

## COURSE LIST BY CATEGORY

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Learning objectives for each course are listed at the end of this document. \*These courses appear in more than one category.

Dual format courses: [Video-based and text-based versions available.](#)

Video only courses

### Online Classroom

- 1410 Building and Maintaining Relationships with Students
- 1415-1 Creating and Maintaining Student Engagement (Part I)
- 1415-2 Creating and Maintaining Student Engagement (Part II)
- 1420 Gaining Student Buy-In and Participation
- 1425 Utilizing Videoconferencing in the Age of Distance Learning

### Technology

- 1200 Online Safety and Data Privacy
- 1205 Tools That Reveal the Information You Share When You Browse
- 1210 Managing Your Digital Footprint
- 1215 Keeping Student Data Private
- 1220 Information Literacy on the Web
- 1225 Copyright Essentials

### Trauma

- 1300 Why be Trauma Informed?
- 1305 Avoid Five Mistakes When Chronic Trauma is Present
- 1310 Be Alert to Long-Term Effects of Trauma
- 1315 How to Create a Sense of Belonging for All Students
- 1320 Helping Students Work Through Anxiety

### Foundations: HR

- 103 Confidentiality, FERPA, and HIPAA
- 153 Bloodborne Pathogens
- 154 Introduction to Emergency Action Principles
- 155 Providing Care in an Emergency

### **Foundations: Para Basics**

- 102 [The First Day on the Job](#)
- 104 Understanding the Many Types of Special Programs
- 107 Individual Student and Program Information
- 112 Working with Official and Immediate Supervisors
- 113 Communicating with Student Teams
- 115 [Developing Positive Communication Skills](#)
- 180 Negotiation and Conflict Resolution Skills for Paraeducators
- 217 A Look at the Impact of Poverty
- 218 Signs of Abuse or Neglect: What Paraeducators Need to Know
- 223 Bullying Awareness, Prevention, and Intervention
- 226 Understanding Common Concerns of Families of Individuals with Disabilities\*
- 234 Building and Maintaining Respectful Relationships with Students

### **Instructional Support: General**

- 101 [Understanding Inclusion](#)
- 108 [Introduction to Accommodations and Modifications](#)
- 109 Supporting Students with Accommodations and Modifications
- 111 [Paraeducator Roles and Responsibilities in the Classroom](#)
- 157 Characteristics of Adolescents with Disabilities
- 158 The Roles of Paraeducators in Promoting Active Learning
- 159 Assisting Students with Work Completion and Organization
- 201 Brain-Based Learning
- 205 Encouraging Student Response and Engagement
- 213 Helping vs. Hovering: How to Avoid the "Helicopter" Effect
- 221 Student Organization Skills for Classroom Success
- 236 What Is Response to Intervention (RTI)?
- 238 Complex Trauma in Children

### **Instructional Support: Behavior**

- 110 [Classroom and Behavior Management](#)
- 116 Classroom Instructional Arrangements
- 161 Supporting Students Who are Noncompliant\*
- 182 Defining and Understanding a Student in Crisis\*
- 197 Examining Functions of Behavior and Learning Strategies to Support Behavior\*
- 227 Understanding Students with Attentional Concerns and the Role of the Paraeducator
- 237 Anxiety in Children and Teens

### **Instructional Support: Reading and Writing**

- 162 Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part I)
- 163 Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part II)
- 216 Supporting Adolescents Who Have Learning Disabilities in Writing
- 235 Providing Strategies for Struggling Readers in All Areas

## **Special Education Classroom Support**

- 956 Understanding Dyslexia
- 957 Recognizing Dyslexia in Emergent Readers
- 958 Strategies for Struggling Readers and Dyslexia Grades 3-5
- 959 Using Text Structures and Dyslexia Grades 6 and Up
- 105 An Introduction to IDEA's 13 Areas of Disability (Part I)
- 106 An Introduction to IDEA's 13 Areas of Disability (Part II)
- 122 Providing Personal and Physical Support for Students with Physical Disabilities
- 123 Implementing and Monitoring Behavior Intervention Plans\*
- 124 Providing Positive Behavioral Supports for Individual Students\*
- 140 Understanding Students with Severe and/or Multiple Disabilities
- 152 Feeding Students with Severe and Multiple Disabilities
- 161 Supporting Students Who are Noncompliant\*
- 168 Supporting Students with Severe Emotional Disturbance
- 169 Strategies for Working with a Student in Crisis
- 181 Supporting Students with Specific Learning Disabilities
- 182 Defining and Understanding a Student in Crisis\*
- 197 Examining Functions of Behavior and Learning Strategies to Support Behavior\*
- 204 Understanding Mental Health Disorders
- 208 Supporting Students with Traumatic Brain Injuries
- 214 Using Discrete Trial Teaching in the Classroom\*
- 225 Implementing Visual Supports for Students with Developmental Disabilities\*
- 226 Understanding Common Concerns of Families of Individuals with Disabilities\*
- 229 Understanding Down Syndrome, Fetal Alcohol Syndrome, and Tourette Syndrome
- 230 Assisting Students on the School Bus

## **Data and Assessments**

- 114 Monitoring Student Progress
- 117 Taking Instructional or Behavioral Data
- 222 The Importance of Assessments in Special Education

## **Early Childhood**

- 177 Understanding Early Childhood Disabilities
- 178 Developmentally Appropriate Practices in Early Childhood
- 228 Early Childhood Development: Early Literacy
- 231 Early Childhood Development: Early Math
- 233 Early Childhood Development: Early Science

## **English Language Learners**

- 125 General Understanding
- 126 Avoiding Common Pitfalls and Assisting Student Learning
- 127 Fostering a Positive and Productive Classroom Environment

- 128 Strategies and Techniques for Student Success
- 129 Assessing Students

### **Autism**

- 123 Implementing and Monitoring Behavior Intervention Plans\*
- 124 Providing Positive Behavioral Supports for Individual Students\*
- 141 Autism Spectrum Disorder: Diagnosis and Characteristics
- 142 Autism Spectrum Disorder: Social Interactions and Skill Development
- 143 Autism Spectrum Disorder: Communication
- 144 Autism Spectrum Disorder: Challenging Behaviors
- 209 Prompting Strategies for Students with Autism
- 214 Using Discrete Trial Teaching in the Classroom\*
- 219 Teaching Students About the Hidden Curriculum\*
- 225 Implementing Visual Supports for Students with Developmental Disabilities\*

### **Speech and Language**

- 193 Supporting Students with Speech and Language Impairments (Part I)
- 212 Supporting Students with Speech and Language Impairments (Part II)
- 219 Teaching Students About the Hidden Curriculum\*

### **Transition**

- 150 Introduction to Transition Services: A Road Map to Independence
- 179 Transition Services: Meeting the Needs of the Individual
- 232 Career Exploration: Building Employment Goals Through Assessment and Activities

### **Vision and Hearing**

- 165 Working with Students with Low Vision
- 167 Working with Students Who Are Deaf or Hard of Hearing
- 240 Welcoming Students with Visual Impairments
- 241 Welcoming Students with Visual Impairments: Social Skills
- 242 Welcoming Students with Visual Impairments: Orientation and Mobility
- 243 Welcoming Students with Visual Impairments: Low Vision

## **MEETING TITLE I REQUIREMENTS**

Courses marked with **TITLE I** prepare paraeducators to complete the Title I compliance assessments. All others enhance subject-based skills. Learning objectives for these courses can also be found below.

