class Code 81586
Session 2	PreK-12 Paras, SECAs	During this session, participants will gain a more in-depth training on the instructional strategies used in a special education classroom. Paras will have an opportunity to collaborate and problem solve around issues or concerns pertaining to student supports and services.	2/6 9:00-12:00 6323 N Avondale Class Code 82891	2/28 9:00-12:00 Garfield Park Office Room 151-153 Class Code 81521	2/26 9:00-12:00 Pershing East Class Code 83122	2/26 9:00-12:00 Wells HS Class Code 81587
Session 3	PreK-12 Paras, SECAs	During this session, SECAs and Paras will learn behavioral classroom strategies and the use and importance of data collection for progress monitoring.	3/7 9:00-12:00 6323 N Avondale Class Code 82892	3/13 9:00-12:00 Michele Clark HS Class Code 81534	3/26 9:00-12:00 Pershing East Class Code 83123	3/27 9:00-12:00 Wells HS Class Code 81589

Additional sessions will be offered in summer 2019. Dates coming soon!

Citywide Offerings

Cluster Teacher Training 2019

ODLSS is pleased to announce citywide cluster teacher training, starting in February 2019. Each of the following five sessions is designed for participants to improve their knowledge of research-based practices that will increase student learning in cluster classrooms. The sessions are designed to build on one another but are also able to stand alone. Each session will include new learning with time provided to create and take materials for use in the classroom.

Session	Participants	Description	Lead Facilitators	Date & Time	Location	Learning Hub Class Codes
Session 1 Characteristics, Environment, Scheduling	Cluster Teachers, Related Service Providers, Building Administrators	<p>During this session, participants will</p> <ul style="list-style-type: none"> Improve their knowledge of the characteristics of disabilities and their impact on students' daily routine. Critique and design an update for their classroom environment. Review current classroom, student and staff schedules to ensure alignment with general education schedule and effective use of staff. 	Cathy Lee Jennifer Stetson	2/4 8:30-3:30	Garfield Park Offices 2651 W. Washington Blvd.	85052
Session 2 Instruction and Curriculum	Cluster Teachers, Related Service Providers, Building Administrators	<p>During this session, participants will improve their knowledge of how to create specially designed instruction that is aligned to the grade level CCSS for English Language Arts, Math, Science, and Social Science for students that require a significantly modified curriculum.</p>	Cathy Lee Jennifer Stetson	2/11 8:30-3:30	Garfield Park Offices 2651 W. Washington Blvd.	85053
Session 3 Communication and Social Skills	Cluster Teachers, Related Service Providers, Building Administrators	<p>During this session, participants will</p> <ul style="list-style-type: none"> Improve their knowledge of researched-based communication strategies that will include how to create low tech communication systems and visual supports. Improve their knowledge of social skills strategies that will include how to write social stories, social scripts and power cards. 	Cathy Lee Jennifer Stetson	3/11 8:30-3:30	Garfield Park Offices 2651 W. Washington Blvd.	85054
Session 4 Foundations of Behavior	Cluster Teachers, Related Service Providers, Building Administrators	<p>Everyone engages in behavior-some good, some bad, but challenging behavior can often cause significant disruptions to a classroom. In this 6 hour session, participants will learn about universal supports for behavior, and structures that should be present in all successful cluster classrooms.</p> <p>Topics covered will include environmental arrangement, schedules and routines, the use of reinforcement systems and reinforcement strategies, visual supports, access to functional communication, strategies to teach and maintain appropriate behavior, and data collection strategies to support behavioral interventions.</p> <p>Participants will leave the session with resources that can be implemented immediately in their classrooms, as well as ideas to plan for a successful upcoming school year.</p>	Erin Miller Amanda Austin <i>This session is led by the Specialized Behavioral Support & Strategy Team.</i>	5/6 8:30-3:30	Garfield Park Offices 2651 W. Washington Blvd.	85065
Session 5 Planning Effective Classroom Set-up for 19-20 School Year	Cluster Teachers, Related Service Providers, Building Administrators	<p>During this session, participants will</p> <ul style="list-style-type: none"> Improve their knowledge of the Quality Indicators and how to incorporate each indicator to build a highly effective classroom for students that require a significantly modified curriculum. Understand the role of Related Service Providers in creating an effective classroom learning environment. 	Cathy Lee Jennifer Stetson	6/3 8:30-3:30	Garfield Park Offices 2651 W. Washington Blvd.	85055

Early Childhood

Blended EC (1 Full Day, 3 offerings)

In this three part series, co-teaching teams will explore and analyze the essential elements of co-teaching to develop a highly effective partnership. Co-teachers should attend these sessions in teams (i.e., a special education co-teacher, general education co-teacher and a SECA). Both newly formed and experienced teams are invited to attend. Participants will learn to apply the essential elements when making instructional decisions, planning lessons and classroom structures, and fostering adult and student relationships. This interactive session includes significant work time for planning using the Creative Curriculum and Preschool Handbook guidelines, collaboration with Related Service Providers, differentiating instruction for individual student needs, reflection, and relationship development.

