



Child and Youth Programs



Direct Specialized Training for Education Professionals

## All New Course Curriculum Now Available

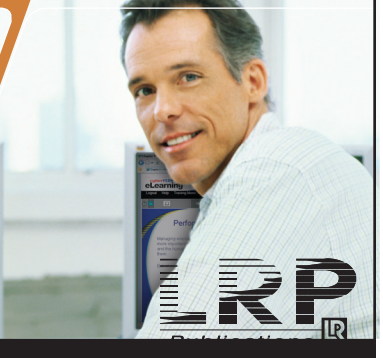
Fresh updated, engaging content

One-hour format

Can be used on most media devices

To access courses: <http://navycyp2019-ds.lrp.com>

| COURSE NUMBER | DirectSTEP® eCOURSE TITLE                                                                                  | KEY CODE  |
|---------------|------------------------------------------------------------------------------------------------------------|-----------|
| 330000.GRP    | Identifying Disabilities to Determine IDEA Eligibility                                                     | D3IntFn3  |
| 330001.GRP    | Child Find: Understanding IDEA Provisions and Responsibilities                                             | eAD13*p   |
| 330002.GRP    | Child Find: Understanding Section 504 Provisions and Responsibilities                                      | 2sEC@3    |
| 330003.GRP    | Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation                   | ImPL33!   |
| 330004.GRP    | Using Universal Design for Learning to Improve Instruction and Assessment for All Students                 | 4usNG%    |
| 330005.GRP    | Required Components for Compliant IEPs                                                                     | rEQ53\$3  |
| 330006.GRP    | Least Restrictive Environment: What Teachers Need to Know                                                  | T3ac&er   |
| 330007.GRP    | Independent Educational Evaluations: Responsibilities and Procedures                                       | 7eD33@4   |
| 330008.GRP    | A Teacher's Role in the Manifestation Determination Review Process Based on IDEA                           | 8@rEMN    |
| 330009.GRP    | Guidelines for IEP Team Composition                                                                        | #pE93nT   |
| 330010.GRP    | RTI Data Collection, Analysis and Interpretation                                                           | @RTi33P   |
| 330011.GRP    | Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance                         | m@kn311   |
| 330012.GRP    | Conducting Compliant IEP Team Meetings                                                                     | CmpIL3t   |
| 330013.GRP    | Evaluations and Reevaluations – Purposes, Standards and Procedures                                         | sT31%Ev   |
| 330014.GRP    | Understanding Section 504 Eligibility and How it Works in Schools                                          | 413Udn\$E |
| 330015.GRP    | A Teacher's Role in the Manifestation Determination Review Process Based on Section 504                    | mAN53*3   |
| 330016.GRP    | Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals                               | 6LG!36a   |
| 330017.GRP    | Identifying and Responding to Bullying and Harassment Involving Students with Disabilities                 | R3spN7@   |
| 330018.GRP    | Legal Requirements and Best Practices for Prior Written Notice                                             | B3st81!!  |
| 330019.GRP    | Selecting and Implementing Evidence-Based Interventions Within an RTI Framework                            | 9sEL#ct   |
| 330020.GRP    | Practical Strategies and IDEA Requirements for Developing IEPs                                             | 233eP%s   |
| 330021.GRP    | Field Trips and Extracurricular Activities Under Section 504                                               | 2trlpS33  |
| 330022.GRP    | Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons | D!scP32   |
| 330023.GRP    | When to Review and How to Revise IEPs to Stay Compliant                                                    | 3wHR#32   |
| 330024.GRP    | Best Practices to Prevent Section 504 Retaliation                                                          | 454RZa@   |
| 330025.GRP    | How FERPA's Parental Consent Rule Impacts Education Record Privacy                                         | F3rp@3    |
| 330026.GRP    | IEP Implementation Strategies to Be IDEA Compliant                                                         | PE26&mp   |
| 330027.GRP    | Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion                     | 7sRS%pC   |
| 330028.GRP    | Use of Service Animals in Schools                                                                          | @nm7Use   |





