# ParaEducator
ONLINE TRAINING

## COURSE LIST BY CATEGORY

*Note: Learning objectives for each course are listed at the end of this document.*
Dual format courses: Video-based and text-based versions available
Video courses

**Autism Spectrum Disorder**

| | | |
|---|---|---|
| 141 | ASD: Diagnosis and Characteristics | 45 minutes |
| 142 | ASD: Social Interactions and Skill Development | 30 minutes |
| 143 | ASD: Communication | 45 minutes |
| 144 | ASD: Challenging Behaviors | 45 minutes |
| 145 | ASD: Visual Schedules | 45 minutes |
| 146 | ASD: Social Stories | 30 minutes |
| 209 | ASD: Prompting Strategies | 45 minutes |

**Behavior**

| | | |
|---|---|---|
| 110 | Classroom and Behavior Management | 30 minutes |
| 123 | Implementing and Monitoring Behavior Intervention Plans | 30 minutes |
| 124 | Providing Positive Behavioral Supports for Individual Students | 30 minutes |
| 161 | Supporting Students Who are Noncompliant | 60 minutes |
| 182 | Defining and Understanding a Student in Crisis | 60 minutes |
| 197 | Examining Functions of Behavior and Learning Strategies to Support Behavior | 60 minutes |
| 214 | Using Discrete Trial Teaching in the Classroom | 45 minutes |
| 219 | The Hidden Curriculum: Teaching Students Appropriate Social Behaviors and Skills | 60 minutes |
| 223 | Bullying Awareness, Prevention, and Intervention | 60 minutes |
| 227 | Understanding Students with Attentional Concerns and the Role of the Paraeducator | 60 minutes |
| 430 | Strategies for Working with Defensive Students | 45 minutes |
| 435 | Basics of Positive Behavior Support | 45 minutes |
| 440 | A Positive and Preventative Approach to Classroom Discipline | 45 minutes |
| 485 | Teaching Appropriate Social Skills to Form Relationships and Prevent Bullying | 45 minutes |

## Data and Assessments

## Early Childhood

## English Language Learners

## Foundations for Paraeducators

## Instructional Support: General

## Instructional Support: Reading and Writing

## Mental Health for Paraeducators

## Mental Health for Students

## Online Classroom

## Speech and Language

## Students with Disabilities

## Technology

## Transition

## Trauma

## Vision and Hearing Impairments

## 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

### Reading Skills

### Writing Skills

### Mathematics Skills

| 196 | Mathematics: Properties and Integers | 60 minutes |
| 199 | Customary System of Measurement | 60 minutes |
| 200 | Metric System of Measurement | 60 minutes |
| 215 | Mathematics: Factors and Multiples | 45 minutes |

## COURSES AND COURSE OBJECTIVES

*Note: Courses are listed in numerical order for quick reference.*

### 101   Understanding Inclusion                                 45  minutes
The participant will be able to…
- Discuss how special education has changed by serving more students in general education classrooms.
- Explain the legal basis of inclusive teaching practices and how they have developed in special education services.
- Describe the philosophy and intentions of inclusive education.
- Identify the impact of inclusive education on paraeducators.

### 102   The First Day on the Job                                 45 minutes
The participant will be able to…
- Identify how and where to locate school policies and procedures.
- Describe who has access to students' confidential information.
- Describe duties of a paraeducator in different environments.
- Explain the importance of supporting what is happening in the classroom.

### 103   Confidentiality, FERPA, and HIPAA                        45 minutes
The participant will be able to…
- Define, describe, and explain the legal basis for confidentiality.
- Recognize the paraeducator's role in maintaining confidentiality.
- Summarize the basic requirements of FERPA for serving students with disabilities in the school setting.
- Distinguish between people who can access student information and those who cannot.
- Recognize the intent of HIPAA and its effect on schools.
- Implement strategies for practicing and maintaining appropriate confidentiality in the community and the classroom.
- Identify special situations involving confidentiality issues.

### 104   Understanding the Many Types of Special Programs         30 minutes
The participant will be able to…
- Recognize what types of support programs school districts offer.
- Describe the focus areas of Title I services, including examples.