Session	Participants	Description	Lead Facilitator	Date & Time	Location	Learning Hub Class Codes
Session 1	Early Childhood Special Education Teachers and their general education co-teachers	In this three part series, co-teaching teams will explore and analyze the essential elements of co-teaching to develop a highly effective partnership. Co-teachers should attend these sessions in teams (i.e., a special education co-teacher, general education co-teacher and a SECA). Both newly formed and experienced teams are invited to attend. Participants will learn to apply the essential elements when making instructional decisions, planning lessons and classroom structures, and fostering adult and student relationships. This interactive session includes significant work time for planning using the Creative Curriculum and Preschool Handbook guidelines, collaboration with Related Service Providers, differentiating instruction for individual student needs, reflection, and relationship development.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist.	10/30 8:30-3:30	Colman Gym	81403
Session 2	Early Childhood Special Education Teachers and their general education co-teachers	In this three part series, co-teaching teams will explore and analyze the essential elements of co-teaching to develop a highly effective partnership. Co-teachers should attend these sessions in teams (i.e., a special education co-teacher, general education co-teacher and a SECA). Both newly formed and experienced teams are invited to attend. Participants will learn to apply the essential elements when making instructional decisions, planning lessons and classroom structures, and fostering adult and student relationships. This interactive session includes significant work time for planning using the Creative Curriculum and Preschool Handbook guidelines, collaboration with Related Service Providers, differentiating instruction for individual student needs, reflection, and relationship development.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist.	11/27 8:30-3:30	Colman Gym	81404

Session 3	Early Childhood Special Education Teachers and their general education co-teachers	In this three part series, co-teaching teams will explore and analyze the essential elements of co-teaching to develop a highly effective partnership. Co-teachers should attend these sessions in teams (i.e., a special education co-teacher, general education co-teacher and a SECA). Both newly formed and experienced teams are invited to attend. Participants will learn to apply the essential elements when making instructional decisions, planning lessons and classroom structures, and fostering adult and student relationships. This interactive session includes significant work time for planning using the Creative Curriculum and Preschool Handbook guidelines, collaboration with Related Service Providers, differentiating instruction for individual student needs, reflection, and relationship development.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist	1/29/19 8:30-3:30	Colman Gym	81405

Early Childhood
EC Classroom Behavior Strategies (1 Half-day, 4 offerings)

Session	Participants	Description	Lead Facilitator	Date & Time	Location	Learning Hub Class Codes
Session 1	Early Childhood Special Education Teachers	During this session, participants will receive an overview of the Quality Indicators, learn to recognize the characteristics and behaviors associated with various disabilities. They will also learn to identify qualities of effective classroom environments.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist	10/18 9:00-12:00	Garfield Park Room 246	81407
Session 2	Early Childhood Special Education Teachers	During this session, participants will use the Quality Indicators to focus on key elements of significantly modified instruction with a focus on social skills, communication and instruction.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist	1/17/19 9:00-12:00	Garfield Park Room 246	81408
Session 3	Early Childhood Special Education Teachers	During this session, participants will receive an overview of the Quality Indicators, learn to recognize the characteristics and behaviors associated with various disabilities. They will also learn to identify qualities of effective classroom environments.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist	3/21/19 9:00-12:00	Garfield Park Room 246	81409
Session 4	Early Childhood Special Education Teachers	During this session, participants will use the Quality Indicators to focus on key elements of significantly modified instruction with a focus on social skills, communication and instruction.	Amy Wallerstedt and Peggy Geraghty, Network 9 Early Childhood Specialist	5/16/19 9:00-12:00	Garfield Park Room 246	81410

Autism Spectrum Disorder: Characteristics, Teaching Strategies, Social Skills Support & Behavior Strategies

Specialized Behavioral Support & Strategies (1 Full Day, 5 Offerings)

