



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

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