

Online Professional Development Opportunities

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Developed by the Kentucky Special Education Cooperatives



This document includes an extensive list of free online professional learning resources, such as virtual training modules and webinars. The resources have been categorized into a wide range of topics in order to include relevant information for all staff in a school system. Topics include assistive technology, autism, behavior, communication, due process, IEP/Progress Monitoring, instruction, literacy, low incidence, math, mental health, paraprofessionals, and trauma. For guidance on which resources might be most beneficial for specific staff populations (e.g., paraprofessionals, new teachers, bus drivers), school districts can reach out to staff at their local [educational cooperative](#).

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ASSISTIVE TECHNOLOGY

Topic	Description	Estimated Time Length	Organization/Website
Assistive Technology in Minutes Session 1 of 3	Session 1 discusses and demonstrates over 50 different solutions created in minutes to assist students who experience a communication impairment to quickly communicate.		Idaho Training Clearinghouse
Assistive Technology in Minutes Session 2 of 3	Session 2 discusses and demonstrates over 50 different solutions created in minutes to assist students who experience upper and lower extremity impairments.		Idaho Training Clearinghouse
Assistive Technology in Minutes Session 3 of 3	Session 3 Description: Creating Low Cost Assistive Technology Solutions for Reading, Writing, Learning, and Demonstrating Skill Acquisition. Session 3 discusses and demonstrates over 50 different solutions created in minutes to assist students who experience difficulties in reading, writing, learning and skill acquisition.		Idaho Training Clearinghouse
Assistive Technology Internet Modules Complete list of 50 Modules	ATIM is designed to provide high-quality information and professional development on assistive technology (AT) for educators, professionals, families, persons with disabilities, and others. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. ATIM modules are available at no cost.		Assistive Technology Internet Modules
Assistive Technology: An Overview	This module offers an overview of assistive technology (AT) and explores ways to expand students' access to it in the classroom	2 hours	Iris Center
AT102: Back to the Basics-Tablets and Apps for LD (video) Presentation	Join LDA as Carolyn Phillips, Program Director and Principal Investigator of Tools for Life, provides an easy to understand overview on the basics of Assistive Technology (AT) and how it can benefit individuals with learning disabilities in the classroom and in everyday life. This is a jam packed presentation that provides a snapshot of the variety of assistive technologies that are available today and what is to come in the future.	1 hour	Learning Disabilities Association of America

<p><u>Bookshare: Providing Accessible Materials for Students with Print Disabilities</u></p>	<p>This module presents an overview of Bookshare, a project supported by the U.S. Department of Education and OSEP, which provides books in digitized formats to individuals who have print disabilities. On hand is information about how such students can access textbooks, other instructional materials, and text-reader software at no cost, as well as how teachers can use this information in their daily instructional planning (est. completion time: 2 hours). (Note: Because Bookshare works hard to improve the experience of its users, the screenshots and tutorials in this module might differ slightly from what Bookshare visitors will find on their Website.)</p>		<p><u>Iris Center</u></p>
<p><u>Low Incidence Disabilities: Access to the Curriculum</u></p>	<p>Assistive technology (AT) and other instructional supports are important to each student's path to an enviable life. Student access to these tools and supports is required by IDEA and could mean the difference between a life of independence and a life determined by others. This third segment in the series focuses on the roles and responsibilities of school districts, families, educators, and communities with regard to AT and other instructional supports.</p>		<p><u>OCALI</u></p>
<p><u>Intro to AAC</u></p>	<p>This webinar will lay a foundation for understanding AAC including defining terms, identifying types of AAC and who might benefit. The AAC Evaluation process including team members, tests and measures and developing goals are also included. Case studies of 3 different children who use AAC are included.</p>		<p><u>Idaho Training Clearinghouse</u></p>
<p><u>Low Tech AAC</u></p>	<p>This webinar focuses on the different types of low tech AAC systems available on the market, providing a description of various systems and how they could be used with the case studies.</p>		<p><u>Idaho Training Clearinghouse</u></p>
<p><u>High Tech AAC</u></p>	<p>This webinar highlights speech generating devices, their history and the current major manufacturers. A description of speech generating devices (SGD) and Communication Apps are reviewed as well as how to match features of different SGDs to children with complex communication needs</p>		<p><u>Idaho Training Clearinghouse</u></p>

AUTISM

Topic	Description	Estimated Time Length	Organization/Website
AFIRM Modules 28 EBPs for Autism	AFIRM Modules are designed to help you learn the step-by-step process of planning for, using, and monitoring an EBP with learners with ASD from birth to 22 years of age. The NPDC created online modules for each of the 27 evidence-based practices. The modules are called Autism Focused Intervention Resources and Modules (AFIRM). Each module will guide the learner through how to use the practice by focusing on the three specific steps of planning, using, and monitoring. Supplemental materials and handouts are available for download.	Varied from 1.5 - 3 hours (estimated times for each module can be found in the linked overview document)	AFFIRM
Autism Helper Mini Training Series	This series of "mini" training modules offers a variety of topics related to instruction, behavior and communication for students with autism.	Varied: Most videos are less than 15 minutes in length	The Autism Helper
Autism Internet Modules (AIM)	The Autism Internet Modules (AIM) website is designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. AIM modules are available at no cost. Although these modules are designed for students with Autism, they are applicable to any students who have social and behavioral challenges. Includes professional development certificates after modules are completed.	Varied: Estimated Modules range from 30 minutes in length to 3 hours.	Autism Internet Modules (AIM)
ASD Webinars	Various Topics related to working with students with autism such as visual schedules, First/Then boards, Social Emotional Supports, etc.		KATC
Autism Spectrum Disorder: An Overview for Educators	This module provides information on the early signs of autism spectrum disorder (ASD), as well as an overview of the difference between a medical diagnosis and an educational determination of ASD. Resources include notes on instructional considerations for teachers who have children and students with ASD in their classrooms, as well as things to keep in mind when working with the families of those children and students (est. completion time: 2 hours).		IRIS Star Legacy Modules
Autism Spectrum Disorder: Evidence-Based Practices	This module, second in a two-part series, highlights strategies that have been shown to be effective in teaching appropriate behaviors and skills and decreasing inappropriate behaviors with children and youth with autism spectrum disorder (ASD). It next explores several strategies that are particularly effective with young children, elementary and middle school students, and high school students.		IRIS Star Legacy Modules

