Thanks to a continuation of the
ISBE AT Tech and Training Grant
Infinitec is offering Free State Wide Virtual Trainings

Because of restrictions due to COVID-19, all trainings provided through December 31, 2020 are planned to be done virtually through Zoom. Once the training request form is completed, you will receive a link for participants to register for the requested session. All participants that wish to receive professional credit for attending the training MUST register through the link. The Zoom link specific to the training will be provided on the registration page.

1. Please review available trainings listed in this document.
2. Complete the 'Training Request Form.'
    a. Select preferred training
    b. Provide information about your audience (role on school team, grade level(s)) ***so that we can match training content with your audience.***
    c. Select the date/time (1-2 hour options or full day). Trainings can be 1 or 2 hours in length unless listed under the 'Full Day Training' category. Select the time frame that matches the needs of your audience.
3. To schedule, email 'Training Request Form' to Samantha Conklin at **sconklin@ucpnet.org** or Barb Eichhorn at **eichhornba@gmail.com** or (217) 621-9389.

ASSISTIVE TECHNOLOGY TRAININGS

Assistive Technology Consideration…More Than a Checkbox

Assistive Technology (AT) consideration is more than a check box. It is a legal requirement of the IEP process. AT consideration requires the team to partake in a consistent decision-making process in relation to the student's IEP goals and objectives. This session will review the current law as it pertains to AT consideration. Resources will be provided to assist IEP teams with compliance for AT consideration.

Outcomes:

1. Participants will be able to understand the law as it pertains to assistive technology and assistive technology consideration.
2. Participants will know how to appropriately consider assistive technology for students.
3. Participants will be able to list resources such as the QIAT and forms to assist with assistive technology consideration.

Tools to Support Executive Function While Learning at Home

Many of our students struggle with executive function skills and completing their work. In today's climate, many of our students are learning online. A barrier for online learning can be the number of distractions for students such as social media and browsing the web. These distractions can lead to prolonged or uncompleted work. The technology tools provided in the training will support time management and focus while utilizing Google Chrome and mobile devices. This training will provide strategies to assist in keeping your students focused and off Snapchat!

Outcomes:

1. Participants will be able to define the SETT framework when selecting technology to support executive function skills.
2. Participants will be able to identify features important to support time management and focus while online learning.
3. Participants will be able to list 5 technology tools to support time management and engagement while learning online.

Assistive Technology for Reading

Reading is an integral part of a student's school day. Unfortunately, many of our student's struggle with reading. Technology can be a powerful tool for those that find reading challenging. This presentation will review a continuum of low to high technology tools to support reading, including some free tools. In addition, participants will be introduced to the SETT model when gathering information for technology selection.

Outcomes:

1. Participants will be able to list low technology tools to support reading.
2. Participants will be able to list high technology tools to support reading.
3. Participants will be able to use the SETT model to gather information.

Assistive Technology for Writing

Writing is a complex task that is an essential part a student's school day. Unfortunately, many of our student's struggle with writing for various reasons such as motor demands and organization. Technology can be a powerful tool for those that find writing difficult. This presentation will review a continuum of low to high technology tools to support writing, including some free tools. In addition, participants will be introduced to the SETT model when gathering information for technology selection.

Outcomes:

1. Participants will be able to list low technology tools to support organization and writing.
2. Participants will be able to list high technology tools to support organization and writing.

3. Participants will be able to use the SETT model to gather information.

Get from Point A to Z with a Little Help from AT: Assistive Technologies and Executive Functioning

In this session participants will learn about assistive technology tools which support students who struggle with Executive Function Skills. During the presentation a variety of tools will be demonstrated which support skills in the areas of time management, information management, and material management, all of which help support executive functions and are necessary for school success.

Outcomes:

1. Participants will be able to list areas of Executive Functioning.
2. Participants will be able to list common tools to support Executive Functioning Skills.
3. Participants will be able to use the SETT model to gather information and determine technology tools to support executive functioning.

Have it Your Way with Google Chrome – Supports for Reading

Reading is an integral part of a student's school day. Unfortunately, many of our student's struggle with reading. Google's Chrome Web Browser can hold powerful tools that will help avoid triggers for those that find reading challenging. This presentation will review a plethora of Chrome web browser tools to support reading, including some free tools. In addition, participants will be introduced to the SETT model when gathering information for technology selection.

