



## WORKSHOP OPTIONS

Imagine a Child's Capacity, LLC is a group of like-minded professionals committed to serving neurodivergent individuals and/or those mental health needs. We are also committed to their families and the professionals who help to support them. Our services encompass people from age 3 through adulthood. We are dedicated to fostering a better understanding of the life experience of these individuals in the hopes that those who support them can come from a place of understanding, affirmation, acceptance and compassion.

All of the trainings listed below can be adapted to meet the individual needs of your group in-person or via internet (live or pre-recorded). Most topics can range in length from a two-hour introduction to two days of more intensive training. Some training topics have pre-requisites. Our trainings are informational, interactive and usually involve some level of hands-on experience.

Training	Category
All About Autism	Autism Spectrum Disorders and Related Disabilities
Assessment and Identification of Autism Spectrum Disorders (in schools)	Autism Spectrum Disorders and Related Disabilities
Autism A-Z	Autism Spectrum Disorders and Related Disabilities
Bringing Autism Supports Home	Autism Spectrum Disorders and Related Disabilities
Building Communication Skills in Individuals Who Are Non-Speaking	Autism Spectrum Disorders and Related Disabilities
Emotional Regulation	Autism Spectrum Disorders and Related Disabilities
Neurotypical Mistakes	Autism Spectrum Disorders and Related Disabilities
Sensitivity Presentations for Peers/Adults	Autism Spectrum Disorders and Related Disabilities
Stress Management for Individuals with Autism	Autism Spectrum Disorders and Related Disabilities
Transition Planning – Making Transitions Easier	Autism Spectrum Disorders and Related Disabilities
Understanding Sensory Regulation	Autism Spectrum Disorders and Related Disabilities
Visual Systems to Support Autistic Individuals	Autism Spectrum Disorders and Related Disabilities
Functional Behavioral Assessment	Behavior
How to Manage When Emotions Get Big	Behavior
How to Use FBA Tools (FAST, Scatter Plot Recording, Time Samplings, etc.)	Behavior
Relationship-Based Behavior Strategies for Parents	Behavior
Using Brain Based Strategies to Manage Meltdowns	Behavior
Lights! Camera! Autism!	Technology
Autism in Pre-School	Education Supports
Creating Supportive Classrooms: Meeting the Mental Health Needs of our Students	Education Supports
Developing Supporting Classroom Environments: Making General Education Classrooms Work!	Education Supports
Just Do It! Understanding, Supporting and Teaching Executive Functioning Skills for your Students	Education Supports
Mindfulness in the Classroom	Education Supports
Promoting Independence Across Environments	Education Supports
Self-Advocacy	Education Supports



Supporting Middle School / High School Students	Education Supports
Supporting Students with Disabilities in Specials	Education Supports
Universal Practices in the Preschool Classroom	Education Supports
Using Visual Supports: A Make and Take Opportunity	Education Supports
Affirmations	Mental Health/Well-Being
Creating Supportive Classrooms: Meeting the Mental Health Needs of our Students	Mental Health/Well-Being
Mental Health and Children	Mental Health/Well-Being
Mindfulness	Mental Health/Well-Being
Yoga, Regulation and Relaxation	Mental Health/Well-Being

## Topic Descriptions:

### **Content Area: Autism Spectrum Disorders and Related Disability Areas:**

#### All About Autism

This workshop will introduce participants to the autism spectrum. It will provide the most up-to-date information, including possible causes, rates, and research. Participants will learn the difference between medical diagnosis of autism and the educational identification of autism. Attendees will learn about common traits of autistic individuals, and explore sensory experiences along with effective support strategies.

#### Assessment and Identification of Autism Spectrum Disorders (in schools)

This training provides information on the identification of autism within the educational setting. Participants will learn the differences between educational identification and a medical diagnosis of autism. Various ways of gathering information for identification are presented, including formal and informal assessment tools, with strengths and weaknesses of each tool being addressed. A checklist that follows the state criteria for autism eligibility is provided and discussed.

#### Autism A to Z

This presentation will give participants an overview of the most up to date information on autism spectrum disorders, including possible causes, rates, and recent research. Presenters provide an overview of possible supports to put in place for individuals on the autism spectrum in a simple A-Z format. These strategies offer clear and effective ways to improve your relationships with and teaching of autistic individuals.

