

## Course Catalog

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## Course Titles & Objectives

### INC 119 – Confidentiality

The participant will...

- Be able to state the legal basis for keeping information confidential about students served by special education.
- Discover the types of student information and who has access to that information.
- Explore ways to avoid sharing confidential information.
- Identify ways to maintain confidentiality in the community and in the classroom.
- Learn how to answer questions involving confidential information about students.

### INC 120 – Special Education Service Delivery: Inclusive to Self-Contained Classrooms

The participant will...

- Differentiate between direct and indirect special education services.
- Learn the six settings associated with the special education continuum of services and identify the three which serve the largest numbers of students.
- Identify characteristics of inclusive, resource, and self-contained settings.
- Identify tips and suggestions for teachers working in or supporting inclusive, resource, or self-contained settings.
- Understand the roles and responsibilities of teachers for inclusive, resource, and self-contained settings.

### INC 121 – Working with Paraeducators (Part I)

The participant will...

- Define the job title of paraeducator and acquire knowledge of general characteristics.
- Identify common myths about paraeducators.
- Recognize paraeducator accommodation and modification guidelines.
- Recognize the importance of providing an orientation to the classroom.
- Learn to define specific paraeducator duties.
- Identify strategies for planning with paraeducators.
- Describe various instructional arrangements for teachers and paraeducators.

### **INC 122 – Working with Paraeducators (Part II)**

The participant will...

- Understand the roles and responsibilities of the teacher as a supervisor of paraeducators.
- Differentiate the roles of official and immediate supervisor, and identify specific responsibilities of classroom teachers as immediate supervisors.
- Identify tips, strategies, and suggestions for effective supervision of paraeducators.
- Learn effective strategies for dealing with paraeducators assigned to classrooms.
- Understand the classroom teacher's role in paraeducator performance evaluation.
- Learn effective strategies for dealing with classroom instructional problems involving the paraeducator.

### **INC 123 – Collecting Instructional or Behavioral Data**

The participant will...

- Understand the purpose of instructional or behavioral data collection.
- Review tips for successful data collection.
- Discover various methods for collecting instructional data.
- Examine various methods for collecting behavioral data.
- Learn how to make good decisions based on data.

### **INC 124 – Supporting Organizational Skill Development**

The participant will...

- Gain a basic understanding of the role that instruction in organizational skill strategies plays in assisting students to focus on the learning process and accomplish an academic task independently.
- Be able to teach organizational strategies.
- Learn suggestions for providing feedback to students.
- Know strategies to use when working with students on teacher-pleasing behavior, understanding and completing assignments, reading textbooks, taking tests, writing paragraphs, and understanding concepts.
- Understand how to assist students in becoming proficient, strategic learners.

### **INC 125 – Assisting Struggling Readers with Their Textbook Assignments**

The participant will...

- Discuss difficulties that struggling readers might have when navigating a textbook.
- Identify the characteristics of expository text.
- Review three features of textbooks that can influence a student's understanding of textbook material.
- Understand the broad benefits of intervention strategies for struggling readers.
- Discover strategies for supporting reading fluency.
- Learn strategies for supporting concentration and organization.
- Review strategies for supporting reading comprehension.
- Identify strategies for assisting students to be self-motivated and competent readers.

### **INC 126 – Introduction to Accommodations and Modifications**

The participant will...

- Learn the reason for the inclusion of students with special needs in the general classroom.
- Distinguish informal modifications from specified modifications.
- Identify a variety of reasons for making student modifications.
- Understand basic concepts associated with making modifications.

### **INC 127 – Differences Between Instructional and Curricular Modifications**

The participant will...

- Define instructional modifications (accommodations) and curricular modifications (modifications).
- Become familiar with the different levels of modifications.
- Distinguish between accommodations and modifications.
- Describe the process of defining and developing curricular modifications.
- Learn strategies for making curricular modifications.
- Understand the importance of monitoring and documenting student progress.

### **INC 128 – 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 rules.

### **INC 129 – Strategies to Defuse a Defiant Student**

The participant will...

- Become familiar with the challenges of working with defiant students.
- Identify the five stages of defiant behavior and the appropriate intervention at each stage.
- Review how to communicate appropriately through body language and voice tone.
- Learn how to counteract unreasonable expectations.
- Understand how to set limits effectively.

