



Louisiana Autism Spectrum and Related Disabilities (LASARD) and Natchitoches Parish are partnering this school year to provide strategies and support in classrooms! NPSB partners with LASARD to build capacity to serve students with disabilities. This is done through team action planning, providing direct training, and coaching in classrooms. LASARD provides educators with evidence-based strategies to improve the academic, social, behavior, and emotional outcomes of students with disabilities.

The district level planning team includes the following members:

- Donna Hammons, LASARD Facilitator
- Danna LaCaze, Supervisor
- Roshonda Fields, Program Coordinator
- Jamie Methvin, Occupational Therapist
- Kelly Dunn, Adapted Physical Education
- Shelia Flores, Transition Coordinator

All teachers are encouraged to take advantage of the online courses (free) provided by LASARD.

**Directions to access the courses:**

- 1) Register for a free username/password at the following link: [https://www.lasard.org/sign-up/natchitoches-parish/?gid=2096&unsNb1\\_Egum96](https://www.lasard.org/sign-up/natchitoches-parish/?gid=2096&unsNb1_Egum96)
- 2) Click on Online Resources
- 3) Click Online Courses

**More info on the course content:**

**Environment**

The classroom environment impacts students' engagement, behavior, communication, and, ultimately, learning. This training will explore how we can intentionally plan the instructional environment to embed supports and strategies that can be readily implemented with any student with support needs across school settings. First participants will learn the importance of designing the student environment with a variety of support structures including physical arrangement, visual supports, and positive, preventive behavior strategies. Next, participants will self-assess their current class environment. Finally, participants will prepare an action plan to outline next steps for improvement and implementation in the class environment. The mini-lessons that are referenced in this course include: **Antecedent Based Intervention, Data Collection, Reinforcement, Task Analysis, and Visual Supports.**

### **Communication:**

The Communication Course is focused on preparing educators to teach students with disabilities the communication skills they need to be successful in the general education classroom. First, participants will review the importance and components of communication. Next, participants will review how to assess communication skills and ways to look for opportunities for communication skill instruction and practice. Then, participants will explore ways that both adults and peers can support communication. Finally, participants will understand how to collaborate with the student's Speech Language Pathologist to best increase communication skills for the individual. The mini-lessons that are referenced in this course include: **Collaboration, Ecological Inventory, Peer Mediated Instruction and Intervention, Prompting, Reinforcement, Scripting, and Task Analysis.**

### **Executive Functioning**

Executive functioning skills are critical for school success and there are proven strategies that school personnel can utilize to help their students develop those skills. First, participants will learn what those proven strategies are and how they can be utilized to enhance student engagement and support student success. Next, participants will be provided with a simple checklist of observable behaviors in each area of executive functioning, general strategies for providing consistency, scaffolding and practice for students, specific strategies for each executive functioning area and practice opportunities using student scenarios. The mini-lessons that are referenced in this course include: **Prompting, Reinforcement, Social Narratives, Task Analysis, and Visual Supports.**

### **Functional Skills**

The Functional Skills Course is focused on providing participants with the appropriate strategies and tools for supporting students with disabilities and enabling students to function as independently as possible. First, participants will review the importance of functional skills and setting up the individual for success. Next, participants will learn about evidence-based strategies that are used to teach individuals functional skills. Then, participants will explore the different areas of functional skills. Finally, participants will develop a plan for systematically teaching functional skills to an individual you support.

The mini-lessons that are referenced in this course include: **Data Collection, Ecological Inventory, Peer Mediated Instruction and Intervention, Prompting, Reinforcement, Social Narratives, Video Modeling, and Visual Supports.**