



2015 Professional Development, Workshop & Training Catalogue

Why Choose Above All Else?

Kris and Brandi's real life experiences have given them a unique position in the realm of reaching students, parents, educators and the community. Whether inspiring, facilitating, storytelling, training or educating others, Kris and Brandi are known for 'being real people, living in a real world, looking for real solutions for real problems'.

Many organizations, associations, school districts, educational cooperatives, universities, parent groups, churches, and facilities in Arkansas and surrounding states have utilized the services offered by Above All Else, Inc.

Kris or Brandi's presentations are ideal for:

- Key note speaking and breakout sessions at local, regional and national conferences
- Administration and leadership retreats
- Professional development for teachers and staff
- Professional Crisis Management Training
- Interactive workshops
- Parent trainings
- Banquets and assemblies
- Student athletic programs

References Available upon Request

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Autism: Until the Pieces Fit

Autism is the fastest growing developmental disability in our history to date occurring in 1 out of every 68 children. As the mom of a teenage son with autism, the presentation is chocked full of real-life stories featuring Will and other job related experiences. Special attention is given to the primary areas of difference; and how these differences can be addressed by interventions and strategies presented in this workshop. *Autism: Until the Pieces Fit* will also explore basic strategies to prevent and respond to the challenging and ever changing behaviors exhibit in many ASD Children. Photo examples, video clips and samples are used to show how to implement these techniques. This emotion packed presentation will challenge you as a teacher, a parent and as a member of society. Brandi will share practical ideas for showing acceptance, educating, communicating and loving those with autism, every day in all environments. This workshop can be adapted to fit the specific needs of any audience. **TAPPS hours available at request**

Learner Objectives:

- Develop a broader understanding of the core deficit areas and characteristics of Autism Spectrum Disorders
- Help educators identify learning strengths and difficulties for individual students with autism
- Build a better understanding of the behavioral triggers
- Identify basic prevention and reinforcement strategies to address challenging behaviors
- Introduce teaching methods and strategies that are useful when working with children with autism, and

A Walk in their Shoes: Attachment Disorders

Attachment Disorders in children have become more common in recent years. Our classrooms have been filled with students who fit this description but do not qualify for special education services and therefore remain in the general education classroom despite their behavioral issues and often lack of progress. Growing up in a family who served as foster parents for over 30 years, Brandi grew up surrounded by children in her home who suffered from such disorder. She witnessed first-hand how they exhibited difficulties in connecting to others and managing their own emotions leading to issues controlling their behaviors. This lack of connecting results in an absence of trust and self-worth, a fear of relationships, anger, and a need to be in control. Children with attachments issues most often are viewed as being “bad” or “spoiled”, but in truth they are deeply hurt, afraid, and lonely. These children are resilient survivors, and see surviving as their goal not learning. *A Walk in their Shoes* is for teachers, principals, therapists, school counselors, school psychologists, and other professionals in the educational system. The differences between children with trauma-attachment disorder and children with other disorders will be described so that participants will understand why these children require different educational and behavioral approaches. The effects of chronic maltreatment on a child’s ability to function in an academic setting will be described. Methods of effectively manage and help such children in the classroom and school setting will be described. **TAPPS hours available at request**

Learner Objectives:

- Identify the different types of attachment disorders and the causes
- Build a better understanding how educators can repair and rebuild deficits
- Introduce intervention strategies and methods to assist attachment disordered children

Behavior Tools Basic

The basic class is highly information and interactive. While the material is consistent with the state-of-the-art behavioral research and principles, it is presented in an extraordinarily “user friendly” way. Participants relate easily to the real life examples from within the classroom and the home setting. The strategies are highly effective and often work quickly. The *Behavior Tools* methods work well with adults, teenagers and children on all levels of functioning and verbal abilities, including those with limited spoken communication. The class is highly effective for teachers of all student ages and subjects.

