



## COURSE LIST

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Learning objectives for each course are listed at the end of this document.

- 1900 Autism Spectrum Disorder: Challenging Behaviors
- 1905 Autism Spectrum Disorder: Communication
- 1910 Autism Spectrum Disorder: Diagnosis and Characteristics
- 1915 Autism Spectrum Disorder: Prompting Strategies
- 1920 Autism Spectrum Disorder: Social Interactions and Skill Development
- 1925 Bullying Awareness, Prevention, and Intervention
- 1930 Defining and Understanding a Student in Crisis
- 1935 Examining Functions of Behavior and learning Strategies to Support Behavior
- 1940 Helping vs. Hovering: How to Avoid the “Helicopter” Effect
- 1945 Implementing and Monitoring Behavior Intervention Plans
- 1950 Introduction to Accommodations and Modifications
- 1955 Monitoring Student Progress
- 1960 Paraeducator Roles and Responsibilities in the Classroom
- 1965 Providing Positive Behavioral Supports for Individual Students
- 1970 Strategies for Working with a Student in Crisis
- 1975 Supporting Students Who Are Noncompliant
- 1980 Supporting Students with Accommodations and Modificatons
- 1985 Taking Instructional and Behavioral Data
- 1990 The Hidden Curriculum: Teaching Students Appropriate Social Behaviors and Skills
- 1995 Understanding Common Concerns of Families of Individuals with Disabiliies
- 2000 Professionalism and Ethical Practice for Paraeducators

## COURSES AND COURSE OBJECTIVES

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### **1900 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.

### **1905 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.

### **1910 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.

### **1915 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, 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.

### **1920 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.

### **1925 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.

### **1930 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.

### **1935 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.

### **1940 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.

### **1945 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.

### **1950 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.

### **1955 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.

### **1960 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.

### **1965 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 supports to teaching methods.
- Examine effective ways to apply positive behavioral supports to interpersonal actions.

## **1970 Strategies for Working with a Student in Crisis**

The participant will . . .

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

## **1975 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.

## **1980 Supporting Students with Accommodations and Modificatons**

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.

## **1985 Taking Instructional and 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.

## **1990 The Hidden Curriculum: Teaching Students Appropriate Social Behaviors and Skills**

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.

### **1995 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.

### **2000 Professionalism and Ethical Practice for Paraeducators**

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.