Session	Participants	Description	Lead Facilitator	Date & Time	Learning Hub Class Codes
Session 1	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This training will cover the common characteristics associated with Autism Spectrum Disorders (ASD), evidence-based teaching strategies, social skills supports and behavioral strategies for those on the autism spectrum. Participants will learn about evidence-based strategies used to teach individuals with ASD new skills, including academic, functional and social skills. Participants will leave with knowledge of strategies for facilitating social interactions with students who struggle to interact with their peers and form lasting friendships. Participants will have knowledge of teaching and behavior strategies that can be implemented the next day for students with and without ASD.	Amanda Austin	10/24 8:30-3:30	ODLSS ASD 10/24/18
Session 2	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This training will cover the common characteristics associated with Autism Spectrum Disorders (ASD), evidence-based teaching strategies, social skills supports and behavioral strategies for those on the autism spectrum. Participants will learn about evidence-based strategies used to teach individuals with ASD new skills, including academic, functional and social skills. Participants will leave with knowledge of strategies for facilitating social interactions with students who struggle to interact with their peers and form lasting friendships. Participants will have knowledge of teaching and behavior strategies that can be implemented the next day for students with and without ASD.	Amanda Austin	11/13 8:30-3:30	ODLSS ASD 11/13/18
Session 3	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This training will cover the common characteristics associated with Autism Spectrum Disorders (ASD), evidence-based teaching strategies, social skills supports and behavioral strategies for those on the autism spectrum. Participants will learn about evidence-based strategies used to teach individuals with ASD new skills, including academic, functional and social skills. Participants will leave with knowledge of strategies for facilitating social interactions with students who struggle to interact with their peers and form lasting friendships. Participants will have knowledge of teaching and behavior strategies that can be implemented the next day for students with and without ASD.	Amanda Austin	1/29 8:30-3:30	ODLSS ASD 1/29/19
Session 4	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This training will cover the common characteristics associated with Autism Spectrum Disorders (ASD), evidence-based teaching strategies, social skills supports and behavioral strategies for those on the autism spectrum. Participants will learn about evidence-based strategies used to teach individuals with ASD new skills, including academic, functional and social skills. Participants will leave with knowledge of strategies for facilitating social interactions with students who struggle to interact with their peers and form lasting friendships. Participants will have knowledge of teaching and behavior strategies that can be implemented the next day for students with and without ASD.	Amanda Austin	3/12 8:30-3:30	ODLSS ASD 3/12/19
Session 5	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This training will cover the common characteristics associated with Autism Spectrum Disorders (ASD), evidence-based teaching strategies, social skills supports and behavioral strategies for those on the autism spectrum. Participants will learn about evidence-based strategies used to teach individuals with ASD new skills, including academic, functional and social skills. Participants will leave with knowledge of strategies for facilitating social interactions with students who struggle to interact with their peers and form lasting friendships. Participants will have knowledge of teaching and behavior strategies that can be implemented the next day for students with and without ASD.	Amanda Austin	5/8 8:30-3:30	ODLSS ASD 5/8/19

Using Data to Address Challenging Behavior

Specialized Behavioral Support & Strategies (1 Full day, 3 Offerings)

Session	Participants	Description	Lead Facilitator	Date & Time	Learning Hub Class Codes
Session 1	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This session will focus on best practices for collecting quantitative data of challenging behavior, and using the data to guide behavioral interventions. The training will cover tips and tricks for collecting frequency, duration and other quantitative data within the classroom setting. Participants will learn how to graph behavior data to easily monitor interventions and make data-based decisions about next steps for behavioral support. This session will be hands-on with in-the-moment data collection and graphing practice using videos of real children with real behaviors.	Amanda Austin	11/7 8:30-3:30	ODLSS Behavior Data 11/7
Session 2	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This session will focus on best practices for collecting quantitative data of challenging behavior, and using the data to guide behavioral interventions. The training will cover tips and tricks for collecting frequency, duration and other quantitative data within the classroom setting. Participants will learn how to graph behavior data to easily monitor interventions and make data-based decisions about next steps for behavioral support. This session will be hands-on with in-the-moment data collection and graphing practice using videos of real children with real behaviors.	Amanda Austin	2/13 8:30-3:30	ODLSS Behavior Data 2/13
Session 3	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers	This session will focus on best practices for collecting quantitative data of challenging behavior, and using the data to guide behavioral interventions. The training will cover tips and tricks for collecting frequency, duration and other quantitative data within the classroom setting. Participants will learn how to graph behavior data to easily monitor interventions and make data-based decisions about next steps for behavioral support. This session will be hands-on with in-the-moment data collection and graphing practice using videos of real children with real behaviors.	Amanda Austin	3/20 8:30-3:30	ODLSS Behavior Data 3/20