<p><u>ESPs: Understanding and Supporting Students on the Autism Spectrum</u></p>	<p>Autism is easily among the most misunderstood of all human conditions which poses daily challenges for educators and students alike. Have you ever asked, "Why do kids with autism do that?" The simple truth is students with Autism have several different behaviors that we, as educators, find difficult to understand because we cannot fully comprehend what it's like in the mind and body of someone on the spectrum. This highly informative webinar will focus on identifying the traits and characteristics of autism, development and implementation of proactive strategies to help manage sensory processing issues and meltdowns and the similarities and differences between same aged males and females with ASD.</p>		<p><u>National Education Association</u></p>
<p><u>TEACCH Webinar Series on Dual Diagnosis and Other Complex Issues in Autism Identification and Treatment</u></p>	<p>The goal of each presentation is to review current literature and discuss evidence based strategies for identification and treatment in an adolescent and adult population of individuals with ASD.</p>		<p><u>The University of North Carolina TEACCH Autism Program</u></p>
<p><u>The Autistic Brain</u></p>	<p>School administrators are seeking a deeper understanding and new strategies to serve a growing population of students with autism. An overburdened system and the Common Core's emphasis on language and communications skills has created a sense of urgency to find the best approaches to giving them appropriate access to the curriculum.</p>		<p><u>Presence Learning</u></p>
<p><u>The New Science of Learning: Effective Approaches for Older Students with Autism and Attention Disorders</u></p>	<p>Change agents — leaders in special education— are transforming ways to help older students cope with ASD, attention deficits and related problem behavior that interferes with learning. What does the latest brain research suggest about how we can individualize services, help these students pay closer attention to oral instruction, develop self-regulation skills, complete assignments on time and meet their educational goals? Get insights and practical advice about results-oriented practices for educating middle and high school students who have been diagnosed with these disorders.</p>		<p><u>Presence Learning</u></p>
<p><u>Uniquely Human: A Different Way to See Autism and Create Pathways to Success</u></p>	<p>Providing services for children with autism is a growing challenge. Special educators and families are hungry for advice and encouragement. Autism is usually portrayed as a checklist of deficits: difficulties interacting with others, sensory challenges, and repetitive—sometimes disruptive— behaviors. Therapy has focused on eliminating “autistic” symptoms. Now there’s a different perspective and a new approach— a major shift in the way educators and parents understand autism and help students with autism succeed. The groundbreaking techniques revealed in this webinar are essential for teachers, special educators, and parents of children with autism.</p>		<p><u>Presence Learning</u></p>

BEHAVIOR

Topic	Description	Estimated Time Length	Organization/Website
<u>Aha! Misbehavior is a Puzzle, Not a Threat. Discover the STOIC Framework for Behavior Support</u>	<p>We have overly relied on punitive, coercive approaches to solve the puzzle of disruptive behavior. But, aha! Creating a positive school and classroom climate is a needed change and the missing piece for encouraging better behavior and boosting student achievement. Join us as one of our nation's most sought-after speakers will surprise you with new insights for big change. You'll discover how the STOIC framework, a multi-tiered system of prevention and intervention, empowers special educators. Structure for success, Teach expectations, Observe systematically, Interact positively, and Correct calmly are the pieces of the puzzle you've been looking for! The STOIC approach will inspire your entire academic community with ideas to continually upgrade universal practices and improve school safety, climate, and discipline.</p>		<u>Presence Learning</u>
<u>Basic FBA to BIP</u>	<p>Basic FBA to BIP is a set of professional development materials designed to build capacity in schools to support students with challenging behavior and the teachers and staff who work with them, including understanding key principles of behavior and conducting functional behavioral assessments as well as developing, implementing, and monitoring function-based behavior intervention plans. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of 2 modules for all staff in the school.</p>	75-90 min per module	<u>Basic FBA to BIP</u>
<u>Behavior and Classroom Management modules from IRIS Center</u>	<p>There are 11 modules available. The 2 modules on addressing disruptive and non-compliant behavior might be especially beneficial to new teachers or paraeducators.</p>	Varied: Estimated completion times can be found for each module on the downloadable module outline.	<u>IRIS Center</u>
<u>Behavioral Individualized Education Program Goals</u>	<p>National Center on Intensive Intervention: this webinar addresses how to set ambitious behavioral goals for students by using a valid, reliable progress monitoring measure, and how to write measurable and realistic goals focused on the replacement behavior. This webinar is a companion to the Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals Guide.</p>		<u>National Center on Intensive Intervention</u>

<u>Behavior Support for Intensive Intervention</u>	<p>National Center on Intensive Intervention: The course includes eight modules that can support faculty and professional development providers with instructing pre-service and in-service educators' knowledge of behavioral theory and skills in designing and delivering effective behavioral supports for students with intensive needs. This series is particularly beneficial for those who have not had training on managing behavior or those who need to refresh on core evidence-based principles and best practices.</p>	<p>Time will vary depending on activities, discussion and pace. Each module has an overview for additional info and guidance.</p>	<u>National Center on Intensive Intervention</u>
<u>Check In Check Up Check Out</u>	<p>This guide provides helpful steps for how to intensify check in check out for students with challenging behavior needs. Teachers can use this intervention to check in more frequently with students, changing the antecedent, addressing the function, or targeting a skill.</p>	<p>30 minutes</p>	<u>Kansas Technical Assistance System Network</u>
<u>Classroom Management Modules</u>	<p>JCPS Multi-Tiered Systems of Support (MTSS) and Behavior Support Systems Departments created ten video modules designed to develop an understanding of essential high-yield strategies that can impact student engagement and behavior. Although these modules are designed to be used in groups, (there are prompts for discussion within the modules) they work fine as stand alone instruction. The modules are specific to either primary or secondary grade levels, and they incorporate JCPS students and staff in the videos as the actors as well as JCPS teacher focus groups. There are 10 modules. Each module includes a Classroom Management 'SnapShot', Information Sheet and Exemplar Videos at the primary and secondary levels</p>	<p>Video examples are approximately 10 minutes in length.</p>	<u>Jefferson County Public Schools, MTSS</u>
<u>Classroom PBIS</u>	<p>This site contains the following resources for the implementation of PBIS within the classroom: 1.Examples- Check out these samples, case studies and lesson plans and use them as a springboard to improve your own implementation. 2. Materials-Resources in this section include journal articles, templates, practice descriptions, fact sheets, and much more. 3. Presentations about their experiences, published research, and best practices from recent sessions, webinars, and trainings. 4. Video Recordings here include keynotes and presentations about PBIS concepts as well tips for implementation.</p>		<u>Center on Positive Behavior Interventions and Supports</u>
<u>De-escalation Modules</u>	<p>Kansas Technical Assistance System Network: These ten modules provide practitioners with a strong foundation to develop their understanding and professional skills in the area of de-escalation, including understanding the acting-out cycle of behavior, prevention and response methods, and specific strategies for dealing with different types of problem behavior.</p>	<p>1.5-2 hours</p>	<u>Kansas Technical Assistance System Network</u>
<u>Evidenced Behavior Interventions Network (EBI)</u>	<p>The EBI Mizzou website has a nice delineation of interventions based on how they address the needs that students are displaying specifically skill acquisition, function based needs, and generalization needs. The list of interventions provides a brief describing the intervention as well as examples and descriptions that explain how to use the intervention.Evidenced-based Interventions briefs and links to other resources.</p>		<u>Evidenced Behavior Interventions Network (EBI)</u>

