COURSE LIST BY CATEGORY

Learning objectives for each course are listed at the end of this document.
*These courses appear in more than one category.
Dual format courses: Video-based and text-based versions available.

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

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

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

**Instructional Support: Behavior**

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

**Instructional Support: Reading and Writing**

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

**Special Education Classroom Support**

| 105 | An Introduction to IDEA's 13 Areas of Disability (Part I) |
| 106 | An Introduction to IDEA's 13 Areas of Disability (Part II) |
| 122 | Providing Personal and Physical Support for Students with Physical Disabilities |
| 123 | Implementing and Monitoring Behavior Intervention Plans* |
| 124 | Providing Positive Behavioral Supports for Individual Students* |
| 140 | Understanding Students with Severe and/or Multiple Disabilities |
| 152 | Feeding Students with Severe and Multiple Disabilities |
| 161 | Supporting Students Who are Noncompliant* |
| 168 | Supporting Students with Severe Emotional Disturbance |
| 169 | Strategies for Working with a Student in Crisis |
| 181 | Supporting Students with Specific Learning Disabilities |
| 182 | Defining and Understanding a Student in Crisis* |
| 197 | Examining Functions of Behavior and Learning Strategies to Support Behavior* |
| 204 | Understanding Mental Health Disorders |
| 208 | Supporting Students with Traumatic Brain Injuries |
| 214 | Using Discrete Trial Teaching in the Classroom* |
| 225 | Implementing Visual Supports for Students with Developmental Disabilities* |
| 226 | Understanding Common Concerns of Families of Individuals with Disabilities* |
| 229 | Understanding Down Syndrome, Fetal Alcohol Syndrome, and Tourette Syndrome |
| 230 | Assisting Students on the School Bus |
MEETING TITLE I REQUIREMENTS
Courses marked with TITLE I prepare paraeducators to complete the Title I compliance assessments. All others enhance subject-based skills. Learning objectives for these courses can also be found below.

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

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

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

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

Science Skills
183 Introduction to Earth Science: Astronomy and Geology
COURSES AND COURSE OBJECTIVES

Courses are listed in numerical order for quick reference.

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

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

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

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

105  An Introduction to IDEA's 13 Areas of Disability (Part I)
The participant will...
• Identify the disabilities included under IDEA (2004) legislation.
• Learn characteristics and intervention suggestions for students with learning disability (LD), emotional/behavior disability (E/BD), and intellectual disability (ID).
• Learn characteristics and intervention suggestions for students with orthopedic impairment (OI), other health impairment (OHI), and traumatic brain injury (TBI).
• Learn characteristics and intervention suggestions for students with attention-deficit/hyperactivity disorder (ADHD).

106  An Introduction to IDEA's 13 Areas of Disability (Part II)
The participant will...
• Identify the disabilities included under IDEA (2004) legislation.
• Learn characteristics and intervention strategies for students with impairments in speech or language, vision, and hearing.
• Learn characteristics and intervention strategies for students with multiple disabilities.
• Learn characteristics and intervention strategies for students with autism spectrum disorder.
• Learn characteristics and intervention strategies for students with developmental delays.
• Understand programming for students who are gifted.

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

108  Introduction to Accommodations and Modifications
The participant will...
• Learn the difference between accommodations and modifications.
• Understand the range of accommodations and modifications for students with exceptionalities.
• Understand when and how to provide appropriate modifications for students.
• Learn strategies for designing and implementing modifications.

109 Supporting Students with Accommodations and Modifications
The participant will...
• Learn a variety of methods for making appropriate accommodations and modifications.
• Understand which students a paraeducator can support with accommodations and modifications.
• Understand when accommodations or modifications are needed to support a student.

110 Classroom and Behavior Management
The participant will...
• Address concerns about dealing with student behavior challenges.
• Understand adult responsibilities for classroom and student behavior management.
• Learn how to be effective when handling behavior issues.
• Review the importance of established classroom rules and behavior expectations.
• Learn why inappropriate behaviors occur.
• Define how to set limits effectively.
• Discover proactive approaches to managing student behavior.

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

112 Working with Official and Immediate Supervisors
The participant will...
• Identify two levels of paraeducator supervision.
• Learn the differences between an official and immediate supervisor.
• Discuss the various responsibilities of an official supervisor.
• Discuss the various responsibilities of an immediate supervisor.