Choosing Function Based Behavior Interventions and Replacement Behaviors

Specialized Behavioral Support & Strategies (1 Full Day, 2 Offerings)

Session	Participants	Description	Lead Facilitator	Date & Time	Learning Hub Class Codes
Session 1	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers Building Administrators	This training will discuss how to identify and operationally define a target behavior, how to identify the function of the target behavior to then choose appropriate, evidence based interventions. Participants will also learn how to identify an appropriate replacement behavior for the undesired behavior based on the identified function of the behavior. Participants will be provided with resources to be able to take the information learned and apply it in their schools the next day.	Erin Miller	11/15 8:30-3:30	ODLSS Functions 11/15
Session 2	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers Building Administrators	This training will discuss how to identify and operationally define a target behavior, how to identify the function of the target behavior to then choose appropriate, evidence based interventions. Participants will also learn how to identify an appropriate replacement behavior for the undesired behavior based on the identified function of the behavior. Participants will be provided with resources to be able to take the information learned and apply it in their schools the next day.	Erin Miller	4/25 8:30-3:30	ODLSS Functions 4/25

Introduction to Applied Behavior Analysis (ABA)

Specialized Behavioral Support & Strategies (1 Full Day, 2 Offerings)

Session	Participants	Description	Lead Facilitator	Date & Time	Learning Hub Class Codes
Session 1	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers Building Administrators	This training will provide introductory information about Applied Behavior Analysis (ABA) in relation to working with students in the school setting with Autism Spectrum Disorder and other needs. Research behind ABA and the various interventions that fall under the ABA umbrella will be discussed; such as the Premack Principle, structured reinforcement systems, prompting, fading, task analysis, and much more!	Erin Miller	1/31 8:30-3:30	ODLSS Intro to ABA 1/31
Session 2	Special Education Teachers General Education Teachers Paraprofessionals Related Service Providers Building Administrators	This training will provide introductory information about Applied Behavior Analysis (ABA) in relation to working with students in the school setting with Autism Spectrum Disorder and other needs. Research behind ABA and the various interventions that fall under the ABA umbrella will be discussed; such as the Premack Principle, structured reinforcement systems, prompting, fading, task analysis, and much more!	Erin Miller	5/9 8:30-3:30	ODLSS Intro to ABA 5/9

Best Practices for Conducting Functional Behavior Assessments (FBA) and Writing Behavior Intervention Plans (BIP)

Specialized Behavioral Support & Strategies (1 Full Day, 3 Offerings)

Session	Participants	Description	Lead Facilitator	Date & Time	Learning Hub Class Codes
Session 1	Special Education Teachers Case Managers Social Workers Psychologists	This class will review best-practices based on research for conducting Functional Behavior Assessments (FBAs) including indirect and direct observation methods, data collection, and determining the functions of problem behavior. Participants will learn how to use the results of a FBA to write a Behavior Intervention Plan (BIP) that uses evidence-based antecedent, reactive and replacement behavior strategies based on the function of the problem behavior. A review of how to use the FBA/BIP format in SSM will be provided.	Erin Miller, Amanda Austin	11/29 8:30-3:30	ODLSS FBA/BIP 11/29
Session 2	Special Education Teachers Case Managers Social Workers Psychologists	This class will review best-practices based on research for conducting Functional Behavior Assessments (FBAs) including indirect and direct observation methods, data collection, and determining the functions of problem behavior. Participants will learn how to use the results of a FBA to write a Behavior Intervention Plan (BIP) that uses evidence-based antecedent, reactive and replacement behavior strategies based on the function of the problem behavior. A review of how to use the FBA/BIP format in SSM will be provided.	Erin Miller, Amanda Austin	1/16 8:30-3:30	ODLSS FBA/BIP 1/16
Session 3	Special Education Teachers Case Managers Social Workers Psychologists	This class will review best-practices based on research for conducting Functional Behavior Assessments (FBAs) including indirect and direct observation methods, data collection, and determining the functions of problem behavior. Participants will learn how to use the results of a FBA to write a Behavior Intervention Plan (BIP) that uses evidence-based antecedent, reactive and replacement behavior strategies based on the function of the problem behavior. A review of how to use the FBA/BIP format in SSM will be provided.	Erin Miller, Amanda Austin	4/23 8:30-3:30	ODLSS FBA/BIP 4/23

Basic Water Rescue

The goal of these trainings is to provide individuals with the knowledge and skills necessary to prevent, recognize and respond to many aquatic emergencies while assisting others.