<u>KY-ABRI</u>	<p>KY-ABRI (Academic & Behavioral Response to Intervention) has several video modules listed under the video tab. Scroll down to see PBIS, Mental Health, Restraint and Seclusion, and Effective Instruction Modules. Each video has a small icon in the upper right, so the user can access more videos in the series.</p>		<u>KY Academic & Behavioral Response to Intervention</u>
<u>Lost and Found: What Works (and What Doesn't) for Behaviorally Challenged Students</u>	<p>Trying to modify behavior in the typical reactive mode has not proven effective. Students who need help the most benefit least from discipline as usual. It's time to transform our thinking and our practices so at-risk students can achieve. The Collaborative and Proactive Solutions (CPS) model does just that. Collaborative and Proactive Solutions are described by Dr. Ross Greene in his influential books The Explosive Child, Lost at School, and the recently released Lost and Found.</p>		<u>Presence Learning</u>
<u>PBIS in Schools Modules</u>	<p>These free courses were developed in response to Kentucky Law 704 KAR 7:160 requiring all school personnel to have annual training in positive behavior supports and interventions. They offer strategies for improving student behavior, demonstrating through scenarios, and feature authentic classroom video highlighting best practices. Participants enroll in the course through PBS TeacherLine to receive PD certificate Learners can earn a certificate of completion for two hours of PD and EILA Credit.</p>	<p>Approximately 2 hr modules</p>	<u>KET PBS Professional Development</u>
<u>PBIS-Introduction</u>	<p>Introduction to Positive Behavior Interventions and Supports</p>		<u>Center for Instructional and Behavior Research in Schools</u>
<u>Positive Behavior Management Strategies & Techniques</u>	<p>Positive Behavior Management: Strategies and Techniques: Join bestselling author and trainer Mike Gershon as he unpicks the practical strategies any teacher can use to successfully manage behavior in the classroom. Whether you're struggling with low-level disruption, a noisy class or disengaged learners, Mike will show you the practical strategies and techniques you need to effect positive change.</p>	<p>1 hour</p>	<u>Learning Sciences International</u>
<u>Preventing Problem Behavior in Schools</u>	<p>Problem behaviors are symptomatic of autism and other neurodevelopmental disorders. Learning how to better manage disruptive behavior is a top priority for school administrators, educators, therapists and parents. During this webinar, one of SPED's most sought-after experts on classroom behavior management strategies will present a "Bio-Psycho-Social" perspective on the interaction of physiological, cognitive and social-environmental issues. Participants will learn practical, respectful and innovative ways to prevent and support students with problem behaviors. These techniques will enhance a child's ability to stay well-regulated emotionally, to maximize learning, to improve social participation and balance relationships.</p>		<u>Presence Learning</u>

<u>Replacement Behavior</u>	<p>Specifically designed for paraprofessionals. Includes how to identify a replacement behavior through data collection & analysis. Explains the importance of prompting to make sure the replacement behavior works better than the challenging behavior.</p>	<p>60-90 minutes</p>	<p><u>Idaho Training Clearinghouse</u></p>
<u>Restorative Practices: The Game Changer for Accountability</u>	<p>In this webinar, Rufus Lott III discusses restorative practices, a comprehensive and proven approach to improving school climate through strengthening relationships, reducing misbehavior, and preventing school violence. Belonging, connectedness and accountability to peers and school staff replace fear of punishment as motivators for good behavior. Whether your school community has begun the transition to restorative practices or is new to the concept, this webinar will provide valuable insights and strategies to help transform your school culture.</p>	<p>1 hour.</p>	<p><u>National Professional Resources, Inc.</u></p>
<u>Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals</u>	<p>National Center on Intensive Intervention: this webinar addresses how to set ambitious behavioral goals for students by using a valid, reliable progress monitoring measure, and how to write measurable and realistic goals focused on the replacement behavior. This webinar is a companion to the Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals Guide.</p>	<p>1 hour</p>	<p><u>National Center on Intensive Intervention</u></p>
<u>Tier 2 and 3 Behavior Strategies Professional Learning Modules</u>	<p>Learn more about Tier 2 and Tier 3 strategies and interventions by watching an introductory video and downloading supporting documents. In these materials you will learn more about each strategy, why it is effective, the research supporting its use, and how to evaluate treatment integrity and social validity. Also included are PDFs and/ or Microsoft Word documents of what the intervention would look like as described in a school's tiered intervention grid, research article references, practitioner article references, and more. Modules include: Active Supervision; Behavior Contracts; Check In/Check Out; Behavior-Specific Praise; Direct Behavior Rating; High-P Request Sequence; Instructional Choice; Instructional Feedback; Opportunities to Respond; Pre-Correction; De-escalation</p>	<p>Approximately 1 hour each</p>	<p><u>Ci3t.org Comprehensive, Integrated Three-Tiered Model of Prevention</u></p>
<u>Understanding Self-Regulation: Help Your Students Learn to Help Themselves</u>	<p>What is self-regulation? How can we teach it in our schools and homes? There is a big difference between using reward systems to encourage students to behave and teaching students how to self-regulate. Join Michelle Garcia Winner, the founder of the Social Thinking Methodology, to explore the many moving parts of social and emotional self-regulation and how it involves personal problem solving. Discover which of our strategies, frameworks, and teaching materials to use to help students develop these competencies across age groups. Here's a hint: it all begins with teaching students the fundamentals of how the social world works and how to work (navigate to regulate) in the social world! After you've watched the webinar, you may download the Certificate of Completion for your records. Our webinars are not pre-approved for credit by continuing education organizations.</p>	<p>1 1/2 hours</p>	<p><u>Social Thinking</u></p>

COMMUNICATION

<p><u>Module 1: Project Core Overview</u></p>	<p>This module provides an overview of the Project's implementation program including its focus, goals and intended outcomes.</p>		<p><u>Project Core</u></p>
<p><u>Module 2: Universal Core Vocabulary</u></p>	<p>The goal of this module is to provide an understanding that Universal Core vocabulary is composed of a small number of powerful words that can be used frequently and apply to all subjects, topics, and environments.</p>		<p><u>Project Core</u></p>
<p><u>Module 3: Beginning Communicators</u></p>	<p>The goal of this module is to support educators in building symbolic communication skills in all students, while continuing to support them in using all forms of communication.</p>		<p><u>Project Core</u></p>
<p><u>Module 4: Aided Language Input</u></p>	<p>The goal of this module is to describe how adults in the classroom can demonstrate the use of graphic symbols to help beginning communicators learn to communicate more effectively</p>		<p><u>Project Core</u></p>
<p><u>Module 5: Supporting Individual Access to the Universal Core</u></p>	<p>The goal of this module is to explain the importance of personal access to Universal Core vocabulary and discuss how to identify an initial Universal Core vocabulary format for each student.</p>		<p><u>Project Core</u></p>
<p><u>Module 6: Teaching Communication During Daily Routines and Activities</u></p>	<p>The goal of this module is to explain the importance of using the Universal Core vocabulary throughout the school day and to describe the use of predictable daily routines as a way to get started.</p>		<p><u>Project Core</u></p>

