



REACH Inservices

❑ REACH –A Multidisciplinary Consultative Model of Practice in Educational Settings

The role of the REACH consultants is to provide support to the school-based learning team responsible for facilitating student access to and participation in the school and classroom environments. The presentation will include specifics such as referral process, principles of the consultative model, frequently asked questions about REACH....

Time: 1 hour

❑ General Overview of AT

This half-day workshop will provide a general overview of low- and high-end assistive technology for the classroom. Features, applications and handouts for a variety of software such as Intellitools and Boardmaker, writing organizers, picture and/or talking word processors, and word prediction software will be presented. Mouse and keyboard alternates as well as voice output communication aids for non-verbal students will be discussed. Participants will also have a chance to view and try-out a variety of simple assistive technology. Easy-to-implement ideas for including students with special needs in art class, games and other classroom activities will be provided.

Time: 2 – 3 hours

❑ Enhancing Education Assistants' Expertise

There are always things that we can do to improve our abilities. This inservice will provide the educational assistant with information, techniques, and a means of self-evaluation to generally improve their overall skill level. The information is research-based in the area of best practices for educational assistants. Skills will be demonstrated and practiced. The focus will be on how to enhance interactions with students. The inservice will include viewing videotapes to learn how to best evaluate themselves over time.

Time: 2 – 3 hours

❑ Classroom Adaptations for Students with Low Vision

This workshop will provide practical and useful ideas and tools which will assist in integrating students with low vision and in promoting their independence.

Time: 2 – 3 hours

❑ **Cortical Vision Impairment (CVI)**

Participants will experience, through simulation, the issues surrounding CVI and the implications for education and daily living.

Time: 2 hours

❑ **Meeting the Challenge: Integration of the Deaf or Hard of Hearing Student in the Regular Classroom (Elementary or Secondary)**

This workshop will cover the following topics for those working with deaf and hard of hearing students: implications of various types and degrees of hearing loss; audiograms; roles of various disciplines involved with the hearing impaired student; different ways of meeting student needs within the school; technology; and teaching strategies.

Lecture/Discussion: 2 hours

❑ **Novel Study for High School**

How would you use a movie, a novel, technology and educational software to support curriculum in a congregated high school special education class? Using the movie and book *Pirates of the Caribbean* as an example, this inservice will provide participants with take away examples and materials that can be used immediately or adapted to another novel.

Time: 2 – 4 hours

❑ **Emergent Literacy for Students with Multiple Disabilities**

All students should have the opportunity to engage in the love of reading. This workshop will provide examples such as story boxes, adapted literacy books and practical teaching strategies.

Time: 2 – 3 hours

❑ **Use of Picture Symbols in the Classroom**

Implementation of pictures for functional communication, for cueing to increase independence, and for early literacy.

Time: 2 - 3 hours

❑ **Use of Object Symbols for Communication**

Learn where to start with object use as an alternative communication system. Strategies for using objects to stimulate early communication development will be presented.

Time: 1 – 2 hours

❑ **Boardmaker (Picture Communication Symbols) Software Inservice**

How to use Boardmaker software to make picture communication systems and insert pictures into printed material. Learn to create line drawings to supplement classroom activities. Mac or Windows platform.

Time: 2 - 4 hours

❑ **Guidelines for Dealing with Aggressive or Severe Behaviors**

This inservice will review guidelines for administrators and staff who work with special needs students who engage in or have a history of behaviors that are considered severe. Severe behaviors will be defined as, "any intended verbal or physical action taken which threatens or results in the inflicting of physical, emotional or psychological distress or bodily harm to the student or others." Guidelines will include proactive strategies, when to access support, when to use physical interventions, when and how to use 'time out', collaborating with parents and designing a restrictive procedure plan.