Outcomes:

1. Participants will be able to list reading supports for students who use the Chrome browser.
2. Participants will be able to identify specific tools useful for successful school writing tasks.
3. Participants will be able to use the SETT model to gather information and determine technology tools to support reading.

Have it Your Way with Google Chrome – Supports for Writing

Writing is a vehicle for communication, connection and creativity. Unfortunately, many of our student's struggle with writing. Google's Chrome web browser can be a powerful tool for those that find writing challenging. This presentation will review a plethora of Chrome web browser tools to support writing, including some free tools. Areas of difficulty in writing will be explored. In addition, participants will be introduced to the SETT model when gathering information for technology selection.

Outcomes:

1. Participants will be able to identify the different areas of writing that may require support.
2. Participants will be able to list writing supports for students who use the Chrome browser.
3. Participants will be able to use the SETT model to gather information and determine technology tools to support writing.

Have it Your Way with Google Chrome – Supports for Executive Functioning

According to WebMD.com Executive function is a set of mental skills that help you get things done. When students struggle in an area of executive functioning school work, self-esteem, and relationship can suffer. Google Chrome Web browser offers students easy, accessible anywhere tools for support. In addition, participants will be introduced to the SETT model when gathering information for technology selection.

Outcomes:

1. Participants will be able to list areas of Executive Functioning.
2. Participants will be able to list common Google Chrome Web Browser tools to support Executive Functioning Skills.
3. Participants will be able to use the SETT model to gather information and determine technology tools to support executive functioning.

UNIVERSAL DESIGN FOR LEARNING (UDL) & TECHNOLOGY

Making Sure ALL Students Have Equal Opportunities and Access - Remote Learning Training with a Focus on Universal Design for Learning (UDL) and Differentiation

This training is for teachers and therapists that find themselves needing to teach remotely or in a blended learning environment. Classroom tools and strategies will be covered with an emphasis on making sure all students have access utilizing the UDL framework and strategies. Options in platforms like Google Classroom and web meeting software (Google Meet, Zoom, etc.) can help you connect and deliver content to whole classrooms while making needed accommodations for students with IEP's or 504 plans. Participants will gain an understanding of how to create video content, presentations, and lesson ideas designed within the UDL framework.

Outcomes:

1. Participants will name and describe the three pillars of UDL.
2. Participants will name three remote learning tools and how they can be used.
3. Participants will create a lesson base on the UDL framework that can be taught using remote learning tools.

One Size Does Not Fit All – Readily Available Resources to Support Differentiated Instruction and Universal Design for Learning

This hands-on presentation will introduce participants to online tools that support Universal Design for Learning (UDL). The three basic tenants of UDL, multiple means of representation, multiple means of expression and multiple means of engagement will be defined in terms of the practical application of the internet. These web-based supports will include reading, writing and math for your students.

Outcomes:

1. Participants will be able to list the 3 main components of UDL and how UDL applies to all learners.
2. Participants will be able to match the features of technology to UDL checkpoints to benefit all learners.
3. Participants will know how to integrate technology into their classroom activities to facilitate UDL.

Expanding the Teacher's Took Box for Students with Complex Needs

This hands-on presentation will introduce participants to FREE web-based and downloadable activities. Participants will increase their knowledge of web-based tools for teaching and learning for students with significant needs. Tools for creating lesson supports will be shared such as, Book Creator, TarHeel Reader, Google Slides, etc. Resources such as websites, web-based tools and models of instruction will be presented. Participants will experiment with visual support tools and strategies to create social stories and behavioral supports.

Outcomes:

1. Participants will be able to list the 3 main components of UDL and how UDL applies to all learners.
2. Participants will be able to match the features of technology to UDL checkpoints to benefit all learners.
3. Participants will know how to integrate technology into their classroom activities to facilitate UDL.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

AAC's and 1, 2, 3's: An Introduction To Augmentative And Alternative Communication For Educators

This workshop will introduce learners to the categories of AAC and provide examples of items within these categories. The definitions pertaining to AAC will be discussed and participants will learn which students will benefit from AAC supports. Access to communication devices will be discussed and participants will gain exposure to associated research.

