



## OPI Special Education Para Pathways Project

### PARA PATHWAY—SPED TECHNICIAN TRACK ELIGIBLE MODULES ONLY

Category	LRP Direct Step Module Title	PARA PATHWAYS SPED TECHNICIAN TRACK	OPI Renewal Units for Licensed Educators?
Paraprofessionals	<i>A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities</i>	X	N
Paraprofessionals	<i>A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Students with Disabilities</i>	X	N
Paraprofessionals	<i>A Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA</i>	X	N
Behavior and Discipline Autism	<i>Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies</i>	X	Y
Paraprofessionals	<i>Best Practices for Paraprofessionals Regarding Restraint and Seclusion</i>	X	N
Paraprofessionals	<i>Classroom Practices for Paraprofessionals to Promote Educational Equity</i>	X	N
Paraprofessionals	<i>Collaboration and Communication: Guidelines and Strategies for Paraprofessional Participation in Instructional Teams</i>	X	N
IEPs	<i>Collecting and Using Data to Improve IEPs, BIPs and Section 504 Plans</i>	X	Y
Paraprofessionals	<i>Core Standards Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities</i>	X	N
IEPs LRE Inclusion	<i>Co-Teaching Essentials to Maximize Educational Benefit for Students with Disabilities</i>	X	Y
Paraprofessionals	<i>For Paraprofessionals: FERPA, Student Privacy and Education Records</i>	X	N
IEPs	<i>From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand</i>	X	Y

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Paraprofessionals	<b><i>Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones</i></b>	X	N
Paraprofessionals	<b><i>Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbances</i></b>	X	N
Paraprofessionals	<b><i>Guidance for Paraprofessionals: Disciplinary Considerations for Students with Disabilities Involved in Drugs, Violence or Weapons</i></b>	X	N
Paraprofessionals	<b><i>Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness</i></b>	X	N
Paraprofessionals	<b><i>IDEA and Section 504: Key Components and Implications for Paraprofessionals</i></b>	X	N
Behavior and Discipline	<b><i>Identifying and Responding to Bullying and Harassment Involving Students with Disabilities</i></b>	X	Y
IEPs	<b><i>IEP Implementation Strategies to be IDEA Compliant</i></b>	X	Y
Paraprofessionals	<b><i>Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments</i></b>	X	N
Administrators	<b><i>Mandatory Reporting: How to Identify and Report Suspected Abuse or Neglect of Students with Disabilities</i></b>	X	Y
IEPs	<b><i>Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities</i></b>	X	Y
Paraprofessionals	<b><i>Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities</i></b>	X	N
Paraprofessionals	<b><i>Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within Instructional Models</i></b>	X	N
Paraprofessionals	<b><i>Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities</i></b>	X	N
Paraprofessionals	<b><i>Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications</i></b>	X	N
Paraprofessionals	<b><i>Roles, Responsibilities, Professional Practices, and Ethics for Paraprofessionals</i></b>	X	N
Paraprofessionals	<b><i>Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD</i></b>	X	N
Paraprofessionals	<b><i>Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students' Health and Safety Needs</i></b>	X	N

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Paraprofessionals	<b><i>Strategies for Paraprofessionals When Communicating with Parents, Teachers and School Staff</i></b>	X	N
Paraprofessionals	<b><i>Student Physical and Emotional Health &amp; Safety Guidelines for Paraprofessionals</i></b>	X	N
Paraprofessionals	<b><i>The Paraprofessional's Role in Integrating Students with Disabilities into General Education Settings</i></b>	X	N
Paraprofessionals	<b><i>The Paraprofessional's Role in Reinforcing Students' Use of Social and Emotional Learning Skills</i></b>	X	N
Paraprofessionals	<b><i>The Paraprofessional's Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities</i></b>	X	N
Paraprofessionals	<b><i>The Paraprofessional's Role in Title IX Sexual Harassment Reports, Grievance Procedures and Investigations</i></b>	X	N
Paraprofessionals	<b><i>The Paraprofessional's Support Role in IEP Development and Implementation</i></b>	X	N
Paraprofessionals New staff	<b><i>The Privacy Act and the DoDEA: What Paraprofessionals Need to Know</i></b>	X	N
Paraprofessionals	<b><i>Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals</i></b>	X	N
Paraprofessionals	<b><i>What Paraprofessionals Need to Know About Transporting Students with Disabilities</i></b>	X	N
RTI	<b><i>Selecting and Implementing Evidence-Based Interventions Within an RTI Framework</i></b> ( <u>Replaces Instructional Strategies for Teachers: What Works in the Classroom</u> in the Sped Tech Track)	X	Y