#### Bringing Autism Supports Home

Many affirming and research-based supports for autistic students that may be used in school can make life run a little smoother at home as well. Examine these strategies as they: support transitions, enhance communication, increase regulation and strengthen social understanding.

#### Building Communication Skills in Individuals Who Are Non-Speaking

Participants will be introduced to the critical questions to ask when determining what kinds of visual and augmentative systems to develop to support all levels of communicators. They will interact with various systems, learn the pros and cons of each system, and then demonstrate techniques for teaching the use of those systems across home, school, and community environments. The training will examine where to start when introducing a new expressive communication system to an individual and how to build on communication skills they may already possess.



### Emotional Regulation

Emotional regulation is one's ability to recognize and process emotions as well as one's ability to manage or balance emotional responses. In this training, participants will explore various aspects of emotional regulation and will learn why and how emotional regulation may be difficult for some, including autistic individuals and other neurodivergences. Participants will also examine what behaviors we might see when emotional dysregulation occurs. Strategies for assisting individuals to regulate, recognize, and communicate emotions will be presented.

### Neurotypical Mistakes

Consider the possibility of flipping the typical image of the need for change when supporting autistic individuals. A large amount of time is often spent finding ways to help autistic individuals change their way of being. This presentation is not about how to change autistics, instead it is designed to help "neurotypicals" (like many of us) identify our behaviors that may be difficult or confusing for those on the autism spectrum. With an increased awareness of these "mistakes" we make, we can adjust and modify our own thoughts and behavior to better support the autistic individuals in our lives.

### Sensitivity/Awareness Presentations for Adults and Peers

This workshop will address the rationale behind doing sensitivity and awareness training with staff, family members, and peers who will be or are interacting with autistic individuals. Through the training, participants will learn how to present a variety of activities designed to simulate some of the experiences and challenges of living with an autism spectrum disorder. The workshop will address issues of how to help people treat each other respectfully, diminish bullying, develop compassion for one another, and celebrate differences of all kinds. Participants will have an opportunity to develop presentations of their own to meet the individual needs of their individual situations. We are also available to conduct sensitivity presentations directly in any environment around specific individuals.

### Stress Management for Individuals with Autism

Autistic individuals may experience extreme stress and anxiety throughout their day. This workshop will provide practical and easy to use strategies that can be used to promote emotional well-being. Participants will learn how to use affirmations, deep breathing, cognitive picture rehearsal, guided visualization, and yoga as ways to enhance self-esteem, reduce stress, develop coping strategies, and improve learning.

### Transition Planning – Making Transitions Easier

This session will examine the reason why transitions and change may be so difficult for many neurodivergent individuals. Participants will learn a number of different strategies they can use to help support individuals with upcoming transitions. Participants will have an opportunity to put together transition plans for the individuals they support.

### Understanding Sensory Regulation

Differences in the processing of incoming sensations are reportedly experienced by 70-95% of autistic individuals. This session will include hands-on learning about how autistic individuals may experience the world around them. It will also offer participants a menu of ideas to support regulation and sustained focus at home, school, or in the community.

### Visual Systems to Support Autistic Individuals

Many autistic individuals think in pictures. When we use these types of supports, we are "speaking their language". This workshop presents information regarding the importance of using visual systems for all of us,



but particularly for people living with autism. Ideas for using visual systems to enable communication, to enhance communication, to support learning and performance, and to support independence are presented. Actual systems are available for exploration and time is spent on development of personalized systems.

### **Content Area: Behavior**

#### **Trauma-Informed Functional Behavioral Assessment**

Due to increasing student needs, developing a strong district competency in conducting Functional Behavioral Assessments and implementing related supports for students is critical. This workshop outlines the components required to develop district wide FBA competency. Participants have an opportunity to work through a sample FBA and to apply what they have learned to individual students they support. This training will be based on recent neuroscience including polyvagal nervous system theories.