Outcomes:

1. Participants will identify the features of low, mid and high tech AAC devices and supports.
2. Participants will identify three alternate access methods to vocabulary on AAC systems.
3. Participants will define vocabulary specific to AAC and its use.

Let's Chat! Implementation of AAC in the Classroom

This session will identify evidence-based strategies to encourage the use of AAC in the classroom. Participants will discuss the importance of vocabulary selection and identify target vocabulary based on student behavior and communicative functions. Participants will identify barriers to success and develop strategies to avoid these barriers in order to promote total communication in the classroom.

Outcomes:

1. Participants will identify which individuals may benefit from AAC intervention techniques.
2. Participants will name implementation strategies for use in the classroom.
3. Participants will identify appropriate AAC vocabulary for use in the educational environment.

Getting Started with the Student- Centered AAC Assessment

******This is an intermediate level training - participants should have prior knowledge of AAC tools and strategies.******

This presentation will discuss the Augmentative and Alternative Communication assessment process, considering the strengths and needs of an individual in order to identify the features of an appropriate AAC system. Assessment models will be briefly discussed and the steps of the assessment process will be outlined. Participants will identify the benefits of matching the technology to an individual's needs rather than matching the individual to the technology.

Outcomes:

1. Participants will list the components of the feature match assessment to support communication.
2. Participants will name three tools to support the AAC Assessment process.
3. Participants will compare and contrast the features of a variety of apps and speech generating devices for communication.

Use Your Core In The Classroom! Implement the Use Of Core Vocabulary Through AAC

With so many words in our language it is impossible to identify every word that your student might say, but with core vocabulary you do not have to. Vocabulary selection can be a very challenging task, and finding the right vocabulary can often make or break the success of augmentative and alternative communication in the classroom. In this presentation, we will go over the definition of core vocabulary. Participants will be able to identify which type of words fall into this category, and list a variety of AAC tools and strategies to implement while using your core in the classroom.

Outcomes:

1. Participants will define vocabulary specific to AAC and its use.
2. Participants will identify vocabulary selection instruments and techniques to customize core vocabulary.
3. Participants will name implementation strategies for use of core language in the classroom.

Accessible Low Tech AAC Tools for Classrooms

This session will identify evidence-based, low technology tools to promote classroom communication and academic understanding. Participants will discuss strategies to seamlessly embed AAC into academic activities with students who have complex communication and learning needs. Practical resources for free and low-cost tools will be shared and alternate access strategies discussed. If you want to maximize your use of low tech AAC strategies to promote successful communication and support academic understanding, this session is for you!

Outcomes:

1. Participants will identify three low technology AAC supports to promote communication in the classroom environment.
2. Participants will list at least three implementation strategies for use in the classroom.
3. Participants will identify strategies to differentiate instruction in order to enable successful communication for all learners using low technology AAC.

Social Skills

Social Skills Instruction 2.0

The National Professional Development Center on Autism Spectrum Disorder has defined several evidence based practices (EBP) in teaching social skills including scripting, video modeling, and social stories. This training will define those EBPs, review the research behind the strategies, and guide participants through the practical use of those

strategies in the classroom/school setting. Participants will learn how to take those strategies to the next level by incorporating low and high tech tools during social skills instruction**.**

Outcomes:

1. Participants will identify 3 evidence based practices to teach social skills.
2. Participants will describe the steps of how to use the evidence based practices to teach social skills in the school setting.
3. Participants will define technology that can be used to increase the accessibility of social skills instruction.

Video Modeling

The body of research is growing in support of video modeling as an effective practice to address a multitude of skills for students with Autism Spectrum Disorder (ASD) and other disabilities. Given the built in camera and apps to capture/edit video, mobile technologies give users a simple means to develop video modules. This session will discuss practical considerations in developing video modules, specific apps to edit video, and apps a student can access to view video modules.

Outcomes:

1. Participants will have an understanding of video modeling and the 4 different types of video modeling.
2. Participants will be able to capture and edit video on mobile devices.
3. Participants will know of additional apps to assist with the implementation of video modeling.