### **INC 131 – An Introduction to IDEA’s 13 Areas of Disability (Part I)**

The participant will...

- Identify the disabilities included under the IDEA legislation.
- Learn characteristics and intervention suggestions for students with learning disabilities.
- Learn characteristics and intervention suggestions for students with emotional disturbance.
- Learn characteristics and intervention suggestions for students with intellectual disabilities.
- Learn characteristics and intervention suggestions for students with orthopedic impairment.
- Learn characteristics and intervention suggestions for students with other health impairments.

### **INC 132 – An Introduction to IDEA’s 13 Areas of Disability (Part II)**

The participant will...

- Identify the disabilities included under the IDEA legislation.
- Learn characteristics and intervention suggestions for students with speech and language impairment.
- Learn characteristics and intervention suggestions for students with visual impairment.
- Learn characteristics and intervention suggestions for students who are deaf or hard of hearing.
- Learn characteristics and intervention suggestions for students with traumatic brain injury.
- Learn characteristics and intervention suggestions for students with autism spectrum disorder.
- Learn characteristics and intervention suggestions for students with developmental delay.
- Learn characteristics and intervention suggestions for students with ADHD.
- Learn characteristics and intervention suggestions for gifted students.

### **INC 133 – Autism Spectrum Disorder: Diagnosis and Characteristics**

The participant will...

- Learn the definition of autism spectrum disorder.
- Gain an overview of the causes and diagnosis of ASD.
- Become familiar with characteristics and issues associated with ASD.
- Discover the prevalence of ASD and the prognosis for students with the disorder.

### **INC 134 – Autism Spectrum Disorder: Social Interactions and Skill Development**

The participant will...

- Review the definition of autism spectrum disorder.
- 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.

### **INC 135 – Autism Spectrum Disorder: Communication**

The participant will...

- Review the definition of autism spectrum disorder.
- 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.
- Develop ways to make communication with children with ASD more effective.

### **INC 136 – Autism Spectrum Disorder: Challenging Behaviors**

The participant will...

- Review the definition 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.
- Examine common tools of support and effective management techniques.

### **INC 139 – Negotiation and Conflict Resolution**

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.

### **INC 140 – Coordinating an Effective IEP Meeting**

The participant will...

- Discover the importance of the IEP development process.
- Understand the purpose of an IEP meeting.
- Learn proactive steps to take before an IEP meeting.
- Identify ways to ensure a productive IEP meeting.
- Learn effective IEP meeting follow-up measures.

- Develop strategies for enhancing an IEP meeting.
- Learn strategies for handling unusual circumstances related to IEP meetings.

#### **INC 141 – Effective Communication Skills**

The participant will...

- Understand the importance of effective communication.
- Learn the elements of the communication process.
- Learn strategies to send effective verbal messages.
- Understand the importance of listening and the elements of the process.
- Learn about nonverbal and paraverbal communication.
- Understand factors that affect communication.

#### **INC 142 – Creating Accommodations—General Strategies**

The participant will...

- Define instructional modifications (accommodations).
- Identify general, basic accommodation information and tips.
- Learn about accommodations for students with learning disabilities.
- Explore accommodation strategies for students with behavior disorders.
- Examine suggestions for accommodating students with intellectual disabilities.
- Become familiar with accommodation strategies for students with ASD.
- Learn about accommodating students with attention disorders.

#### **INC 143 – Specific Accommodation Ideas**

The participant will...

- Think about strategies for helping students with special needs.
- Review strategies for questioning students.
- Examine options for extending time given for assignments and tests.
- Explore ideas for shortening assignments.
- Discover ways to prompt students to recall information.
- Understand how task analysis can help students with special needs.
- Learn tips for adapting study guides.
- Understand the role of assistive technology in accommodating student needs.
- Examine two different ways to approach assessment accommodations.
- Identify appropriate accommodations as prescription medicine for students with special needs.

#### **INC 144 – 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.
- Practice theoretical responses to different scenarios involving bloodborne pathogens and other biohazards.

#### **INC 145 – 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.

- Study 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.
- Study 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.

#### **INC 146 – Providing Care in an Emergency**

The participant will...

- Learn how to respond and provide care in the event of an emergency or sudden illness.
- Review information contained in INC Course 145: Introduction to Emergency Action Principles.
- Learn about common emergency situations.
- Gain an understanding of how to evaluate and treat wounds.
- Study how to control bleeding.
- Learn how to help burn victims.
- Study how to evaluate and treat musculoskeletal injuries.
- Gain an understanding of how to help victims of sudden illnesses.
- Learn how to handle heat- and cold-related illnesses.

