

## COURSE LIST BY CATEGORY

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Courses listed in **GREEN** are specific to special education. You will find learning objectives for each course listed further below.

### Foundations

- 102 The First Day on the Job
- 112 Working with Official and Immediate Supervisors
- 104 Understanding the Many Types of Special Programs
- 101 **Understanding Inclusion**
- 107 **Individual Student and Program Information**
- 111 **Paraeducator Roles and Responsibilities in Inclusive Classrooms**
- 116 **Classroom Instructional Arrangements**
- 230 **Assisting Students on the School Bus**

### Professional and Ethical Practice

- 103 Confidentiality
- 211 **Confidentiality II: FERPA and HIPAA**
- 239 Professionalism for Paraeducators
- 218 Signs of Abuse or Neglect: What Paraeducators Need to Know
- 217 A Look at the Impact of Poverty
- 234 Building and Maintaining Respectful Relationships with Students
- 115 Developing Positive Communication Skills
- 180 Negotiation and Conflict Resolution Skills for Paraeducators
- 113 **Communicating with Student Teams**
- 226 **Understanding Common Concerns of Families of Individuals with Disabilities**
- 105 **An Introduction to IDEA's 13 Areas of Disability (Part I)**
- 106 **An Introduction to IDEA's 13 Areas of Disability (Part II)**

### Health and First Aid

- 153 Bloodborne Pathogens
- 154 Introduction to Emergency Action Principles
- 155 Providing Care in an Emergency

### Development and Characteristics of Learners

- 203 Characteristics of Young Adolescents
- 157 **Characteristics of Adolescents with Disabilities**
- 177 **Understanding Early Childhood Disabilities**
- 149 Assisting Students in the Development of Social Skills
- 219 **Teaching Students About the Hidden Curriculum**
- 201 Brain-Based Learning (Part I)
- 202 Brain-Based Learning (Part II)

### Supporting Student Behavior

- 110 Classroom and Behavior Management
- 124 Providing Positive Behavioral Supports for Individual Students
- 123 **Implementing and Monitoring Behavior Intervention Plans**

160	Supporting Students with Attentional Concerns
161	Supporting Students Who Are Noncompliant
197	Student Behavior: Noncompliance and Being Out of Seat
198	Student Behavior: Inappropriate Language and Inappropriate Touching
206	Student Behavior: Property Destruction and Self Injury
169	Strategies to Defuse a Defiant Student
182	Managing a Student in Crisis
223	Bullying Awareness, Prevention, and Intervention
237	Anxiety in Children and Teens
238	Complex Trauma in Children

## Supporting Classroom Instruction

108	Introduction to Accommodations and Modifications
109	Supporting Students with Accommodations and Modifications
114	Monitoring Student Progress
117	Taking Instructional or Behavioral Data
213	Helping vs. Hovering: How to Avoid the “Helicopter” Effect
235	Helping Students Become Successful Readers
170	Helping Struggling Readers Learn from Text
162	Supporting Reading Instruction in All Content Areas (Part I)
163	Supporting Reading Instruction in All Content Areas (Part II)
121	Supporting Organizational Skill Development
221	Helping Middle School Students Improve Organization Skills
159	Assisting Students with Work Completion
158	The Roles of Paraeducators in Promoting Active Learning
205	Encouraging Student Response and Engagement
236	What Is Response to Intervention (RtI)?
222	The Importance of Assessments in Special Education
214	Using Discrete Trial Teaching in the Classroom

## Supporting Disabilities

181	Supporting Students with Specific Learning Disabilities
216	Supporting Adolescents Who Have Learning Disabilities in Writing
193	Supporting Students with Speech or Language Impairments
212	Further Strategies for Supporting Students with Speech or Language Impairments
227	Understanding ADHD and the Role of the Paraeducator
168	Supporting Students with Severe Emotional Disturbance
204	Understanding Mental Health Disorders
141	Autism Spectrum Disorder: Essential Facts
142	Autism Spectrum Disorder: Social Interactions and Skill Development
143	Autism Spectrum Disorder: Communication
144	Autism Spectrum Disorder: Challenging Behaviors
209	Autism Spectrum Disorder: Prompting Strategies
225	Implementing Visual Supports for Students with Developmental Disabilities
229	Understanding Down Syndrome, Tourette Syndrome, and Fetal Alcohol Syndrome
122	Providing Personal and Physical Support for Students with Physical Disabilities
140	Understanding Students with Severe and/or Multiple Disabilities
152	Feeding Students with Severe and Multiple Disabilities
208	Supporting Students with Traumatic Brain Injuries
167	Working with Students Who Are Deaf or Hard of Hearing
165	Working with Students with Low Vision

