

Assistive Technology - Parent and Paraeducator Roles (TPEP) (3hr)

Assistive Technology (AT) can play a vital role in student success by reducing barriers to participation and learning. Successful AT implementation requires a team approach, and participants in this course focus on parent and paraeducator roles in the process. Case studies that illustrate how parent and paraeducator participation in AT implementation can impact student achievement are discussed. Participants will:

- Be introduced to AT tools and resources
- Learn about AT legal mandates in IDEA, 504, and ADA
- Understand the basics of AT consideration and assessment processes
- Review the components of a successful implementation plan

This training meets the professional and continuing elementary and secondary certificate renewal requirement for TPEP (RCW 28A.410.278).

Behavior Interventions in Your School (6 hr) – 828

This course provides participants with a broad understanding of the what is behind student behavior and takes a look at successful strategies for teaching appropriate replacement behaviors. Attendees will have the opportunity to write appropriate individual behavior IEP goals as well as learn the steps for conducting a Functional Behavioral Assessment (FBA) and designing a Behavior Intervention Plan (BIP) based on FBA results. Participants will:

- Learn the difference between discipline and changing behavior
- See and practice effective strategies for student de-escalation
- Examine strategies for re-teaching appropriate behaviors
- Complete a Functional Behavioral Assessment (FBA) interview
- Develop a positive Behavior Intervention Plan (BIP)
- Evaluate the effectiveness of the BIP by collecting student data

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Classroom Teaming for Student Success (TPEP) (6hr) - 1993

In this course, teacher-paraeducator teams learn collaboration strategies to improve student achievement. Topics include:

- Planning: program and behavior
- Evidenced-based instructional strategies
- Data collection and progress monitoring
- Setting expectations for staff and students

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Common Challenges in Special Education (TPEP) (3hr) - 1989

The work of meeting the needs of children with special needs is complex. In this course, designed for new practitioners and the community, participants explore some of the areas of challenge that are encountered regularly. Session topics include:

- FAPE (Free and Appropriate Public Education)
- Placement
- Behavior
- Transition

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Culturally Responsive Classroom Communities (3hr)

This training helps educators become more culturally responsive and improve their classroom engagement with students from diverse backgrounds, social groups and cultures through meaningful, caring adult relationships.

Culturally Responsive Classroom Interactions (3hr)

(Culturally Responsive Classroom Communities and Management is required before taking this training.) This training helps educators explore culturally responsive classroom interaction practices to ensure that students experience a positive, consistent, safe and equitable classroom. Participants will learn to facilitate classroom interactions that appropriately integrate their students' culture and family backgrounds.

Culturally Responsive Classroom Management (3hr)

(Culturally Responsive Classroom Communities is required before taking this training.) This training helps educators develop culturally responsive classroom management practices to ensure that students experience a positive, consistent, safe and equitable classroom. Participants learn strategies to appreciate and appropriately integrate their students' culture and family backgrounds into the into the classroom culture.

Developing Non-Transition IEPs (6hr) – 841

This course teaches participants the process required for developing meaningful, collaborative and compliant IEPs for elementary and middle school aged students eligible for special education services. Participants will:

- Gain awareness of the rules and regulations of IEP development through examining the Washington Administrative Code (WAC) 392-172A
- Understand the intent of the IEP process to build meaningful, individualized and collaborative programs for eligible students
- Learn and practice all elements of IEP development

Developing Transition IEPs (6 hr) - 840

With post-secondary success in mind, this course provides participants the knowledge they need to develop meaningful, collaborative and compliant transition IEPs aimed at assisting the qualifying student with disabilities in achieving successful educational/ employment/ independent living skills beyond high school. Participants will:

- Gain awareness of the rules and regulations for transition IEP development through examination of the Washington Administrative Code (WAC) 392-172A
- Identify appropriate career/vocational assessments to determine employment/ educational/ independent living IEP goals
- Understand the components of transition planning and how they drive the transition IEP process
- Learn and practice the process to develop meaningful, individualized and collaborative transition IEPs

Difficult Conversations With Parents and Educators In-Depth (TPEP) (6hr) - 1982

In this time of education reform and limited funding, education has its fair share of challenges whether dealing with parents, educators, or administration. In this course, participants learn communication strategies that help stakeholders work together to support student achievement. Participants will:

- Understand new ways to analyze difficult conversations
- Develop an alternative stance to their current approach in difficult conversations
- Learn strategies for structuring conversations that support shared learning and effective decision-making
- Master communication strategies necessary for engaging in critical conversations

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Engaging Students on the Autism Spectrum (TPEP) (3hr) - 1981

This course offers an introductory look at the steps needed to bridge the gap between students on the autism spectrum and schools and communities. Participants gain knowledge of the strengths and struggles of students with autism and learn effective strategies to use in serving them. During the course, participants learn:

- Successful engagement strategies for students on the autism spectrum
- Social interaction strategies that aid communication
- Ways to support the students in the classroom

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IEP Team Monitoring (TPEP) (3hr) - 1986

Participants learn how to build strong partnerships as members of the IEP team. The course, designed for both staff and parents, introduces participants to partnering in the context of:

- The IEP process
- Parental rights and school responsibilities throughout the IEP process
- The IEP's role in maximizing student achievement
- Disciplinary procedure rights and responsibilities