**The class is a 6-8 hour (1 day) training class with a maximum of 20 participants per class. ** (Additional fee required for manuals)

Learner Objectives:

- Identify coercion and punishment commonly used to change behavior
- Identify the effects of coercive and punishment on people
- Demonstrate the steps and benefits of the Strengthen Relationships Tool
- Describe the value of, and demonstrate empathy statements
- Define behavior, consequences, reinforcement and its effects
- Demonstrate the steps of Use Reinforcement Tool
- Define “Junk Behavior” and Discuss Why it Happens
- Demonstrate the steps of the Pivot Tool

Behavior Tools Practitioner

The Practitioner Class is part 2 of the *Behavior Tools* certification. The attendance of the ***Behavior Tools Basic class is a prerequisite for this class.*** As with the basic class, the Practitioner Class is very interactive and takes the information from the Behavior Tools Basic Class to the next level. The *Behavior Tools* methods work well with adults, teenagers, and children on all levels of functional skills and verbal abilities, including those without any spoken communication. The class is highly effective for teachers of all ages and subjects. **The class is a 6-8 hour (1 day) training class with a maximum of 20 participants per class. ** (Additional fee required for manuals)

Learner Objectives:

- Discuss how to effectively set expectations
- Demonstrate the steps of the Set Expectations Tool
- Discuss how to effectively make and implement a behavior contract
- Demonstrate the steps of the Make a Contract Tool
- Discuss factors that influence behavior
- Analyze behavior and identify replacement behaviors
- Demonstrate all tools in a variety of situations

Catch Me if you Can..... (Safety Prevention within the Classroom)

"Catch Me if You Can" is a much needed presentation for all educators, from special education to administrators. As a parent of a middle school child with autism, and two neurotypical girls, Brandi knows from experience how important it is to be proactive regarding the safety of our children, those with disabilities as well as those without. It only takes a second for a student to turn the simplest of materials into a weapon, shuffle out the door, or wander off. Children with Autism are on the rise, making wandering and elopement more of a risk. Proactive approaches to help prevent possible dangers will be discussed including safety features procedures, and devices. Research has shown, the environment or ecology of a classroom, regardless of the setting, has a dramatic effect on students, negatively and positively. This workshop will address how to meet the diverse needs of students by providing physical and visual boundaries, limiting visual and auditory distractions, creating basic areas, and eliminating unsafe or dangerous objects or scenarios.

Learner Objectives:

- Identify the sources of risk or injury within your classroom setting and surrounding areas
- List specialized/specific practices or strategies that can be implemented
- Develop a proactive plan of action for when an emergency or crisis occurs

Dealing with Daddy Do Good or Daddy Do Little.....

Dads are virtually absent from interactions with the professionals responsible for their child (ren) education. As educators we assume that fathers do not wish to be involved; but is this really the case, or do men cope differently and involve themselves within the educational realm in other ways? Where are they? Most often they are making money to support their families or at home watching the children so that the women can attend meetings or appointments, or they are simply uninvolved in the child's day to day activities due to divorce, distance, or circumstance. *"Dealing with Daddy..."* will engage a participant in the *how to's* of communicating and supporting dad's (or substitute dad). Attendees will hear real life struggles, experiences, mistakes and miracles that have occurred along the way from a father who has been in both the "participant" role and the "nonparticipant" role.

Parent Involvement hours will be attained for attending this workshop.