Time: 1 - 2 hours

❑ **Autistic Spectrum Disorders/The High Functioning Autistic Student**

This inservice will provide a brief description of Autism Spectrum Disorders (ASD)/Pervasive Developmental Disorders (PDD), the various disorders within this spectrum, and distinguishing factors between different diagnoses. Further information about understanding the higher functioning students (i.e. a mild cognitive deficit to giftedness) who present with ASD, including Asperger's Syndrome, will be provided along with important factors to consider when these students are in your classroom. Strategies to support these students, including techniques for promoting social learning and social skills will be discussed.

Time: 5 - 6 hours

❑ **Understanding a Social Deficit and Using Social Stories**

Developed by Carol Gray, Social Stories employ print and illustration to provide supportive guidance to children with autism struggling with the ambiguities of the social and emotional world. Social stories are used to help clarify situations, explicitly state what may or may not be occurring for the child with autism and others involved, and then provide suggestions for what might be done to remedy or improve the situation.

Time: 2 hours

❑ **Building the Foundations for Printing**

Based on sensory integration and sensory motor principles and activities, including information on development of fine motor and printing skills. Ideas and suggestions on developing hand strength and visual motor control in the classroom using functional activities.

Time: 2 hours

❑ **Sensory Strategies for the Classroom**

This inservice discusses our sensory systems (taste, touch, smell, sight, hearing, vestibular, proprioceptive) and how these systems relate to sensory integration/sensory processing. Practical sensory strategies, for the classroom, will be outlined to assist with sensory processing difficulties. Sensory motor activities in the gym or an activity room will also be discussed.

Time: 2 – 3 hours

□ **Reach Out: The Role of Movement & Sensation in Learning**

Discussion of the latest research on how the brain and body work together and how movement and sensation affects/impacts personal learning styles. Strategies to enhance integration of the “whole system” will be presented. Sensory Integration Theory will be introduced.

Time: 3 hours

□ **Centered Learning**

An active approach to the development of fine motor and gross motor skills and concepts through the use of play centres. This inservice will cover the basics of motor development and play, including warm-up activities as preparation for learning and relaxation exercises for young children. “Play and Learn”, a motor-based preschool curriculum for children of all abilities will be discussed as a possible model for creating fun and effective play and learning centres.

Time: 1 hour

□ **Development of Gross and Fine Motor Skills**

This inservice provides an overview of typical development of gross and fine motor skills and will assist educators to identify students with motor development issues. Examples of activities will be given for promoting development of gross and fine motor skills.

Time: 2 hours

□ **Lifting and Back Care Inservice**

This inservice will be a combination of lecture and practice. The following topics will be covered:

1. Back Care
2. Lifting and transfers
3. Principles of Handling Students
4. Using the Handling/Lifting Needs Inventory
5. Use of Mechanical lifts

Time: 1.5 to 2 hours

□ **Modifying Physical Education for Visually Impaired Students**

This workshop will outline the important educational considerations when providing an adapted physical education program for visually impaired students. It can include an overview of general strategies, or information specific to a

particular visual impairment and/or a specific student. Opportunities will be provided to participate in gym activities while wearing glasses to simulate the visual impairment(s). The focus will be on problem solving and adaptive strategies to facilitate successful and safe participation in the gym. This workshop is also available in a format focusing on students who are both visually impaired and deaf or hard of hearing.

Time: 1.5 to 2 hours

□ Adapting Physical Education Activities and Equipment for Physically Challenged Students

This workshop will review general principles for adapting gym activities to facilitate the participation of physically challenged students. The information can be specific to a particular student and/or physical disability if desired, or more general in focus. Participants will be given opportunities to try a variety of adapted activities while simulating various disabilities. Easy adaptations to specific pieces of gym equipment will also be discussed and demonstrated.

Time: 1.5 to 2 hours

REACH Inservice Fee Structure	
<u>Length of Inservice</u>	<u>Cost</u>
1 hour	\$157.50
2 hours	\$270.00
3 hours	\$405.00
4 hours	\$540.00
5 hours	\$675.00
6 hours	\$765.00

For a multidisciplinary inservice (i.e. more than one team member presenting) or an inservice involving technology, the rate will need to be determined on an individual basis.