Session	Participants	Description	Lead Facilitator	Date & Time	Location	Learning Hub Class Codes
Session 1	SECAs, Paraprofessionals	During this session, participants will learn the knowledge and skills necessary to prevent, recognize and respond to many types of aquatic emergencies.	Red Cross	TBD; 8:30-12:00	Gage Park	76816

*******ADDITIONAL TRAINING SCHEDULED SOON!!!!****

ALL trainings below will be updated as additional offerings are developed.

Safety Care (One Day Session)

The goal of these trainings will be to provide safety strategies for the individuals who work with students. These strategies will provide the best possible care while respecting student rights and keep all parties as safe as possible during crisis situations. Participants will learn how to prevent many behavioral incidents through physical safety techniques and de-escalation strategies.

Session	Participants	Description	Lead Facilitators	Date & Time	Location	Learning Hub Class Codes
Session 1	Teachers, SECAs, Administrators, Any School Staff	Participants in Safety Care will have the opportunity to become Safety Care Specialists by learning about factors that contribute to challenging behavior, how to develop and promote safety habits, and how to reinforce successful behavior in the school setting. Participants will role play reinforcement techniques, deescalation strategies, and other competencies to obtain Specialist certification.	Betsey Blankenship	11/7/18 8:30am-3:30pm	Network 5 Offices	ODLSS Safety Care 11/7/18

Safety Care for Trainer Certification (Two Day Series)

The goal of these trainings will be to provide safety strategies for the individuals who work with students. These strategies will provide the best possible care while respecting student rights and keep all parties as safe as possible during crisis situations. Participants will learn how to prevent many behavioral incidents through physical safety techniques and de-escalation strategies. In order to become a certified safety care trainer, participants must attend both sessions.

Session	Participants	Description	Lead Facilitators	Date & Time	Location	Learning Hub Class Codes
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Wilson Reading System (By Invitation Only)

The goal of this three session series provides participants with an overview of the Wilson Reading System (WRS) curriculum. This series serves as the prerequisite for Wilson Level 1 Certification. The course is delivered over three consecutive days and examines reading research and the five areas of reading in relation to students in Grade 3 and above with persistent phonological deficits. To request training please complete the Google Form found [here](#).

Session	Participants	Description	Lead Facilitator	Date & Time	Location
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Picture Exchange Communication System (PECS) (By Invitation Only)

The goal of the PECS intensive two-day training is to teach participants the theory behind the Picture Exchange Communication System (PECS) and the protocols for how to appropriately implement the six phases of PECS used to increase communication skills for students. The audience for this training consists of Special Education Teachers, SECAs, Related Service Providers (RSPs) and School Administrators who instruct and support students with significant communication needs. Schools who attend as a team (teachers, SECAs, RSPs and school administration) will receive one consultation session from the PECS Instructor at their school to assure success in classroom implementation.

Session	Participants	Description	Lead Facilitator	Date & Time	Location
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Transition Planning

Are you new to writing transition plans or just need a refresher? Join us for a day of professional learning available to LBS staff, Case Managers, and other district staff providing services to students with disabilities over the age of 14.

CPS staff - register via [Learning Hub](#)

Charter/Non-public staff - [register here](#)

Date	Title	Description	Location	Time
February 14, 2018	Transition Planning: Navigating the Post-Secondary World	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will learn about the various agencies/key stakeholders in Chicago and surrounding areas, adult benefit considerations, information about the PUNS list and suggested timelines for making these connections. An overview will be provided on the steps IEP teams can take to invite and include agencies in the school setting and IEP meetings. The overall objective is that participants better understand what it takes to ensure that our Diverse Learners and families are informed on appropriate outside agencies and benefits as part of the IEP process.	Garfield Park Office 2651 W. Washington Blvd. Room 139	8:00-2:00
Friday, February 22, 2019	Transition Planning: Introduction to Community Based Instruction Practices	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will learn instructional strategies that support Community Based Instruction (CBI) practices in classroom and community settings.	Loop Office 42 W. Madison Room GC108	8:30-10:30
Monday, March 4	Transition Planning: Using Assessments to Develop Quality IEPs	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will explore various transition assessments and learn how to interpret results to create measurable post-secondary outcomes for the IEP.	Garfield Park Office 2651 W. Washington Blvd. Room 139	8:00-10:00
	Transition Planning: Developing and Implementing a meaningful Coordinated Set of Activities	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. The Transition Planning: Developing and Implementing a Meaningful Coordinated Set of Activities was developed to provide step-by-step guidance on best practice for student-centered development of the Coordinated Set of Activities section of the IEP Transition Plan, as well as free resources teachers can access to meaningfully implement these activities within their curriculum.	Garfield Park Office 2651 W. Washington Blvd. Room 139	11:00-1:00