6

- Describe the English Language Learners (ELL) program and its benefits for non-native English speakers.
- Discuss the elements of a Multi-Tiered System of Supports (MTSS) program, including Response to Intervention (RTI).
- Identify the components of special education services, including the different placement options and instructional settings available.

### 105    An Introduction to IDEA's 13 Areas of Disability (Part I)                 60 minutes
The participant will be able to…
- Identify the disabilities included under IDEA (2004) legislation.
- Describe characteristics and implement evidence-based practices for students with a specific learning disability (SLD), an emotional/behavioral disability (E/BD, also referred to as emotional/behavioral disorder or emotional disturbance), and/or an intellectual disability (ID).
- Describe characteristics and implement evidence-based practices for students with an orthopedic impairment (OI), other health impairment (OHI), and/or a traumatic brain injury (TBI).
- Describe characteristics and implement evidence-based practices for students with attention-deficit/hyperactivity disorder (ADHD).

### 106    An Introduction to IDEA's 13 Areas of Disability (Part II)                60 minutes
The participant will be able to…
- Identify the disabilities included under IDEA (2004) legislation.
- Describe characteristics and implement evidence-based practices for students with impairments in speech or language, vision, and hearing; multiple disabilities; autism spectrum disorder; and developmental delays.
- Assist with programming for students who are gifted.

### 107    Individual Student and Program Information                                60 minutes
The participant will…
- Identify what types of student information are most helpful to paraeducators.
- Locate and utilize sources for specific students' personal and instructional information (teachers, students and their families, and the IEP).
- Explain the components of an individualized education program or plan (IEP).
- Identify the three basic learning style preferences (visual, auditory, and tactile) and strategies in order to incorporate those styles into an integrated instructional approach.
- Ask appropriate and effective questions when gathering specific information on a student.

### 108    Introduction to Accommodations and Modifications                          30 minutes
The participant will be able to…
- Describe the difference between accommodations and modifications.

- Explain the range of accommodations and modifications for students with exceptionalities.
- Identify when and how to provide appropriate modifications for students.
- Apply various strategies for implementing modifications.

## 109   Supporting Students with Accommodations and Modifications   45 minutes

The participant will be able to…
- Identify when accommodations or modifications are needed to support a student.
- Apply a variety of methods for making appropriate accommodations and modifications.
- Identify which students a paraeducator can support with accommodations and modifications.

## 110   Classroom and Behavior Management   30 minutes

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   30 minutes

The participant will be able to…
- Recognize the importance of effective collaboration with both students and adults in a school setting.
- Support the classroom teacher and students with special needs in the inclusive classroom.
- Recognize and use effective communication skills to maintain positive working relationships.
- Perform the variety of duties required of a paraeducator.

## 112   Working with Official and Immediate Supervisors   45 minutes

The participant will be able to…
- Identify two levels of paraeducator supervision.
- Recognize the differences between an official and immediate supervisor.
- Describe the various responsibilities of an official supervisor.
- Describe the various responsibilities of an immediate supervisor.

## 113   Communicating with Student Teams   45 minutes

The participant will be able to…

- Explain the importance of being an effective communicator with all members of a student's educational team and uphold confidentiality requirements of educational records and special education student information.
- Identify and apply strategies for effective communication with both general education and special education teachers and develop approaches for promoting collaboration between them.
- Use strategies for gaining important information regarding students and programs.
- Identify ways to communicate the role of the paraeducator to students.
- Recognize the role of the paraeducator in communicating with parents.
- Explain techniques to use when confronted with an unwelcoming classroom environment.

### 114    Monitoring Student Progress                                30 minutes
The participant will be able to…
- Explain the importance of monitoring the progress of students with special needs.
- Identify the various components of an individualized education program or plan (IEP).
- Discuss the role of the paraeducator in monitoring student progress.
- Implement strategies and methods for monitoring student progress.