#### **How to Manage When Emotions Get Big**

Emotions get big for all of us now and again. From many of the students we support, when emotions get big, so do behaviors...they can't find their words to tell you what's wrong, they can't focus to learn and do their work, they can't control their bodies (and sometimes things get broken or people get hurt). What do you do? This workshop will overview some basic yet critical strategies to help manage when the behavior of your students gets challenging. We will explore the roles of relationship, communication, regulation, motivation, visual supports, environmental supports, and supportive response strategies through a nervous system lense. Bring examples of troubling situations you have faced and/or your worries about students you will be supporting. There will be plenty of time for individualized problem solving.

#### **How to Use FBA Tools (FAST, Scatter Plot Recording, Time Samplings, etc.)**

Collecting data helps an educator determine a program's effectiveness. By collecting and analyzing data on a systematic basis, an educator knows when to make changes in both academic and behavior programs. Collecting and analyzing multiple varieties of information about behavior that interferes with the teaching and learning process allows educators to select the most appropriate interventions. This workshop will help participants to understand the wide range of data collection forms and tools used in conducting a Functional Behavioral Assessment.

#### **Relationship-Based Behavior Strategies for Parents:**

In this training, parents will learn how to look for the reasons behind their children's difficult behaviors. (WHY ARE THEY DOING THAT?) We will explore how to support children in ways that are relationship based, age-appropriate, and mindful. (WHAT DO I DO ABOUT IT?) Parents will leave with strategies that they will be able to implement right away with their children. (HOW CAN I DO THIS AT HOME?)

#### **Using Brain Based Strategies to Manage Meltdowns**

Do you know children who get stuck in emotional responses, sometimes leading to meltdowns? Are you feeling stuck with what strategies to use to help them support them in calming down? In this training, participants will receive an overview of brain development in children and the types of neurological and physiological responses that can be activated when children are experiencing a stress response. We will explore and practices Brain Based strategies to use to help children calm and integrate intense emotional experiences.

### **Content Area: Technology**

#### **Lights! Camera! Autism!**



Video modeling! Video social stories! Power Point Social Stories! Power Point Portfolios! Movie clips to teach social skills! Video Practice sequences as memory support! Video Relaxation support! There is no end to the creative support that can be provided through the use of video technology. This presentation, based on the book of the same name, will review the research support for this technology and then introduce ways of using video technology to address skill development, maintenance of skills, transition planning, employment, support staff training, and self-advocacy, all with an emphasis on supporting independence.

### **Content Area: Educational Supports**

#### Autism in Preschool

Due to increased awareness and understanding, more children are being diagnosed with autism spectrum disorders at an earlier age. This training will support individuals to identify characteristics significant to autism as well as begin conversations with families about those observations. In addition, you will learn positive strategies to support a child within the preschool environment, including how to develop meaningful goals, use visual supports, engage through play, implement positive relationship-based interventions and how to proactively support sensory system differences.

#### Creating Supportive Classrooms: Meeting the Mental Health Needs of our Students

Many of the strategies that we currently use to support individual students with mental health needs are easily adapted for use in the classroom setting. Entire classrooms can benefit from adding emotional regulation supports and multi-modal teaching strategies. Participants will learn many functional tools to utilize within the general education curriculum to support ALL students. This training will also provide strategies that can carry over into the home.

#### Developing Supporting Classroom Environments: Making General Education Classrooms Work!

Many of the strategies that we currently use to support individuals on the autism spectrum are easily adapted for use in the classroom setting. Entire classrooms can benefit from adding sensory supports, visual supports, emotional regulation supports and multi-modal teaching strategies. Participants will learn many functional tools to utilize within the general education curriculum to support ALL students.

#### Understanding, Supporting and Teaching Executive Functioning Skills for your Students

The purpose of this course is to help teachers identify specific areas of executive functioning differences in their students and develop the ability to effectively support and teach students who struggle with executive functioning skills. This includes identifying students who struggle with organization, planning, initiation, staying on task, impulse control, emotional regulation and adaptability and resiliency. The educational impact of each of these areas will be explored and discussed. Participants will also have the opportunity to reflect on their own areas of strength and needs for support within the realm of executive functioning skills. Participants will learn teaching strategies and supports that can be used to address executive functioning challenges as it relates to classroom participation and performance.

#### Mindfulness in the Classroom

There is currently much research and attention being paid to "mindfulness" or "being mindful," and the benefits of mindfulness for children and adults. Come explore concepts of mindfulness and how they can be applied in educational settings, including the classroom. Learn some of the benefits that occur when mindfulness activities are built into the day. This is an interactive session, come ready to be playful & try some strategies! Leave with a number of ideas that will be quick & easy to implement in the upcoming year!