Learner Objectives:

- Identify role of father in education system with use of video clips
- Demonstrate in role play scenarios how to *listen* and *talk* to men (fathers)
- Develop plan to engage fathers

From Beaver Cleaver to Beavis & Butthead

Do you have Beaver in your class or is it more like Beavis and Butthead? Do you have an overwhelming amount of students who show disrespect to others, refuse to work, disregard authority, those who lie, or are aggressive ALL in addition to general student misbehaviors??? Most educators have had experiences working with students who have refused to comply with classroom expectations or who are unable to perform to their true potential due to behavioral deficits. Finding successful strategies that work with such students is often a challenge. Some students will have been diagnosed as being a student with a 'behavioral exceptionality', however, many students who exhibit such behaviors will not have "undergone" a formal identification process and will not have additional educational support. This interactive presentation will focus on believed causes of said behaviors, and interventions and behavior modifications that can be implemented and encouraged to help reduce or eliminate unwanted behaviors. A step by step approach of how to prepare and deal with the realities "in the moment" when a meltdown or

tantrum is lingering above or has already started to occur. The presenter will also share discipline ideas for turning a potentially explosive situation into one of constructive learning. **TAPPS hours available at request**

Learner Objectives:

- Understand behavior and how to handle with behavioral concerns
- Information regarding specific conditions which exhibit inappropriate or odd behaviors
- Recognize differences in behavioral accommodations and behavioral modification strategies and interventions
- Discuss a step-by-step approach to dealing with frustration and meltdowns in the moment
- Initiate a “thinking outside the box” mentality regarding behaviors

Happy Meals to Hormones

Kris and Brandi have three teenagers, one of whom has autism; so they live in a “Hormone Happy” home.... Dealing with hormones has become a consistent in her life. *Happy Meals to Hormones* consists of practical life and classroom experiences on appropriately assessing, addressing, and intervening when “*The Hormones*” appear. Educators are often faced with helping students accept and accommodate their socio-sexual development and the issues associated within that development. Every special education, counselor, administrator, therapist and parent should attend this workshop. The five stages of development will be discussed as well as strategies, interventions, and real life experiences. Participants will leave feeling confident about appropriately approaching the “*un-discuss-ables*” with their students and their parents. **Parent Involvement hours will be attained for attending this workshop.**

Learner Objectives:

- Identify the five stages of development in both males and females
- List the *Who, What, When, Where, How* of adolescences
- Define the identifying skills needed for adulthood
- Discuss ideas and tools to assist with the process

If your Lips are Moving...

Confidentiality is at a high level of importance and concern among our society and especially within the realm of education. The purpose of *If your Lips are Moving* is to promote awareness of confidentiality laws and requirements regarding students and the differences of sharing information and betraying confidentiality. The importance of confidentiality within the school, the community and the ever popular social media will be discussed. Personal experiences will be shared along with participant engaging activities and role plays. Every teacher, paraprofessional, therapist and school staff is encouraged to attend. **TAPPS hours available at request**

Learner Objectives:

- Define the three confidentiality laws
- Identify the six questions one should ask before discussing information
- Discuss the importance of confidentiality within the workplace

Meddling Mama’s and Proud Papa’s

As an educator and the parent of a special needs child who attends public school, Brandi has the privilege of playing dual roles. However, it is a well-known fact that she can often fall into the ‘meddling mama’ role.... This presentation will effectively demonstrate the various roles parents play within their child’s education. *Meddling Mama’s and Proud Papa’s* will provide educators the strategies and interventions needed to encourage (or tone down) parents’ participation in their child’s learning and educational environment; in addition to informing parents how they have the ability to positively or negatively impact and influence their child’s academic achievement and welfare. Attendance to this workshop will give educators new insights on what parents are thinking, why they act the way they do and how you as the professional can set boundaries. Many activities, role playing, and dress up is included.... Guaranteed to be one of the best parent involvement staff developments you have ever attended. **Parent Involvement hours will be gained by attending this workshop. TAPPS hours are available upon request.**

Learner Objectives:

- Identify & Demonstrate the variety of personalities, situations, and lifestyles found within our students parents
- Introduce strategies to effectively communicate with parents on all subjects
- Develop plan to equip parents with needed tools to assist their students

No Pencil! No Paper! NO PROBLEM!!!!