- 166 Working with Students Who Are Blind
- 240 Welcoming Students with Visual Impairments
- 241 Welcoming Students with Visual Impairments: Social Skills
- 242 Welcoming Students with Visual Impairments: Orientation and Mobility
- 243 Welcoming Students with Visual Impairments: Low Vision
- 150 Transition: Building Skills for a Successful Adulthood
- 232 Supporting Career Exploration for Students with Disabilities
- 179 Community-Based Instruction

### **Gifted Education**

- 147 Gifted Students: Characteristics
- 148 Gifted Students: Assessment and Instructional Practices
- 210 Motivating Gifted Learners

### **English as a Second Language**

- 125 ELL: General Understanding
- 126 ELL: Avoiding Common Pitfalls
- 127 ELL: Fostering a Positive and Productive Classroom Environment
- 128 ELL: Strategies and Techniques for Student Success
- 129 ELL: Assessing Students

### **Early Childhood**

- 178 Developmentally Appropriate Practices in Early Childhood
- 228 Early Childhood Development: Early Literacy
- 231 Early Childhood Development: Early Math
- 233 Early Childhood Development: Early Science

## **MEETING TITLE I REQUIREMENTS**

Courses marked with **TITLE I** prepare paraprofessionals 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	<b>TITLE I</b> Basic Geometry
139	<b>TITLE I</b> 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 Systems of Measurement
200	Metric Systems of Measurement
215	Mathematics: Factors and Multiples

### Science Skills

183	Introduction to Earth Science: Geology and Astronomy
184	Introduction to Earth Science: Meteorology and Oceanography
186	Teaching the Scientific Method
191	Life Science
194	Geologic History
195	Human Body Systems
207	Life Science: Reproduction and Heredity
224	Stars

## COURSES AND COURSE OBJECTIVES

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Courses are listed in numerical order for quick reference.

### PARA 101 – Understanding Inclusion

The participant will...

- See 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.

### PARA 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.

### PARA 103 – Confidentiality

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.

### **PARA 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.

### **PARA 105 – 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 impairments.
- Learn characteristics and intervention suggestions for students with other health impairments.

### **PARA 106 – 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 or language impairments.
- Learn characteristics and intervention suggestions for students with visual impairments.
- Learn characteristics and intervention suggestions for students with a hearing impairment or deafness.
- Learn characteristics and intervention suggestions for students with a traumatic brain injury.
- Learn characteristics and intervention suggestions for students with autism spectrum disorder.
- Learn characteristics and intervention suggestions for students with developmental delays.
- Learn characteristics and intervention suggestions for students with ADHD.
- Learn characteristics and intervention suggestions for students who are gifted.

### **PARA 107 – Individual Student and Program Information**

The participant will...

- Learn what types of student personal 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.

### **PARA 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.

### **PARA 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.

### **PARA 110 – Classroom and Behavior Management**

The participant will...

- Address the concerns he or she has about dealing with discipline problems.
- Understand 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.
- Learn why inappropriate behaviors occur.
- Define how to set limits effectively.
- Discover proactive approaches to managing student behavior.

### **PARA 111 – Paraeducator Roles and Responsibilities in Inclusive Classrooms**

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 targeted students in the inclusive classroom.
- Identify ways to support the general education teacher in the inclusive classroom.
- Learn effective communication skills for working as a team member.
- Review the variety of duties that may be required from a paraeducator.
- Organize information effectively to carry out assigned duties.
- Identify the “don’ts” of working with a general education teacher.

### **PARA 112 – Working with Official and Immediate Supervisors**

The participant will...

- Identify two kinds of supervisors.
- Learn the difference between an official and immediate supervisor.
- Discuss the various responsibilities of an official supervisor.
- Discuss the various responsibilities of an immediate supervisor.