### **Supporting Instruction**

- 118 **TITLE I** Supporting Instruction: Reading
- 119 **TITLE I** Supporting Instruction: Writing
- 120 **TITLE I** Supporting Instruction: Mathematics

## Reading Skills

- 130 **TITLE I** Reading Comprehension: Narrative Texts
- 131 **TITLE I** Reading Comprehension: Informative Texts
- 132 **TITLE I** Reading Comprehension: Decoding Language and Utilizing Layout

## Writing Skills

- 133 **TITLE I** Writing Fundamentals: Parts of Speech and Effective Sentences
- 134 **TITLE I** Writing Fundamentals: Mechanics of Writing

## Mathematics Skills

- 135 **TITLE I** Mathematics: Understanding the Basic Skills
- 136 **TITLE I** Mathematics: Fractions, Decimals, and Percentages
- 137 **TITLE I** Basic Algebra
- 138 **TITLE I** Basic Geometry
- 139 **TITLE I** Basic Data Analysis
- 185 Basic Data Analysis II
- 187 Algebra II: Patterns and Equations
- 188 Algebra II: Graphing, Proportions, and Ratios
- 189 Geometry II: Angles and Triangles
- 190 Geometry II: Circles and Transformations
- 192 Probability
- 196 Mathematics: Properties and Integers
- 199 Customary System of Measurement
- 200 Metric System of Measurement
- 215 Mathematics: Factors and Multiples

## Science Skills

- 183 Introduction to Earth Science: Astronomy and Geology
- 184 Introduction to Earth Science: Meteorology and Oceanography
- 186 Teaching the Scientific Method
- 191 Life Science
- 194 Geologic History
- 195 Human Body Systems
- 207 Life Science: Reproduction and Heredity
- 224 Stars

## COURSES AND COURSE OBJECTIVES

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Courses are listed in numerical order for quick reference.

### 101 **Understanding Inclusion**

The participant will...

- Understand how inclusion has changed special education by serving more students in general education classrooms.
- Understand how inclusive education developed.
- Understand the philosophy and intentions of inclusive education.
- Realize the impact of inclusive education on paraeducators.

## **102 The First Day on the Job**

The participant will...

- Understand how and where to locate school policies and procedures.
- Learn who has access to students' confidential information.
- Identify the duties of a paraeducator in different environments.
- Understand the importance of supporting what is happening in the classroom.

## **103 Confidentiality, FERPA, and HIPAA**

The participant will...

- Be able to define confidentiality.
- State the legal basis for confidentiality.
- Differentiate between people who can access student information and those who cannot.
- Describe strategies for practicing and maintaining appropriate confidentiality.
- Describe special situations involving confidentiality issues.
- Learn the basic requirements of FERPA for serving students with disabilities in the school setting.
- Understand the intent of HIPAA and its effect on schools.
- Highlight the paraeducator's role in maintaining confidentiality.

## **104 Understanding the Many Types of Special Programs**

The participant will...

- Understand what types of support programs school districts offer.
- Learn the parts of Title I services.
- Recognize the elements of at-risk programs.
- Become familiar with the components of special education services.
- Understand the guidelines outlined in the law for educational placement.
- Learn about the different placement options and instructional settings available.

## **105 An Introduction to IDEA's 13 Areas of Disability (Part I)**

The participant will...

- Identify the disabilities included under IDEA (2004) legislation.
- Learn characteristics and intervention suggestions for students with learning disability (LD), emotional/behavior disability (E/BD), and intellectual disability (ID).
- Learn characteristics and intervention suggestions for students with orthopedic impairment (OI), other health impairment (OHI), and traumatic brain injury (TBI).

- Learn characteristics and intervention suggestions for students with attention-deficit/hyperactivity disorder (ADHD).

### **106 An Introduction to IDEA's 13 Areas of Disability (Part II)**

The participant will...

- Identify the disabilities included under IDEA (2004) legislation.
- Learn characteristics and intervention strategies for students with impairments in speech or language, vision, and hearing.
- Learn characteristics and intervention strategies for students with multiple disabilities.
- Learn characteristics and intervention strategies for students with autism spectrum disorder.
- Learn characteristics and intervention strategies for students with developmental delays.
- Understand programming for students who are gifted.

### **107 Individual Student and Program Information**

The participant will...

- Learn what types of student information are most helpful to paraeducators.
- List characteristics and strategies for visual, auditory, and tactile learners.
- Be able to identify sources for specific student instructional information.
- Know the components of an individualized education program (IEP).
- Demonstrate an awareness of appropriate questions to ask when gathering specific information on a student.

### **108 Introduction to Accommodations and Modifications**

The participant will...

- Learn the difference between accommodations and modifications.
- Understand the range of accommodations and modifications for students with exceptionalities.
- Understand when and how to provide appropriate modifications for students.
- Learn strategies for designing and implementing modifications.

### **109 Supporting Students with Accommodations and Modifications**

The participant will...

- Learn a variety of methods for making appropriate accommodations and modifications.
- Understand which students a paraeducator can support with accommodations and modifications.
- Understand when accommodations or modifications are needed to support a student.

### **110 Classroom and Behavior Management**

The participant will...

- Address concerns about dealing with student behavior challenges.
- Understand adult responsibilities for classroom and student behavior management.

- Learn how to be effective when handling behavior issues.
- Review the importance of established classroom rules and behavior expectations.
- Learn why inappropriate behaviors occur.
- Define how to set limits effectively.
- Discover proactive approaches to managing student behavior.

### **111 Paraeducator Roles and Responsibilities in the Classroom**

The participant will...

- Recognize that part of the paraeducator’s job is to learn how to work well with both students and adults.
- Understand how to support students with special needs in the inclusive classroom.
- Identify ways to support the classroom teacher in the inclusive classroom.
- Learn effective communication skills for working as an inclusive team member.
- Review the variety of duties that may be required for a paraeducator.
- Organize information effectively to carry out assigned duties.
- Identify the “don’ts” of working with a classroom teacher.

### **112 Working with Official and Immediate Supervisors**

The participant will...

- Identify two levels of paraeducator supervision.
- Learn the differences between an official and immediate supervisor.
- Discuss the various responsibilities of an official supervisor.
- Discuss the various responsibilities of an immediate supervisor.

### **113 Communicating with Student Teams**

The participant will...

