

When: July 16-19, 2018

Where: Blythewood High School (10901 Wilson Blvd, Blythewood, SC 29016)

Details: Registration is FREE & lunch will be provided on-site!

For more information and to register, visit: **www.rtpsc.info**

<p>Monday 7/16/18 FULL DAY 8:30-4:00</p>	<p><u><i>Enhancing Social and Emotional Skills in an Early Childhood Classroom: Intro to the Pyramid Model and Tier 1 Strategies</i></u></p> <p>Description: Session participants will review the Center on the Social and Emotional Foundations for Early Learning’s Pyramid Model and learn about tier 1 strategies to enhance social and emotional competencies in young children and prevent challenging behavior. This session will focus on promoting children’s success by building relationships and creating supportive environments, and will engage participants with interactive activities and video.</p> <p>Participants will:</p> <ul style="list-style-type: none"> -describe the relationship between children’s social emotional development and challenging behaviors -describe how challenging behavior serves a function for children -describe the relationship between environmental variables, children’s challenging behaviors, and social emotional development -use descriptive acknowledgement and encouragement to support children’s positive social behaviors -evaluate their work with children related to building relationships and the structure and design of their environment & generate strategies for addressing areas where they need to make changes or improvements.
<p>Tuesday 7/17/18 FULL DAY 8:30-4:00</p>	<p><u><i>Using Tier 2 Strategies from the Pyramid Model to Teach Social-Emotional Skills in an Early Childhood Classroom</i></u></p> <p>Description: Session participants will learn about tier 2 strategies from the Center on the Social and Emotional Foundations for Early Learning’s Pyramid Model to enhance social and emotional competencies in young children and prevent challenging behavior. This session will focus on being more intentional about teaching social-emotional skills and will engage participants with interactive activities and video.</p> <p>Participants will:</p> <ul style="list-style-type: none"> -discuss why it is important to be more intentional about teaching emotional skills -identify strategies for supporting the development of friendship skills -define emotional literacy and identify activities that build “feeling vocabularies” -explain the importance of providing opportunities for children to begin to understand their own, as well as others’ emotions -explore why children need to learn to control anger and handle disappointment & identify strategies to teach anger management -describe the importance of teaching problem solving and identify problem-solving steps
<p>Wednesday 7/18/18 FULL DAY 8:30-4:00</p>	<p><u><i>Supporting Preschool Inclusion Through Embedded Opportunities for Early Learning</i></u></p> <p>Description: Embedded instruction is an evidence-based approach to instruction that supports preschool inclusion. It is a recommended practice in early intervention/early childhood special education (Division for Early Childhood, 2014). Join Dr. Darbianne Shannon and Dr. Crystal Bishop from the University of Florida’s Anita Zucker Center for Excellence in Early Childhood Studies to learn how to use embedded instruction to</p>

	<p>support inclusive early learning environments. This workshop will introduce four key components of embedded instruction and the practices associated with each component. Participants will experience examples of these practices being implemented in preschool classrooms through the use of video, case examples, and interactive application activities. Resources to support back-home implementation will be provided.</p> <p>Participants will:</p> <ul style="list-style-type: none"> -define embedded instruction and explain its four components -explain how embedded instruction can be used to support preschool inclusion -write high-quality learning targets for their students -explain what an activity matrix is and how it can be implemented -identify complete learning trials
<p>Thursday 7/19/18 AM session 8:30-12:00</p>	<p><u>Leadership Strategies for SCPI Teams (Invitation Only)</u></p> <p>Description: This session is for preschool inclusion leadership teams who have previously attended a District Leadership Day event with South Carolina Partnerships for Inclusion. Dr. Jane Everson, teaming consultant, will work with teams to increase their knowledge of evidence-based practices to support successful teaming. Participants will also engage in activities to identify team problems and explore solutions, as well as review and revise their 5-year strategic PATH plans.</p> <p>Participants will:</p> <ul style="list-style-type: none"> - increase knowledge of evidence-based practices to support successful teaming -identify team problems & explore solutions -review & revise PATH strategic plan to maximize effectiveness
<p>Thursday 7/19/18 PM session 1:00-4:00</p>	<p><u>Classroom Strategies for Successful Preschool Inclusion</u></p> <p>Description: High quality inclusive early childhood programs benefit children with and without disabilities, as well as families, educators, and communities. Dana Bennett, a highly effective early childhood teacher, will share tips and strategies for making your inclusive preschool classroom successful! Topics will include:</p> <ul style="list-style-type: none"> -instructional strategies to improve outcomes -building a classroom community of learners to support engagement and behavior management -improving parent communication and family partnerships <p>Participants will:</p> <ul style="list-style-type: none"> -identify instructional strategies to improve outcomes in inclusive early childhood settings -describe how to build a classroom community of learners to support engagement & behavior management -improve parent communication and family partnerships

The Research to Practice Institute is a four-day professional learning opportunity, organized by the Office of Special Education Services, intended to promote improvement in educational and behavioral outcomes for students with disabilities. In 2017, over 180 sessions were offered to more than 1,600 participants including special and general education teachers, related service providers, school district administrators, parents, community organizations, and higher education representatives.

*The 2018 Research to Practice Institute is offered **at no cost** to participants and will include sessions in the following strands: Improving Preschool Outcomes, Improving Achievement Outcomes, Improving Social-Emotional Outcomes, Improving Post-Secondary Outcomes, and Technical Guidance.*