Respite Provider Training Opportunities
Update March 2026

G.E.A.R. Parent Network

- **Building Stronger Families Through Effective Communication – Monday March 24th 5:30-7:30pm – In Person Only- Free**

Effective communication skills are vitally important for thriving family relationships. Using tools such as non-violent and non-verbal communication can improve our ability to resolve conflicts that arise and strengthen bonds within families. As parents, we can master these skills and model them for our children. Join us in learning the various strategies that are at the heart of good communication. Register by going to gearparentnetwork.org and clicking on Trainings.

Autism Speaks

- **VCU Autism Center for Excellence Webinar: Smartphones and Tablet as Cognitive-Behavioral Aids in Autism- Webinar available anytime.**

Smartphones, PDAs and tablet computers can be powerful tools for managing cognitive-behavioral challenges experienced by people with autism. They can be easily customized to support just-in-time activity cueing, task-sequencing, wayfinding, communication assistance and behavioral coaching, among other uses. This presentation examines consumer platforms, applications and strategies for implementing individualized cognitive-behavioral suites, providing real life case studies, practical examples and outcome measures to assure success.

Attendees will be able to:

- discuss the pros and cons of various handheld platforms as cognitive-behavioral assistive technology
- select from a variety of handheld applications and adaptations that have proven useful as cognitive behavioral
- consider strategies for developing individualized suites of adaptive tools and assuring their use by consumers with autism.

To register, go to autismspeaks.org and click on “Help & Information”, then choose “Information” and type technology in the search bar. This Webinar is almost at the bottom of the page.

Maine Health

Currently the following webinars are available to watch anytime. Go to Mainehealth.org. Click on "Care & Services" and then choose "webinars"

Anxiety

Simple Strategies from Cognitive Behavioral Therapy for Youth with ASD
Presented by Kim Loika-Smith, LCSW

Understanding Behaviors: A Closer Look at Your Child's Anxiety
Presented by Kimberly Loika-Smith, LCSW, and Christine Dub, Ph.D.

Behavior

Behavior: Positive Behavior Interventions & Supports
Presented by Lindsay Payeur, Behavior Analyst

Emotion Regulation and its Implications
Presented by Adam Golonka, PsyD, BCBA-D, & Kate Hallissey, LCSW

What is Applied Behavior Analysis (ABA)?
Presented by Colleen Foley-Ingersoll, M.Ed., BCBA

Structuring the Environment Using Activity Schedules
Presented by Colleen Foley-Ingersoll, M.Ed., BCBA

Communication

Utilizing Functional Communication Strategies
Presented by James Livengood, MS-CCC, SLP

Using Visual Supports
Presented by James Livengood, SLP and Kristin Reed, SLP

How to Support Your Child's Social Skills Development
Presented by Carlie Geiger, M.S. CCC-SLP

Depression

Depression in Autism Spectrum Disorders and Developmental Disorders
Presented by Danielle Sipsock, MD

Early Intervention

Early Intervention – Managing Challenging Behaviors
Presented by Lucy Lambert, M.Ed., Kristin Reed, MS-CCC, SLP

Unpacking the Diagnostic Process of Autism
Presented by Courtney Walter, Ph.D.

Family Support

What is Case Management?
Presented by Carissa Cavallaro, LCSW & Brooke Hamlin, LMSW-CC

Supporting Your Child During the Holidays and Breaks
Presented by Lindsay Payeur, MS, BCBA

7 Simple Strategies to Support Siblings
Presented by Emily Holl, Director of Sibling Support Project

Autism & Safety Issues: A Guide for Community Members & Families
Presented by Cathy E. Dionne, Executive Director for the Autism Society of Maine

Understanding the RUBI Curriculum: An Evidence-Based Caregiver Training
Presented by Lindsay Payeyr, MS, BCBA

Sibling Panel: An Interview with Adult Siblings
Panelists: Emily Wasina, Faith Goldsmith, and Kylie Gray.

Combating Burnout, Building Resilience
Presented by Kate Hallissey, LCSW.

