COURSE CURRICULUM 2019

Behavior/Safety/Discipline

- Identifying and Responding to Bullying and Harassment Involving Students with Disabilities
- Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons
- Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion
- Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior
- Developing and Implementing Functional Behavior Assessments and Behavioral Interventions Plans
- Strategies to Keep Students with Autism Safe in School

IDEA

- Identifying Disabilities to Determine IDEA Eligibility
- What Every Administrator Needs to Know About Stay-Put Under the IDEA
- A Teacher's Role in the Manifestation Determination Review Process Based on IDEA
- Child Find: Understanding IDEA Provisions and Responsibilities
- Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation
- Least Restrictive Environment: What Teachers Need to Know
- Independent Educational Evaluations: Responsibilities and Procedures
- Evaluations and Reevaluations – Purposes, Standards and Procedures
- Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities
- Early Intervention Services: Facilitating Transition from IDEA Part C to Part B
- Dispute Resolution and Available Remedies Under the IDEA
- Administrator's Responsibilities for Meeting IDEA Parental Consent Rules

IEPs

- Required Components for Compliant IEPs
- Guidelines for IEP Team Composition
- Conducting Compliant IEP Team Meetings
- Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals

Section 504

- Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance
- Understanding Section 504 Eligibility and How It Works in Schools
- A Teacher's Role in the Manifestation Determination Review Process Based on Section 504

- ➢ Field Trips and Extracurricular Activities Under Section 504
- ➢ Best Practices to Prevent Section 504 Retaliation
- ➢ The Role and Responsibilities of Section 504 Team Members
- ➢ Accommodations and Standards for Testing and Grading Under Section 504
- ➢ Child Find: Understanding Section 504 Provisions and Responsibilities
- ➢ When and How to Accommodate Students with Food Allergies Under Section 504
- ➢ Meeting the Needs of Students with Diabetes Under Section 504

Autism
- ➢ Evaluation, Eligibility and IEP Development for Students with Autism
- ➢ Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies
- ➢ Students with Autism and One-to-One Aides: Best Practices for Educators

Other Courses Available
- ➢ Using Universal Design for Learning to Improve Instruction and Assessment for All Students
- ➢ How FERPA's Parental Consent Rule Impacts Education Record Privacy
- ➢ Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements
- ➢ Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent
- ➢ Use of Service Animals in Schools
- ➢ Best Practices for Home-Based Instruction for Students with Disabilities
- ➢ IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities
- ➢ Ensuring Substitute Staff Are Certified and Prepared to Serve Students

Paraprofessional Curriculum
- ➢ Roles, Responsibilities, Professional Practices, and Ethics for Paraprofessionals
- ➢ Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals
- ➢ IDEA and Section 504: Key Components and Implications for Paraprofessionals
- ➢ The Paraprofessional's Support Role in IEP Development and Implementation
- ➢ Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications
- ➢ Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within Instructional Models
- ➢ Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams
- ➢ Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones

Paraprofessional Curriculum cont.

- Foster School/Family Collaboration by Developing Cultural Reciprocity
- Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD
- Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments
- Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals
- Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities
- Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbance
- Hearing, Visual, Orthopedic, and Other Health Impairments Under the IDEA: Guidance for Paraprofessionals
- Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students' Health and Safety Needs
- Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness
- Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities
- The Paraprofessional's Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities
- Core Standards, Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities
- The Paraprofessional's Role in Integrating Students with Disabilities into General Education Settings
- A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Student with Disabilities
- The Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA
- Guidance for Paraprofessionals: Disciplinary Considerations for Students With Disabilities Involved in Drugs, Violence or Weapons
- A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities
- For Paraprofessionals: FERPA, Student Privacy and Education Records