In our educational system we are required to provide academic instruction in its highest form. But how valuable are academic skills if they don't transfer into life after school? Or the skills can't be generalized from one learning environment to another? Having a child with Autism, Brandi is very adamant on her son having the functional skills to succeed after high school. ***No Pencil, No Paper, No Problem*** was created with her son in mind. This workshop will encourage and demonstrate a cohesive relationship between both educational and functional learning. When students are placed in challenging situations without understanding or the necessary supports the experience can be less than optimal for both the educator and the student. Specific attention will be paid to teaching adaptive and functional skills to students with autism rather than on reducing disruptive behavior. Teachers will see how learning can still occur without paper or pencil. Participants can expect many take home ideas and activities for use in their classroom.

Learner Objectives:

- Define difference in academic skills vs. functional skills
- Discover fundamental tools to develop new strategies based on each child's individual needs.
- Develop plan correlating academic skills to functional activities

One Size Fits All.... (Whatever!!!)

This informative workshop provides general and special education teachers a vast supply of ideas, strategies and techniques for properly accommodating and modifying for special education, ESL/ELL, 504 or at risk students. Specific attention will be given for students with unique academic needs, those prone to behavioral conditions, or suffering emotional trauma and distress. Throughout the ***One Size Fits All*** presentation, the allowable modifications based on current testing and common core will be addressed. Teachers can expect to receive ideas for tools to assist teachers in implementation of said regulations.

TAPPS are hours available at request.

Learner Objectives:

- Identify differences between accommodations and modifications and interventions
- Define differences in fair and equal
- Acquire practical strategies for accommodations and modifications that will ensure active classroom participation for students with disabilities, language barriers, sensory deficits, attention problems and others
- Discover ways of building on the student's learning style and strengths when developing accommodations and modifications

Professional Crisis Management.....Basic Practitioner

This is a comprehensive course that certifies participants to practice all of the PCM non-physical strategies. Although all PCM levels of certification focus in part on prevention, de-escalation, and post-crisis interventions, this course focuses exclusively on these strategies. All participants will learn to recognize the various stages of a crisis, the triggers which may cause them, and the purpose of the behaviors. Methods for calming students will be shared as well as ways to prompt, preteach, praise, and replace behaviors. This course is the perfect choice for all general educators, special educators as well as administrators in this ever changing climate of education. There is a **strict 30 maximum attendance** for this class. Additional practitioner levels are available.

Learner Objectives:

- Identify the four stages of crisis
- Discuss the cause of crisis behaviors
- Determine prevention strategies
- Define triggers, prompts, rewards, consequences, and avoidance
- Develop de-escalation strategies and post crisis strategies

Places, Faces, Ears & Fears

Research shows that up to 70% of the students in any given classroom are affected by sensory problems although only 13%-16% are identified. These issues often cause students to avoid or appear fearful of certain activities, appear clumsy, uncoordinated or even destructive. They may also demonstrate poor organizational skills, delayed fine/grow/oral motor skill development and daily life skills. These students are often resistant to change and transitions and are viewed as socially inept and have great difficulty responding appropriately to peers and challenges. ***Places, Faces, Ears & Fears*** will share activities that can be easily incorporated into the daily routine that will help organize the child's sensory system and create calming effects for children. Our students continue to demonstrate high levels of sensory overload and anxiety within the classroom, home and community. More and more children are being diagnosed with Autism, ADHD, Anxiety Disorder, ODD and other disabilities which often include characteristics of sensory defensiveness. This workshop will provide integration techniques for children struggling with sensory problems. Participants will explore strategies that can be applied to all

students to increase communication and learning while reducing frustration and fear. Through hands-on activities and discussion attendees will leave with tools to assist with challenging behaviors.