<p><u>Module 7: Teaching Communication During Academic Instruction</u></p>	<p>The goal of this module is to discuss how to support interaction and teach communication as students engage in academic instruction across the school day.</p>		<p><u>Project Core</u></p>
<p><u>Module 8: Shared Reading</u></p>	<p>The goal of this module is to discuss how to support interaction and communication during shared reading.</p>		<p><u>Project Core</u></p>
<p><u>Module 9: Predictable Chart Writing</u></p>	<p>This module will discuss what predictable chart writing is, how it works, and how to emphasize and use of Universal</p>		<p><u>Project Core</u></p>
<p><u>Module 10: Alphabet Knowledge and Phonological Awareness</u></p>	<p>This module is to discuss how to support interaction and communication during alphabet and phonological awareness activities.</p>		<p><u>Project Core</u></p>
<p><u>Module 11: Independent Reading</u></p>	<p>This module is to discuss how to support interaction and teach communication as students select, read, and discuss age- and ability-appropriate books during independent reading.</p>		<p><u>Project Core</u></p>
<p><u>Module 12: Independent Writing</u></p>	<p>This module is to discuss how to support interaction and teach communication as students select, read, and discuss age- and ability-appropriate books during independent reading.</p>		<p><u>Project Core</u></p>

DUE PROCESS

Topic	Description	Estimated Time Length	Organization/Website
<u>Come and Get It! A Legal Update on Discipline and Mental Health Issues for Special Ed Leaders</u>	<p>When it comes to legal topics, special education leaders and related services practitioners are always hungry for more! This summer, we're unpacking a virtual picnic of meaty, legal topics like student behavior and mental health services. To carve up these hot topics into bite-sized nuggets, we have Julie Weatherly, Esq., a perennial favorite explainer of special ed-related legal issues, presenting the latest cases and their implications, and answering your questions. Join us on July 11 for a special 1-hour and 45-minute webinar where we present today's most troubling topics ... and the expert guidance you need to be prepared for the 2017-2018 school year.</p>		<u>Presence Learning</u>
<u>Developing A High-Quality IEP: Module 10 - Extended School Year</u>	<p>In this module we will discuss the definition of extended school year, the purpose of ESY, how teams determine the need for ESY services and how ESY services are developed.</p>		<u>Idaho Training Clearinghouse</u>
<u>Staying out of Due Process in Special Education</u>	<p>School administrators know: blunders can and do occur in the development and implementation of educational programs for students with disabilities. Process- or content-related mistakes can be the basis for finding a school system that has denied FAPE (free appropriate public education). All school personnel should be trained about the development and implementation of IEPs, especially with the expected impact of the shift toward emphasis on student achievement. Educators and SPED staff must do their best to engage parents in the IEP process and to avoid mistakes that may lead to litigation and that could be fatal to a school system's legal position. This presentation will highlight five practical "do's and don'ts" that SPED administrators need to remember when implementing the requirements of the IDEA and when training staff to do so.</p>		<u>Presence Learning</u>
<u>The Pre-Referral Process: Procedures for Supporting Students with Academics and Behavioral Concerns</u>	<p>This module highlights the benefits of the pre-referral process—a preventative approach that can eliminate inappropriate referrals to special education—and outlines the six stages most commonly involved in its implementation</p>	est. completion time: 1 hour	<u>IRIS Center</u>

IEP/PROGRESS MONITORING

<u>IEPs: Developing High Quality Individualized Education Programs</u>	<p>This module details the process of developing high-quality individualized education programs (IEPs) for students with disabilities. The module discusses the requirements for IEPs as outlined in the Individuals with Disabilities Education Act (IDEA) with implications of the Supreme Court's ruling in <i>Endrew F. v. Douglas</i></p>	<p>3 hours</p>	<p><u>Iris Center</u></p>
<u>IEPs How Administrators Can Support the Development and Implementation of High Quality IEPs</u>	<p>Specifically designed with school administrators in mind, this module offers guidance on how to support and facilitate the development and implementation of high-quality IEPs, including the monitoring of student progress (est. completion time: 2 hours). If you have not done so already, consider completing the following module: <u>IEPs: Developing High-Quality Individualized Education Programs</u></p>	<p>2 hours</p>	<p><u>Iris Center</u></p>
<u>Progress Monitoring: Methods of Measurement</u>	<p>In this 2-hour training, learn more about the four Methods of Measurement for IEP progress monitoring and check out examples of the methods of measurement. This training is available for PD or EILA credit.</p>	<p>2 hours</p>	<p><u>NKCES</u></p>
<u>Progress Monitoring: Math</u>	<p>This resource introduces users to progress monitoring in mathematics Administer, score, and graph GOM measures Evaluate student data to make informed instructional decisions Use graphs to facilitate communication with student, parents, and other educators</p>	<p>2 hours</p>	<p><u>Iris Center</u></p>
<u>Progress Monitoring: Reading</u>	<p>This resource introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers</p>	<p>2 hours</p>	<p><u>Iris Center</u></p>
<u>SPLASH 108: Data Collection & Data Based Decisions for Working with K-12 Students with Moderate to Severe Disabilities (MSD)</u>	<p>In this course, you will identify types of data collection systems and use data to make informed decisions for students with moderate to severe disabilities.</p>		<p><u>University of Kentucky HDI Institute</u></p>

INSTRUCTION

<u>Co-Teaching: An Overview to Effective Practices</u>	<p>In this 2 hour training, discover strategies to implement successful co-teaching that can increase student engagement through increased practice turns and feedback. This training focuses on co-teaching using station teaching, alternative teaching, parallel teaching, and team teaching and provides examples of each method. This training is available for PD or EILA credit.</p>	<p>2 hours</p>	<p><u>NKCES</u></p>
<u>Co-Teaching in Kentucky for the PK-12 Classroom</u>	<p>This course will give educators 1) an overview of what co-teaching is 2) how to establish a partnership 3) approaches 4) effective planning 5) instructional strategies and finally 6) using PDSA.</p>		<p><u>University of Kentucky HDI Institute</u></p>
<u>Designing Successful Small Group Instruction for Students with Disabilities</u>	<p>This personalized virtual training focuses on utilizing small group instruction to support students with disabilities in the classroom</p>		<p><u>NKCES</u></p>
<u>HLP #16: Use Explicit Instruction</u>	<p>This module introduces and defines the High Leverage Practice of using Explicit Instruction.</p>		<p><u>High Leverage Practices</u></p>
<u>HLP #17: Use Flexible Grouping</u>	<p>This module introduces and defines the High Leverage Practice of using flexible grouping.</p>		<p><u>High Leverage Practices</u></p>
<u>HLP #18: Use Strategies to Promote Active Student Engagement</u>	<p>This module introduces and defines the High Leverage Practice of using strategies to promote active student engagement.</p>		<p><u>High Leverage Practices</u></p>
<u>HLP #20: Provide Intensive Instruction</u>	<p>This module introduces and defines the High Leverage Practice of providing intensive instruction.</p>		<p><u>High Leverage Practices</u></p>
<u>25 Ways to Use Explicit Instruction to Support Students with Challenging Behaviors</u>	<p>This personalized virtual training focuses on utilizing the research-based strategy “Explicit Instruction” in your classroom.</p>		<p><u>NKCES</u></p>
<u>Using Explicit Instruction to Support Students with Disabilities</u>	<p>This personalized virtual training focuses on utilizing the research-based strategy “Explicit Instruction” to support students with disabilities.</p>		<p><u>NKCES</u></p>

