

Student Services

Professional Training Opportunities 2022-2023

Title	Description	MOESC Conference Training	Available for In-district Consultation	Available for Ongoing Coaching*
Crisis Prevention Institute (CPI)	The program is a safe, non-harmful behavior management system designed to help human service professionals provide the best possible Care, Welfare, Safety, and Security SM of disruptive, assaultive, and out-of-control individuals even during their most violent moments.	X		
IEP Development and Compliance <i>Requirements of IEP Development & Implementation under IDEA</i> <i>Writing a Compliant IEP that Gets Results</i>	<p>The Individuals with Disabilities Education Improvement Act, requires that each eligible student have an individualized education program (IEP). The contents of the IEP are designed to provide a road map for the child's educational programming during the coming year. The IEP is the primary mechanism for ensuring that students receive an appropriate education. An IEP summarizes all the information gathered concerning the student, sets the expectations of what the student will learn over the next year and prescribes the types and amount of special services the student will receive. The focus of this training will provide understanding and support to the following questions:</p> <ul style="list-style-type: none"> • What must be included in an IEP? • What are present levels of educational performance (PLEP)? • What are measureable annual goals? • What are assistive technology devices and services? • What does it mean that the IEP must contain an explanation for why the child will not participate with nondisabled children in the general education classroom and activities? • What is required in the statement of any procedural modifications in the administration of state or district wide assessments of student achievement? • What does the IEP require in terms of dates, frequency, location and duration of services? • What are transition services? • Are students required to be involved in their transition planning? • What is progress monitoring? • When must an initial IEP be developed? • Are educational placements based on the IEP? • Who must be a part of the IEP team? • When must an IEP be in effect? 	X	X	

* Mid-Ohio makes available customized job-embedded coaching to support a district's engagement in the professional learning opportunities that fit your district, school, team or individual needs.



**CONFIDENTLY LEADING THROUGH
COLLABORATION, CUSTOMIZATION AND CREATIVITY**

890 West Fourth Street, Suite 100, Mansfield, Ohio 44906 | Phone: 419-774-5520 | Fax: 419-774-5523 | www.moesc.net

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Paraprofessional Training and Coaching	Paraprofessionals are a diverse group. Their roles in schools differ, their job experiences prior to working in schools differ, and their own schooling experiences differ. Despite these differences, many paraprofessionals provide support to students by serving in the role of instructional helper. To increase their confidence in performing this role, Mid-Ohio Educational Service Center is providing professional development and on-going coaching to support paraprofessionals in their development of foundational knowledge and skills that support instructional planning, delivery, and progress monitoring. In addition, paraprofessionals will gain an understanding of additional content areas such as: IDEA eligible disability areas, inclusive practices, and behavior management.	X	X	
Positive Behavior Intervention (PBIS) and Supports	Mid-Ohio Educational Service Center is providing professional development and on-going coaching to support districts in their development and sustainability of district and building a PBIS Model, in accordance with the Ohio Department of Education rule re-approved in June 2021. Three Tiers of Support: MTSS emerged as a framework from the work conducted in public health emphasizing three tiers of prevention. Schools apply this model to align to academic, behavioral, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves. On April 9, 2013, the State Board of Education approved Ohio rule 3301-35-15, standards for the implementation of positive behavior intervention supports (PBIS) and the use of restraint and seclusion. The rule was revised and re-approved June 24, 2021. Model-policy-Restraint-and-Seclusion-FINAL-Accessible-July-2021 (2)	X	X	X
PBIS Tier 1 <i>Universal Prevention (All)</i>	Supports serve as the foundation for behavior and academics. Schools provide these universal supports to all students. For most students, the core program gives them what they need to be successful and to prevent future problems.	X	X	X
PBIS Tier 2 Readiness and PBIS Tier 2 <i>Targeted Prevention (Some)</i>	This level of support focuses on improving specific skill deficits students have. Schools often provide Tier 2 supports to groups of students with similar targeted needs. Providing support to a group of students provides more opportunities for practice and feedback while keeping the intervention maximally efficient. Students may need some assessment to identify whether they need this level of support and which skills to address. Tier 2 supports help students develop the skills they need to benefit core programs at the school. <i>Team/Individual must have attended Tier 2 Readiness Training</i>	X	X	X

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PBIS Tier 3 <i>Intensive, Individualized Prevention (Few)</i>	Supports are the most intensive supports the school offers. These supports are the most resource intensive due to the individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student's need and to develop an individualized support plan. Student plans often include goals related to both academics as well as behavior support.	X	X	X
RBT Supervision	The Registered Behavior Technician® (RBT®) is a paraprofessional certification in behavior analysis. RBTs assist in delivering behavior analysis services and practice under the direction and close supervision of an RBT Supervisor who is responsible for all work RBTs perform. Mid-Ohio Educational Service Center is facilitating the 40-hour RBT training as one of the requirements for the RBT credential. In addition to facilitating the 40-hour training and meeting all requirements for credentialing, Mid-Ohio offers annual BACB required supervision for RBT licensed individuals to maintain their credential.	X	X	X
Restorative Practice (RP)	With relationships & community at the heart of RP, implementation of this approach provides multiple opportunities to develop, practice, & reinforce all five Social-Emotional Learning (SEL) competencies: Self-Awareness & Management, Social Awareness, Relationship Skills, & Responsible Decision-Making. SEL is critical for both students & adults when working toward building community, resolving conflict, & repairing harm - all of which are essential elements of RP. Implementation of Restorative Practices (RP) meets the required aspects of the Social-Emotional Learning (SEL) Domain as outlined within the Ohio Department of Education "#Each Child, Our Future" strategic plan.	X		
Specially Designed Instruction <i>A Book Study Specially Designed Instruction, Ann M. Beninghof</i>	<u>Specially Designed Instruction</u> author, Ann Beninghof, offers the roadmap for providing specially designed instruction in any classroom. What is SDI? Who is responsible? How do we make it happen? This study offers the toolkit for your team to develop specially designed instruction and ensures that you will walk away from this study with a thorough understanding and ready to use ideas.	X	X	
Trauma-Informed Resilience-Focused Professional Development Series	How does trauma impact the lives, behavior and academic achievement of your students? Delve deeper into the impact and what you can do about it. Course Topics: <ul style="list-style-type: none"> Trauma-Informed Resilient Schools Resetting for Resilience Healing Trauma and Restoring Resilience in Schools 		X	X (for those previously trained)

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