- Realize the importance of being an effective communicator with all members of a student’s educational team.
- Discover strategies for communicating effectively with classroom teachers.
- Examine strategies for gaining important information regarding students and programs.
- Develop strategies for promoting effective communication between classroom and special program teachers.
- Learn techniques to use when confronted with an unwelcoming teacher.
- Understand the role of the paraeducator in communicating with parents.
- Identify ways to communicate the role of the paraeducator to students.

### **114 Monitoring Student Progress**

The participant will...

- Recognize the importance of monitoring the progress of students with special needs.
- Understand the various components of an individualized education plan (IEP).
- Understand the role of the paraeducator in monitoring student progress.
- Learn strategies and methods for monitoring student progress.



### **115 Developing Positive Communication Skills**

The participant will...

- Discover the importance of developing a good working relationship and good communication with other adults in the classroom.
- Understand the ground rules for communication.
- Identify when to ask questions.
- Learn how to develop assertive communication skills.
- Develop nonverbal communication skills.
- Determine how to best communicate with the classroom teacher.

### **116 Classroom Instructional Arrangements**

The participant will...

- Identify the role of the paraeducator during classroom instruction.
- Learn the various options for paraeducators related to instructional arrangements for supporting student instruction.
- Develop strategies for utilizing instructional arrangement options within the classroom.
- Determine the skills a paraeducator may offer to the variety of instructional arrangements available for supporting students.

### **117 Taking Instructional or Behavioral Data**

The participant will...

- Understand the purpose of data collection.
- Discover various methods for collecting instructional data.
- Examine various methods for collecting behavioral data.
- Learn how to be an effective data collector.

### **118 TITLE I Supporting Instruction: Reading**

The participant will...

- Review the meaning and activity of reading.
- Learn questions to ask regarding the school district's reading program.
- Gain knowledge of the pieces that make up a balanced literacy program.
- Understand the cues that readers can use to gain meaning from text.
- Learn prompts for encouraging students to use reading strategies to gain meaning from text.
- Recognize the stages of reading development.
- Learn tips for making appropriate accommodations and modifications to reading instruction and activities.

### **119 TITLE I Supporting Instruction: Writing**

The participant will...

- Learn basic points about the writing process.
- Understand the different ways of helping students with writing.
- Learn simple rules for supporting writing instruction with students.

- Gain tips for making appropriate accommodations and modifications to writing instruction and activities.

## **120**    **TITLE I Supporting Instruction: Mathematics**

The participant will...

- Gain a basic overview of the fundamentals of mathematics instruction.
- Learn strategies for working with students in mathematics and, in particular, problem-solving.
- Understand the role that educators play in building positive student attitudes toward mathematics.
- Learn some tips for making appropriate accommodations and modifications to mathematics instruction and activities.
- Learn techniques for providing feedback to students on right versus wrong answers.

## **122**    **Providing Personal and Physical Support for Students with Physical Disabilities**

The participant will...

- Be able to identify common types of positioning equipment and mobility equipment used by students with severe physical disabilities at school.
- Become familiar with common transfer methods required throughout the school day for a student with severe physical disabilities.
- Understand important physical healthcare issues requiring a paraeducator’s direct involvement when working with students with physical disabilities.
- Become aware of the duties and responsibilities of paraeducators working with students with physical disabilities.
- Understand the need for respecting and maintaining students’ modesty, self-esteem, and privacy.

## **123**    **Implementing and Monitoring Behavior Intervention Plans**

The participant will...

- Understand the purpose of a behavior intervention plan (BIP).
- Identify the components of a BIP.
- Learn effective techniques for implementing a BIP.
- Discover the purpose and methods for monitoring a BIP.

## **124**    **Providing Positive Behavioral Supports for Individual Students**

The participant will...

- Understand the underlying philosophy of using positive behavioral supports.
- Identify positive and proactive supports that can be used within the classroom or school environment.
- Learn effective techniques to apply positive behavioral support to teaching methods.
- Examine effective ways to apply positive behavioral supports to interpersonal actions.

## **125**    **ELL: General Understanding**

The participant will...

- Examine the variety of cultures and language differences that ELLs bring to the classroom.
- Explain how ELL students' native language proficiency can affect their acquisition of English as a second language.
- Understand legal requirements regarding an equal and fair education for ELL students.
- Learn the importance of collaborating with the classroom teacher in assisting ELL students.
- Explore the challenges paraeducators face when working with ELL students.

### **126 ELL: Avoiding Common Pitfalls and Assisting Student Learning**

The participant will...

- Explain how negative stereotypes can harm ELL students.
- Understand that not having the ability to speak English is not a disability.
- Examine how ELL students acquire a second language.
- Understand how to have reasonable expectations for ELL students.
- Learn reasonable expectations to have for ELL students' parents and caregivers.

### **127 ELL: Fostering a Positive and Productive Classroom Environment**

The participant will...

- Describe elements of classroom environments that are conducive to learning for ELL students.
- Discover how using visual cues can enhance the learning for ELL students and all learners.
- Learn how bulletin boards can become active learning tools.
- Identify nontraditional classroom settings.
- Understand that the professionalism of the teacher or paraeducator is crucial to creating a positive learning environment.

### **128 ELL: Strategies and Techniques for Student Success**

The participant will...

- Understand that practicing and maintaining classroom procedures helps ELL students become more confident in the classroom.
- Discover that hands-on activities support ELL students by engaging multiple senses.
- Learn that for ELL students, modeling is an excellent way to ease anxiety and increase student understanding of a given concept.
- Realize that cooperative learning groups offer multiple ways to facilitate learning for ELL students.
- Identify five important elements of positive classroom environments that are conducive to learning for ELL students.

### **129 ELL: Assessing Students**

The participant will...

- Understand school districts' responsibility in meeting federal mandates for providing services to ELL students.
- Learn the role of the home language survey.
- Identify steps taken to assess ELL students for placement in appropriate academic programs.
- Realize that academic and conversational English are different.
- Recognize varied aspects of informal assessment of student progress.
- Understand ways and means of explaining student information to parents.

### **130**    **TITLE I Reading Comprehension: Narrative Texts**

The participant will...

- Read a narrative text.
- Review the elements of narrative texts.
- Interpret, synthesize, and evaluate a narrative text.

### **131**    **TITLE I Reading Comprehension: Informative Texts**

The participant will...

- Review the elements of informative texts.
- Practice identifying informative text elements.
- Review five informative text structures.
- Interpret and evaluate informative text structures.

### **132**    **TITLE I Reading Comprehension: Decoding Language and Utilizing Layout**

The participant will...

- Review three basic strategies for decoding unfamiliar words.
- Review the parts of words that aid in decoding unfamiliar words.
- Practice using the strategies to decode unfamiliar words.
- Review figurative language.
- Practice identifying types of figurative language.
- Review the informational layout of books.
- Practice identifying specific parts of a book.

### **133**    **TITLE I Writing Fundamentals: Parts of Speech and Effective Sentences**

The participant will...

- Review the function and types of nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
- Practice identifying the eight major parts of speech.
- Review the parts of a complete sentence.
- Review the forms that sentences can take.
- Review the purpose of different sentence types.
- Review the common mistakes made in writing sentences.
- Practice identifying the parts of a sentence and common errors in writing.

