

REGION 2 EVALUATION FOUNDATION SERIES 2020-2021

Virtual Sessions



SESSION 1

Legal Updates for SPED and 504 - August 28, 2020 9:00 am - 12:00 pm

Presented by: Cynthia Buechler

Workshop ID: 1665961

Stand Alone Cost: Non-coop- \$200 Co-op-\$100

Legal Updates will focus on changes to the 86th legislature concerning special education and 504. Ms. Buechler will address new cases that have set any changes within the legal system for students receiving special education. Participants will also learn about the changes in the evaluation process, development of student's IEPs and conducting legally defensible evaluations as well as addressing 504. Cynthia Buechler is a partner in the law firm of Buechler and Associates, P.C

Target Audience: Special Education Directors, Special Education Assessment Personnel, Special Education ARD Facilitators, Special Education Teachers, 504 Coordinators, Dyslexia Specialists, Dyslexia Teachers

CE Credits: None

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SESSION 2

Conducting Evaluations during COVID-19 - September 14, 2020 9:00 am - 12:00 pm

Presented by: Dr. Gail Cheramie

Workshop ID: 1665965

Stand Alone Cost: Non-coop- \$200 Co-op- \$100

Join us for a virtual workshop on evaluation practices when you are working in a virtual world. You will be presented with a planning model with associated forms for conducting evaluations during COVID. Dr. Cheramie will open up the virtual floor for a 30 minute Q&A for questions participants may have.

Target Audience: Special Education Directors, Special Education Assessment Personnel, Special Education ARD Facilitators, Special Education Teachers, 504 Coordinators, Dyslexia Specialists

CE Credits: TAPA credits pending

[Click to Register](#)

SESSION 3

Part 1: Best Practices in Assessing Culturally and Linguistically Diverse Students: Keeping the Main Thing the Main Thing - October 2, 2020, 9:30 am - 11:30 am[Click to Register](#)**Part 2: (AFTERNOON) Is Disability in The Eye of the Rater? Considerations of ADHD Assessment and Implications for Diagnostic Identification-1:00-3:00****Presented by:** Dr. Charles Barrett**Workshop ID:** 1665977**Stand Alone Cost:** Non-coop- \$200 Co-op- \$100

Coupled with being exposed to a comprehensive, evidence-based, and practitioner friendly assessment model that differentiates between language difference and educational disability (particularly Specific Learning Disability) for English Learner (EL) students, attendees will develop the skills necessary to effectively design culturally sensitive assessment batteries to validly measure diverse students' cognitive abilities and academic skills. Incorporating information from It's Always About the Children, through the lens of Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI), particular attention will be given to the critical importance of quality Tier 1 (core) instruction as foundational to student success. Implications for influencing practice and policy decisions in local school divisions related to serving diverse students and families will be discussed.

Participants will review the literature related to assessing and diagnosing students from different racial and ethnic groups for Attention Deficit Hyperactivity Disorder (ADHD) for Black students. Specific emphasis will be placed on how rater characteristics influence diagnostic decisions. An interactive workshop with multiple opportunities for active engagement, participants will be encouraged to consider the manner in which data are gathered throughout the assessment process and informs next steps for children and adolescents. Implications for school-based psychological practice and influencing practice and policy decisions in local school divisions related to serving CLD students and families will be discussed.

Target Audience: Special Education Directors, Special Education Assessment Personnel, Special Education ARD Facilitators, Special Education Teachers

CE Credits: TAPA credits pending

SESSION 4

The Executive Functions at School: What are they and how are they associated with reading, math, and written expression? - January 22, 2021 9:00 am - 2:00 pm[Click to Register](#)**Presented by:** Dr. Cheryl Chase**Workshop ID:** 1665992**Stand Alone Cost:** Non-coop- \$200 Co-op- \$100

"Executive functions" is a term used to describe a broad set of cognitive skills that, when working properly, allow students to manage impulses, hold information in mind to manipulate it, shift cognitive tasks, and organize their time and materials. When development of these skills is delayed, as is often the case in those with learning disabilities, ADHD, or emotional disorders, academic performance suffers, but for reasons not fully understood. When working with students who have special educational needs, it is imperative that professionals also consider whether or not the student is displaying age-appropriate executive skills; additional assessment and intervention may be necessary. This workshop will define the term "executive functioning" using clear, easy to understand language. It will also draw the connection between executive functioning and academics, highlighting the ways in which executive dysfunction can negatively impact learning and performance. Finally, many concrete strategies that can be implemented in the classroom or *in a distance learning environment* will be shared.

Target Audience: Special Education Directors, Special Education Assessment Personnel, Special Education ARD Facilitators, Special Education Teachers

CE Credits: TAPA credits pending

FEES:

Non-Cooperative Fee for Evaluation Foundation Series \$750

Cooperative Fee \$350



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