Medication

Autism and ADHD
Presented by Dr. Brendan Myers

Supporting Development

Navigating Interpersonal Relationships
Presented by Christine Dub, PhD, BCBA

Supporting Growth & Development: An Intro to Puberty & Sexual Health for the ASD/DD Population
Presented by Christine Dub, Ph.D, BCBA

Supporting Independence in Activities of Daily Living
Presented by Rachael Siegel-Berele, MS OTR/L

Transition to Adulthood: Changes in Service Delivery System
Presented by Carissa Cavallaro, LSCW, Julie Claffey, LSW, & Jennifer Fricke, BA

A Panel Discussion: Transition to Adulthood
Presented by Carissa Cavallaro, LCSW, Julie Claffey, LSW, & Jennifer Fricke, BA

Vocational Services at MaineHealth
Presented by Jennifer Kimble, MS, CRC

Nutrition & Healthy Weight Management
Presented by Carrie Gordon, MD

Physical Activity and Autism: How to Improve Quality of Life and Health
Presented by Sarah Hoffman, DO FAAP and Michele Labotz, MD, FAAP, FACSM

UPDATED November 2025

Training Opportunities for Respite Providers

Found at the National Sensory Network website under "Courses"

Always available online course- free

"Discover Sensory Processing and Integration"

Explore the eight sensory systems, understand sensory processing differences, and discover their impact on daily life in this free short course.

Discover the fascinating world of sensory processing and integration in this engaging introductory-level course. You'll learn about the eight sensory systems and how sensory processing differences can shape behavior and everyday experiences. This is your chance to deepen your understanding of sensory challenges and their impact on people's daily lives. Start your journey toward a more informed and empathetic perspective on sensory processing differences today.

Free Online Course – https://www.nationalsensorynetwork.org/collections?page=1

All of the following is located at The National Child Traumatic Stress Network. The trainings are all in Webinar format and in order to access the webinars, you must create an account with The Learning Center for Child and Adolescent Trauma. The Learning Center for Child and Adolescent Trauma is an online resource for professionals and families who want to learn more about child traumatic stress. Trainings/courses are free.

New users can create a free account online by visiting https://learn.nctsn.org/register.

****Grounding a Teen Experiencing a Flashback**

Introduces Isabella, an 18-year-old young adult with PTSD and a regular client of Dr. Gilda Rodriguez, has an intense dissociative reaction after a loudly slamming door triggers a flashback. Dr. Rodriguez helps Isabella cope with her flashback by engaging in a variety of grounding techniques and guides her to recognize the crisis as a trauma-related reaction to an unexpected reminder of witnessing the gun-related death of a close friend. This enables Isabella to process feelings of fear and grief while regaining a sense of being safe in the current moment. In the Case Conference after the session, Dr. Rodriguez talks with colleagues and the social work supervisor at a respite house where Isabella resides. Dr. Rodriguez describes her observations and responses to the intense dissociative reaction experienced by Isabela. Parallels are identified between the grounding techniques Dr. Rodriguez used and the informal but equally important ways in which the social worker interacts with Isabella on a day-to-day basis.

****Building Resilience in Families Contending With Intellectual and Developmental Disabilities**

Introduces the FOCUS Family Resiliency Program, a brief evidence-based intervention that is among the most widely disseminated family-based programs for military populations, and will discuss general issues in adapting it with families who have a child with intellectual and developmental disabilities (IDD). This webinar discusses overall considerations in working with families and children with IDD, as well as how they may apply to the administration of FOCUS. This will be illustrated with a case description in which the FOCUS Program was adapted for a military family with a teenage daughter diagnosed with autism. The intervention was conducted several years after father's deployment and during a period in which the family reported high levels of distress. We will discuss ways in which the family benefitted from the protocol, as well as what adjustments to the FOCUS modules proved effective in working with a child on the spectrum.

****Youth Responses to Complex Harm and Collective Healing When Coping with Community Violence**

Explores how young people respond to community violence and the lasting effects of marginalization and hate-based trauma. This webinar discusses creative strategies to help youth process these challenges and build resilience. It offers effective practices that support young people in overcoming these ongoing traumas.

****The Intersection Between Multi-Generational Developmental Trauma and Contextual Trauma**

Introduces Miguel, a 17-year-old with a history of truancy, fighting, and multiple arrests since the age of 14— around the time his mother passed away from cancer. He lives with his grandmother and siblings and occasionally sees his father, who lives out of state. Recently, during COVID-19 pandemic restrictions, Miguel was arrested for public intoxication and resisting arrest. His previous therapist of several years has transitioned out, and he is struggling to make a real connection with his new therapist.

****Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma**

Provides clinicians with the foundational knowledge to adapt their practices and provide trauma-informed care to children with IDD. This series presents on children with intellectual and developmental disabilities (IDD) and their experiences of traumatic events at a rate that is at least equal to their typically developing peers and are at increased risk for some types of traumatic events, with serious negative impacts. It is estimated that, in the US, one in six children has a developmental disorder, including intellectual disability, autism, and other genetic and brain-based conditions.

****Understanding and Addressing the Needs of a Vulnerable Population**

Addresses basic issues in trauma-informed care for children with IDD. Presenters provide an overview of the challenges and strengths these children often present as clients (and the benefits and challenges of working with them), types and causes of IDD, diagnostic and assessment issues, and practical suggestions for tailoring evidence-based treatments. The discussion also includes particular concerns about the effects of the COVID-19 pandemic on this population.

****The Rhythm Is My Blanket: Race, Understanding, and Clinical Care**

Introduces Fareed Rogers, a 17-year-old patient at a psychiatric hospital, who has a history of violent behavior. Dr. Samuels, a child and adolescent psychiatrist, with expertise in violence and trauma, has been brought in to evaluate Fareed, and determine if he should be transferred to a high risk unit for adults. Excerpts from this session will be shared in an audio format, followed by a panel discussion of experts, another audio expert, and final round table discussion that includes audience questions.

****Separation, Immigration, and Developmental Trauma in the Lives of Children and Families**

Shows Soledad, a 14-year-old girl who has recently been released from her first psychiatric hospitalization after an attempted suicide. Soledad is the oldest of five children. Currently, she lives with two of her siblings in a foster home while her other two siblings were sent to a different home. Soledad's mother was detained by ICE after physically attacking Soledad during what seemed to be a psychotic episode. Soledad is worried about her mother and her two younger siblings, whom she has not seen since they separated. This is Soledad's first session scheduled by her welfare worker.

****Mental Health, Trauma, and Health Disparities Confronting Boys and Men from Communities of Color**

Features Dr. Wizdom Powell, an artist, Director of the Health Disparities Institute, Associate Professor of Psychiatry, and Senior Consultant for the Center for the Treatment of Developmental Trauma Disorders at UConn Health, who has worked to reduce health disparities and promote wellness by boys and men from communities of color. During this segment, Dr. Powell will describe the impact of chronic exposure to developmental trauma on

young Black men and share how intergenerational trauma has affected them, and their families and communities. She will highlight creative pathways that can be considered to promote healing.

****The Resilience of Youth: The Impact of Developmental Trauma, COVID-19, and Beyond**

Introduces Angel Cooper, Matthew Bump, Weimy Montero, and Marcell Paige, four amazing young adults who will talk about their experiences and thoughts on resiliency. They will reflect on their goals, challenges, healthy coping styles, and hopes for the future. The participants reflections will give us an inside look at resilience and how it can impact developmental trauma. Dr. Rocio Chang will moderate live commentary with Drs. Mandy Habib, Cheryl Lanktree, Monique Marrow, and Isaiah Pickens. In this live commentary, the experts will talk about the

importance of having open conversations with young adults as well as how to listen to their own reflections and reactions while these conversations are taking place.

****How Race, Ethnicity, Culture, and Identity Impact Treatment of Trauma**

Presents five expert trauma therapists about their experiences and reflective processes while working with children and families who have experienced developmental trauma and come from complex backgrounds in terms of race, ethnicity, culture, and identity. In addition, Dr. Rocio Chang moderates commentary with Dr. Maureen Allwood, Dr. Ernestine Briggs-King, and Dr. Russell Jones. They will talk about the importance of open conversations related to the roundtable topics as well as the impacts of recent events that have brought racism to the forefront.

****Two Mothers, One Daughter, and an Intergenerational History of Developmental Trauma**

Focuses on meet Penny and her adopted mother, Jan, who are in an emergency session with Dr. Ford. Penny was sent home from school for assaulting another child.

****Engaging Families in Affirming Trauma-Informed Care for LGBTQ Children and Youth**

Outlines techniques for engaging families in affirming treatment and care of their LGBTQ youth, including a review of strategies used within the Family Acceptance Project (FAP) with founder Caitlin Ryan. FAP, a research-based prevention and intervention initiative, uses a culturally grounded framework to help diverse families support their LGBTQ children with decreasing health and mental health risks and promoting well-being.

