



# OPI Special Education Para Pathways Project

## Modules By Category

Category	LRP Direct Step Module Title	PARA PATHWAYS SPED TECHNICIAN TRACK	OPI Renewal Units for Licensed Educators?
Administrators Procedural Safeguards	<i>Administrators' Responsibilities for Meeting IDEA Parental Consent Rules</i>		Y
Administrators	<i>Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent</i>		Y
Administrators	<b><i>Mandatory Reporting: How to Identify and Report Suspected Abuse or Neglect of Students with Disabilities</i></b>	X	Y
Administrators	<i>Steps for Determining a Student's Eligibility Under the Other Health Impairment Category</i>		Y
Administrators	<i>The Privacy Act and the DoDEA: What Administrators Need to Know</i>		Y
Administrators	<i>Using Universal Design for Learning to Improve Instruction and Assessment for All Students</i>		Y
Administrators Procedural Safeguards	<i>What Every Administrator Needs to Know About Stay-Put Under the IDEA</i>		Y
Administrators Section 504	<i>Addressing Chronic Absenteeism and Truancy to Provide FAPE Under the IDEA and Section 504</i>		Y
Autism	<i>Evaluation, Eligibility, and IEP Development for Students with Autism</i>		Y
Autism	<i>Strategies to Keep Children with Autism Safe in School</i>		Y
Autism	<i>Students With Autism and One-to-One Aides: Best Practices for Educators</i>		Y
Behavior and Discipline Section 504	<i>A Teacher's Role in the Manifestation Determination Review Process Based on IDEA</i>		Y
Behavior and Discipline Autism	<b><i>Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies</i></b>	X	Y

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Behavior and Discipline	<i>Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans</i>		Y
Behavior and Discipline	<i>Direct Strategies for Identifying and Preventing Low-Level Aggression from Escalating in Your School</i>		Y
Behavior and Discipline IEPs	<i>Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior</i>		Y
Behavior and Discipline	<b><i>Identifying and Responding to Bullying and Harassment Involving Students with Disabilities</i></b>	X	Y
Behavior and Discipline Evaluations	<i>Legal Requirements and Practical Considerations for Identifying and Evaluating Specific Learning Disabilities</i>		Y
Evaluations IEPs Section 504	<i>Compliance and Practical Strategies for Educating Twice-Exceptional Students</i>		Y
Evaluations	<i>Evaluations and Reevaluations: Purposes, Standards and Procedures</i>		Y
Evaluations IDEA Section 504	<i>Identifying Anxiety: When to Evaluate and Determining Eligibility Under the IDEA and Section 504</i>		Y
Evaluations	<i>Independent Educational Evaluations: Responsibilities and Procedures</i>		Y
Evaluations	<i>Least Restrictive Environment: What Teachers Need to Know</i>		Y
FERPA	<i>How FERPA's Parental Consent Rule Impacts Education Record Privacy</i>		Y
FERPA	<i>Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements</i>		Y
IDEA	<i>Serving Parentally Placed Private School Students with Disabilities: Understanding Your District's IDEA Obligations</i>		Y
IDEA/ Section 504	<i>Determining Related Services and Accommodations for Students with Traumatic Brain Injuries</i>		Y
IDEA/IEPs	<i>Predetermination in the IEP Process: What It Is and How to Avoid It</i>		Y
IEPs	<i>Best Practices for Home-Based Instruction for Students with Disabilities</i>		Y
IEPs	<b><i>Collecting and Using Data to Improve IEPs, BIPs and Section 504 Plans</i></b>	X	Y
IEPs LRE Inclusion	<b><i>Co-Teaching Essentials to Maximize Educational Benefit for Students with Disabilities</i></b>	X	Y