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

114  Monitoring Student Progress
The participant will...
• Recognize the importance of monitoring the progress of students with special needs.
• Understand the various components of an individualized education plan (IEP).
• Understand the role of the paraeducator in monitoring student progress.
• Learn strategies and methods for monitoring student progress.

115  Developing Positive Communication Skills
The participant will...
• Discover the importance of developing a good working relationship and good communication with other adults in the classroom.
• Understand the ground rules for communication.
• Identify when to ask questions.
• Learn how to develop assertive communication skills.
• Develop nonverbal communication skills.
• Determine how to best communicate with the classroom teacher.

116  Classroom Instructional Arrangements
The participant will...
• Identify the role of the paraeducator during classroom instruction.
• Learn the various options for paraeducators related to instructional arrangements for supporting student instruction.
• Develop strategies for utilizing instructional arrangement options within the classroom.
• Determine the skills a paraeducator may offer to the variety of instructional arrangements available for supporting students.

117  Taking Instructional or Behavioral Data
The participant will...
• Understand the purpose of data collection.
• Discover various methods for collecting instructional data.
• Examine various methods for collecting behavioral data.
• Learn how to be an effective data collector.

118  Title I Supporting Instruction: Reading
The participant will...
• Review the meaning and activity of reading.
• Learn questions to ask regarding the school district’s reading program.
• Gain knowledge of the pieces that make up a balanced literacy program.
• Understand the cues that readers can use to gain meaning from text.
• Learn prompts for encouraging students to use reading strategies to gain meaning from text.
• Recognize the stages of reading development.
• Learn tips for making appropriate accommodations and modifications to reading instruction and activities.

119 **Title I** Supporting Instruction: Writing
The participant will...
• Learn basic points about the writing process.
• Understand the different ways of helping students with writing.
• Learn simple rules for supporting writing instruction with students.
• Gain tips for making appropriate accommodations and modifications to writing instruction and activities.

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

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

123 Implementing and Monitoring Behavior Intervention Plans
The participant will...
• Understand the purpose of a behavior intervention plan (BIP).
• Identify the components of a BIP.
• Learn effective techniques for implementing a BIP.
• Discover the purpose and methods for monitoring a BIP.

124 Providing Positive Behavioral Supports for Individual Students
The participant will...
• Understand the underlying philosophy of using positive behavioral supports.
• Identify positive and proactive supports that can be used within the classroom or school environment.
• Learn effective techniques to apply positive behavioral support to teaching methods.
• Examine effective ways to apply positive behavioral supports to interpersonal actions.

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

126 ELL: Avoiding Common Pitfalls and Assisting Student Learning
The participant will...
• Explain how negative stereotypes can harm ELL students.
• Understand that not having the ability to speak English is not a disability.
• Examine how ELL students acquire a second language.
• Understand how to have reasonable expectations for ELL students.
• Learn reasonable expectations to have for ELL students’ parents and caregivers.

127 ELL: Fostering a Positive and Productive Classroom Environment
The participant will...
• Describe elements of classroom environments that are conducive to learning for ELL students.
• Discover how using visual cues can enhance the learning for ELL students and all learners.
• Learn how bulletin boards can become active learning tools.
• Identify nontraditional classroom settings.
• Understand that the professionalism of the teacher or paraeducator is crucial to creating a positive learning environment.
128  **ELL: Strategies and Techniques for Student Success**  
The participant will...  
- Understand that practicing and maintaining classroom procedures helps ELL students become more confident in the classroom.  
- Discover that hands-on activities support ELL students by engaging multiple senses.  
- Learn that for ELL students, modeling is an excellent way to ease anxiety and increase student understanding of a given concept.  
- Realize that cooperative learning groups offer multiple ways to facilitate learning for ELL students.  
- Identify five important elements of positive classroom environments that are conducive to learning for ELL students.

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

130  **Title I Reading Comprehension: Narrative Texts**  
The participant will...  
- Read a narrative text.  
- Review the elements of narrative texts.  
- Interpret, synthesize, and evaluate a narrative text.