### **PARA 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 the general education teacher.
- Become familiar with strategies for gaining important information regarding students and programs.
- Develop strategies for promoting effective communication between the general education and special education 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.

### **PARA 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 program (IEP).
- Understand the role of the paraeducator in monitoring student progress.
- Learn strategies and methods for monitoring student progress.

### **PARA 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.

### **PARA 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 students.
- 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.

### **PARA 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.

### **PARA 118 – 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.

### **PARA 119 – 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.

### **PARA 120 – 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.

### **PARA 121 – Supporting Organizational Skill Development**

The participant will...

- Gain a basic understanding of the role that teaching organizational skill strategies plays in assisting students to focus on the learning process and accomplish an academic task independently.
- Understand the steps in teaching organizational strategies and providing feedback to students.
- Learn a variety of organizational skill strategies to use with students.
- Understand how to assist students in becoming proficient, strategic learners.

### **PARA 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 duties and responsibilities of paraeducators working with students with physical disabilities.
- Understand the need for respecting and maintaining students' modesty, self-esteem, and privacy.

### **PARA 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 the effective techniques for implementing a BIP.
- Discover the purpose and methods for monitoring a BIP.

### **PARA 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.

### **PLN 125 – ELL: General Understanding**



The participant will...

- Define the term “English language learner (ELL).”
- 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 English language learners.

### **PLN 126 – ELL: Avoiding Common Pitfalls**

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.

### **PLN 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 non-traditional classroom settings.
- Understand that the professionalism of the teacher or paraeducator is crucial to creating classroom positive learning environment.

### **PLN 128 – ELL: Strategies and Techniques for Students Success**

The participant will...

- Understand that practicing and maintaining classroom procedures helps English language learners (ELLs) become more confident in the classroom.
- Discover that hands-on activities support ELLs by engaging multiple senses.
- Learn that for ELLs, 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 ELLs.
- Identify five important elements of positive classroom environments that are conducive to learning for ELLs.

### **PLN 129 – ELL: Assessing Students**

The participant will...

- Understand school districts’ responsibility in meeting federal mandates for providing services to ELLs.
- Learn the role of the home language survey.
- Identify steps taken to assess ELLs 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.

### **PARA 130 – Reading Comprehension: Narrative Texts**

The participant will...

- Read a narrative text.
- Review the elements of narrative texts.
- Interpret, synthesize, and evaluate a narrative text.

### **PARA 131 – 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.

### **PARA 132 – 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.

### **PARA 133 – 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.

### **PARA 134 – 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.

### **PARA 135 – 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.

### **PARA 136 – 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.

### **PARA 137 – Basic Algebra**

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.

### **PARA 138 – 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.

### **PARA 139 – Basic Data Analysis**

The participant will...

- Review the uses and terminology of statistics.
- Practice the process of interpreting bar and circle graphs.

### **PARA 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, 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.

### **PARA 141 – Autism Spectrum Disorder: Essential Facts**

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.

### **PARA 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.

#### **PARA 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.

#### **PARA 144 – Autism Spectrum Disorder: Challenging Behaviors**

The participant will...

- Review the characteristics of ASD.
- 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.

#### **PLN 147 – Gifted Students: Characteristics**

The participant will...

- Identify the characteristics of students who are gifted.
- Learn myths and corresponding realities regarding the gifted student population.
- Explore services designed for educating students who are gifted.

#### **PLN 148 – Gifted Students: Assessment and Instructional Practices**

The participant will...

- Become familiar with appropriate assessments for identification of students who are gifted.
- Discover appropriate interventions for assessing and meeting the needs of gifted students in the general classroom setting.
- Explore best practices for delivering gifted services.
- Understand how differentiation is a key to meeting the needs of gifted students.

#### **PARA 149 – Assisting Students in the Development of Social Skills**

The participant will...

- Gain an understanding of the need for students to have good social skills.
- Recognize the basic manners that should be expected of students.
- Learn ways to help students understand the importance of good manners.
- Review appropriate ways for students to interact with people with physical disabilities.
- Identify important communication skills and ways to assist students in gaining those skills.