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IEPs Procedural Safeguards	<i>Dispute Resolution and Available Remedies Under the IDEA</i>		Y
IEPs	<i>Early Intervention Services: Facilitating Transition from IDEA Part C to Part B</i>		Y
IEPs	<i>Eligibility and Development of a Student's Extended School Year Services</i>		Y
IEPs	<b><i>From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand</i></b>	X	Y
IEPs	<b><i>IEP Implementation Strategies to be IDEA Compliant</i></b>	X	Y
IEPs Section 504	<i>IEP, 504 and MDR Meetings: Guidance for Staff Who Are New to Special Education</i>		Y
IEPs	<b><i>Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities</i></b>	X	Y
IEPs	<i>Requirements and Strategies to Facilitate Parental Participation in IEPs</i>		Y
IEPs	<i>Strategies for Identifying and Preventing Low-Level Aggression from Escalating in Your School</i>		Y
IEPs	<i>Using a Trauma-Informed Approach to Develop More Effective IEPs</i>		Y
New Staff	<i>Communicating With Parents: Tips and Strategies for Teachers</i>		Y
Paraprofessionals	<b><i>A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities</i></b>	X	N
Paraprofessionals	<b><i>A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Students with Disabilities</i></b>	X	N
Paraprofessionals	<b><i>A Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA</i></b>	X	N
Paraprofessionals	<b><i>Best Practices for Paraprofessionals Regarding Restraint and Seclusion</i></b>	X	N
Paraprofessionals	<b><i>Classroom Practices for Paraprofessionals to Promote Educational Equity</i></b>	X	N
Paraprofessionals	<b><i>Collaboration and Communication: Guidelines and Strategies for Paraprofessional Participation in Instructional Teams</i></b>	X	N
Paraprofessionals	<b><i>Core Standards Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities</i></b>	X	N

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Paraprofessionals	<b><i>For Paraprofessionals: FERPA, Student Privacy and Education Records</i></b>	X	N
Paraprofessionals	<i>Foster School/Family Collaboration by Developing Cultural Reciprocity</i>		Y
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
Paraprofessionals	<b><i>Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments</i></b>	X	N
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
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

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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	<i>What Paraprofessionals Need to Know About Accommodating Students with Food Allergies</i>		N
Paraprofessionals	<i>What Paraprofessionals Need to Know About Service Animals in Schools</i>		N
Paraprofessionals	<b><i>What Paraprofessionals Need to Know About Transporting Students with Disabilities</i></b>	X	N
Paraprofessionals Section 504	<i>Disciplinary Considerations Under Section 504 vs. IDEA: Students Involved in Drugs, Violence or Weapons</i>		Y
Procedural Safeguards	<i>Conducting Appropriate and Compliant Threat Assessments for Students with Disabilities</i>		Y
Procedural Safeguards	<i>Grievance Procedures and Investigations of Sexual Harassment Under the Title IX 2020 Regulations</i>		Y
Procedural Safeguards	<i>Legal Requirements and Best Practices for Prior Written Notice</i>		Y
RTI	<i>RTI Data Collection, Analysis and Interpretation</i>		Y
RTI	<i>Selecting and Implementing Evidence-Based Interventions Within an RTI Framework (<u>Replaces Instructional Strategies for Teachers: What Works in the Classroom in the Sped Tech Track</u>)</i>	X	Y
Section 504	<i>Accommodations and Standards for Testing and Grading Under Section 504</i>		Y
Section 504	<i>Best Practices to Prevent Section 504 Retaliation</i>		Y

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Section 504	<i>Child Find: Understanding Section 504 Provisions and Responsibilities</i>		Y
Section 504	<i>Collecting and Using Data to Improve IEPs, BIPs and Section 504 Plans</i>		Y
Section 504	<i>Ensuring Substitute Staff Are Certified and Prepared to Serve Students with Disabilities</i>		Y
Section 504	<i>Field Trips and Extracurricular Activities Under Section 504</i>		Y
Section 504	<i>IDEA and Section 504: Key Components and Implications for Paraprofessionals</i>		Y
Section 504	<i>IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities</i>		Y
Section 504	<i>Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion</i>		Y
Section 504	<i>Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance</i>		Y
Section 504	<i>Meeting Section 504 Requirements to Identify and Serve Students With ADHD</i>		Y
Section 504	<i>Meeting the Needs of Students with Diabetes Under Section 504</i>		Y
Section 504	<i>The Role and Responsibilities of Section 504 Team Members</i>		Y
Section 504	<i>Understanding Section 504 Eligibility and How It Works in Schools</i>		Y
Section 504	<i>Use of Service Animals in Schools</i>		Y
Section 504	<i>When and How to Accommodate Students with Food Allergies Under Section 504</i>		Y
Title I	<i>Homeless Student Services and Allowable Funding Under Title1, Part A</i>		Y
Title I	<i>Key Roles and Strategies in Identifying and Enrolling Homeless Students</i>		Y
Title I	<i>Title I Annual Meeting Requirements: Engagement, Content, and Allowable Costs</i>		Y