131  **Title I Reading Comprehension: Informative Texts**  
The participant will...  
- Review the elements of informative texts.  
- Practice identifying informative text elements.  
- Review five informative text structures.  
- Interpret and evaluate informative text structures.

132  **Title I Reading Comprehension: Decoding Language and Utilizing Layout**  
The participant will...  
- Review three basic strategies for decoding unfamiliar words.  
- Review the parts of words that aid in decoding unfamiliar words.  
- Practice using the strategies to decode unfamiliar words.  
- Review figurative language.  
- Practice identifying types of figurative language.
• Review the informational layout of books.
• Practice identifying specific parts of a book.

133  **Title I Writing Fundamentals: Parts of Speech and Effective Sentences**
The participant will...
• Review the function and types of nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
• Practice identifying the eight major parts of speech.
• Review the parts of a complete sentence.
• Review the forms that sentences can take.
• Review the purpose of different sentence types.
• Review the common mistakes made in writing sentences.
• Practice identifying the parts of a sentence and common errors in writing.

134  **Title I Writing Fundamentals: Mechanics of Writing**
The participant will...
• Review the rules for capitalization.
• Practice identifying the proper capitalization in sentences.
• Review the major punctuation marks.
• Review the rules for using punctuation.
• Practice identifying the appropriate punctuation.
• Review the basic spelling rules for commonly misspelled words.
• Practice identifying spelling errors.

135  **Title I Mathematics: Understanding the Basic Skills**
The participant will...
• Review basic mathematical concepts.
• Review basic mathematical terminology such as sum, difference, product, quotient, dividend, and divisor.
• Review the basic mathematical operations of whole numbers.
• Review the proper order for mathematical operations.
• Recognize and interpret mathematical symbols.

136  **Title I Mathematics: Fractions, Decimals, and Percentages**
The participant will...
• Review fractions, improper fractions, and mixed numbers.
• Study the basic mathematical operations of fractions.
• Review the basic mathematical operations of decimals.
• Study the computation of percentages.

137  **Title I Basic Algebra**
The participant will...
• Review algebraic terminology.

Copyright 2018 THE MASTER TEACHER®. All rights reserved.
Reproduction in whole or in part without written permission is strictly prohibited.
• Evaluate simple algebraic expressions.
• Review the methods for solving for a single, unknown variable.
• Review the basic concepts of exponents.

138 **Title I Basic Geometry**
The participant will...
• Review basic geometric terminology.
• Identify basic geometric figures.
• Practice the formula for computing perimeter.
• Practice the formula for computing area.
• Practice the formula for computing volume for basic geometric shapes.
• Practice plotting ordered pairs on a coordinate grid.

139 **Title I Basic Data Analysis**
The participant will...
• Review the uses and terminology of statistics.
• Practice the process of interpreting bar and circle graphs.

140 **Understanding Students with Severe and/or Multiple Disabilities**
The participant will...
• Learn the definitions of severe and/or multiple disabilities.
• Gain information related to the causes, prevalence, and medical and social implications of severe and/or multiple disabilities.
• Become familiar with learning and language characteristics of students with severe and/or multiple disabilities.
• Identify behavioral and physical characteristics of students with severe and/or multiple disabilities.

141 **Autism Spectrum Disorder: Diagnosis and Characteristics**
The participant will...
• Learn the characteristics of autism spectrum disorder (ASD).
• Understand how professionals diagnose autism spectrum disorder.
• Become familiar with signs, symptoms, and issues associated with autism spectrum disorder.
• Learn the causes, prevalence, and prognosis for individuals with ASD.

142 **Autism Spectrum Disorder: Social Interactions and Skill Development**
The participant will...
• Review the characteristics of autism spectrum disorder (ASD).
• Understand the definition and characteristics of social interaction.
• Gain information on how learning issues impact social interactions.
• Learn about different instructional approaches for social skills training.
• Gain tips to make social skills instruction more effective.
143 **Autism Spectrum Disorder: Communication**
The participant will…
- Review the characteristics of ASD.
- Understand the definition and function of communication.
- Examine the communication characteristics associated with ASD.
- Gain information on how learning issues impact communication.
- Learn about the different modes of communication that children with ASD may use.