****Attachment, Development, Trauma, and Socio-Cultural Responsive Interventions for Young Children**

Provides a basic overview of the intersection of early childhood development (0-5), attachment and trauma in young migrant children. The presenters will discuss developmentally, trauma and socio-culturally informed interventions and engage the audience in reflections about best practices and practice-change with this population.

****Culture, Development, Trauma, and Socio-Cultural Responsive Interventions with Youth Ages 7 and Older**

Defines traumatic separation and grief and outlines the developmental impacts on youth. Additionally, participants will learn how to be responsive to the cultural and linguistic needs of youth. Participants will learn children’s common fears and perceived threats to safety

experienced by youth exposed to traumatic events as well as culturally responsive strategies for staff to use when working with youth.

****Defusing Violence and Facilitating Recovery from Profound Dissociation**

Depicts a mother and her teenage daughter who have experienced severe family violence by an ex-husband/father in the past become embroiled in an intense verbal argument that escalates into sudden physical violence. Their therapist attempts to mediate the disagreement while not siding with either mother or daughter, and then must help the mother recover from shock and dissociation while simultaneously helping the daughter not run away and stay present in the room. Mother and daughter go through a complex series of emotional reactions (anger, fear, guilt, shame, grief) with the help of the therapist, and are able to make the shift from experiencing a flashback of violence to reconnecting with one another based on their core relationship.

****Understanding and Working with Dissociative States**

Presents Adam, a 15-year-old Caucasian male who grew up in the suburbs outside of Chicago with his mother, father, and two sisters. His family is pretty well off financially and he and his siblings all attend private school, have personal tutors, and enjoy horseback riding and soccer. For years, Adam was excelling in school and was a star soccer athlete. Unbeknownst to his parents, Adam was sexually assaulted a year ago by his female tutor Amber, who was 19 at the time. Following the assault, Adam began to struggle in school and behaving in uncharacteristic ways. His pediatrician referred him to a therapist, with whom he eventually entrusted the information about being assaulted. About one year later, Adam reported to his therapist that he was hearing voices telling him to kill himself. Over several weeks Adam became increasingly anxious and sad and began to experience auditory hallucinations telling him to either hang himself or jump out a window. On one occasion went to the roof of a building and looked down thinking he might jump. He told his therapist who arranged a psychiatric hospitalization.

****Traumatic Separation in the Child Welfare and Kincare Systems**

Provides a brief overview of the definition and impact of traumatic separation. Speakers will discuss the importance of understanding traumatic separation when working with youth in the foster and kincare systems. Potential strategies to reduce the impact of traumatic separation for this population will be addressed. Participants will have an opportunity to share innovative products or processes being implemented in their communities.

****Trauma and Distress Across Generations**

Depicts a moment when Rose initially directs her feeling of being victimized toward her therapist. Rose expresses that therapist's contact with her mother and school has increased the stigma and vulnerability she feels, and her sense that she's not getting the support she needs. Rose sees the therapist as responsible for greater distress for both herself and her mother. This

is a critical turning point in treatment, which illustrates the complexity of developmental trauma and raises questions as to whether the therapeutic relationship can be repaired. The therapist attempts to balance concerns of trust and safety in the context of Rose's culture and the impact of developmental trauma across generations.

****A Spirited Conversation About PTSD and Developmental Trauma Disorder: The Pros and Cons**

Presents trauma experts debating and exploring the pros and cons of adopting a formal Developmental Trauma Disorder (DTD) diagnosis. Polyvictimized youth develop a broad spectrum of psychopathologies, with a number of complex comorbidities which can present unique diagnostic and treatment challenges. The importance and relevance of including both DTD and PTSD diagnoses into existing diagnostic systems, along with key considerations, will be discussed.

****Traumatic Separation in Children and Adolescents**

Describes the impact of traumatic separation, attachment, and attachment disruption on children and adolescents. This webinar shares the perspectives of being involved in the child welfare system, including clinicians, former foster youth, along with a biological and foster parent, as well as discusses supporting foster or adoptive children and youth who are coping with traumatic separation in out-of-home care and the impact of traumatic separation on birth parents. Speakers include: Judith Cohen, Matt Kliethermes, Diane Lanni, and Amnoni Myers.

****Care Approaches to Traumatic Stress in Children with Chronic Health Conditions**

Offers information on integrated care approaches to supporting children and families dealing with traumatic stress and chronic health conditions. This webinar series includes the perspectives of clinicians, healthcare providers, and parents.