### 115    Developing Positive Communication Skills                  45 minutes
The participant will be able to…
- Describe the importance of developing positive working relationships and communication skills with other adults in the classroom.
- Explain the ground rules for communication and identify when to ask questions.
- Develop and practice assertive communication skills, nonverbal communication skills, and active listening skills.
- Implement strategies to navigate and improve communication in challenging situations.

### 116    Classroom Instructional Arrangements                      30 minutes
The participant will be able to…
- Identify the role of a paraeducator during classroom instruction.
- Implement the various options for paraeducators related to instructional arrangements for supporting student instruction.
- Develop strategies for utilizing instructional arrangement options within the classroom.
- Apply the skills a paraeducator may offer to the variety of instructional arrangements available for supporting students.

### 117    Taking Instructional or Behavioral Data                   30 minutes
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 — 60 minutes

The participant will…
- Understand the complexities of the reading process.
- Learn questions to ask regarding the required reading program.
- Learn the basic premise of the science of reading.
- Gain knowledge of the pieces that make up a balanced literacy program.
- Understand the importance of phonics instruction in literacy instruction.
- Understand the National Reading Panel's five components of reading and how to address each component in the classroom.
- Recognize the phases of reading development and how to assist students in each phase.
- Learn tips for making appropriate accommodations and modifications to reading instruction and activities.

### 119 TITLE I Supporting Instruction: Writing — 30 minutes

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 — 30 minutes

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 — 45 minutes

The participant will be able to…
- Identify common types of positioning and mobility equipment used by students with severe physical disabilities at school.
- Demonstrate common transfer methods required throughout the school day for a student with severe physical disabilities.

- Explain important physical healthcare issues requiring a paraeducator's direct involvement when working with students with physical disabilities.
- Perform the duties and responsibilities of paraeducators working with students with physical disabilities.
- Implement strategies for respecting and maintaining students' modesty, privacy, and dignity.

### 123    Implementing and Monitoring Behavior Intervention Plans    30 minutes
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    30 minutes
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    60 minutes
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    60 minutes
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    60 minutes
The participant will…

11

- 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                    60 minutes**
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                                              60 minutes**
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                        30 minutes**
The participant will be able to…
- Define narrative text.
- Identify and describe the elements of narrative texts.
- Interpret, synthesize, and evaluate a narrative text.

**131      TITLE I Reading Comprehension: Informative Texts                      30 minutes**
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                30 minutes
         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                  60 minutes
         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                 45 minutes**

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                30 minutes**

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**  **60 minutes**

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**  **60 minutes**

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**  **45 minutes**

The participant will be able to…

- Define basic geometric terminology.
- Identify basic geometric figures.
- Practice the formulas for computing perimeter, area, and volume for basic geometric shapes.
- Plot ordered pairs on a coordinate grid.

**139**  TITLE I **Basic Data Analysis**  **60 minutes**

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**  **60 minutes**

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**  **ASD: Diagnosis and Characteristics**  **45 minutes**

The participant will be able to…

- Define the characteristics of individuals diagnosed with autism spectrum disorder (ASD).

- Discuss how professionals diagnose autism spectrum disorder, both clinically and educationally.
- Interpret the signs, symptoms, and challenges associated with autism spectrum disorder.
- Explain the causes, prevalence, and prognosis for individuals with ASD.

### 142    ASD: Social Interactions and Skill Development        30 minutes
The participant will be able to…
- Define the characteristics of autism spectrum disorder (ASD).
- Explain the definition and characteristics of social interaction.
- Discuss how learning issues impact social interactions.
- Implement different evidence-based practices for supporting social skills development of students with ASD.
- Apply tips to make social skills instruction more effective.

### 143    ASD: Communication        45 minutes
The participant will be able to…
- Identify the characteristics of autism spectrum disorder (ASD).
- Define the three components of communication (speech, language, and hearing).
- Discuss the three components of language (form, content, and use).
- Define the various functions of communication.
- Explain the communication characteristics associated with ASD.
- Describe how learning is impacted by communication.
- Explain the different modes of communication and communication systems that children with ASD may use.