144 **Autism Spectrum Disorder: Challenging Behaviors**
The participant will…
- Review the characteristics of autism spectrum disorder.
- Become familiar with the behavioral characteristics associated with ASD.
- Understand the needs and functions of behavior.
- Discover how positive behavioral supports can help prevent challenging behaviors.
- Learn techniques for replacing challenging behaviors with positive behaviors.

150 **Introduction to Transition Services: A Road Map to Independence**
The participant will…
- Define transition services.
- Give justification for providing transition services.
- Identify members of the transition team and what their roles are.
- Identify the timeline for transition services.

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

153 **Bloodborne Pathogens**
The participant will…
- Identify bloodborne pathogens and other biohazards.
- Recognize possible consequences of contamination from bloodborne pathogens.
- Discover what techniques you can use to protect yourself from bloodborne pathogens and other biohazards.
- Learn about controls associated with bloodborne pathogens and other biohazards.
- Understand how to prevent contamination after accidental exposure.
154 **Introduction to Emergency Action Principles**
The participant will...
- Understand the importance of learning first aid and its role in providing a safe learning environment.
- Learn how to prevent and prepare for emergencies—and how to prevent disease and parasite transmission.
- Gain an understanding of the content and importance of an emergency action plan.
- Learn the initial steps in emergency response—as well as how to check the scene for safety.
- Gain an understanding of when to call and how to interact with the emergency medical services (EMS) system.

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

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

158 **The Roles of Paraeducators in Promoting Active Learning**
The participant will...
- Review the importance of active learning.
- Understand ways to incorporate active learning strategies into the foundational components of a lesson.
- Learn how to implement a lesson while incorporating active learning strategies.
- Discover a variety of strategies that will engage students in their daily classroom learning.

159 **Assisting Students with Work Completion and Organization**
The participant will...
- Become familiar with four components of the learning process.
• Understand how to provide a structure for work completion.
• Learn various interventions for difficulties with work completion.

161 Supporting Students Who are Noncompliant
The participant will...
• Learn what noncompliant behavior is.
• Recognize reasons for noncompliance.
• Learn techniques to prevent or minimize noncompliance.
• Identify strategies to use with a student who demonstrates noncompliance with verbal requests and directions.
• Become familiar with strategies to use with a student who is noncompliant with school and classroom expectations.

162 Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part I)
The participant will...
• Understand the importance of continuing support for reading instruction in the content areas.
• Discuss the “roadblocks” that affect teachers and students with regard to reading in the content areas.
• Gain knowledge of various instructional strategies with which to support reading instruction for students before instruction in the content area occurs.

163 Supporting Reading Instruction in Social Studies, Science, and Mathematics (Part II)
The participant will...
• Recognize when reading instruction support is needed and the role of the paraeducator in delivering such support.
• Gain knowledge of various instructional strategies to support reading during instruction for students in all content areas.
• Gain knowledge of various instructional strategies with which to support reading after instruction in all content areas.

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

167 Working with Students Who Are Deaf or Hard of Hearing
The participant will...
• Gain a basic understanding of deaf culture.
• Be able to define the terms deaf and hard of hearing.
• Become familiar with different sign languages and systems.
• Learn effective communication strategies for working with a student who is deaf or hard of hearing.
• Identify difficulties that a student who is deaf or hard of hearing may encounter.
• Understand the role of the paraeducator in educating students who are deaf or hard of hearing.

168 Supporting Students with Severe Emotional Disturbance
The participant will...
• Learn the definition of emotional disturbance.
• Identify characteristics and behaviors associated with emotional disturbance.
• Understand ways to support students identified with severe emotional disturbance in the educational setting.
• Learn personal skills to demonstrate and discipline traps to avoid when supporting students who have an emotional disturbance.

169 Strategies for Working with a Student in Crisis
The participant will...
• Define what a behavioral crisis is.
• Identify the four levels of crisis behavior.
• Review how crises can vary according to student ability level.
• Learn responses and strategies for working with a student in crisis.
• Work through examples of students in crisis.

177 Understanding Early Childhood Disabilities
The participant will...
• Obtain an overview of the historical and current status of early intervention and early childhood disability services.
• Discover the importance and goals of early intervention services.
• Gain information related to the steps that lead to providing early childhood disability services.
• Learn about the types of early childhood disability services available to young children.
• Review best practices in preschool early intervention.