LITERACY

Topic	Description	Estimated Time Length	Organization/Website
CSR: A Reading Comprehension Strategy	This free module through Iris outlines Collaborative Strategic Reading (CSR), a strategy for helping students to improve their reading comprehension skills. In CSR, students work together in small groups to apply comprehension strategies to content area text, such as social studies or science.	1 hour	Iris Center
How to Become a Change Agent for Better Readers With Early Collaborative Partnerships	Progress in creating literate learners is the cornerstone of education and a high-stakes yardstick by which academic performance is measured. Silos of school-based services are how we've traditionally helped students with special needs who are at-risk for reading failure. But now, there's a new collaborative and results-oriented approach: parents and educators working together to provide individual early reading experiences that develop literacy skills for every learner. During this webinar, we'll explore why, how, and what we read in shared reading interactions with young children and how to develop critical foundation skills for reading success. You'll see examples of books, techniques, and practical ways to help young learners succeed.		Presence Learning
Literacy and Evidence-Based Practices in Deaf Education: What We Know and We Suspect	Literacy and deaf education		Idaho Training Clearinghouse
Literacy Ideas for Students who have Severe and Profound Disabilities	In the first session, participants will compare traditional literacy to literacy for students with severe and profound disabilities and will identify the skills involved in literacy for these students. Additionally, they will draw from a real example of a student(s) they teach to consider how to provide opportunities for developing literacy.		Idaho Training Clearinghouse
Literacy Interventions for Children with Significant Disabilities	What should be taught to students with significant disabilities (SwSD)? Should we lower the bar? Of course not! All students should have the right to the opportunity to learn to read and write, as well the life choices made available through reading and writing competency. We as educators have the responsibility to find ways to support these students so that they can become successful readers and writers. Students with Significant Disabilities require special considerations to ensure these students can achieve as much as possible. One issue is the tendency for these students to become "passive learners." How can we engage these students?		Leaders Project

<u>Making it Real: RTI and MTSS for Reading and Reading Interventions</u>	<p>A fundamental blueprint for student success in school and in life is the ability to read. Special educators especially appreciate the need for constructs that help students with disabilities acquire literacy skills early in their academic career. Yet, even with hundreds of elementary reading programs and interventions we still have persistent gaps. What type of learning architecture will stand the test of time? Dr. Jeanne Wanzek, a noted expert in MTSS and making interventions work, presents research-based guidance and answers your questions about how to plan and design interventions for students struggling with reading in elementary grades.</p>		<u>Presence Learning</u>
<u>PALS: A Reading Strategy for Grades K-1</u>	<p>This module outlines the benefits of implementing PALS for Grades K–1, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the PALS activities as well as printable PALS materials</p>	1 hour	<u>Iris Center</u>
<u>PALS:A Reading Strategy for Grades 2–6</u>	<p>This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials (est. completion time</p>	1 hour	<u>Iris Center</u>
<u>PALS: A Reading Strategy for High School</u>	<p>This module outlines the benefits of implementing PALS for high school, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials</p>	1 hour	<u>Iris Center</u>
<u>Progress Monitoring: Reading</u>	<p>This resource introduces users to progress monitoring in reading, a type of formative assessment in which student learning is evaluated to provide useful feedback about performance to both learners and teachers</p>	2 hours	<u>Iris Center</u>
<u>Quality Literacy Instruction for Students with ASD - Webinar Series - Session 1</u>	<p>Linking Cognition and Literacy</p>		<u>Idaho Training Clearinghouse</u>
<u>Quality Literacy Instruction for Students with ASD - Webinar Series - Session 2</u>	<p>Literacy Assessment for Instruction</p>		<u>Idaho Training Clearinghouse</u>
<u>Quality Literacy Instruction for Students with ASD - Webinar Series - Session 3</u>	<p>Designing literacy instruction</p>		<u>Idaho Training Clearinghouse</u>

LOW INCIDENCE

<u>How to Support Writing at Home for Students with Complex Needs: A Guide for Parents and Teachers</u>	<p>Strategies for using the First Author Writing Curriculum in the home.</p>		<u>Don Johnston</u>
<u>Literacy Ideas for Students who have Severe and Profound Disabilities</u>	<p>In the first session, participants will compare traditional literacy to literacy for students with severe and profound disabilities and will identify the skills involved in literacy for these students. Additionally, they will draw from a real example of a student(s) they teach to consider how to provide opportunities for developing literacy.</p>		<u>Idaho Training Clearinghouse</u>
<u>Literacy Interventions for Children with Significant Disabilities</u>	<p>What should be taught to students with significant disabilities (SwSD)? Should we lower the bar? Of course not! All students should have the right to the opportunity to learn to read and write, as well the life choices made available through reading and writing competency. We as educators have the responsibility to find ways to support these students so that they can become successful readers and writers. Students with Significant Disabilities require special considerations to ensure these students can achieve as much as possible. One issue is the tendency for these students to become “passive learners.” How can we engage these students?</p>		<u>Leaders Project</u>
<u>SPLASH 101: Scheduling for K-12 Students with Moderate to Severe Disabilities (MSD) – How can I get all of this done?</u>	<p>Scheduling for students with significant intellectual disabilities can be a daunting task especially since we often don't have control over changes to the master schedule. This is compounded in most cases by teachers serving multiple grade and ability levels. It is very important to “hit the ground” running with a well-planned schedule at the beginning of each year so that bad habits aren't formed and routines are clearly established for students and adults.</p>		<u>University of Kentucky HDI Institute</u>
<u>SPLASH 102: Story-Based Learning & Adapted Books for K-12 Students with Moderate to Severe Disabilities (MSD)</u>	<p>Literacy is the ability to read and interact with book and text materials. But how do we include children with disabilities who are unable to access traditional reading materials? Through the information presented in this course, you will understand the components of literacy for students with moderate and severe intellectual disabilities.</p>		<u>University of Kentucky HDI Institute</u>
<u>SPLASH 103: Prompting K-12 Students with Moderate to Severe Disabilities (MSD)</u>	<p>Prompting is an effective practice to increase the success and generalizability of target skills or behaviors for learners with autism. In this course, you will explore two external courses to learn more about promoting and how to apply prompting in activities.</p>		<u>University of Kentucky HDI Institute</u>

