Items to Consider Bringing to Your NASP Advanced Professional Training (APT) Workshop

Problem-Solving and RTI and the Secondary Level

Mark R. Shinn, Ph.D.
Madi Phillips, Ph.D.
Rob March, Ph.D.

To enable you to benefit maximally from the 2 days of training, we believe it best to conduct a “scavenger hunt” and bring some of these items from your middle and/or high school so we can apply some of the concepts to your own place of work. You need not bring all these items, but do try to bring some of them. Electronic copies are OK and, in fact preferred as they may be shared easily as examples for others. We hope to have a document camera to project your examples. To the greatest degree possible, edit out identifying information.

You can also find sets of readings and Powerpoint originals if you go to http://markshinn.org and navigate to Downloads for Professionals—Presentations and Handouts—and the folder entitled NASP 2008 Shinn, Phillips, March. At least 1 copy will be in Powerpoint. Others will be in Keynote for Mac.

Scavenger Hunt Ideas

WHOLE SCHOOL AND GENERAL EDUCATION

1. Basic Demographics from 1 of your schools, including the grades, number of students, teachers, special education staff, % of students receiving special education.
2. Copy of a School Improvement Plan
3. Listings of High School or Middle School Course Offerings
   a) Checklist of required classes.
   b) Class options offered for special education students.
   c) Can include course descriptions
4. The School-Wide Behavior Support Plan, including rules and disciplinary practices and consequences.
5. Secondary Professional Development Plan for the past year or 2 school years.
   a) What inservice training topics were offered? How much time?
   b) What are the objectives of your school district’s secondary professional development plan?
6. Sample Content Area Course Syllabus. More than 1 is desirable and, if possible, in electronic form.

SPECIAL EDUCATION

1. Special Education Policy and/or Procedures Handbook for your district.
2. Names of Reading Programs or Interventions provided if a special education student has an IEP goal in reading.
3. High School or Middle Remedial or Special Education Course Offerings
4. Copy of a special education student’s schedule.
5. A sample IEP with written academic and/or behavioral goals?
6. Description of current special education eligibility determination process including tools and criteria.
7. Description of current process for special education annual evaluations.
8. Description of current process for how progress toward IEP goals is measured?
9. Please review and complete attached “Self Study”

HOMEWORK

Complete the Self Study