Let's Get Visual! Visual Strategies for All

Visual supports are defined as an evidence based practice in improving communication, understanding and social skills for students with Autism Spectrum Disorder (ASD). Participants of this session will learn why and how visual systems are implemented in multiple facets of the classroom. Low to high tech examples will be shared to demonstrate how visual supports can practically be integrated in classroom activities. Visual supports to aid in the in the classroom environment, behavior and communication will be demonstrated.

Outcomes:

1. Participants will be able to use visual supports to facilitate understanding in the classroom.
2. Participants will know how to use visuals to facilitate communication and behavior.
3. Participants will know of free resources to obtain visual supports to use in the classroom to support students in understanding, behavior and communication.

FULL DAY TRAININGS

The model for 'full day' training will consist of a total of 4 hours of virtual training for each title. The 4-hour training will be broken down into two 2-hour sessions. The two sessions may be scheduled within the same day (with a hour break between each session) or on two separate days. If the sessions are requested for two separate days, they must be scheduled within a two week time frame.

Overview of Assistive Technology

Assistive technology is a key factor for many students, success and must be considered for every child with an IEP. This presentation will review the current law as it pertains to AT consideration and resources will be provided to ensure teams are compliant with consideration. In addition, the SETT process will be introduced to participants as a framework in the tool selection of assistive technology. Finally, a continuum of low to high technology tools will be provided to support students in the areas of reading and writing.

Outcomes:

1. Participants know of resources to assist with AT consideration.
2. Participants will be able to define the SETT process.
3. Participants will be able to name 3 assistive technology tools to support reading.
4. Participants will be able to name 3 assistive technology tools to support writing.

Chrome Apps and Extensions to Support Universal Design for Learning (UDL)

UDL is a framework to optimize learning for all students and contains 3 major components. The three major components are multiple means of engagement, multiple means of representation and multiple means of expression. Participants will be introduced to the concepts and how the 3 principals can benefit ALL LEARNERS. Google Chrome is a powerful web browser that has the ability to enhance the web browsing experience through apps and extensions. Participants will have a hands-on opportunity to explore Google Chrome Apps and Extensions through a UDL lens.

Outcomes:

1. Participants will know the 3 major principals of UDL.
2. Participants will be able to integrate Chrome apps to support UDL.
3. Participants will be able to integrate Chrome extensions that support UDL.

Use Your Core! Implementation of Core Vocabulary thru Augmentative, Alternative Communication

With so many words in our language it is impossible to identify every word that your student might say, but with core vocabulary you do not have to. Vocabulary selection can be a very challenging task, and finding the right vocabulary can often make or break the success of augmentative and alternative communication in the classroom. In this presentation, we will go over the definition of core vocabulary. Participants will be able to identify which type of words fall into this category, and list a variety of AAC tools and strategies to implement while using your core in the classroom.

Outcomes:

1. Participants will define vocabulary specific to AAC and its use.
2. Participants will identify vocabulary selection instruments and techniques to customize core vocabulary.
3. Participants will name implementation strategies for use of core language in the classroom.

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This presentation will discuss the Augmentative and Alternative Communication assessment process, considering the strengths and needs of an individual in order to identify the features of an appropriate AAC system. Assessment models will be briefly discussed and the steps of the assessment process will be outlined. Participants will identify the benefits of matching the technology to an individual's needs rather than matching the individual to the technology.

Outcomes:

1. Participants will list the components of the feature match assessment to support communication.
2. Participants will name three tools to support the AAC Assessment process.
3. Participants will compare and contrast the features of a variety of apps and speech generating devices for communication.
4. Participants will identify three strategies to promote AAC usage during and after the AAC trial.

Technology to Support Evidence Based Strategies for Students with Autism

This fast-paced training will give participants numerous, and practical strategies to support evidence-based practices, as identified by The National Professional Development Center on Autism Spectrum Disorder. The specific areas covered will be video modeling, visual strategies, social narratives and scripting. These practices support behavior, learning, independence and more! Participants will leave with many tools to support these evidence practices through light technology to high technology strategies.

Outcomes:

1. Participants will be able to define 4 evidence-based practices for students with autism.
2. Participants will be able to list 3 resources for creating evidence-based practices for students with autism.
3. Participants will be able to provide 5 benefits of visual strategies for students with autism.