### 144    ASD: Challenging Behaviors        45 minutes
The participant will be able to…
- Define the characteristics of autism spectrum disorder (ASD).
- Describe the behavioral characteristics associated with ASD.
- Explain the needs and functions of behavior.
- Implement strategies to prevent and manage challenging behaviors in the classroom.
- Apply positive behavior supports to help prevent challenging behaviors.
- Implement strategies and interventions for replacing challenging behaviors with desired (positive) behaviors.
- Explain the various tools that paraeducators can utilize to support students with ASD who exhibit challenging behaviors.

### 145    ASD: Visual Schedules        45 minutes
The participant will be able to…
- Define the components of visual schedules.
- Identify the most common types of visual schedules.

- Implement a visual schedule.
- Record and document the implementation of a visual schedule.
- Ask effective questions of supervisors to better support students with ASD.

**146    ASD: Social Stories                                                    30 minutes**
The participant will be able to…
- Explain and implement a social story (also called a social narrative).
- Describe three common forms of social impairments for students with ASD.
- Record and document implementation of a social story.
- Ask effective questions of supervisors to better support students with ASD.

**150    Introduction to Transition Services: A Road Map to Independence        60 minutes**
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                 60 minutes**
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                                                   60 minutes**
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                           60 minutes**
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                                    60 minutes**
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                  60 minutes**
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           45 minutes**
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                           45 minutes**
The participant will be able to…
- Recognize and explain the six basic components of the learning process.
- Provide a structure for work completion.
- Implement various interventions for students experiencing difficulties with work completion.

**161    Supporting Students Who are Noncompliant                          60 minutes**

17

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,          60 minutes
       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,          60 minutes
       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          60 minutes**

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          60 minutes**

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                60 minutes**
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.

**177    Understanding Early Childhood Disabilities                60 minutes**
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                60 minutes**
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                60 minutes**
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                60 minutes**

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          60 minutes**
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          60 minutes**
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.


**185     Basic Data Analysis II          60 minutes**
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.


**187     Algebra II: Patterns and Equations          45 minutes**
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          45 minutes**
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          60 minutes**
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          60 minutes**
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.

**192      Probability          60 minutes**
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)      60 minutes**
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.

**196      Mathematics: Properties and Integers          60 minutes**
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                60 minutes
         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                                           60 minutes**

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                                             60 minutes**

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                                                     60 minutes**

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**                          **60 minutes**
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**                    **60 minutes**
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.

**208    Supporting Students with Traumatic Brain Injuries**              **60 minutes**
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**                  **45 minutes**
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)    60 minutes**
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       30 minutes

The participant will be able to…
- Explain foundational information regarding the role of adult support in the school environment.
- Define the basics and significance of student self-sufficiency.
- Implement strategies to promote student self-sufficiency in the school environment.

### 214   Using Discrete Trial Teaching in the Classroom       45 minutes

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       45 minutes

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       45 minutes

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       45 minutes

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          45 minutes**

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          60 minutes**

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          60 minutes**

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          60 minutes**

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          60 minutes**

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.

**225      Implementing Visual Supports for Students with          60 minutes**
         **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          60 minutes**
         **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          60 minutes**
         **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          60 minutes**

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,          60 minutes
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 with Disabilities on the School Bus          60 minutes**

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          60 minutes**

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          60 minutes
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                    60 minutes**
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    60 minutes**
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          60 minutes**
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)?                          60 minutes**
The participant will…

28

- 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**                                    **60 minutes**
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**                                       **60 minutes**
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.

**239   Professionalism and Ethical Practice for Paraeducators**           **60 minutes**
The participant will…
- Understand the concept of professionalism in the field of education.
- Understand the concepts of ethics and ethical practice in the field of education.
- Review current standards and guidelines for professional learning and ethics for paraeducators.
- Understand the scope and limits of the role of a paraeducator: professional responsibilities, confidentiality, and communication.
- Understand what to do when faced with an ethical dilemma.

**240   Welcoming Students with Visual Impairments**                       **60 minutes**
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          60 minutes**
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:                          60 minutes**
        **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          60 minutes**
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.