178 Developmentally Appropriate Practices in Early Childhood
The participant will...
• Define and outline basic guidelines of developmentally appropriate practice in early childhood education.
• Discuss the role of play in developmentally appropriate practice (DAP).
• Identify the components of a DAP classroom, including types of learning experiences and physical setup.
• Understand the role of the teaching staff in the DAP classroom.
• Understand the impact of DAP on early childhood disability services.

179  Transition Services: Meeting the Needs of the Individual
The participant will...
• Identify how transition services are determined.
• Identify and describe the six areas of transition.
• Identify and describe four levels of disability and what services are needed based on the level of disability.

180  Negotiation and Conflict Resolution Skills for Paraeducators
The participant will...
• Learn that conflict can have both positive and negative results.
• Discover how conflict affects special education.
• Define conflict.
• Understand common responses to conflict.
• Become familiar with a problem-solving and conflict resolution process.
• Identify six steps to collaborative problem-solving.

181  Supporting Students with Specific Learning Disabilities
The participant will...
• Understand why paraeducators need to know about the characteristics of students with learning disabilities.
• Identify the three academic areas primarily affected by learning disabilities.
• Understand the various speech and language issues associated with learning disabilities.
• Become familiar with accommodations and strategies to help students with learning disabilities.
• Discover ways to help and encourage students with learning disabilities.

182  Defining and Understanding a Student in Crisis
The participant will...
• Learn the definition of a student in crisis.
• Understand that being in crisis looks different for students with disabilities.
• Learn what the behavior of a student in crisis may look like in the special education setting.
• View examples of students in crisis.

183  Introduction to Earth Science: Astronomy and Geology
The participant will...
• Identify types of rocks and the cycles that form them.
• Learn terminology and concepts associated with the layers of the earth, continental drift, and plate tectonics.
• Develop an understanding of Earth in the solar system.
• Understand the causes and types of eclipses and tides.
184  **Introduction to Earth Science: Meteorology and Oceanography**
The participant will...
- Learn the properties of the main layers of the earth’s atmosphere.
- Review the terms used to describe the properties of air.
- Develop an understanding of the types of energy in the air and their effects.
- Identify the elements of the water cycle.
- Understand the relationship of air masses to air fronts.
- Become familiar with the chemical and physical properties of the ocean.
- Identify three classes of organisms that live in the ocean.

185  **Basic Data Analysis II**
The participant will...
- Review terms used in collecting data.
- Review the concepts of quartiles, interquartile range, and outliers.
- Examine the relationship between frequency tables, histograms, stem-and-leaf plots and line graphs.
- Understand the purpose of double bar graphs, scatter plots, and box-and-whisker graphs.
- Learn to identify misleading graphs.

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

187  **Algebra II: Patterns and Equations**
The participant will...
- Recognize various patterns.
- Extend patterns.
- Use a function table to find values and determine a rule.
- Review concepts and terminology associated with algebraic equations.
- Simplify like terms.
- Solve simple algebraic equations with like terms.

188  **Algebra II: Graphing, Proportions, and Ratios**
The participant will...
- Learn terms and concepts related to graphing coordinate pairs.
- Graph a simple linear equation.
• Express and simplify ratios.
• Review the basic concepts of proportions.

189  **Geometry II: Angles and Triangles**  
The participant will...
• Measure and classify angles.
• Identify types of angles.
• Classify and identify basic components of triangles.
• Compute the area of triangles.
• Differentiate among types of right triangles.

190  **Geometry II: Circles and Transformations**  
The participant will...
• Identify basic components of circles.
• Review the formula for computing the circumference of a circle.
• Review the formula for computing the area of a circle.
• Identify translations, reflections, and rotations.

191  **Life Science**  
The participant will...
• Learn characteristics of living things.
• Understand general cell theory and concepts.
• Identify key elements of cell structure.
• Develop an understanding of cells’ life processes.
• Distinguish levels of organization, organ systems, and life processes for multicellular organisms.

192  **Probability**  
The participant will...
• Learn basic concepts in probability.
• Learn basic concepts of event probability and sample space.
• Determine probability of simple and compound events.
• Learn how to find the probability of mutually exclusive events.
• Be introduced to the concepts of permutations and combinations.