****Safe Places, Safe Spaces: Creating Safe and Welcoming Environments for Traumatized LGBTQ Youth**

Discusses the *Safe Places, Safe Spaces* video product. This webinar provides information on how LGBTQ youth experience trauma at higher rates than their straight peers, common traumas experienced by these youth, including bullying, harassment, traumatic loss, intimate partner violence, physical and sexual abuse, traumatic forms of societal stigma, bias and rejection, and the need for professionals to recognize and meet the needs of traumatized LGBTQ youth.

****Supporting Caregivers of Youth with Substance Use Problems Affected by Trauma**

Provides a picture of the challenges experienced by families caring for youth with trauma and substance use. This webinar addresses the effect of trauma and substance use in the context of

the family; offers information on promising practices, supports, and resources for families; identifies ways in which trauma and substance use are linked for youth and families; discusses the effect of youth substance use and family trauma on family functioning; and gives promising practices, supports, and resources for families.

****The Role of Trauma Among Families Struggling with Substance Abuse**

Offers perspectives on the intersections between trauma, caregiver substance use, parenting, and prenatal substance use exposure.

****Understanding the Intersection Between Cyberbullying and Trauma**

Focuses on understanding the intersection between cyberbullying and trauma

****Childhood Traumatic Grief**

Discusses various topics related to childhood traumatic grief. This webinar series offers information on common reactions after loss, as well as responses that are more severe, prolonged, and interfere with a child's functioning.

****Child Sexual Abuse**

Addresses the response to child sexual abuse. This webinar series provides information about special populations, secondary traumatic stress among providers, and collaborations with the media, among other topics.

****Trauma and Resilience in Children: Practical Lessons**

Addresses four aspects of resilience. This webinar defines resiliency and discusses why it is important to understand resilience by highlighting research findings and showing how to adapt a resilience framework to practice.

****Impact of Trauma in Very Young Children**

Defines trauma in the early years and discusses the sources of traumatic events. This webinar describes the impact of trauma on a child's early development and discusses the role caregivers play in a child's response to trauma, as well as treatment goals when treating both child and parent. Best practices for assessment of young children are also presented.

****Impact of Trauma on Early Brain Development**

Synthesizes research and clinical knowledge about typical brain development and the high impact that the stress response has on the developing brain. This webinar highlights the clinical application for clinicians and other professionals who work with traumatized children.

****Developmental Impact of Childhood Trauma**

Explains how trauma, especially repeated interpersonal trauma such as sexual or physical abuse, affects a child's developing brain

As of August 2025

Free Online Trainings Available Anytime

Alison Education Network

https://alison.com

"Establishing Discipline and Rules for Children"- 3 to 4 CEU hours

https://alison.com/course/establishing-discipline-and-rules-for-children

Discover strategies needed for teaching children rules and establishing discipline in this free online course.

This course offers a valuable opportunity to explore the principles of establishing rules and discipline with young children. It will introduce key activities necessary from early childhood to establish clear rules and effective discipline. Educators and parents will gain a deeper understanding of strategies for setting rules, which will enable them to guide children more effectively and teach them to respect boundaries.

"Early Childhood Discipline and Boundaries"- 4 to 5 hours CEU hours

https://alison.com/course/early-childhood-discipline-and-boundaries

This free online child psychology course explains the importance of discipline and setting boundaries in children.

This child psychology course explores the positive and negative aspects of children's discipline including developing good discipline in early childhood. We discuss the role of boundaries in children and the surprising reasons why kids misbehave. We also focus on the development of disciplining kids with positive and negative consequences. This course will answer questions like "How to discipline toddlers using time-outs?"

Conscious Discipline

https://consciousdiscipline.com/

"Guiding the Most Challenging Children" video - 1 hour CEU
https://consciousdiscipline.com/e-learning/webinars/guiding-the-most-challenging-children/

"Handling Everyday Upset, Tantrums, and Teaching Social Skills" video- 2 hours CEU
https://consciousdiscipline.com/e-learning/webinars/handling-everyday-upsets-tantrums-and-teaching-social-skills/

"Conflict Resolution & Assertiveness with Older Children" video- 1 hour CEU
https://consciousdiscipline.com/e-learning/webinars/conflict-resolution-and-assertiveness/