<p><u>SPLASH 104: Meaningful Instruction for K-12 Students with the Most Complex Needs</u></p>	<p>This course provides various examples of instructional strategies that you may use as a starting point in planning appropriate programming for your students. The content is not intended to be fully inclusive.</p>		<p><u>University of Kentucky HDI Institute</u></p>
<p><u>SPLASH 105: Working with the Paraprofessionals in the K-12 Special Education Classroom</u></p>	<p>Building teacher and paraprofessional teams is key to creating a positive work environment and a positive learning environment for students. Paraprofessionals are an essential part of the team to support student learning; make sure paraprofessionals are made to feel valuable on a daily basis.</p>		<p><u>University of Kentucky HDI Institute</u></p>
<p><u>SPLASH 106: Classroom Management for K-12 Students with Moderate to Severe Disabilities (MSD)</u></p>	<p>There needs to be a willingness to follow through, to be consistent and to change program when it is not working. This may mean to seek assistance from a support person in your district to ensure we are teaching students alternative ways to respond to stress and emotions.</p>		<p><u>University of Kentucky HDI Institute</u></p>
<p><u>SPLASH 108: Data Collection & Data Based Decisions for Working with K-12 Students with Moderate to Severe Disabilities (MSD)</u></p>	<p>In this course, you will identify types of data collection systems and use data to make informed decisions for students with moderate to severe disabilities.</p>		<p><u>University of Kentucky HDI Institute</u></p>
<p><u>SPLASH 109: Functional Behavior Assessment (FBA) for K-12 Students with Moderate to Severe Disabilities (MSD)</u></p>	<p>A functional behavior assessment can be used when the intensity, duration, or type of interfering behavior creates safety concerns or impacts a child's development. In this course you will explore a module hosted through AFIRM.</p>		<p><u>University of Kentucky HDI Institute</u></p>
<p><u>SPLASH 110: Visual Supports for K-12 Students with Moderate to Severe Disabilities (MSD)</u></p>	<p>The goals of this course are to 1) describe the rationale for the use of visual supports 2) identify the components of visual supports in the classroom 3) develop, organize, and implement visual supports in the classroom and 4) develop, implement, and track outcomes of visual supports.</p>		<p><u>University of Kentucky HDI Institute</u></p>

MATH

Topic	Description	Estimated Time Length	Organization/Website
2nd and 3rd Grade Standards updates	A brief discussion of the Kentucky Academic Math Standards in 2nd and 3rd grades	15 minutes	KVEC
4th and 5th grade standard updates	A brief online discussion of the updates of Kentucky Academic Math Standards in 4th and 5th grades	15 minutes	KVEC
Balancing Literacy and Math	Online PD connecting literacy and math focused on one trade book.	1 hour	KVEC
CSA Instructional Model	A brief online introduction to the CSA instructional model.	15 minutes	KVEC
KCM Virtual	Kentucky Center for Mathematics daily virtual workshop; resources available for download after the workshop		Kentucky Center for Mathematics
Kindergarten and 1st grade Math Standards Updates	A brief discussion of the updates of the Kentucky Academic Math Standards in K and 1st grade	15 Minutes	KVEC
Math Assessment Project : 1. Formative Assessment module 2. Concept Development Lessons 3. Problem Solving Lessons 4. Improving Learning Through Questioning 5. Students Working Collaboratively	Module 1 introduces the model of formative assessment used in the lessons, its theoretical background and practical implementation. Modules 2 & 3 look at the two types of Classroom Challenges in detail. Modules 4 & 5 explore two crucial pedagogical features of the lessons: asking probing questions and collaborative learning.		Math Assessment Project
Math Instruction	Based on Steven Leinwand book, Accessible Mathematics	20 minutes	KVEC
Math Solutions Webinars	Turning Teaching Upside Down to Help Students Develop Mathematical Practices; Growing a Child's Mind Without Losing Yours; Phenomenon-based Learning; Supporting Students Who Struggle with Math; Making Sense of Math: Reasoning and Discourse; Strategies for Supporting Fraction Sense; Claims, Evidence, and Reasoning; Math Workshop;" plus 8 more webinars	1 hour webinars	Math Solutions
Math webinars from Desmos	Links to upcoming webinars and past webinars that have been archived for viewing	1 hour	Desmos.com

<p><u>Math Webinars from NCTM</u></p>	<p>Links to upcoming webinars and past webinars that have been archived for viewing: 1. Taking Your Online Instruction to the Next Level: Exploring How Effective Instructional Strategies Work in Online Environments 2. Making the Shift to Online Math Instruction: Supporting PreK-16 Educators in Online Pedagogy 3. Initiating Critical Conversation and Catalyzing Change in High School Mathematics</p>	<p>1 hour</p>	<p><u>National Council of Teachers of Mathematics</u></p>
<p><u>Problem Based Learning Supporting Productive Struggle</u></p>	<p>This session will illustrate the kind of instruction that elicits cognitive struggle, it will illustrate signs that students are engaged in productive struggle, and it will illustrate ways teachers can support students in productive struggle.</p>	<p>45 minutes</p>	<p><u>Pearson</u></p>
<p><u>Progress Monitoring: Math</u></p>	<p>This resource introduces users to progress monitoring in mathematics Administer, score, and graph GOM measures Evaluate student data to make informed instructional decisions Use graphs to facilitate communication with student, parents, and other educators</p>	<p>2 hours</p>	<p><u>Iris Center</u></p>
<p><u>Six (Un)Productive Practices in Math Teaching and what to do about them with Dr. Julie Dixon</u></p>	<p>Julie Dixon reveals six ways educators undermine efforts to increase student achievement and then shares what to do about it.</p>		<p><u>The Solution Tree</u></p>
<p><u>Students with Significant Disabilities-Math Instruction</u></p>	<p>The goal of this module is to present the content standards of math and to generate an outline for math lessons based on a three-part strategy to access math state standards in all grade levels (K-12) for students with significant intellectual disabilities. The module will discuss the national strands of math, what grade aligned alternate achievement looks like in math, a three-part planning process for math instruction, and how academic math standards can be applied in everyday life.</p>	<p>1 hour</p>	<p><u>MAST</u></p>
<p><u>Students with Disabilities in Mathematics Part 3</u></p>	<p>A brief PD about the challenges of students with disabilities in mathematics</p>	<p>30 minutes</p>	<p>KVEC</p>

<u>Students with Learning Disabilities in Mathematics part 1</u>	A brief PD about the challenges of students with disabilities in mathematics	30 minutes	KVEC
<u>Teaching Mathematics to Elementary Students with Deaf Blindness and Intellectual Disabilities</u>	The goal of this module is to present the content standards of math and to generate an outline for math lessons based on a three-part strategy to access math state standards for elementary students with deaf blindness and significant intellectual disabilities	1 hour	<u>MAST</u>
<u>Teaching Mathematics to Secondary Students with Deaf Blindness and Intellectual Disabilities</u>	The goal of this module is to present the content standards of math and to generate an outline for math lessons based on a three-part strategy to access math state standards for secondary students with deaf blindness and significant intellectual disabilities	1 hour	<u>MAST</u>
<u>The Art of Questioning</u>	Small PD of Questioning in Mathematics	20 minutes	KVEC
<u>The Taxonomy of Intervention Intensity: A Case Study for Building Intervention Intensity in Math</u>	In this webinar, held April 3, 2018, Drs. Amelia Malone and Lynn Fuchs introduce the Taxonomy of Intervention Intensity as a method for systematically selecting an intensive intervention and guide teachers through modifying the intervention based on student need. They provide an overview of the dimensions for evaluating and building intervention intensity and a detailed case study illustrating how a teacher uses the taxonomy to provide data-based individualized instruction in mathematics.	1- hour pre-recorded webinar only 2 hours with handouts and pre-recorded webinar	
<u>Three Aspects of a Number</u>		15 minutes	KVEC