### **134**    **TITLE I Writing Fundamentals: Mechanics of Writing**

The participant will...

- Review the rules for capitalization.
- Practice identifying the proper capitalization in sentences.
- Review the major punctuation marks.
- Review the rules for using punctuation.
- Practice identifying the appropriate punctuation.
- Review the basic spelling rules for commonly misspelled words.
- Practice identifying spelling errors.

### **135**    **TITLE I Mathematics: Understanding the Basic Skills**

The participant will...

- Review basic mathematical concepts.
- Review basic mathematical terminology such as *sum*, *difference*, *product*, *quotient*, *dividend*, and *divisor*.
- Review the basic mathematical operations of whole numbers.
- Review the proper order for mathematical operations.
- Recognize and interpret mathematical symbols.

### **136**    **TITLE I Mathematics: Fractions, Decimals, and Percentages**

The participant will...

- Review fractions, improper fractions, and mixed numbers.
- Study the basic mathematical operations of fractions.
- Review the basic mathematical operations of decimals.
- Study the computation of percentages.

### **137**    **TITLE I Basic Algebra**

The participant will...

- Review algebraic terminology.
- Evaluate simple algebraic expressions.
- Review the methods for solving for a single, unknown variable.
- Review the basic concepts of exponents.

### **138**    **TITLE I Basic Geometry**

The participant will...

- Review basic geometric terminology.
- Identify basic geometric figures.
- Practice the formula for computing perimeter.
- Practice the formula for computing area.
- Practice the formula for computing volume for basic geometric shapes.
- Practice plotting ordered pairs on a coordinate grid.

### **139**    **TITLE I Basic Data Analysis**

The participant will...

- Review the uses and terminology of statistics.
- Practice the process of interpreting bar and circle graphs.

#### **140 Understanding Students with Severe and/or Multiple Disabilities**

The participant will...

- Learn the definitions of severe and/or multiple disabilities.
- Gain information related to the causes, prevalence, and medical and social implications of severe and/or multiple disabilities.
- Become familiar with learning and language characteristics of students with severe and/or multiple disabilities.
- Identify behavioral and physical characteristics of students with severe and/or multiple disabilities.

#### **141 Autism Spectrum Disorder: Diagnosis and Characteristics**

The participant will...

- Learn the characteristics of autism spectrum disorder (ASD).
- Understand how professionals diagnose autism spectrum disorder.
- Become familiar with signs, symptoms, and issues associated with autism spectrum disorder.
- Learn the causes, prevalence, and prognosis for individuals with ASD.

#### **142 Autism Spectrum Disorder: Social Interactions and Skill Development**

The participant will...

- Review the characteristics of autism spectrum disorder (ASD).
- Understand the definition and characteristics of social interaction.
- Gain information on how learning issues impact social interactions.
- Learn about different instructional approaches for social skills training.
- Gain tips to make social skills instruction more effective.

#### **143 Autism Spectrum Disorder: Communication**

The participant will...

- Review the characteristics of ASD.
- Understand the definition and function of communication.
- Examine the communication characteristics associated with ASD.
- Gain information on how learning issues impact communication.
- Learn about the different modes of communication that children with ASD may use.

#### **144 Autism Spectrum Disorder: Challenging Behaviors**

The participant will...

- Review the characteristics of autism spectrum disorder.
- Become familiar with the behavioral characteristics associated with ASD.
- Understand the needs and functions of behavior.

- Discover how positive behavioral supports can help prevent challenging behaviors.
- Learn techniques for replacing challenging behaviors with positive behaviors.

### **150 Introduction to Transition Services: A Road Map to Independence**

The participant will...

- Define transition services.
- Give justification for providing transition services.
- Identify members of the transition team and what their roles are.
- Identify the timeline for transition services.

### **152 Feeding Students with Severe and Multiple Disabilities**

The participant will...

- Identify four conditions that interfere with normal feeding and how to respond to each condition.
- Learn techniques to help a student overcome eating difficulties.
- Become familiar with considerations in preparing both the eating area and the student for mealtimes.
- Know how to position a student for maximum benefit in feeding.
- Discover ways to prepare food and to effectively engage and feed a student who needs feeding assistance.

### **153 Bloodborne Pathogens**

The participant will...

- Identify bloodborne pathogens and other biohazards.
- Recognize possible consequences of contamination from bloodborne pathogens.
- Discover what techniques you can use to protect yourself from bloodborne pathogens and other biohazards.
- Learn about controls associated with bloodborne pathogens and other biohazards.
- Understand how to prevent contamination after accidental exposure.

### **154 Introduction to Emergency Action Principles**

The participant will...

- Understand the importance of learning first aid and its role in providing a safe learning environment.
- Learn how to prevent and prepare for emergencies—and how to prevent disease and parasite transmission.
- Gain an understanding of the content and importance of an emergency action plan.
- Learn the initial steps in emergency response—as well as how to check the scene for safety.
- Gain an understanding of when to call and how to interact with the emergency medical services (EMS) system.

### **155 Providing Care in an Emergency**

The participant will...

- Learn how to respond and provide care in the event of an emergency or sudden illness.
- Gain an understanding of how to evaluate and treat wounds, control bleeding, and help burn victims.
- Learn the basics of evaluating and treating musculoskeletal injuries.
- Discuss how to help victims of sudden illnesses and heat- and cold-related illnesses.

### **157 Characteristics of Adolescents with Disabilities**

The participant will...

- Learn the distinguishing features of adolescence.
- Identify five developmental characteristics of middle and junior high school students.
- Learn about characteristics and behaviors specific to adolescents with disabilities.
- Identify ways to handle adolescent behaviors and characteristics in the best manner for students with disabilities.
- Learn how paraeducators can demonstrate and promote respect for individuals with disabilities.

### **158 The Roles of Paraeducators in Promoting Active Learning**

The participant will...

- Review the importance of active learning.
- Understand ways to incorporate active learning strategies into the foundational components of a lesson.
- Learn how to implement a lesson while incorporating active learning strategies.
- Discover a variety of strategies that will engage students in their daily classroom learning.

### **159 Assisting Students with Work Completion and Organization**

The participant will...

- Become familiar with four components of the learning process.
- Understand how to provide a structure for work completion.
- Learn various interventions for difficulties with work completion.

### **161 Supporting Students Who are Noncompliant**

The participant will...

- Learn what noncompliant behavior is.
- Recognize reasons for noncompliance.
- Learn techniques to prevent or minimize noncompliance.
- Identify strategies to use with a student who demonstrates noncompliance with verbal requests and directions.
- Become familiar with strategies to use with a student who is noncompliant with school and classroom expectations.

### **162 Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part I)**



The participant will...

- Understand the importance of continuing support for reading instruction in the content areas.
- Discuss the “roadblocks” that affect teachers and students with regard to reading in the content areas.
- Gain knowledge of various instructional strategies with which to support reading instruction for students before instruction in the content area occurs.