"Proven Success Strategies for Children with Special Needs" video- 1 hour CEU
https://consciousdiscipline.com/e-learning/webinars/proven-success-strategies-for-children-with-special-needs/

"Three Vital Steps to Successful Routines" video- 1 hour CEU
https://consciousdiscipline.com/e-learning/webinars/three-vital-steps-to-successful-routines/

"Seeing Conscious Discipline In The Home" video - 1 hour CEU

https://consciousdiscipline.com/e-learning/webinars/seeing-conscious-discipline-in-the-home/

Power of Perception with Dr. Becky Bailey (1 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-perception/

Power of Unity with Dr. Becky Bailey (2 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-unity/

Power of Attention with Dr. Becky Bailey (3 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-attention/

Power of Free Will with Dr. Becky Bailey (4 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-free-will/

Power of Love with Dr. Becky Bailey (5 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-love/

Power of Acceptance with Dr. Becky Bailey (6 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-acceptance/

Power of Intention with Dr. Becky Bailey (7 of 7) video - .5 hour CEU

https://consciousdiscipline.com/e-learning/webinars/power-of-intention/

Suicide Prevention Resource Center

https://sprc.org

*Click on "Training", then select "Online Courses" and select trainings from the following options:

Safety Planning for Youth Suicide Prevention
Develop knowledge and skills in using the Stanley-Brown Safety Planning Intervention when working with young clients at risk of suicide.

Locating and Understanding Data for Suicide Prevention
Explore sources of data that can help provide an understanding of suicide nationally, in your state, and locally.

A Strategic Planning Approach to Suicide Prevention
Identify and prioritize suicide prevention activities through strategic planning to maximize impact in your community or setting.

Also at Suicide Prevention Resource Center
https://sprc.org
*Click on "Training" and then select "Micro-Learning Lab" and select trainings from the following options:

Collaborating on Safety Plans- This brief video describes strategies for developing a safety plan in collaboration with someone who is at risk of suicide.

Lived Experience: What It Is and How to Include It- Watch this brief video to learn what "lived experience" is and how partnering with people with lived experience can guide service design and delivery.

The Patient Safety Screener: A Brief Tool to Detect Suicide Risk- Our new seven-minute video describes the PSS-3, a tool developed by the University of Massachusetts Medical School.

Effective Suicide Prevention: This video provides a brief overview of SPRC's Effective Suicide Prevention Model to help you carry out suicide prevention efforts that are most likely to be effective.

University of Maine System

Professional Development and Resources - Maine Access to Inclusive Education Resources - University of Maine – http://umaine.edu/maier/resources/professional-development-and-resources/ (after typing in this link, click on Professional Development Modules-Asynchronous and Online and select trainings from the list). In the training there is and registration link. Once the registration has been completed a link will be sent to you to access the training with.

De-escalating Challenging Behaviors

This module is designed to provide professional learning in the cycle of escalating behavior. Participants will learn the 7 phases of escalation and the adult strategies that promote de-escalation for the student, as well as strategies adults can use to help increase the odds of staying calm. Participants will be guided through how to develop an individualized de-escalation or safety plan to promote the implementation of evidence-based strategies and positive behavior supports. This module is based on the research of Geoff Colvin and Terry Scott who wrote, *Managing the Cycle of Acting-Out Behavior in the Classroom,* Second Edition.

Over five parts or modules, University of Maine PBIS Initiative Coordinator Courtney Angelosante will guide you through these topics and more. Upon completion of this training, you will be eligible to receive 3 contact hours

MAIER Professional Development Series - Maine Access to Inclusive Education Resources - University of Maine – http://umaine.edu/maier/trainings/maier-professional-development-series/ (after typing in this link, click on one of the training choices listed and highlighted in gray under "workshops and webinars" and you will be taken to a page with a link to watch pre-recorded trainings. You will receive credit after each session is viewed.

Developing Social Connectedness: A key component to successful inclusion

Speaker: Terese Dana, M.S., BCBA

Session Description: An essential goal for participation in an inclusive classroom setting is the opportunity for students with ASD to develop social connectedness with their peers. Teachers and support staff can play a significant role in preventing a student from becoming socially isolated. In this workshop, you will learn ways to naturally motivate both autistic and non-autistic students to engage in collaborative activities that promote positive experiences and lay the groundwork for building meaningful social connections. This session will introduce

participants to specific strategies, tools, and video modeling techniques to improve social interactions and the modeling of interactive activities. 3 Contact hours can be earned upon completion of this workshop.