MENTAL HEALTH

Topic	Description	Estimated Time Length	Organization/Website
<u>Anxiety 101</u>	Recognize the difference between the anxiety most people feel in everyday life and an anxiety disorder; recognize the signs and symptoms of common anxiety disorders; identify risk factors for anxiety; identify supportive ways to help oneself or others manage anxiety	Self-paced	<u>Mental Health and Developmental Disabilities National Training Center</u>
<u>Becoming the Best You Can Be-7 part webinar series/Social Emotional Health in adults and children.</u>	Featured Series with Dr. Becky Bailey Join Conscious Discipline founder Dr. Becky Bailey for this seven-part Webinar series called Becoming the Best You Can Be. Every Conscious Discipline skill and structure is based on an essential power of social-emotional health in adults and children. This popular series explores each of the seven powers: Perception, Unity, Attention, Free Will, Love, Acceptance and Intention.	Varied: Modules range from 20-28 minutes in length	<u>Conscious Discipline</u>
<u>Compassion Resilience Toolkit</u>	This toolkit offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and to increase compassion resilience perspectives and skills. The authors of the toolkit are a collaborative team made up of mostly educators including classroom teachers, student services personnel, and administrative leadership. Community mental health practitioners were also on the team.	Each of the twelve sections can be briefly implemented in a thirty-minute session	<u>Compassion Resilience Toolkit</u>
<u>Depression 101</u>	Define depression; understand the difference between depression and sadness; recognize common signs and symptoms of depression; identify common risk factors for depression, suicide, and self-harm; identify ways of supporting oneself or others who are experiencing depression	Self-paced	<u>Mental Health and Developmental Disabilities National Training Center</u>
<u>Introduction to Mental Health in Schools</u>	In the lessons, you will learn broadly about the relationship between student health and learning. We will take a deeper dive to explore the relationship between mental health and learning. You will be introduced to a model schools can use to promote student mental health. Finally, you will meet two students – Kelsey and Javier. We will follow Kelsey and Javier throughout the entire course to illustrate the different supports available to promote student mental health and learning.		<u>Coursera</u>

<u>KY-ABRI</u>	<p>KY-ABRI (Academic & Behavioral Response to Intervention) has several video modules listed under the video tab. Scroll down to see PBIS, Mental Health, Restraint and Seclusion, and Effective Instruction Modules.</p>		<u>KY Academic & Behavioral Response to Intervention</u>
<u>Minding Your P's and Q's: Mindfulness in Education</u>	<p>Presented by Kelly McCauley, LCSW. This presentation provides an introduction to the practice of mindfulness. Current research from the fields of education, behavioral health and neuroscience illustrate the potential benefits of this practice. Evidence supporting how mindfulness facilitates student achievement, enriches school climate and supports the development of professional dispositions or habits of mind for educators will be discussed. Participants will have the opportunity to participate in two mindfulness activities and will be provided with a list of references and resources.</p>	<p>40 minutes</p>	<u>Kansas Technical Assistance System Network</u>
<u>Post-Traumatic Stress Disorders 101</u>	<p>Define trauma, toxic stress, acute trauma disorder, and post-traumatic stress disorder; identify potentially traumatic events or conditions; recognize common signs and symptoms of post-traumatic stress disorder; identify helpful ways of supporting oneself or others experiencing post-traumatic stress disorder</p>	<p>Self-paced</p>	<u>Mental Health and Developmental Disabilities National Training Center</u>
<u>Supporting Student Mental Health: Resources to Prepare Educators</u>	<p>Mental Health Technology Transfer Center Network: Multiple free training modules are described here related to supporting students around mental health. This document describes the role of educators in supporting student mental health, explains the core components of mental health literacy, and provides an annotated list of existing resources and training that instruct educators on mental health literacy.</p>	<p>Varies; 1-5 hours</p>	<u>Mental Health Technology Transfer Center Network</u>
<u>What to Expect in a Mental Health Therapy Session</u>	<p>Compare types of mental health professionals and the services they provide; describe what is expected from a clinician in therapy; list practical ways people with developmental disabilities can take ownership of their therapy experience</p>	<p>Self-paced</p>	<u>Mental Health and Developmental Disabilities National Training Center</u>
<u>You Are Not Alone Series</u>	<p>This collection takes a comprehensive look at mental health issues among teens and young adults today. Topics include suicide prevention, trauma and toxic stress, and depression and anxiety. The collection also takes a look at family-focused, youth-driven and school-based mental health programs. These videos were segmented from the KET series You Are Not Alone. Depending on your purposes, you might choose to view one or more individual video segments, or view full programs from the series.</p>		<u>You Are Not Alone Series</u>

PARAPROFESSIONALS

Topic	Description	Estimated Time Length	Organization/Website
Accommodations and Modifications: What Paraeducators Need to Do	Do you work with students who receive special education services? Do you know what accommodations and modifications they are entitled to in their Individualized Education Program (IEP)? Do you have a clear understanding of your role in providing them? This webinar will provide participants with an understanding of accommodations and modifications, how they differ, and the process through which they are determined for individual students. Examples of a variety of accommodations and modifications that support instruction will be reviewed.	1 hour	National Education Association
A Paraeducators Guide to IEPs	Do you work with students with Individualized Education Programs (IEPs)? Do you have a clear understanding of your role in helping to implement them? This webinar will provide participants with an understanding of IEP programs, including the federal laws that govern them. Participants will learn how paraeducators can use this information to provide the best supports to ensure student success and effective communication between teachers, paraeducators, and other members of the instructional team.	1 hour	National Education Association
Autism 101: Definitions and Models	Define autism and describe the implications of different definitions; explain neurodiversity; describe how models of disability perceive autism differently	Self-paced	Mental Health and Developmental Disabilities National Training Center
Autism 102: Characteristics	Describe the various communication styles of people with autism; list the specific social needs people with autism have; explain what the need for sameness or repetition means for people with autism	Self-paced	Mental Health and Developmental Disabilities National Training Center
Disability 101	Learn definitions of disability; discuss disability history and the disability rights movement; recognize common stereotypes and societal barriers; identify different uses of language as it relates to people with disabilities; understand general disability-related etiquette	Self-paced	Mental Health and Developmental Disabilities National Training Center
Intellectual Disabilities 101	Define intellectual disability; describe the self-advocacy movement; recognize the history of inequality faced by people with disabilities and mental health conditions; identify communication methods to meet the needs of people with intellectual disabilities	Self-paced	Mental Health and Developmental Disabilities National Training Center

