



STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
6th FLOOR, ANDREW JOHNSON TOWER
710 JAMES ROBERTSON PARKWAY
NASHVILLE, TN 37243-0375

BILL HASLAM
GOVERNOR

KEVIN HUFFMAN
COMMISSIONER

Memorandum

To: Special Education Supervisors
From: Linda Copas, TN DOE
Re: Spring TRIAD offering: Self Regulation Workshop
Date: Feb. 2, 2012

The Tennessee Department of Education, in collaboration with TRIAD of Vanderbilt, is proud to offer a brand new training at no cost for those who work extensively with students who have autism.

Self-regulation (also known as self-management) is a complex and dynamic set of behaviors which we must frequently employ across all settings of our daily lives. To be successful, we must have the ability to consistently and accurately assess our environmental circumstances, sometimes from second to second, and then know how to respond to the changes that occur within the environment. Students with autism spectrum disorders (ASD) often have difficulty with self-regulation across all levels of self-regulatory behavior from assessment to response. Fortunately, there are some evidence-based precursor skills we can teach students which will greatly increase their opportunities to be successful (e.g., schedules, token economies). In addition, there are other evidence-based intervention strategies that can further add support and structure for individuals with ASD across a variety of settings and circumstances.

This workshop will focus on helping professionals working with students with ASD to understand self-regulation as a concept, to understand the basic skills required by students to successfully self-regulate across multiple settings, and to understand which evidence-based strategies and supports will help support increased social and behavioral independence.

The objectives of this basic focused workshop will be to help educational professionals better understand:

- The characteristics of ASD and how they uniquely impact learning and behavior for students with ASD
- The characteristics of self-regulatory behavior, and the precursor skills necessary for students to self-regulate behavior
- Evidence-based strategies and supports that can increase a student's ability to be successful across multiple settings
- How to identify and implement basic teaching strategies and interventions addressing self-regulation for students with ASD

Educators who work with students with ASD all day (self-contained classes or total inclusion) will find this workshop to be most valuable. To be admitted, you must apply and be one of 32 regional participants chosen. You will receive a confirmation e-mail from me when the roster is composed (not immediately after you apply). Complete the second page and fax it to me.

Note: Please make sure your handwriting is legible! If I cannot read it, I cannot process the application.

Deadline for receipt of Application is March 6, 2012.

Fax completed page to: Linda Copas
Fax number: 615.532.9412
Please make sure the writing is legible.

TRIAD Self-Regulation Workshop Application

Name: _____

Position, Grade: _____

E-mail for notification: _____

School: _____ (no abbreviations)

School System: _____

Phone: _____

Are you currently serving a student(s) with autism? YES NO

Please circle the session you wish to attend:

March 13, 2012 East TN Location TBA

March 16, 2012 Middle TN Location TBA

March 20, 2012 West TN Location TBA

Exact locations and workshop hours will be sent in a confirmation e-mail to those chosen to attend.

Deadline for receipt of application is March 6, 2012.