Learner Objectives:

- Determine the causes of increased anxiety and behavioral problems in students
- Discuss the key features of sensory integration and how it can disrupt a student's overall well being
- Explain the available tools on self-regulation and to decrease anxiety
- Implement creative solutions on how to apply Sensory Integration techniques to enhance student learning and participation in daily activities

Today, Yesterday & Tomorrow: Executive Functioning

We have all had that student in our class who exhibited behaviors that we couldn't pin point yet struggled, didn't qualify for special services, but struggled in every area. The students often struggle through the learning process without understanding why. They are often mislabeled as under-achievers, lazy, or said to purposely be not working up to their potential. In recent years, a new diagnosis has surfaced called Executive Functioning. Executive functions act as the conductor for many behaviors that are exhibited throughout our daily lives. When severe deficits are present it is often evident by delays in social interaction, cognitive functioning, emotional and behavioral development. *Today, Yesterday & Tomorrow* was designed with all educators in mind from kindergarten through high school in all capacities. Extensive user friendly with immediate application teaching ideas will be shared.

Learner Objectives:

- Explore the impact of *Executive Functioning* on student learning
- Identify Executive Functioning skills
- Sharing of ideas and strategies designed to support strong cognitive skills in students.
- Discussion of Intervention strategies to provide a foundation to assist student self-monitoring, impulse control and emotional management.

Tool Time: Equipping your Box for the Boom

Is your classroom like you always dreamed? Or do you have students who you just can't seem to reach, don't really care, or seem unable to learn? The workshop *Tool Time: Equipping your Box for the Boom* was created specifically with you in mind. Come see why *Kaboom, Fix a Flat* and a variety of tools may need to be added to your toolbox in order to impact and improve the learning of all students. Participants can expect an interactive session with real life experiences leading to applicable and teacher friendly strategies for the classroom.

Learner Objective:

- Identify causes of unsuccessful students within the classroom
- Recognize own strengths and weaknesses within classroom and how to improve
- Collaborate with the others a plan to reach the "unreachable"

We Win: A Father's Journey through Autism

How does a man deal with a problem he cannot fix, much less learn to accept it. Kris, is the father of Will, now 14 was diagnosed at 2 ½ with moderate to severe autism. For this presentation, Kris explores the male perspective as a dad of a child who has autism spectrum disorder (ASD). Men are inherently known for often reacting in extreme ways when it comes to solving problems, and even more so when their family is involved. Fathers of children with autism are no different..... Yet, this was one problem that couldn't officially be "*fixed, handled or even cured*". Many fathers either find themselves very involved in this process or withdrawn. Kris' presentation is based on the book "*We Win: A Father's Journey through Autism*". The autobiography, written by the presenter, highlights the real life struggles of father's whom society regards as the provider and protector; reacts when encountered with the stresses and strains of an autism diagnosis. **Book Signings, key note speaking, and other 2-3 hour presentations are available.**

Learner Objectives:

- Learn strategies to provide support for fathers, thereby strengthening families of children with disabilities
- Understand the value of "It takes a Village"
- The importance of "Hope: despite it all"
- Why, "We Win"

Didn't find what you were looking for??

No problem.....

**Previous workshops can be offered by request
as well as *Individualized Workshops*
to meet your specific needs.**

Please contact presenters for more information.

Presenter Qualifications:

BSE Special Education and Elementary Education
MSE Educational Leadership & Curriculum Development
BA Business Administration
Autism Spectrum Disorders Certification
Professional Crisis Management Certified Instructor
Behavior Tools Certified Instructor
TAPPS (Traveling Arkansas' Professional Pathways) Registry Certified
11yrs Classroom Experience
10+yrs Field Experience
Parents of Son diagnosed as Moderate- Severe Autism

ADDITIONAL SERVICES:

Autism Training and Consulting
Behavioral Consulting
Class Room Set Up
Educational & Curriculum Consulting
In Home Services
Keynote Speaking

Parent Support & Training
Professional Crisis Mgmt. Training
Safety Prevention & Procedures
School & Parent Liaison
Staff Development
Teacher & Staff Trainings



*Just Real People
in a Real world
with Real Problems
finding Real Solutions.....*