193  **Supporting Students with Speech and Language Impairments (Part I)**  
The participant will...
• Define speech or language impairment as it relates to four strands of communication.
• Learn about fluency disorders and strategies for working with students who stutter.
• Explore the concept of articulation and strategies for addressing articulation problems.
• Become familiar with three aspects of language impairment including content, form, and function.
• Examine the signs, causes, and strategies for dealing with voice impairments.
194  Geologic History
The participant will...
- Learn basic terminology related to the study of fossils.
- Become familiar with two ways the age of rocks is determined.
- Identify components of the geological time scale.

195  Human Body Systems
The participant will...
- Be introduced to the concepts of cells, tissues, organs, and organ systems—and functions they perform in the human body.
- Learn about the integumentary, muscle, and skeletal systems.
- Identify the components and processes of the digestive system.
- Examine the role of the endocrine and immune systems.
- Learn the three components of the excretory system.
- Identify the two types of nerves comprising the nervous system.
- Examine the respiratory and circulatory systems.
- Learn the role of the lymphatic system.
- Identify components of the male and female reproductive systems.

196  Mathematics: Properties and Integers
The participant will...
- Define the commutative, associative, and distributive properties of numbers.
- Identify the identity elements and the property of zero.
- Learn the concept of integers, both positive and negative.
- Review how to add and subtract both positive and negative integers.
- Understand how to multiply and divide positive and negative integers.

197  Examining Functions of Behavior and Learning Strategies to Support Behavior
The participant will...
- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom.
- Examine the four functions of behavior and how they are exhibited.
- Learn basic positive behavioral supports.
- Examine strategies that help promote positive behavior.
- Identify intervention strategies to use for targeted behaviors.

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

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

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

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

205 Encouraging Student Response and Engagement
The participant will...
• Understand the importance of student response and engagement.
• Learn strategies for encouraging student participation.
• Examine the difference between covert and overt behaviors.
• Identify ways to engage students in both covert and overt behaviors.
• Discuss strategies to promote active engagement in learning.

207 Life Science: Reproduction and Heredity
The participant will...

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

208  **Supporting Students with Traumatic Brain Injuries**
The participant will...

- Learn the definition of traumatic brain injury (TBI).
- Learn how a TBI differs from a learning disability.
- Examine the supports that are effective in transitioning a student with a TBI back to school.
- Understand the variety of supports often needed for a student with a TBI.
- Gain an awareness of behavioral issues and positive supports for a student with a TBI.

209  **Prompting Strategies for Students with Autism**
The participant will...

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

212  **Supporting Students with Speech and Language Impairments (Part II)**
The participant will...

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

213  **Helping vs. Hovering: How to Avoid the "Helicopter" Effect**
The participant will...

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

214  **Using Discrete Trial Teaching in the Classroom**
The participant will...

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

215 Mathematics: Factors and Multiples
The participant will...
• Describe classes of numbers according to their characteristics, such as the nature of their factors.
• Review the concepts of factors and factorials.
• Define the concepts of prime numbers and composites.
• Examine the concepts of prime factorization and relatively prime numbers.
• Discuss rules of divisibility.
• Identify the concepts of multiples, greatest common factors, and least common multiples.

216 Supporting Adolescents Who Have Learning Disabilities in Writing
The participant will...
• Understand how learning disabilities affect writing skills.
• Learn about the emotional impact that adolescent learners with learning disabilities in writing may experience.
• Identify positive, daily interventions for adolescents with learning disabilities in writing.

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

218 Signs of Abuse or Neglect: What Paraeducators Need to Know
The participant will...
• Identify consequences of abuse or neglect for the victims.
• Define the problems of abuse and neglect.
• Discover how often abuse and neglect occur.
• Learn the different types of child abuse and neglect.
• Understand the signs and symptoms of child abuse and neglect.
• Discuss the reporting guidelines and the process for reporting abuse or neglect.

219 Teaching Students About the Hidden Curriculum
The participant will...

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

221 Student Organization Skills for Classroom Success

The participant will...

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

222 The Importance of Assessments in Special Education

The participant will...

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

223 Bullying Awareness, Prevention, and Intervention

The participant will...

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

224 Stars

The participant will...