#### **PARA 150 – Transition Services: Building Skills for a Successful Adulthood**

The participant will...

- Be able to define transition services in terms of the three most important components of these services.
- Gain an understanding of the goals of transition services for students with disabilities.

- Learn ways of assisting students to become independent workers and to develop self-advocacy skills.
- Learn ways to help students build their self-esteem, self-identity, and dreams for adulthood.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 159 – Assisting Students with Work Completion**

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.

### **PARA 160 – Supporting Students with Attentional Concerns**

The participant will...

- Become familiar with the range of attentional concerns as well as associated characteristics and behaviors.
- Learn various personal behaviors for interacting with students.
- Gain strategies for supporting and preventing attentional issues in the classroom.
- Discover strategies for supporting and preventing attentional issues in unstructured settings.

### **PARA 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.

### **PARA 162 – Supporting Reading Instruction in All Content Areas (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.

*NOTE: Course 163 will continue with this topic by discussing strategies that support reading instruction for students **during and after** instruction in the content areas of social studies, science, and mathematics.*

### **PARA 163 – Supporting Reading Instruction in All Content Areas (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.

*NOTE: Course 162 provides strategies that support reading instruction for students **before** instruction in all content areas.*

### **PLN 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 nonoptical 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.

### **PLN 166 – Working with Students Who Are Blind**

The participant will...

- Distinguish facts from myths about blindness.
- Learn terminology associated with blindness.
- Learn ways in which core curriculum is expanded for students with blindness.
- Gain a basic understanding of orientation and mobility.
- Identify the paraeducator's role in supporting a student with blindness.

### **PLN 167 – Working with Students Who Are Deaf or Hard of Hearing**

The participant will...

- Gain a basic understanding of the 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.

### **PARA 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.

### **PARA 169 – 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.

### **PARA 170 – Helping Struggling Readers Learn from Text**

The participant will...

- Discuss difficulties that struggling readers might have when navigating textbooks.
- 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, concentration, organization, and reading comprehension.
- Identify strategies for assisting students to be self-motivated and competent readers.

### **PARA 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.

### **PARA 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.

### **PLN 179 – Community Based Instruction**

The participant will...

- Understand the principles of community-based instruction.
- Learn why community-based instruction is an important part of the curriculum.
- Identify some challenges to community-based instruction.
- Discuss which students will be best served by community-based instruction.
- Learn the difference between field trips and community-based instruction.
- Identify when to include community-based instruction in a student's curriculum.
- Give some examples and activities for community-based instruction.

### **PARA 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.



### **PARA 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.

### **PARA 182 – Managing a Student in Crisis**

The participant will...

- Understand the definition of a student in crisis.
- Identify the four stages of the Crisis Development Model.
- Begin developing personal strategies for dealing with a student in crisis.
- Learn basic guidelines concerning physical intervention.
- Become familiar with how to respond after the crisis is over.

### **PARA 183 – Introduction to Earth Science: Geology and Astronomy**

The participant will...

- Identify types of rocks and the cycles which 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 193 – Supporting Students with Speech or Language Impairments**

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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 197 – Student Behavior: Noncompliance and Being Out of Seat**

The participant will...

- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom.
- Examine the three functions of behavior and how they are exhibited.
- Learn basic positive behavioral supports that address the occurrence of noncompliance and out-of-seat behaviors in the classroom.
- Examine strategies that address the seeking of positive reinforcement, negative reinforcement, and sensory regulation.
- Identify intervention strategies to use for targeted behaviors.

### **PARA 198 – Student Behavior: Inappropriate Language and Inappropriate Touching**

The participant will...

- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom.
- Examine the three functions of behavior and how they are exhibited.
- Learn positive behavioral supports that address the occurrence of inappropriate language and inappropriate touching.
- Examine strategies that address the seeking of positive reinforcement, negative reinforcement, and sensory regulation.
- Identify intervention strategies to use for targeted behaviors.

### **PARA 199 – Customary Systems 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.

### **PARA 200 – Metric Systems 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.

### **PARA 201 – Brain-Based Learning (Part I)**

The participant will...

- Learn basic facts about the brain.
- Understand what gives the brain energy so that learning can occur.
- 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.

### **PARA 202 – Brain-Based Learning (Part II)**

The participant will...

