

Introduction to Inclusion and Integrated Therapies in the Classroom

What is Inclusion? Why Inclusion? What makes it work? Who are the necessary players? What does the law say? Discuss and explore the benefits and challenges of Inclusion. What competencies do general education teachers need to successfully include, teach, and support children with varying abilities and/or disabilities? What steps are necessary to make all children learn and have success in the general education classroom? Also discuss how and why to integrate therapies and support services into the general education classroom. Explore the impact of providing these services in natural environments. Key components for making integrated therapies successful for children and teachers will be highlighted. This workshop will focus on supporting children in preschool-6th grade classrooms. Suggested length: 90 minutes.

No Two Children Think Alike...Now, How Do We Teach Them?

Accommodations and Modifications for Students with Diverse Learning Styles

In an effort to include students with disabilities in the regular education program, it is necessary to make **modifications and accommodations** for children to participate in the general curriculum and to be successful in school. Educators will brainstorm to find ways to use the resources of general education more efficiently to contribute to each child's progress. As a bonus, other children with varying learning styles will also benefit from these adaptations...what a wonderful thing! Participating schools will receive a resource manual entitled

Accommodations and Modifications for Students with Diverse Learning Styles as a tool for both Special Education and General Education teachers. This workshop can be presented to two separate classroom audiences, Grades K-3 and 4-8. Suggested length: 60 minutes.

Get Your Act Together!

With the increasing demands placed upon their **executive functioning** skills, today's children are faced with challenges in the **organization and time-management** of their ever-changing world around them. Despite the desire, not to mention the capability to succeed, some students find it daunting to keep up with the demands of producing the end-product, which is typically how achievement is measured in the first place! After reviewing some of the typical behaviors seen in children with executive functioning deficits, we will suggest strategies to help students improve their executive skills. Some practice suggestions for organizing the environment will be discussed. This workshop will also focus on materials with which to implement these strategies as well as tools used to assist with time management skills. This workshop is appropriate for Grades 1-8. Suggested length: 75 minutes.

Differentiating Instruction for Learners

In addition to providing an overview of what **differentiated instruction** is, this workshop covers how to differentiate by content, process, product and the learning environment across a variety of content areas. Drawing on input from classroom teachers, Belle staff will provide examples of how this approach can be implemented in the general education classroom. Through a collaborative approach, educators will create instructional objectives with corresponding differentiated instruction plans. Using this format, teachers will find themselves in a better position to help colleagues problem-solve and fine-tune their present applications. This workshop can be presented to two separate classroom audiences, Grades K-3 and 4-8. Suggested length: 60 minutes.

Speech-Language and Communication Development

How can you identify a “Red Flag” for a speech, language or communication delay without knowing or reviewing typical Speech Language and Communication development? This workshop will focus on the typical milestones for speech language, and communication skills for children and the “Red Flags” for identifying children who may have speech, language and/ or communication difficulties and may benefit from speech-language intervention. This workshop will focus on techniques to use from birth through 8 years of age and can be adapted as needed. Suggested length: 90 minutes.

Language Facilitation Techniques

Are you looking for ways to promote speech and language development in the classroom? Explore how strategies like balanced turn-taking, engineering the environment, visual supports, and asking appropriate questions can be used in your classroom. By using these tools, you will provide children with many positive language models and help them become more effective communicators. This workshop will focus on techniques to use from preschool through grade 4. Suggested length: 90 minutes.

Fine Motor Skills and Development

Explore the stages of fine motor development and signals for possible delays in this area. Discuss foundational skills necessary for learning pre-writing, handwriting and activities to promote the development of these skills. This workshop focuses on skills developed from preschool through 2nd grade. Suggested length: 60 minutes

Practical Classroom Strategies for Sensory Integration Difficulties

Identify signals of sensory integration dysfunction and learn how sensory processing difficulties affect classroom performance. Discover techniques for coping with resulting difficulties in the classroom. Discuss ways to control the classroom environment, schedule and expectations in order to increase students’ success. Explore the possibility of other learning differences or medical diagnoses that may occur along with sensory integration dysfunction. Strategies will be targeted to children from preschool to grade 8 and can be modified for specific audiences. Suggested length: 60 minutes.

Most workshops can be modified into two-parts to accommodate schedules. Please contact the Belle Center of Chicago at 773-878-7868 for more information or to schedule a workshop.

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