### **163 Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part II)**

The participant will...

- Recognize when reading instruction support is needed and the role of the paraeducator in delivering such support.
- Gain knowledge of various instructional strategies to support reading *during* instruction for students in all content areas.
- Gain knowledge of various instructional strategies with which to support reading *after* instruction in all content areas.

### **165 Working with Students with Low Vision**

The participant will...

- Learn about common causes of visual impairment in children in the United States.
- Learn terminology and abbreviations associated with visual impairments.
- Identify optical and non-optical devices that aid a student with low vision in the classroom.
- Identify typical supporting roles for those who assist a student with low vision in the classroom.

### **167 Working with Students Who Are Deaf or Hard of Hearing**

The participant will...

- Gain a basic understanding of deaf culture.
- Be able to define the terms deaf and hard of hearing.
- Become familiar with different sign languages and systems.
- Learn effective communication strategies for working with a student who is deaf or hard of hearing.
- Identify difficulties that a student who is deaf or hard of hearing may encounter.
- Understand the role of the paraeducator in educating students who are deaf or hard of hearing.

### **168 Supporting Students with Severe Emotional Disturbance**

The participant will...

- Learn the definition of emotional disturbance.
- Identify characteristics and behaviors associated with emotional disturbance.
- Understand ways to support students identified with severe emotional disturbance in the educational setting.

- Learn personal skills to demonstrate and discipline traps to avoid when supporting students who have an emotional disturbance.

### **169 Strategies for Working with a Student in Crisis**

The participant will...

- Define what a behavioral crisis is.
- Identify the four levels of crisis behavior.
- Review how crises can vary according to student ability level.
- Learn responses and strategies for working with a student in crisis.
- Work through examples of students in crisis.

### **177 Understanding Early Childhood Disabilities**

The participant will...

- Obtain an overview of the historical and current status of early intervention and early childhood disability services.
- Discover the importance and goals of early intervention services.
- Gain information related to the steps that lead to providing early childhood disability services.
- Learn about the types of early childhood disability services available to young children.
- Review best practices in preschool early intervention.

### **178 Developmentally Appropriate Practices in Early Childhood**

The participant will...

- Define and outline basic guidelines of developmentally appropriate practice in early childhood education.
- Discuss the role of play in developmentally appropriate practice (DAP).
- Identify the components of a DAP classroom, including types of learning experiences and physical setup.
- Understand the role of the teaching staff in the DAP classroom.
- Understand the impact of DAP on early childhood disability services.

### **179 Transition Services: Meeting the Needs of the Individual**

The participant will...

- Identify how transition services are determined.
- Identify and describe the six areas of transition.
- Identify and describe four levels of disability and what services are needed based on the level of disability.

### **180 Negotiation and Conflict Resolution Skills for Paraeducators**

The participant will...

- Learn that conflict can have both positive and negative results.
- Discover how conflict affects special education.
- Define conflict.

- Understand common responses to conflict.
- Become familiar with a problem-solving and conflict resolution process.
- Identify six steps to collaborative problem-solving.

### **181 Supporting Students with Specific Learning Disabilities**

The participant will...

- Understand why paraeducators need to know about the characteristics of students with learning disabilities.
- Identify the three academic areas primarily affected by learning disabilities.
- Understand the various speech and language issues associated with learning disabilities.
- Become familiar with accommodations and strategies to help students with learning disabilities.
- Discover ways to help and encourage students with learning disabilities.

### **182 Defining and Understanding a Student in Crisis**

The participant will...

- Learn the definition of a student in crisis.
- Understand that being in crisis looks different for students with disabilities.
- Learn what the behavior of a student in crisis may look like in the special education setting.
- View examples of students in crisis.

The participant will...

- Identify types of rocks and the cycles that form them.
- Learn terminology and concepts associated with the layers of the earth, continental drift, and plate tectonics.
- Develop an understanding of Earth in the solar system.
- Understand the causes and types of eclipses and tides.

### **184 Introduction to Earth Science: Meteorology and Oceanography**

The participant will...

- Learn the properties of the main layers of the earth's atmosphere.
- Review the terms used to describe the properties of air.
- Develop an understanding of the types of energy in the air and their effects.
- Identify the elements of the water cycle.
- Understand the relationship of air masses to air fronts.
- Become familiar with the chemical and physical properties of the ocean.
- Identify three classes of organisms that live in the ocean.

### **185 Basic Data Analysis II**

The participant will...

- Review terms used in collecting data.

- Review the concepts of quartiles, interquartile range, and outliers.
- Examine the relationship between frequency tables, histograms, stem-and-leaf plots and line graphs.
- Understand the purpose of double bar graphs, scatter plots, and box-and-whisker graphs.
- Learn to identify misleading graphs.

### **186 Teaching the Scientific Method**

The participant will...

- Define the scientific method.
- Distinguish questions that are testable from those that are not.
- Understand the need for research prior to setting up an experiment.
- Learn how to formulate hypotheses.
- Identify and define the components of a scientific experiment.
- Understand how to analyze data and communicate the results.

### **187 Algebra II: Patterns and Equations**

The participant will...

- Recognize various patterns.
- Extend patterns.
- Use a function table to find values and determine a rule.
- Review concepts and terminology associated with algebraic equations.
- Simplify like terms.
- Solve simple algebraic equations with like terms.

### **188 Algebra II: Graphing, Proportions, and Ratios**

The participant will...

- Learn terms and concepts related to graphing coordinate pairs.
- Graph a simple linear equation.
- Express and simplify ratios.
- Review the basic concepts of proportions.

### **189 Geometry II: Angles and Triangles**

The participant will...

- Measure and classify angles.
- Identify types of angles.
- Classify and identify basic components of triangles.
- Compute the area of triangles.
- Differentiate among types of right triangles.

### **190 Geometry II: Circles and Transformations**

The participant will...

- Identify basic components of circles.

- Review the formula for computing the circumference of a circle.
- Review the formula for computing the area of a circle.
- Identify translations, reflections, and rotations.

### **191 Life Science**

The participant will...

- Learn characteristics of living things.
- Understand general cell theory and concepts.
- Identify key elements of cell structure.
- Develop an understanding of cells' life processes.
- Distinguish levels of organization, organ systems, and life processes for multicellular organisms.

### **192 Probability**

The participant will...

- Learn basic concepts in probability.
- Learn basic concepts of event probability and sample space.
- Determine probability of simple and compound events.
- Learn how to find the probability of mutually exclusive events.
- Be introduced to the concepts of permutations and combinations.

### **193 Supporting Students with Speech and Language Impairments (Part I)**

The participant will...

- Define speech or language impairment as it relates to four strands of communication.
- Learn about fluency disorders and strategies for working with students who stutter.
- Explore the concept of articulation and strategies for addressing articulation problems.
- Become familiar with three aspects of language impairment including content, form, and function.
- Examine the signs, causes, and strategies for dealing with voice impairments.

### **194 Geologic History**

The participant will...