**245     How to Read an IEP                                                   60 minutes**
The participant will be able to…
- Identify and describe the sections of an IEP and its key components for paraeducators.
- Explain the contents of important IEP sections for supporting students with disabilities, including present levels, accommodations and modifications, goals, and programs and services.
- Ask supervisors appropriate questions in order to implement the IEP with fidelity.

- Describe and implement common accommodations listed in IEPs.
- Document the implementation of accommodations and modifications.

### 300    Balancing Your Personal and Professional Life                    15 minutes
The participant will…
- Learn some important ground rules for having both a rewarding professional life and personal life while dealing with the stresses of each.

### 305    Five Ways to Replenish Your Patience                    15 minutes
The participant will…
- Learn five ways to maintain patience when it starts to run low.

### 310    Pressure Is Not the Same as Stress                    15 minutes
The participant will…
- Learn the key differences between pressure and stress and the steps you can take to alleviate the crippling power of stress in your life or your students' lives.

### 315    Five Secrets to Finding Professional Happiness – Especially Now    15 minutes
The participant will…
- Learn five ways to find professional happiness without having to rely on luck and good fortune.

### 400    Praise the Behaviors That Matter                    15 minutes
The participant will…
- Learn how to best praise students, what behaviors to encourage, and conversely what types of praise may actually decrease student success.

### 405    How to Show Students You Like Them                    15 minutes
The participant will…
- Learn eight ways that accepting and respecting students can benefit your teaching.

### 430    Strategies for Working with Defensive Students                    45 minutes
The participant will be able to…
- Describe the challenges of working with defensive or noncompliant students.
- Identify the five stages of verbal escalation when a student is showing defensive behaviors and the appropriate intervention at each stage.
- Communicate appropriately through body language and voice tone.
- Replace unreasonable expectations with reasonable ones.
- Set limits effectively.

### 435    Basics of Positive Behavior Support                    45 minutes
The participant will…
- Define the positive behavior support (PBS) approach and describe its main features.

- Explain the research basis for implementing positive behavior support.
- Differentiate universal, small group, and individual supports.
- Describe the responsibilities of the general education teacher in the implementation of positive behavior support.
- Provide examples of universal behavior supports and review the situations when a secondary level of support would be appropriate.
- Provide examples of individual behavior supports.

**440    A Positive and Preventative Approach to Classroom Discipline         45 minutes**
The participant will…
- Understand the importance of good classroom management.
- Discuss who is responsible for classroom management and student discipline.
- Learn how to be effective when handling discipline issues.
- Review the importance of established classroom rules and expectations.
- Learn why inappropriate behaviors occur.
- Learn actions recommended for bullying behavior.
- Define how to set limits effectively.
- Discover proactive tips and hints for managing student behavior.

**485    Teaching Appropriate Social Skills to Form Relationships         45 minutes
         and Prevent Bullying**
The participant will…
- Gain an understanding of the need for students to have good social skills.
- Recognize the role of teaching social skills and bullying prevention.
- Learn how to teach students social skills.
- Recognize the basic manners that should be expected of and taught to students.
- Learn ways to help students understand the importance of good manners and appropriate social skills.
- Review appropriate ways for students to interact with persons with disabilities.
- Identify important communication skills and ways to assist students in gaining those skills.

**956    Understanding Dyslexia                                    30 minutes**
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                   45 minutes**

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　　　30 minutes
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　　　15 minutes
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　　　45 minutes
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　　　30 minutes
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                 30 minutes
The participant will…
- Understand what a digital footprint is how to manage it.
- Learn about browser cookies and cache.

## 1215 Keeping Student Data Private                 30 minutes
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                 45 minutes
The participant will…
- Learn to find credible, high-quality websites.
- Distinguish fact from opinion.

## 1225 Copyright Essentials                 30 minutes
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?                 10 minutes
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                 30 minutes
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                 10 minutes
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    30 minutes**

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    30 minutes**

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    30 minutes**

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)    30 minutes**

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)    45 minutes**

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    15 minutes**

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    45 minutes**

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.