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Introduction to IEPs (TPEP) (3hr) - 1987

Participants in this course are introduced to the special education process from referral to transition. Topics include:

- Brief overview of special education law
- FAPE (Free and Appropriate Public Education)
- Placement
- Qualifying for special education
- Parental rights and school responsibilities

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Section 504 (6 hr) - 831

This course answers questions all educators have about the requirements of Section 504 of the Rehabilitation Act of 1973 as it applies to the public school's duty to provide a free and appropriate public education (FAPE) to students with disabilities. The key elements of Section 504 are explored, including its definition, what this federal law requires in terms of FAPE, and how it should be implemented. Participants will:

- Review the Federal statute of Section 504 of the Rehabilitation Act of 1973
- Learn the role Section 504 has in ensuring FAPE
- Discuss what constitutes discrimination under 504 regulations
- Learn the process for determining/developing a 504 plan for eligible students
- Learn teacher responsibilities in providing student accommodations

Special Education Data Collection Strategies In-Depth (TPEP) (6hr) - 1991

Participants explore data collection methods for use in school settings and learn to evaluate what approaches are appropriate for both individual and student groups. Course activities include hands-on practice using data to develop current student present level statements, design measurable goals, and translate data into usable information for progress monitoring.

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Special Education Effective Instruction (6 hr) - 839

Why do research-based instructional strategies work? What makes an instructional strategy effective? During this course, participants look at brain research to answer these questions. Participants learn to align classroom instructional strategies with what science has taught us about how the brain works. Participants will:

- Connect concepts of brain research to instruction
- Determine the effectiveness of an instructional strategy based on how it affects the areas of the brain
- Target effective instructional strategies tailored to meet individual student strengths and learning challenges

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Special Education Law (6 hr) - 834

Understanding the Federal and State laws for providing special education programs in our public schools is imperative to ensure the compliant delivery of services to qualified students. This course provides an overview of the rules and regulations required for providing special education services. Based on WAC 392-172A and specific court cases, instruction provides participants with the tools needed to provide compliant services. Participants will:

- Gain awareness of the definition of Free Appropriate Public Education (FAPE) as it applies to students eligible for special education
- Walk through the IEP process – from referral through IEP development and implementation
- Gain awareness of the law as it applies to least restrictive environment (LRE)
- Know the importance of parent and student participation in all program decisions
- Gain awareness of procedural due process

State Standards Instruction and Special Education (TPEP) (6hr) - 838

This course allows participants to examine the intersection of special education, Washington State Standards (formerly known as Common Core State Standards) and district curriculum for practical use in designing individual student learning goals. Attendees will have the opportunity to unpack the standards/develop learning progressions to create IEP goals where appropriate. Participants will:

- Develop confidence in their ability to develop IEPs that meet student needs, and where appropriate, align with Washington State Standards
- Gain awareness of Washington State Standards and the connection to academic programs designed for individual special education students
- Identify evidenced-based supports necessary to enable each student to move toward meeting the standards
- Gather resources needed to collaborate with colleagues to develop appropriate instructional and assessment strategies to support students with disabilities placed in the general education classroom

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Students with Autism In Your Classroom (TPEP) (6 hr) – 835

This course offers an in-depth look at autism characteristics in areas such as social reciprocity, shared attention, and perspective taking. Attendees learn how these deficits translate into academic, social, motor, communication and adaptive difficulties in schools and communities. This course provides an overview of the various behavioral, developmental and structured teaching approaches as well as a variety of effective classroom strategies to use in serving students with autism. Participants will:

- Examine the definition and characteristics of autism
- Learn successful strategies and interventions for use when serving students with autism in the classroom
- Obtain current and reliable resources focused on meeting the needs of students with autism

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Team Pre-Crisis De-Escalation (TPEP) (6hr) - 1985

Participants learn to recognize signs of a potential behavioral crisis and remediate before the event. In addition to exploring how their own behavior can contribute to the escalation cycle, participants discover and practice de-escalation techniques that recognize the importance of maintaining student dignity during behavior crises. At the end of this course, participants will be able to:

- Determine individual student behavior triggers
- Understand and describe the escalation cycle
- Recognize the signs of a potential behavioral crisis and remediate before the event

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Universal Design for Learning Part 1 (TPEP) (6hr) - 1988

In this course, attendees learn how to reach and teach all students by setting appropriate student learning goals, choosing and developing effective instructional strategies and materials, and developing accurate and equitable ways to assess student progress. **Laptop computers and headphones/earbuds are required when attending this course.**

Participants will:

- Understand the research in support of integrating Universal Design for Learning (UDL) into their practices
- Recognize the elements and principles of UDL
- Understand how Universally Designed Instruction practices transition into student learning
- Examine UDL resources on their personal laptop computers

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Universal Design for Learning Part 2 (TPEP) (6hr) - 1990

Participants dig deeply into the Universal Design for Learning (UDL) framework. The framework provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone; and participants engage in the design of flexible curricula that meet the needs of all learners. Hands-on practice designing classroom lessons that reached, engage and inspire all learners lets participants leave ready for implementation. **Laptop computers and headphones/earbuds are required when attending this course.** Participants will:

- Review UDL principles
- Examine UDL principles in action
- Design classroom lessons using UDL principles

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