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COURSE NUMBER	DirectSTEP® eCOURSE TITLE	KEY CODE
330000.GRP	Identifying Disabilities to Determine IDEA Eligibility	D3!ntFn3
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	!mPL33!
330004.GRP	Using Universal Design for Learning to Improve Instruction and Assessment for All Students	4usNG%
330005.GRP	Required Components for Compliant IEPs	rEQ53$3
330006.GRP	Least Restrictive Environment: What Teachers Need to Know	T3ac&er
330007.GRP	Independent Educational Evaluations: Responsibilities and Procedures	7eD33@4
330008.GRP	A Teacher's Role in the Manifestation Determination Review Process Based on IDEA	8@rEMN
330009.GRP	Guidelines for IEP Team Composition	#pE93nT
330010.GRP	RTI Data Collection, Analysis and Interpretation	@RTi33P
330011.GRP	Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance	m@kn311
330012.GRP	Conducting Compliant IEP Team Meetings	Cmp!L3t
330013.GRP	Evaluations and Reevaluations – Purposes, Standards and Procedures	sT31%Ev
330014.GRP	Understanding Section 504 Eligibility and How it Works in Schools	413Udn$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	2tr!pS33
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

Course #	Course Title	Code
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$3
330063.GRP	Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies	@ddR22n
330065.GRP	Collecting and Using Data to Improve IEP's, BIPs and Section 504 Plans	65cBP3#
330066.GRP	Students with Autism and One-to-One Aides: Best Practices for Educators	Au6T!sm
330067.GRP	Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements	F33rPA!7
330068.GRP	When and How to Accommodate Students with Food Allergies Under Section 504	@LG6er83
330069.GRP	Dispute Resolution and Available Remedies Under the IDEA	D!spuT3
330070.GRP	Meeting the Needs of Students with Diabetes Under Section 504	M7!nseC
330071.GRP	Administrators' Responsibilities for Meeting IDEA Parental Consent Rules	adM71*ss
330072.GRP	Steps for Determining a Student's Eligibility Under the Other Health Impairment Category	27sTE#s3
330074.GRP	Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent	74xtNG%S
330075.GRP	IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities	faP3#75
330076.GRP	Ensuring Substitute Staff Are Certified and Prepared to Serve Students with Disabilities	eNS76$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$m
350004.GRP	The Paraprofessional's Support Role in IEP Development and Implementation	P5@f3sS
350005.GRP	Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications	rSP&n33
350006.GRP	Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within	PRm35tn@
350007.GRP	Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams	!ccGS75
350008.GRP	Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones	#85GUid3
350009.GRP	Foster School/Family Collaboration by Developing Cultural Reciprocity	F#3st3R
350010.GRP	Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD	315stRS@
350011.GRP	Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments	1n$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#

COURSE CURRICULUM 2019

Behavior/Safety/Discipline
- Identifying and Responding to Bullying and Harassment Involving Students with Disabilities
- Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons
- Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion
- Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior
- Developing and Implementing Functional Behavior Assessments and Behavioral Interventions Plans
- Strategies to Keep Students with Autism Safe in School

IDEA
- Identifying Disabilities to Determine IDEA Eligibility
- What Every Administrator Needs to Know About Stay-Put Under the IDEA
- A Teacher's Role in the Manifestation Determination Review Process Based on IDEA
- Child Find: Understanding IDEA Provisions and Responsibilities
- Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation
- Least Restrictive Environment: What Teachers Need to Know
- Independent Educational Evaluations: Responsibilities and Procedures
- Evaluations and Reevaluations – Purposes, Standards and Procedures
- Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities
- Early Intervention Services: Facilitating Transition from IDEA Part C to Part B
- Dispute Resolution and Available Remedies Under the IDEA
- Administrator's Responsibilities for Meeting IDEA Parental Consent Rules

IEPs
- Required Components for Compliant IEPs
- Guidelines for IEP Team Composition
- Conducting Compliant IEP Team Meetings
- Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals

Section 504
- Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance
- Understanding Section 504 Eligibility and How It Works in Schools
- A Teacher's Role in the Manifestation Determination Review Process Based on Section 504

- Field Trips and Extracurricular Activities Under Section 504
- Best Practices to Prevent Section 504 Retaliation
- The Role and Responsibilities of Section 504 Team Members
- Accommodations and Standards for Testing and Grading Under Section 504
- Child Find: Understanding Section 504 Provisions and Responsibilities
- When and How to Accommodate Students with Food Allergies Under Section 504
- Meeting the Needs of Students with Diabetes Under Section 504

Autism
- Evaluation, Eligibility and IEP Development for Students with Autism
- Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies
- Students with Autism and One-to-One Aides: Best Practices for Educators

Other Courses Available
- Using Universal Design for Learning to Improve Instruction and Assessment for All Students
- How FERPA's Parental Consent Rule Impacts Education Record Privacy
- Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements
- Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent
- Use of Service Animals in Schools
- Best Practices for Home-Based Instruction for Students with Disabilities
- IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities
- Ensuring Substitute Staff Are Certified and Prepared to Serve Students

Paraprofessional Curriculum
- Roles, Responsibilities, Professional Practices, and Ethics for Paraprofessionals
- Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals
- IDEA and Section 504: Key Components and Implications for Paraprofessionals
- The Paraprofessional's Support Role in IEP Development and Implementation
- Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications
- Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within Instructional Models
- Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams
- Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones

Paraprofessional Curriculum cont.

➢ Foster School/Family Collaboration by Developing Cultural Reciprocity
➢ Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD
➢ Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments
➢ Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals
➢ Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities
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