- Examine facts about how we learn as they apply to planning for instruction.
- Discover how brain-based learning impacts education.
- Become familiar with twelve brain-based research facts.

### **PARA 203 – Characteristics of Young Adolescents**

The participant will...

- Learn about early signs of emerging adolescence.
- Examine the physical and intellectual changes and characteristics of young adolescents.

- Identify key emotional and social changes and characteristics of young adolescents.
- Review positive responses to typical early adolescent behavior.

#### **PARA 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.

#### **PARA 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.

#### **PARA 206 – Student Behavior: Property Destruction and Self Injury**

The participant will...

- Understand the importance of objective behavior definitions in observing and managing behaviors in the classroom.
- Examine the three functions of behavior and how they are exhibited.
- Learn basic positive behavioral supports that address the occurrence of property destruction and self injury in the classroom.
- Examine strategies that address the seeking of positive reinforcement, negative reinforcement, and sensory regulation.
- Identify intervention strategies to use for targeted behaviors.

#### **PARA 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.

#### **PARA 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.

### **PARA 209 – Autism Spectrum Disorder: Prompting Strategies**

The participant will...

- Be introduced to the concept of prompting for students with ASD.
- 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.

### **PLN 210 – Motivating Gifted Learners**

The participant will...

- Learn the importance of motivation to the achievement of gifted learners.
- Debunk myths associated with gifted learners.
- Identify simple strategies that will help motivate gifted learners.
- Gain even more strategies for motivating gifted learners.

### **PARA 211 – 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.
- Highlight the paraeducator's role in maintaining confidentiality.

### **PARA 212 – Further Strategies for Supporting Students with Speech or Language Impairments**

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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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.

### **PARA 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 disorders.
- 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.

### **PARA 221 – Helping Middle School Students Improve Organization Skills**

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.

## **PARA 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.

## **PARA 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.

## **PARA 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.

## **PARA 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.

## **PARA 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.

## **PARA 227 – Understanding ADHD 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.

### **PLN 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.

### **PARA 229 – Understanding Down Syndrome, Tourette Syndrome, and Fetal Alcohol Syndrome**

The participant will...

- Be introduced to several syndromes and discover how they affect the education of students who have them.
- Develop an understanding of Down Syndrome and the specific effects the syndrome may have on the education of students who have it.
- Learn about Tourette Syndrome and the educational impact it may have for students with this syndrome.
- Gain information about Fetal Alcohol Syndrome and how the student may be impacted educationally.
- Understand the educator's role in assisting students who have the various syndromes so they progress educationally.

### **PARA 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.

### **PLN 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.

### **PLN 232 – Supporting Career Exploration for Students with Disabilities**

The participant will...

- Develop an understanding of the tools used in career exploration.
- Discuss the steps for creating community-based vocational training programs.
- Understand the role of the job coach or paraeducator when working with students at community job sites.
- Discover how to document the progress of students in vocational training programs.
- Understand how to maintain positive relationships at community job sites.
- Learn the best way to deliver feedback to parents regarding their child's performance in vocational training programs.

### **PLN 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.

### **PARA 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.

### **PARA 235 – Helping Students Become Successful Readers**

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.

### **PARA 236 – What Is Response to Intervention (RtI)?**

The participant will...

- Define RtI and describe an RtI model.

- Identify the differences among the three tiers of RtI.
- Describe the advantages of using an RtI model.
- Identify the essential components of RtI.
- Understand the marriage of special education and general education through an RtI model (“Every Ed”).
- Discuss the changing role of the paraeducator and identify some major paraeducator RtI responsibilities.

### **PARA 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.

### **PARA 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.

### **PARA 239 – Professionalism for Paraeducators**

The participant will...

- Understand that a component of professionalism is understanding the aim of the profession to include mandates, policies, procedures, etc.
- Be able to define his or her role within the academic system and understand how it’s different than the teacher’s role.
- Review the characteristics and skills required of paraeducators in an educational environment.
- Recognize the value of forming relationships with student academic teams and review the qualities that enhance relationship building.
- Realize that a component of professionalism is continuous growth.

### **PLN 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.

### **PLN 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.

**PLN 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.

**PLN 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.