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|------------|---------------------------------------------------------------------------------------------------------------|-----------|
| 330029.GRP | What Every Administrator Needs to Know About Stay-Put Under the IDEA                                          | stY29#w   |
| 330030.GRP | Requirements and Strategies to Facilitate Parental Participation in IEPs                                      | 33rq#Pe   |
| 330032.GRP | The Role and Responsibilities of Section 504 Team Members                                                     | T3@m32T   |
| 330034.GRP | Accommodations and Standards for Testing and Grading Under Section 504                                        | @cCm433   |
| 330036.GRP | Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior                  | \$diSC63  |
| 330038.GRP | Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans                 | D3vl@pnG  |
| 330041.GRP | Best Practices for Home-Based Instruction for Students with Disabilities                                      | 4b3s!4B   |
| 330046.GRP | Eligibility and Development of a Student's Extended School Year Services                                      | X33tn#E   |
| 330047.GRP | Early Intervention Services: Facilitating Transition: From IDEA Part C to Part B                              | E3r!YnT   |
| 330058.GRP | Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities                           | 53m##T8   |
| 330059.GRP | Strategies to Keep Students with Autism Safe in School                                                        | sTR59@s   |
| 330061.GRP | Legal Requirements and Practical Considerations for Identifying and Evaluating Specific Learning Disabilities | 6LGspc%   |
| 330060.GRP | Using a Trauma-Informed Approach to Develop More Effective IEPs                                               | TR%mA6    |
| 330062.GRP | Evaluation, Eligibility and IEP Development for Students with Autism                                          | eEE62\$3  |
| 330063.GRP | Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies          | @ddR22n   |
| 330065.GRP | Collecting and Using Data to Improve IEP's, BIPs and Section 504 Plans                                        | 65cBP3#   |
| 330066.GRP | Students with Autism and One-to-One Aides: Best Practices for Educators                                       | Au6T!sm   |
| 330067.GRP | Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements                                       | F33rPA!7  |
| 330068.GRP | When and How to Accommodate Students with Food Allergies Under Section 504                                    | @LG6er83  |
| 330069.GRP | Dispute Resolution and Available Remedies Under the IDEA                                                      | D!spuT3   |
| 330070.GRP | Meeting the Needs of Students with Diabetes Under Section 504                                                 | M7!InseC  |
| 330071.GRP | Administrators' Responsibilities for Meeting IDEA Parental Consent Rules                                      | adM71*ss  |
| 330072.GRP | Steps for Determining a Student's Eligibility Under the Other Health Impairment Category                      | 27sTE#s3  |
| 330074.GRP | Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent      | 74xtNG%S  |
| 330075.GRP | IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities                                | faP3#75   |
| 330076.GRP | Ensuring Substitute Staff Are Certified and Prepared to Serve Students with Disabilities                      | eNS76\$ss |
| 330077.GRP | Meeting Section 504 Requirements to Identify and Serve Students with ADHD                                     | adHD73!m  |
| 330079.GRP | From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand                                  | D!sn3y3   |
| 330080.GRP | Communicating With Parents: Tips and Strategies for Teachers                                                  | mAY#cm3   |
| 330081.GRP | Determining Related Services and Accommodations for Students With Traumatic Brain Injuries                    | 1deTR8n\$ |
| 340000.GRP | Title I Annual Meeting Requirements: Engagement, Content and Allowable Costs                                  | hOUS!n3   |
| 340001.GRP | Homeless Student Services and Allowable Funding Under Title 1, Part A                                         | 413hml3!  |
| 340002.GRP | Key Roles and Strategies in Identifying and Enrolling Homeless Students                                       | 243stUD&  |
| 350001.GRP | Roles, Responsibilities, Professional Practices and Ethics for Paraprofessionals                              | 5R@prF    |
| 350002.GRP | Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals                               | 52ST%ph   |







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| 350003.GRP | IDEA and Section 504: Key Components and Implications for Paraprofessionals                                                       | dAE53C\$m |
| 350004.GRP | The Paraprofessional's Support Role in IEP Development and Implementation                                                         | P5@f3sS   |
| 350005.GRP | Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications                         | rSP&n33   |
| 350006.GRP | Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within                                         | PRm35tn@  |
| 350007.GRP | Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams             | lccGS75   |
| 350008.GRP | Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones                                            | #85GUid3  |
| 350009.GRP | Foster School/Family Collaboration by Developing Cultural Reciprocity                                                             | F#3st3R   |
| 350010.GRP | Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD                                                | 315stRS@  |
| 350011.GRP | Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments            | 1n\$TRU5  |
| 350012.GRP | Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals                             | Int3r@pt  |
| 350013.GRP | Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities                     | 35EDst\$3 |
| 350014.GRP | Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbance                                   | 4Guid35!  |
| 350015.GRP | Hearing, Visual, Orthopedic, and Other Health Impairments Under the IDEA: Guidance for Paraprofessionals                          | 53he#Rng  |
| 350016.GRP | Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students' Health and Safety Needs                  | 6sSn33d!  |
| 350017.GRP | Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness                                           | 73guDL3*  |
| 350018.GRP | Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities         | 83pBS@1   |
| 350019.GRP | The Paraprofessional's Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities          | 9paRA35#  |
| 350020.GRP | Core Standards, Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities    | cTEA#n2   |
| 350021.GRP | The Paraprofessional's Role in Integrating Students with Disabilities into General Educating Settings                             | 5eDU*21   |
| 350022.GRP | A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Student with Disabilities                            | Ext#3a52  |
| 350023.GRP | The Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA        | rvW35%3   |
| 350024.GRP | Guidance for Paraprofessionals: Disciplinary Considerations for Students with Disabilities Involved in Drugs, Violence or Weapons | 2GUdnC#4  |
| 350025.GRP | A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities                             | bULLy3n#  |
| 350026.GRP | For Paraprofessionals: FERPA, Student Privacy and Education Records                                                               | 2frpr#F   |
| 350027.GRP | Best Practices for Paraprofessionals Regarding Restraint and Seclusion                                                            | 27B3st!7  |
| 350028.GRP | What Paraprofessionals Need to Know About Service Animals in Schools                                                              | &whaT285  |
| 350029.GRP | What Paraprofessionals Need to Know About Accommodating Students with Food Allergies                                              | #Wh@t293  |
| 350030.GRP | What Paraprofessionals Need to Know About Transporting Students with Disabilities                                                 | DDsb7\$45 |
| 350031.GRP | Strategies for Paraprofessionals When Communicating With Parents, Teachers and School Staff                                       | St31PRWn# |