#### Promoting Independence Across Environments



When looking at providing support to individuals with disabilities, how do we know how much support is needed and when? Many of the strategies that we currently use to support individuals are utilized in the classroom and within home setting. But are we doing enough? Are we using the supports with a focus on independence and self-advocacy? This training will take a look at providing opportunities to promote a **shared** vision of independence. Knowing what questions to ask and when to ask them is vital in this quest.

### Self-Advocacy

Self-advocacy is a person's ability to communicate their own interests, wants, needs, and desires effectively. In this training, participants will learn the importance of supporting individuals with disabilities in developing self-understanding and self-advocacy skills across grade levels. Specific barriers to developing and using self-advocacy skills will be discussed. Participants will learn about the range of advocacy supports available and how those supports can be personalized so that individuals can successfully advocate for their wants and needs.

### Supporting Middle School / High School Students

Participants will have the opportunity to learn and explore various programming strategies that both research and experience have shown to be the most effective in supporting neurodivergent learners at the Middle and High School levels. Specific areas covered include adolescence, puberty, and transition.

### Supporting Neurodivergent Students in Specials

Often times, in our schools, classes such as Physical Education, Music and Art can be stressful for neurodivergent learners and their teachers. Teachers may feel unprepared to have a student with disabilities in their class and for the students themselves, even just the environments for some of these classes can be challenging. This workshop will help teachers and support staff assist students with disabilities in setting up the environment to be successful as well as promote learning and independence.

### Universal Practices in the Preschool Classroom:

In this training, participants will learn about four core universal practices. The training will examine the practices of: teaching behavioral expectations, having positive relationships, using visual strategies and systems, and teaching social / emotional skills. Throughout the training, learners will get to experience the practices firsthand. They will explore the benefits of incorporating these practices into their preschool classrooms and leave with an understanding of how these practices support the development of all learners.

### Using Visual Supports: A Make and Take Opportunity

Participants will be introduced to the basic components of visual schedules, Social Stories, as developed by Carol Gray, Power Cards (Gagnon, 2001), and other visual supports. They will have the opportunity to be supported in the development of the tools they choose, to personalize them with specific individuals in mind. This personalization of these supports will maximize the effectiveness of using visuals like these to support a wide variety of individuals.

## **Content Area: Mental Health and Well-Being**

### Affirmations

Affirmations have been shown to have the potential of reducing stress, enhancing self-image, and building self-esteem. This training takes a look at using affirmations to support a wide variety of individuals. We will



examine what an affirmation is and will explain what affirmations do. The training will include research on why affirmations might be important to include in your student's day. We will have a number of examples to show how to use affirmations in both high-tech and low-tech ways.

### Mental Health and Children

This training will help you to understand the most common mental health diagnoses identified in children in the United States today. The participants will learn to identify learning characteristics specific to each diagnosis and effective ways to support students with mental health concerns in the classroom setting.

### Mindfulness

Science is now showing us that the practices of mindfulness (including yoga and meditation) can create changes in our brains; having a powerful positive effect on our overall health, well-being and happiness. This session will give you an opportunity to begin or extend your practice by introducing you to a few basics of both mindful breathing and mindful moving, with information on direct application to the people you support in your jobs. You will see and experience how these practices can help with finding focus and maintaining calm states as well as how to use them to help manage upsets and dysregulations. Wear comfortable clothes, bring an open and curious mind, and be prepared to experience and enjoy!

### Yoga, Regulation and Relaxation

Being able to stay regulated and manage one's attention is critical to all forms of learning and to being able to be a successful member of any kind of a community. Different learning styles and different sensory and movement systems can make this very challenging for many. This workshop presents some of the latest research around stress management and regulation that will help both you and your students better manage and engage with the ever-changing world in which we live. Participants will be invited to participate in a variety of mindful movement and breathing activities to experience how these strategies can positively impact the students we support, and ourselves! Activities are ones that are easily connected to the general education curriculum yet can be adapted for learners of all types. You will learn how to help students become more focused through movement and awareness and to cope with stress. Come dressed comfortably and prepared to have fun!