California Department of Education's After School Programs Office

Funds three programs that provide academic assistance and enrichment programs for at-risk youth before and after the regular school day.

- After School Education and Safety (ASES) Programs that are state funded.
- 21st Century Community Learning Centers (21st CCLC) Programs that are federally funded.
- 21st Century High School After School Safety and Enrichment for Teens (ASSETs) Programs that are federally funded.
The California Department of Education and the After School Programs Office

- Are committed to the inclusion of students with special needs in the programs it funds.

and

- Funds the **After School Inclusion Project** to support staff in our programs to acquire the knowledge, skills, abilities, and attitudes to be successful in including students with:
  - Individualized Education Program (IEPs)
  - 504 Plans
  - Students who have needs that do not fit these categories.
After School
Inclusion Project Initiatives

- Technical Assistance
- Inclusion Advisory Committee
- California After School Resource Center
  Special Needs Resources
- Training
- Inclusion Quality Self-Assessment Tool
- Strategic Planning
In This Training You Will:

- Learn where to find training materials on the CASRC Web site.
- Gain tips and tools for delivering brief training to your staff.
- Learn about a common disability and useful strategies for staff and student success.
- Practice delivering training with your peers.
- Identify next steps for your program.
Trainings

- **Autism**
  - Part 1 – Background and Characteristics
  - Part 2 – Environmental Strategies
  - Part 3 – Instructional Strategies

- **Attention Deficit Hyperactivity Disorder**
  - Part 1 – Background and Characteristics
  - Part 2 – Characteristics and Strategies

- **Building Positive Relationships with Parents**
  - Part 1 – Relationship Building Strategies
  - Part 2 – Strategy Action Plan
Training Format

- Goal(s)
- Materials and Preparation
- Training Plan
Training Format

- Follow-up Activity
- Resource(s)
Training Format – Handouts

- May be training content
- May be Follow-up Activity
Good Facilitators, Effective Trainings

- Know that adults, like children and youth, learn in different ways: listening, practicing, talking it through, note-taking, reading.

- Use a variety of groupings for participation: pairs, small group, whole group, individual.

- Recognize the experience and knowledge in the room. Pose questions to the group, and when someone asks a question, turn it back to the group. People learn from each other.

- Follow ideas and concepts with practice and reflection on the experience.
Good Facilitators, Effective Trainings (cont’d)

- Keep it real. It’s not about abstract ideas, it’s about practice, and everyone doing their best working with kids. Take the time to plan for putting learning into action. Then follow-up.

- Tune into reactions and feedback seriously. If the sessions are not useful, it will be a waste of time. Revise and regroup as needed so professional development sessions make a difference on the ground, with the kids.

- Keep on track. Time is valuable. Everyone needs to feel it’s well spent. Use a “parking lot” list for issues or questions to revisit.
Training Is A Skill...It Is Learned

- Learning to be a good trainer takes time, you don't have to be perfect.
- If you are not an experienced trainer, be patient with yourself.
- Practice will allow you to build skills and you may find training a fun and creative process.
- Seeing the "lights go on" when you train and hearing feedback from your staff when what they have learned is working is very professionally and personally satisfying.
- Enjoy the process.
Training Preparation Time!

- Create groups of 4 people
- Independently read ADHD – Parts 1 & 2
- Decide which
  - person will be the trainer for ADHD – Part 1
  - person will be the trainer for ADHD – Part 2
  - two people will think about a student with whom they have worked and (pretending to the best of their ability) complete the Student Observation Activity in ADHD – Part 1
- Prepare your assignment (10 minutes)
Training Time!

- ADHD – Part 1 Training
- When done, discuss experience as a small group
- Select a speaker for whole group feedback
- Whole group feedback, comments or questions
Training Time!

- ADHD – Part 2 Training
- When done, discuss experience as a small group
- Select a speaker for whole group feedback
- Whole group feedback, comments or questions
Next Steps

Following this training…

1. I will share what I have learned from this workshop at my site(s) by:

2. What are the next steps to implement these trainings in my program?

3. How will I know if I have been successful?
Welcome

The California After School Resource Center (CASRC, "cas-rac") provides access to a comprehensive set of reviewed materials, resources, tools, and supportive services for after school programs. Browse through the resources and register on-line to borrow materials from the library, with free delivery in California.

CASRC is administered for the California Department of Education.

To be eligible to borrow after school resources, receive the CASRC print catalog and In the Loop newsletter.

Select after school topics for which you want to receive E-updates from CASRC.

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Thank you for Participating!

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Inclusion Training in 10-20 Minutes
Trainings designed for site supervisors to deliver to line staff.

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Find all of these inclusion resources and more on the California After School Resource Center Web site!

http://www.californiaafterschool.org

**Inclusion Quality Self-Assessment Tool**

This tool will assist you to:

Assess your program’s progress on inclusion by determining how you are doing on 31 quality indicators in 7 domains.

Identify the policies and practices at your program site that deserve kudos and share these successes with your school, parents, community, Local Educational Agency and After School Regional Lead Team.

**Create a “Quality Improvement Action Plan” by asking:**

- What will we do?
- When will it be accomplished?
- Who is responsible?

**Identify technical assistance and training needs by asking:**

- What do we need?
- Who can provide it?
- When will it happen?
- Who will follow-up?

The After School Programs Inclusion Project is administered by the CalSERVES Project at the Napa County Office of Education for the California Department of Education’s After School Programs Office.