- Learn basic terminology related to the study of fossils.
- Become familiar with two ways the age of rocks is determined.
- Identify components of the geological time scale.

### **195 Human Body Systems**

The participant will...

- Be introduced to the concepts of cells, tissues, organs, and organ systems—and functions they perform in the human body.
- Learn about the integumentary, muscle, and skeletal systems.
- Identify the components and processes of the digestive system.
- Examine the role of the endocrine and immune systems.

- Learn the three components of the excretory system.
- Identify the two types of nerves comprising the nervous system.
- Examine the respiratory and circulatory systems.
- Learn the role of the lymphatic system.
- Identify components of the male and female reproductive systems.

The participant will...

- Define the commutative, associative, and distributive properties of numbers.
- Identify the identity elements and the property of zero.
- Learn the concept of integers, both positive and negative.
- Review how to add and subtract both positive and negative integers.
- Understand how to multiply and divide positive and negative integers.

### **197 Examining Functions of Behavior and Learning Strategies to Support Behavior**

The participant will...

- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom.
- Examine the four functions of behavior and how they are exhibited.
- Learn basic positive behavioral supports.
- Examine strategies that help promote positive behavior.
- Identify intervention strategies to use for targeted behaviors.

### **199 Customary System of Measurement**

The participant will...

- Review customary systems of measurement.
- Understand relationships among units and how to convert one unit to another unit within the same system.
- Practice writing customary measures as fractions.
- Practice writing fractions as mixed measures.
- Become familiar with the computation of mixed measures.
- Learn to convert temperatures in degrees Fahrenheit to degrees Celsius.

### **200 Metric System of Measurement**

The participant will...

- Review the language of the metric system of measurement.
- Compare and contrast metric units of length, capacity, and mass.
- Convert from one measure to another measure within the same system.
- Understand computation with the metric system of measurement.
- Convert from metric measures to customary measures.
- Learn to convert temperatures in degrees Celsius to degrees Fahrenheit.

### **201 Brain-Based Learning**

The participant will...

- Learn basic facts about the brain.
- Examine facts about how we learn as they apply to planning for instruction.
- Understand what gives the brain energy so that learning can occur.
- Discover how brain-based learning impacts education.
- Identify the three main priorities of the brain that play a part in learning.
- Become aware of how to connect learning to the real world.
- Explore the kinds of learning activities that are most effective with brain-based research.
- Become familiar with twelve brain-based research facts.

#### **204 Understanding Mental Health Disorders**

The participant will...

- Examine the definition of and symptoms of bipolar disorder.
- Become familiar with the symptoms of obsessive-compulsive disorder.
- Learn the symptoms of conduct disorder.
- Identify the characteristics of oppositional defiant disorder.
- Receive an overview of reactive attachment disorder.
- Understand the significance of mental health disorders in determining special education services.

#### **205 Encouraging Student Response and Engagement**

The participant will...

- Understand the importance of student response and engagement.
- Learn strategies for encouraging student participation.
- Examine the difference between covert and overt behaviors.
- Identify ways to engage students in both covert and overt behaviors.
- Discuss strategies to promote active engagement in learning.

#### **207 Life Science: Reproduction and Heredity**

The participant will...

- Develop an understanding of reproduction.
- Examine the process of mitosis.
- Become familiar with the process of meiosis.
- Review chromosomes, DNA, and genes.
- Discuss the concept of heredity and how traits are passed from parent to offspring.
- Use a Punnett Square to calculate the probability of inheriting certain traits.
- Be introduced to Gregor Mendel – The Father of Genetics.

#### **208 Supporting Students with Traumatic Brain Injuries**

The participant will...

- Learn the definition of traumatic brain injury (TBI).
- Learn how a TBI differs from a learning disability.

- Examine the supports that are effective in transitioning a student with a TBI back to school.
- Understand the variety of supports often needed for a student with a TBI.
- Gain an awareness of behavioral issues and positive supports for a student with a TBI.

### **209 Prompting Strategies for Students with Autism**

The participant will...

- Be introduced to the concept of prompting for students with autism spectrum disorder.
- Examine the rationale for using prompting strategies in instruction and learning.
- Discover the varying levels of prompting, and understand how the prompt hierarchy can be used to promote student independence.
- Discuss the advantages and disadvantages associated with prompting.
- Learn tips and strategies for applying prompting procedures appropriately.

### **212 Supporting Students with Speech and Language Impairments (Part II)**

The participant will...

- Review the definitions of different language impairments.
- Identify ways to treat a student's communication disorder.
- Learn the sequence of successful learning for a student with language delays.
- Discover ways to improve listening skills to increase language skills in the classroom.

### **213 Helping vs. Hovering: How to Avoid the "Helicopter" Effect**

The participant will...

- Learn basic information about adult support in the school environment.
- Define the basics of self-sufficiency.
- Identify ways to promote student self-sufficiency in the school environment.

### **214 Using Discrete Trial Teaching in the Classroom**

The participant will...

- Identify and understand the components of a discrete trial.
- Review an example in which discrete trial teaching is used to help a student learn the skill of imitation.
- Explore the advantages and disadvantages of using discrete trial teaching within the classroom setting.

### **215 Mathematics: Factors and Multiples**

The participant will...

- Describe classes of numbers according to their characteristics, such as the nature of their factors.
- Review the concepts of factors and factorials.
- Define the concepts of prime numbers and composites.
- Examine the concepts of prime factorization and relatively prime numbers.
- Discuss rules of divisibility.



- Identify the concepts of multiples, greatest common factors, and least common multiples.

## **216 Supporting Adolescents Who Have Learning Disabilities in Writing**

The participant will...

- Understand how learning disabilities affect writing skills.
- Learn about the emotional impact that adolescent learners with learning disabilities in writing may experience.
- Identify positive, daily interventions for adolescents with learning disabilities in writing.

## **217 A Look at the Impact of Poverty**

The participant will...

- Identify a working definition of poverty.
- Learn about the survival skills and hidden rules you need to know at different standards of living.
- Debunk the myths associated with the poor.
- Gain basic information related to factors that impact students living in poverty.
- Define how poverty can affect student achievement.
- Address the importance of building relationships with students who live in poverty.

## **218 Signs of Abuse or Neglect: What Paraeducators Need to Know**

The participant will...

- Identify consequences of abuse or neglect for the victims.
- Define the problems of abuse and neglect.
- Discover how often abuse and neglect occur.
- Learn the different types of child abuse and neglect.
- Understand the signs and symptoms of child abuse and neglect.
- Discuss the reporting guidelines and the process for reporting abuse or neglect.

## **219 Teaching Students About the Hidden Curriculum**

The participant will...

- Demonstrate an understanding of what the hidden curriculum is.
- Learn why the hidden curriculum must be taught to students with challenges in social skills, such as autism spectrum disorder.
- Identify the components of the hidden curriculum.
- Gain an awareness of social situations and settings in which students may have difficulties with the hidden curriculum.
- Discover information related to strategies and resources that are available to assist with teaching the hidden curriculum.