The Incredible 5-point Scale Extended Version

Speaker: Kari Dunn Buron, M.S., Autism Education Specialist/Author

Session Description: Over the past ten years, there have been unprecedented advances in neuroscience related to social behavior and emotional regulation development. These advances include information about social awareness, social attention, self-awareness, self-management, and self-control. This new research documents that these skills are brain-based, but emerging educational research indicates that they are also taught and learned. This presentation's information should be a part of every team discussion for all students who exhibit upsetting, confusing, challenging, or even violent behavior.

This presentation includes an overview of Social Cognition, Executive Function, and Emotional Regulation related to Social Anxiety and a Loss of Emotional Control. The speaker will focus on several evidence-based strategies used to teach social cognitive skills while highlighting the use of the 5-Point Scale. Buron will also introduce her latest work, The Social Times Curriculum.

Keeping It Simple: Easy Tier-2 group strategies to increase student engagement

Speaker: Cary E. Trump, Ph.D., BCBA-D, University of Northern Colorado.

Session Description: Group contingencies are proactive strategies involving rewarding the class based on the entire group or specific students' performances. Also, group contingencies increase student on-task behavior and opportunities to respond. The purpose of this presentation is to provide a comprehensive guide for implementing group contingencies. 3 Contact Hours can be earned upon completion of this workshop.

PBIS and ASD: Strengthening Positive Behaviors

Speaker: Gretchen Scheibel, M.S., OTR/L, BCBA

Description: This professional development session will review evidence-based procedures for strengthening positive and pro-social behaviors. Attendees will learn how to systematically

implement these procedures, monitor fidelity across staff members and student progress, and resources to support these practices.

Social Thinking

Speaker: Nancy Clemens

Workshop Description: This workshop is all about Social Thinking Vocabulary and concepts! Teach students to communicate through concepts such as “working as part of a group,” the “three parts of play,” “abstracting and inferencing information,” and “sharing an imagination.” This workshop will examine clinical examples that highlight how to make these abstract concepts more concrete and teachable. The Social Thinking Vocabulary is the backbone of Social Thinking teaching programs.

Participants will learn how to use Social Thinking concepts across settings, creating one or two of their lesson plans. We explore how to make lessons applicable across various environments and enable students to apply the lessons for the rest of their lives. Michelle will present some lessons from her book, Think Social! A Social Thinking Curriculum for School-Aged Students, which school districts use around the world.

This workshop offers an advanced exploration of Social Thinking – and is particularly suited for those who have read Social Thinking books, attended our workshops, or are otherwise familiar with Social Thinking concepts. This more advanced course is for people who have attended one or more of the following seminars: Social Thinking Across the Home and School Day: The ILAUGH Model, The Social Thinking Informal Dynamic Assessment and Core Treatment Strategies, Thinking About YOU Thinking About ME and Have read one or more of the following books: Thinking About YOU, Thinking About ME, Inside Out: What Makes a Person With Social Cognitive Deficits Tick?, Think Social! A Social Thinking Curriculum

Social Stories

Speaker: Carol Gray

Target Audience: This workshop is for anyone working on behalf of toddlers, children, adolescents, or adults with autism with moderate learning challenges to gifted academic ability. With slight modification, the workshop content and activities are equally valuable for those working with more severe learning challenges.

Workshop Description: In January of 1991, Carol Gray initiated and developed Social Stories*. Social Stories™ has helped individuals with autism of all ages understand and respond

effectively to daily interactions and events. Social Stories are among the most widely used evidence-based instructional strategies for learners with autism in the world. Unfortunately, they are also frequently misused and misunderstood. Learning how to develop and implement a Social Story is critical to its effectiveness, safety, and integrity. The goal is to build positive social concepts and skills in an individually tailored, unassuming, and supportive learning context.

Learning Outcomes: At the close of the workshop, participants will be able to:

1. Outline the philosophy and research-based rationale,
2. Explain how the Social Story goal can determine what is – and is not – a Social Story,
3. List the 10.2 criteria to ensure integrity and safety of every Story,
4. Define all Social Story terms,
5. Describe how research and philosophy create significant ties between how Story research, development, implementation come together, and
6. Write a Social Story

Upon completion of the workshop, you may access and download your contact hours certificate using the link provided. 6 Contact Hours can be earned upon completion of this workshop.