



# Oklahoma Parents Center

Statewide Parent Training and Information

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*Advocating for Children with Disabilities to Build a Better Future*



## **HOW TO SCHEDULE A WORKSHOP FOR YOUR GROUP IN 5 EASY STEPS**

1. Contact the OKLAHOMA PARENTS CENTER, INC. (OPC) toll-free at 877-553-4332 or [info@oklahomaparentscenter.org](mailto:info@oklahomaparentscenter.org) to schedule a date and time.
2. Decide on a workshop topic from the list below or we can help you pick.
3. Pick a place to hold your workshop (free places are the best. Check with your library, school or Chamber of Commerce Building).
4. Get the word out. The OPC staff will help you with flyers and ideas.
5. Sit back and enjoy the workshop, gain knowledge, confidence and skills.

The **OKLAHOMA PARENTS CENTER** staff will be glad to assist you in selecting a workshop topic. We will help you get the word out, and help locate a place to hold your workshop. Best of all, we bring all of the necessary materials and handouts.

### **TRAININGS OFFERED BY THE OPC:**

#### **Basic Rights in Special Education**

Describes the State and Federal laws that affect special education in Oklahoma and offers an overview of parents, rights, and responsibilities. This workshop focuses on how to access special education and related services for children with disabilities.

#### **Section 504 of the Rehabilitation Act of 1973**

Section 504 has been called the Civil Rights Act for people with disabilities because it prohibits discrimination against them, thereby protecting their civil rights. Participants are provided with information on what the law means and how it affects children with disabilities. Parent/student rights in identification, evaluation, placement, and an accommodation plan are explored along with a comparison of how this law relates to other laws protection children with disabilities. This workshop holds special importance for those interested in helping students who do not qualify for special education services under the Individuals with Disabilities Education Act (IDEA).



### **Transition from Early Intervention to School**

Provides participants with information on the scope of supports and services necessary to design and implement an efficient and effective transition to school. The workshop focuses on communication skills, problem solving, and team building strategies. An overview of the transition process is given and the differences between early intervention and the public school systems are explained.

### **Transition from School to Adult Life**

Provides participants with information to help plan for the transition of students with disabilities to adult life. The workshop explores the rationale for transition planning, regulatory issues who's involved in the planning process and developing the IEP/Transition Plan. Information is also provided on resources available and some of the major areas to consider in transition planning.

### **Communication Skills**

Provides participants with tools for interacting more comfortably and effectively with each other. The workshop focuses on using positive language, active listening techniques, and strategies for communicating clearly and respectfully.

### **Individualized Education Program (IEP)**

Designed to provide participants with basic information on the IEP process and product and to help promote the meaningful participation of all IEP team members. The workshop covers the process from referral to writing the IEP to the annual review.

### **Positive Behavior Planning**

Introduces families to a new way of thinking about their child's behaviors and about the need to advocate for behavioral instruction. This workshop introduces and provides an overview of the concepts of functional behavior assessment and positive interventions. It is not designed to teach how-to skills in these areas.

### **Bullying Prevention & Solutions**

Learn how to prevent the most common form of violence for school age children. Learn how to recognize and prevent bullying violence in schools; learn intervention strategies to reduce bullying problems by 50% or more by year 2; learn what classroom teachers, staff, administrators, school boards, safe school committees, parents, students, and community decision-makers, can do to have a productive school where everyone is safe to learn.