## **221 Student Organization Skills for Classroom Success**

The participant will...

- Understand the rationale for structure in learning.

- Learn basic information for helping students organize materials.
- Discover simple ways to help students organize tasks.
- Identify techniques for keeping students' environments organized.
- Learn a variety of instructional strategies to help promote student independence in the learning process.
- Understand how to assist students in becoming proficient, strategic learners.

## **222 The Importance of Assessments in Special Education**

The participant will...

- Learn terminology associated with assessments.
- Identify the importance of collecting baseline data.
- Pinpoint ways to use assessment data to determine present levels of performance.
- Assess the types of data that are used to show and monitor progress.
- Discover how different types of assessment can influence student learning.
- Explain why assessments are important sources of information for those who teach and support students with special needs.

## **223 Bullying Awareness, Prevention, and Intervention**

The participant will...

- Gain a practical understanding of the issue of bullying.
- Identify the different players in a bullying situation.
- Develop strategies for preventing bullying from occurring in the school setting.
- Learn how to intervene and address bullying when it does occur.

## **224 Stars**

The participant will...

- Survey the life cycle of stars.
- Develop an understanding of electromagnetic radiation.
- Investigate how astronomers use spectroscopy to study stars.
- Identify how astronomers classify stars.
- Explore characteristics of constellations.

## **225 Implementing Visual Supports for Students with Developmental Disabilities**

The participant will...

- Define and learn the need for visual supports.
- Understand the benefits of using visual supports in the classroom.
- Identify types of visual supports for scheduling.
- Discover a variety of visual supports for basic communication needs.
- Become familiar with types of visual supports for student organization.
- Identify visual supports to assist with student behaviors.

## **226 Understanding Common Concerns of Families of Individuals with Disabilities**

The participant will...

- Develop an understanding of the common concerns faced by families of individuals with disabilities.
- Become aware that parents want educators to have high expectations for their children with disabilities.
- Learn what actions school staff can take to address safety concerns of parents.
- Understand an educator's role in helping positively shape the attitudes of others toward individuals with disabilities.
- Identify ways to ease transitions for students with disabilities and their families.

## **227 Understanding Students with Attentional Concerns and the Role of the Paraeducator**

The participant will...

- Learn the definition and characteristics of ADHD.
- Identify the symptoms, prevalence, and treatment approaches for ADHD.
- Learn the best ways to provide paraeducator support to students with ADHD.
- Identify the best accommodation ideas for supporting students with ADHD.
- Identify instructional techniques that are appropriate for paraeducators to use in assisting students with ADHD.

## **228 Early Childhood Development: Early Literacy**

The participant will...

- Learn about early literacy and how it develops during the preschool years.
- Develop an understanding of the important skills and abilities that have a direct link to a child's future success with reading and writing.
- Identify important characteristics of a literacy-rich environment for young children.
- Discover instructional practices that can enhance early literacy skills.
- Learn specific strategies used in teaching oral language skills.
- Explore activities that support the development of phonological awareness.
- Discover ways to support print awareness and alphabet knowledge.

## **229 Understanding Down Syndrome, Fetal Alcohol Syndrome, and Tourette Syndrome**

The participant will...

- Develop an understanding of Down syndrome, Tourette syndrome, and fetal alcohol syndrome.
- Learn about the educational impact these syndromes have on a student.
- Understand the educator's role in assisting students who have these various syndromes so that they progress educationally.

## **230 Assisting Students on the School Bus**

The participant will...

- Develop an understanding of what responsibilities he or she has to students with disabilities while on the school bus.
- Become aware of the types of disabilities that a student may have and how it might affect his or her behavior on the bus.

- Learn the types of specialized equipment a student with a disability may require during transportation and the correct operational processes for that equipment.
- Understand the loading and unloading process.
- Identify types of emergencies that can occur on the school bus and the process for handling an emergency.

### **231 Early Childhood Development: Early Math**

The participant will...

- Learn about early math and why a focus on math skills is important for the preschool child.
- Develop an understanding of what is included in mathematical content for young children.
- Identify important mathematical vocabulary to use when teaching and interacting with young children.
- Explore the role of adults in high quality early childhood mathematics education.
- Discover ways to support early math learning within the context of classroom learning centers.

### **232 Career Exploration: Building Employment Goals Through Assessment and Activities**

The participant will...

- Gain a practical understanding of career exploration.
- Ascertain the two ways an individual can identify areas of interest.
- Learn why career exploration is necessary.

### **233 Early Childhood Development: Early Science**

The participant will...

- Learn about early science and why a focus on inquiry-based learning is important for the preschool child.
- Develop an understanding of the components of a quality science program for young children.
- Explore the scientific method and how to help young children begin thinking and problem solving scientifically.
- Discover how to plan and organize successful science discoveries within the early childhood classroom.
- Examine the various content areas which are developmentally appropriate for preschoolers who are engaged in an early science curriculum focus.

### **234 Building and Maintaining Respectful Relationships with Students**

The participant will...

- Understand why respectful relationships with students are important.
- Distinguish between academic and behavioral guidance.
- Learn ways to communicate academic guidance.
- Develop an understanding of implementing behavioral guidance.

- Identify techniques to build positive relationships with students.
- Explore ways to remain objective and overcome bias when working with students.

### **235 Providing Strategies for Struggling Readers in All Areas**

The participant will...

- Develop an understanding of early literacy and the skills necessary for a student to be able to read successfully.
- Learn how to increase students' understanding of print with a focus on motivation and awareness.
- Examine ways to support phonological and phonemic awareness in beginning readers.
- Learn strategies for teaching sight word vocabulary and reading fluency skills in beginning readers.
- Identify the strategies a student can use to decode unknown words.
- Identify techniques to support students' reading comprehension.
- Become aware of ways to encourage students in becoming independent, lifelong readers.

### **236 What Is Response to Intervention (RtI)?**

The participant will...

- Define RTI, MTSS, and describe them as interchangeable terms for a model of service delivery.
- Identify the differences among the three tiers of RTI/MTSS.
- Describe the advantages of using an MTSS model.
- Identify the essential components of RTI.
- Understand the marriage of special education and general education through an RTI/MTSS model.
- Discuss the changing role of the paraeducator and identify some major paraeducator MTSS responsibilities.

### **237 Anxiety in Children and Teens**

The participant will...

- Gain a basic understanding of anxiety and the symptoms associated with it.
- Discuss the relationship between anxiety and childhood depression.
- Learn strategies to help elementary school students with anxiety.
- Develop strategies for assisting teens with anxiety.
- Identify steps to take when a student's anxiety is worsening.

### **238 Complex Trauma in Children**

The participant will...

- Obtain a general understanding of complex trauma as it relates to children and adolescents.
- Learn about complex trauma and behavior in children.
- Understand how complex trauma affects a student's ability to learn.

- Develop strategies and interventions for working with students who have experienced complex trauma.

#### **240 Welcoming Students with Visual Impairments**

The participant will...