Thursday, March 14	Transition Palooza	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. The Transition Palooza was designed to increase capacity surrounding Transition planning so that service providers are equipped with the tools needed to develop individualized, age-appropriate, and compliant Transition Plans/IEP's.	Garfield Park Office 2651 W. Washington Blvd. Room 139	8:00-2:00
Monday, March 18	Transition Palooza for Elementary/Middle School Teachers	This session is available to CPS elementary/middle school staff providing special education services to students in 8th grade and/or age 14 1/2 and above. The Transition Palooza for Elementary/Middle Schools was designed by request of district staff wanting to gain a better understanding how to create a meaningful transition plan for students on the elementary level. 8th grade special education teams have the unique opportunity to create the first transition plan for students receiving IEP services. The aim is for participants to increase capacity surrounding transition planning so that service providers are equipped with the tools needed to develop individualized, age-appropriate, and compliant Transition Plans/IEP's.	Garfield Park Office 2651 W. Washington Blvd. Room 139	9:00-3:00
Friday, March 22	Transition Planning: Using Assessments to Develop Quality IEPs	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will explore various transition assessments and learn how to interpret results to create measurable post-secondary outcomes for the IEP.	Garfield Park Office 2651 W. Washington Blvd. Room 139	8:00-10:00
	Transition Planning: Introduction to Community Based Instruction Practices	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will learn instructional strategies that support Community Based Instruction (CBI) practices in classroom and community settings.	Garfield Park Office 2651 W. Washington Blvd. Room 139	11:00-1:00
Monday, April 29	Transition Planning: Navigating the Post-Secondary World	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will learn about the various agencies/key stakeholders in Chicago and surrounding areas, adult benefit considerations, information about the PUNS list and suggested timelines for making these connections. An overview will be provided on the steps IEP teams can take to invite and include agencies in the school setting and IEP meetings. The overall objective is that participants better understand what it takes to ensure that our Diverse Learners and families are informed on appropriate outside agencies and benefits as part of the IEP process.	Garfield Park Office 2651 W. Washington Blvd. Room 139	9:00-3:00
Friday, May 10	Transition Planning: Using Assessments to Develop Quality IEPs	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will explore various transition assessments and learn how to interpret results to create measurable post-secondary outcomes for the IEP.	Garfield Park Office 2651 W. Washington Blvd. Room 139	8:00-10:00

	Transition Planning: Developing and Implementing a meaningful Coordinated Set of Activities	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. The Transition Planning: Developing and Implementing a Meaningful Coordinated Set of Activities was developed to provide step-by-step guidance on best practice for student-centered development of the Coordinated Set of Activities section of the IEP Transition Plan, as well as free resources teachers can access to meaningfully implement these activities within their curriculum.	Garfield Park Office 2651 W. Washington Blvd. Room 139	11:00-1:00
Thursday, May 23	Transition Palooza	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. The Transition Palooza was designed to increase capacity surrounding Transition planning so that service providers are equipped with the tools needed to develop individualized, age-appropriate, and compliant Transition Plans/IEP's.	Garfield Park Office 2651 W. Washington Blvd. Room 139	9:00-3:00
Thursday, May 30	Transition Planning: Navigating the Post-Secondary World	This session is available to CPS staff providing special education services to students in transition, aged 14 1/2 - 21. Participants will learn about the various agencies/key stakeholders in Chicago and surrounding areas, adult benefit considerations, information about the PUNS list and suggested timelines for making these connections. An overview will be provided on the steps IEP teams can take to invite and include agencies in the school setting and IEP meetings. The overall objective is that participants better understand what it takes to ensure that our Diverse Learners and families are informed on appropriate outside agencies and benefits as part of the IEP process.	Garfield Park Office 2651 W. Washington Blvd. Room 139	9:00-3:00