#### **INC 147 – Confidentiality II: FERPA and HIPAA**

The participant will...

- Become knowledgeable about basic confidentiality requirements for working with students with disabilities.
- 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.

#### **INC 148 – Motivating Gifted Learners**

The participant will...

- Learn the importance of motivation to the achievement of gifted learners.
- Debunk myths associated with gifted learners.
- Discuss why some gifted learners perform below their ability.
- Identify strategies that will help motivate gifted learners.

#### **INC 149 – Interventions for Supporting the Achievement of Students with Speech and Language Impairments**

The participant will...

- Understand the definitions of different language impairments.
- Identify ways to treat students' communication disorders.
- Learn the sequence of successful learning for a student with language delays.
- Review strategies for improving listening skills to increase language skills in the classroom.
- Discover ways to increase student comprehension by checking for understanding.

#### **INC 150 – The Importance of Academic Assessments in Special Education**

The participant will...

- Learn terminology associated with academic 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.

### **INC 151 – The Role of Each IEP Team Member**

The participant will...

- Identify various team members who could have a role in the IEP process.
- Understand the role each IEP team member plays in developing and implementing a student's IEP.
- Understand the responsibilities of the IEP case manager.

### **INC 152 – Understanding ADHD**

The participant will...

- Learn the definition and characteristics of ADHD.
- Identify the symptoms of ADHD.
- Discover the prevalence of ADHD.
- Investigate the various treatment approaches for ADHD.
- Learn the best ways to educate students with ADHD.
- Identify the best accommodation ideas and instructional techniques for students with ADHD.

### **INC 153 – Co-Teaching: Basic Training for Educators**

The participant will...

- Define co-teaching and its essential elements.
- Identify the rationale for using a co-teach model and its benefit to students.
- Give non-examples of co-teaching basics.
- Describe different models of co-teaching.
- Explain the specific responsibilities of the general education and special education teacher.
- Name fundamental issues to consider prior to implementing a co-teaching model.
- Understand how to determine the effectiveness of co-teaching efforts.

### **INC 154 – 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 you to have high expectations for their children with disabilities.
- Learn what actions you can take to address safety concerns of parents.
- Understand your 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.

### **INC 155 – Autism Spectrum Disorder: Prompting Strategies**

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.
- Understand how the prompt hierarchy can be used to promote student independence.
- Discuss the advantages associated with prompting.
- Review the disadvantages associated with prompting.
- Learn tips and strategies for applying prompting procedures appropriately.
- Look at some examples of prompting to promote student success.

### **INC 156 – An Introduction to Response to Intervention (RtI)**

The participant will...

- Be able to explain the type of assistance a student can receive after it's clear that he or she needs help.
- Define RtI and describe an RtI model.

- Identify the rationale for using an RtI model and its benefit to students.
- Describe essential components of RtI.
- Explain the laws that led to the development of tiered services in public education.
- Understand the need for collaboration between special education and general education teachers within an RtI model.

### **INC 157 – Supporting Parents of Children with Disabilities Through the IEP Process (Part I)**

The participant will...

- Review the definition of “parent” according to IDEA 2004.
- Identify who should be included on the IEP team.
- Determine the importance of parental involvement in the IEP process.
- Understand the grief cycle that parents of children with disabilities experience.
- Identify the barriers that may prevent culturally and linguistically diverse parents from participating in the IEP process.
- Understand how to support families of children with disabilities through the beginning stages of the IEP process.

### **INC 158 – Supporting Parents of Children with Disabilities Through the IEP Process (Part II)**

The participant will...

- Identify ways to support parents of children with disabilities before the IEP meeting.
- Review how to support parents on the day of the IEP meeting.
- Learn tips for facilitating effective IEP meetings.
- Discuss ways to support parents after the IEP meeting is over.
- Learn how to guarantee high-quality translating services.
- Know how to utilize progress report meetings effectively.

### **INC 159 – Basics of Positive Behavior Support**

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.

### **INC 160 – 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.

### **INC 161 – A Positive and Preventive Approach to Classroom Discipline**

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.

### **INC 162 – Teaching Appropriate Social Skills to Form Relationships 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 bully 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.