- Learn the type of support students who are visually impaired need to develop concepts and identify levels of functional vision.
- Identify support staff who work with students who are blind or visually impaired, including TVIs, rehabilitation teachers, and orientation and mobility specialists.
- Examine the use of low vision devices, large print books, and other classroom materials.
- Explore a brief history of the origin and impact of Braille as well as equipment and materials used by students in the classroom.
- Identify some of the adaptations within the classroom that should be made for a student with a visual impairment.

#### **241 Welcoming Students with Visual Impairments: Social Skills**

The participant will...

- Recognize social skills of early childhood and how they are learned.
- Understand the correlation between visual impairment and a loss of access to incidental learning and social learning.
- Be able to identify social skills for students with visual impairments.
- Recognize the roles parents and school personnel play in the facilitation of a student's social skills.
- Use the knowledge gained through this session to help foster appropriate social skills development in the students he or she works with.

#### **242 Welcoming Students with Visual Impairments: Orientation and Mobility**

The participant will...

- Become familiar with orientation and mobility (O&M).
- Understand the role of an O&M specialist.
- Recognize fundamental O&M skills and basic terminology.
- Recognize O&M travel skills and techniques.
- Be aware of additional information and resources on O&M.

#### **243 Welcoming Students with Visual Impairments: Low Vision**

The participant will...

- Recognize common misconceptions about vision loss.
- Understand the differences between the terms "visual impairment," "low vision," and "blindness."
- Be able to identify general categories of vision loss and the associated functional implications of each.

#### **956 Understanding Dyslexia**

The participant will...

- Define dyslexia.
- Examine the background of historical educational mandates regarding dyslexia.
- Recognize the characteristics of dyslexia.
- Identify some myths and misconceptions about the characteristics of dyslexia.
- Explore appropriate research-based reading assessments to help identify students with dyslexia prior to referral to special education programs.

### **957 Recognizing Dyslexia in Emergent Readers**

The participant will...

- Examine research on the early signs of and risk factors for dyslexia.
- Explore the importance of a universal screener for specific learning disabilities, including dyslexia.
- Examine the importance of oral language and phonemic awareness in early literacy.
- Create a toolbox of research-based strategies to use with emergent readers.

### **958 Strategies for Struggling Readers and Dyslexia Grades 3-5**

The participant will...

- Utilize reading interest surveys and informal reading inventories to get to know students.
- Employ research-based strategies for flexible grouping in order to assist struggling readers and students with a reading disability, including dyslexia.
- Utilize research-based best practices for determining intensive interventions for struggling readers in fluency and vocabulary to increase reading comprehension.
- Use research-based accommodations for struggling readers in the general education classroom setting.
- Develop a toolbox of graphic organizers and free assessments for timed fluency rate and sight word recognition that will provide data for struggling readers that need intensive interventions.

### **959 Using Text Structures and Dyslexia Grades 6 and Up**

The participant will...

- Recognize the importance of visual representation for instructing students with dyslexia.
- Identify the five types of text structures.
- Recognize some of the most common signal words for each nonfiction text structure.
- Utilize the appropriate research-based graphic organizer for each type of text structure.

### **1200 Online Safety and Data Privacy**

The participant will...

- Learn to protect personal data online.
- Understand different types of malware and how to avoid them.
- Learn about anti-virus programs and how they prevent and/or clean up a virus attack.

- Find strategies for avoiding phishing, spoofing, and other attempts to access personal data.
- Get helpful tips for password security.

### **1205 Tools that Reveal the Information You Share When You Browse**

The participant will...

- Understand how your IP address can become a piece of personal data.
- Learn how websites track and use your data.
- Learn about filter bubbles and how they impact Google search results.
- Learn how to view and change the ad settings in your browser.

### **1210 Manage Your Digital Footprint**

The participant will...

- Understand what a digital footprint is how to manage it.
- Learn about browser cookies and cache.

### **1215 Keeping Student Data Private**

The participant will...

- Learn about personally identifiable information and how FERPA protects this information for students.
- Learn about the Children’s Online Privacy Protection Act and what constitutes consent.
- Understand the hidden cost of free software.
- Learn about responsible internet use for teachers and students.

### **1220 Information Literacy on the Web**

The participant will...

- Learn to find credible, high-quality websites.
- Distinguish fact from opinion.

### **1225 Copyright Essentials**

The participant will...

- Learn about copyright law in the United States and why it’s important.
- Understand permissible circumstances to use or share music, images, videos, books, journals, sound recordings, and other works of original authorship.

### **1300 Why be Trauma Informed?**

The participant will...

- Learn about some common signs of trauma in students.
- Learn about the challenges trauma presents to learning.

### **1305 Avoid Five Mistakes When Chronic Trauma is Present**

The participant will...



- Understand how chronic trauma can significantly influence how a student will engage and respond at school.
- Learn common mistakes we can make and their alternatives when responding to students who experience chronic trauma.

### **1310 Be Alert to Long-Term Effects of Trauma**

The participant will...

- Understand what some of the long-term effects of trauma can be for young people.
- Learn a few ways to help a student who is experiencing the aftereffects of trauma.

### **1315 How to Create a Sense of Belonging for All Students**

The participant will...

- Understand the difference between fitting in and belonging.
- Learn ways to create and maintain a sense of belonging for all of your students.

### **1320 Helping Students Work Through Anxiety**

The participant will...

- Learn the difference between stress and anxiety.
- Understand how to help students manage their anxiety.

### **1410 Building and Maintaining Relationships with Students**

The participant will...

- Identify factors that contribute to healthy and unhealthy relationships.
- Identify factors of relationships that are unique to online learning.
- Identify similarities and differences in building relationships face-to-face versus online.

### **1415-1 Creating and Maintaining Student Engagement (Part I)**

The participant will...

- Understand the importance of building a foundation.
- Learn how to offer choices in an online classroom.
- Understand how to use technology to your benefit.
- Understand how allowing for creativity deepens engagement and learning.

### **1415-2 Creating and Maintaining Student Engagement (Part II)**

The participant will...

- Understand the importance of establishing class routines and expectations for online learning.
- Develop projects and discussion boards for online classes that foster collaboration among students and encourage higher-level thinking skills.
- Develop lessons that incorporate play in an online classroom.
- Incorporate authentic learning experiences into an online classroom.
- Learn to respond to students who struggle to stay engaged in online learning.

### **1420 Gaining Student Buy-In and Participation**

The participant will...

- Understand that there are different needs and levels of participation in online teaching versus in the physical classroom.
- Learn ideas and strategies to engage students.
- Identify methods for reaching the underachievers.

### **1425 Utilizing Videoconferencing in the Age of Distance Learning**

The participant will...

- Recognize the benefits of videoconferencing and video instruction in the age of digital learning.
- Determine the goal or purpose of each videoconference and communicate that information to all participants.
- Examine the role of schools in preparing for videoconferencing.
- Examine the role of teachers in preparing for videoconferencing.
- Set videoconferencing expectations for students with the first invite.