TRAUMA

Topic	Description	Estimated Time Length	Organization/Website
5 Core Ideas of Helping Traumatized Children Learn. Volumes 1 & 2	<p>In this video, Michael Gregory, a Senior Attorney on the staff of the Trauma and Learning Policy Initiative and Clinical Professor of Law at Harvard Law School, shares the five core ideas of Helping Traumatized Children Learn Volumes One and Two.</p>		Trauma and Learning Policy Initiative (TLPI)
A School's Journey Toward Trauma Sensitivity	<p>There is a growing understanding of the need for trauma-sensitive schools among educators but we are often asked "how do you do it?" TLPI is pleased to share this new 10 minute video highlighting one elementary school's journey to create a trauma-sensitive, safe and supportive school by using the process-based approach outlined in Helping Traumatized Children Learn, Vol. 2.</p> <p>In the video, A School's Journey Toward Trauma Sensitivity, we hear from the school's leaders, teachers and other staff members who worked together to create significant changes in their school's culture.</p>	10 min.	Trauma and Learning Policy Initiative (TLPI)
How do we get there? The importance of a trauma sensitive school.	<p>How we become a trauma sensitive school is not about a list of things we have to do. How we get there starts with what's important to us. What is our urgency as a school and how do we address that? What actions do we take? The key to creating a safe and supportive school community is identifying the urgencies that your school has and then taking small, but effective steps to address them, aligned with a set of norms and values that are articulated in what we call the Attributes.</p>		Trauma and Learning Policy Initiative (TLPI)
How Prevalent is Traumatic Experience?	<p>In TLPI's work with schools, we have seen that a turning point for many educators has been understanding just how common traumatic experiences are in the lives of children. Developing an understanding of the prevalence of trauma is one key step in developing a new lens- The Trauma Lens- through which students can be seen, heard and understood. This seven minute video features TLPI's training director, Joel M. Ristuccia, Ed.M. speaking about the Adverse Childhood Experiences (ACE) study and the extraordinary numbers of adults who reported abuse and/or challenging family experiences during childhood. The video focuses on examining the statistics of exposure to ACES and explores the correlation of ACES to social, emotional and cognitive impairments. We share this video as a resource to help staff develop the understanding that trauma impacts large numbers of students and to dispel the impression that only a few are impacted</p>		Trauma and Learning Policy Initiative (TLPI)

<u>The Impact of Trauma on Learning. Part 1: Academic Performance</u>	<p>Recent neurobiological, epigenetics, and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. For some children, this can lead to problems with academic performance, inappropriate behavior in the classroom, and difficulty forming relationships. Learning about the impacts of trauma can help keep educators from misunderstanding the reasons underlying some children's difficulties with learning, behavior and relationships.</p>		<u>Trauma and Learning Policy Initiative (TLPI)</u>
<u>The Impact of Trauma on Learning. Part 2: Classroom Behavior</u>	<p>For many children who have experienced traumatic events, the school setting can feel like a battleground in which their assumptions of the world as a dangerous place sabotage their ability to remain calm and regulate their behavior in the classroom. Unfortunately, many of these children develop behavioral coping mechanisms in an effort to feel safe and in control, yet these behaviors can frustrate educators and evoke exasperated reprisals, reactions that both strengthen the child's expectations of confrontation and danger and reinforce a negative self-image</p>		<u>Trauma and Learning Policy Initiative (TLPI)</u>
<u>The Impact of Trauma on Learning. Part 3: Relationships</u>	<p>Children's struggles with traumatic stress and their insecure relationships with adults outside of school can adversely affect their relationships with school personnel and with peers. Preoccupied with their physical and psychological safety, children who have experienced traumatic events may be distrustful of adults and/or fellow students and unsure of the security of the school setting in general.</p>	3 min.	<u>Trauma and Learning Policy Initiative (TLPI)</u>
<u>Trauma Sensitive SEL Classroom Strategies</u>	<p>Boston EdTalks features teacher Colleen Labbe, sharing trauma sensitive social emotional learning classroom strategies. Colleen Galvin Labbe is a Kindergarten Teacher at Lee Academy Pilot, Boston Public Schools. She talks about creating safe space for children in the classroom and how her school used the "Purple Book" Helping Traumatized Children Learn as a Resource.</p>		<u>Trauma and Learning Policy Initiative (TLPI)</u>
<u>Trauma-Sensitive Schools Training Package</u>	<p>American Institutes for Research – National Center on Safe Supportive Learning Environments: The Trauma-Sensitive Schools Training Package offers school and district administrators and staff a framework and roadmap for adopting a trauma-sensitive approach school- or districtwide. The Training Package includes a variety of resources for educating school staff about trauma and trauma-sensitive practices and for providing school leaders with a step-by-step process for implementing a universal, trauma-informed approach using package materials. School and district leaders are encouraged to begin by reviewing the Implementation Guide for an overview of the package components and their intended use.</p>	Varies; online module for building trauma-sensitive schools is approximately 75 minutes	<u>American Institutes for Research – National Center on Safe Supportive Learning Environments</u>
<u>Understanding Trauma: 3 part series</u>	<p>This resource is available at NO CHARGE, for 90 days only in support of COVID-19 response. This 3-Part webinar series from Dr. Becky Bailey disrupts the cycle of trauma by bringing new awareness to our current trauma epidemic and building healthy, healing relationships through self-regulation, connection and resilience interventions that have the power to heal individuals, communities and generations of those who suffer.</p>		<u>Conscious Discipline</u>

<p><u>Whole School: The importance of Community</u></p>	<p>Children need to feel safe and connected to adults and peers everywhere in the school—in the classroom, the cafeteria, the hallway, the special activities, the bus—not just in one program or with one teacher. Moreover, addressing trauma’s impact at school requires that adults share responsibility for all children. No one teacher can do it alone, and services, while very important, are most effective when they are coordinated to help students feel safe and supported throughout the school day. This requires the teamwork of everyone in the school. It is important to remember that we will never know all the children who have been affected by traumatic events. The best approach is to create a school-wide environment where all children, including those who have been traumatized, can be successful.</p>	<p>4 min.</p>	<p><u>Trauma and Learning Policy Initiative (TLPI)</u></p>
<p><u>Why We Need Trauma Sensitive Schools</u></p>	<p>This video features one such school, the Baker School in Brockton, MA. The Baker is one of several schools in Brockton that are becoming trauma-sensitive through a concerted, well supported district-wide effort. This video highlights the importance of leadership—superintendents, assistant superintendents-principals, and educators—in creating the understanding and infrastructure that can support the team work among staff needed for all children to be successful. As one school staff member explains “Every child belongs to everyone and when kids feel that, the kids and teachers are happy.”</p>		<p><u>Trauma and Learning Policy Initiative (TLPI)</u></p>