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

225 Implementing Visual Supports for Students with Developmental Disabilities
The participant will...
• Define and learn the need for visual supports.
• Understand the benefits of using visual supports in the classroom.
• Identify types of visual supports for scheduling.
• Discover a variety of visual supports for basic communication needs.
• Become familiar with types of visual supports for student organization.
• Identify visual supports to assist with student behaviors.

226 Understanding Common Concerns of Families of Individuals with Disabilities
The participant will...
• Develop an understanding of the common concerns faced by families of individuals with disabilities.
• Become aware that parents want educators to have high expectations for their children with disabilities.
• Learn what actions school staff can take to address safety concerns of parents.
• Understand an educator’s role in helping positively shape the attitudes of others toward individuals with disabilities.
• Identify ways to ease transitions for students with disabilities and their families.

227 Understanding Students with Attentional Concerns and the Role of the Paraeducator
The participant will...
• Learn the definition and characteristics of ADHD.
• Identify the symptoms, prevalence, and treatment approaches for ADHD.
• Learn the best ways to provide paraeducator support to students with ADHD.
• Identify the best accommodation ideas for supporting students with ADHD.
• Identify instructional techniques that are appropriate for paraeducators to use in assisting students with ADHD.

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

229 Understanding Down Syndrome, Fetal Alcohol Syndrome, and Tourette Syndrome
The participant will...
- Develop an understanding of Down syndrome, Tourette syndrome, and fetal alcohol syndrome.
- Learn about the educational impact these syndromes have on a student.
- Understand the educator’s role in assisting students who have these various syndromes so that they progress educationally.

230 Assisting Students on the School Bus
The participant will...
- Develop an understanding of what responsibilities he or she has to students with disabilities while on the school bus.
- Become aware of the types of disabilities that a student may have and how it might affect his or her behavior on the bus.
- Learn the types of specialized equipment a student with a disability may require during transportation and the correct operational processes for that equipment.
- Understand the loading and unloading process.
- Identify types of emergencies that can occur on the school bus and the process for handling an emergency.

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

232 Career Exploration: Building Employment Goals Through Assessment and Activities
The participant will...
- Gain a practical understanding of career exploration.
- Ascertain the two ways an individual can identify areas of interest.
- Learn why career exploration is necessary.

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

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

The participant will...

- Understand why respectful relationships with students are important.
- Distinguish between academic and behavioral guidance.
- Learn ways to communicate academic guidance.
- Develop an understanding of implementing behavioral guidance.
- Identify techniques to build positive relationships with students.
- Explore ways to remain objective and overcome bias when working with students.

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

The participant will...

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

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

The participant will...

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

237  **Anxiety in Children and Teens**
The participant will...
- Gain a basic understanding of anxiety and the symptoms associated with it.
- Discuss the relationship between anxiety and childhood depression.
- Learn strategies to help elementary school students with anxiety.
- Develop strategies for assisting teens with anxiety.
- Identify steps to take when a student’s anxiety is worsening.

238  **Complex Trauma in Children**
The participant will...
- Obtain a general understanding of complex trauma as it relates to children and adolescents.
- Learn about complex trauma and behavior in children.
- Understand how complex trauma affects a student’s ability to learn.
- Develop strategies and interventions for working with students who have experienced complex trauma.

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

241  **Welcoming Students with Visual Impairments: Social Skills**
The participant will...
- Recognize social skills of early childhood and how they are learned.
- Understand the correlation between visual impairment and a loss of access to incidental learning and social learning.
- Be able to identify social skills for students with visual impairments.
- Recognize the roles parents and school personnel play in the facilitation of a student’s social skills.
- Use the knowledge gained through this session to help foster appropriate social skills development in the students he or she works with.

242  **Welcoming Students with Visual Impairments: Orientation and Mobility**
The participant will...
- Become familiar with orientation and mobility (O&M).
- Understand the role of an O&M specialist.
• Recognize fundamental O&M skills and basic terminology.
• Recognize O&M travel skills and techniques.
• Be aware of additional information and resources on O&M.

243 Welcoming Students with Visual Impairments: Low Vision
The participant will...
  • Recognize common misconceptions about vision loss.
  • Understand the differences between the terms “visual impairment,” “low vision,” and “blindness.”
  • Be able to identify general categories of vision loss and the associated functional implications of each.