Online Classroom Catalog

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Sort: Suggested

Presentation Name	Presentation Summary	Credits	Running Time
Apps and Extensions for eLearning Series (1) Extended eLearning Made Easy	This first recorded webinar in a three part series covers easy tools for eLearning success, including the best ways to work with teacher recordings, how to make yourself available virtually to your students, how to help keep students organized, and how to structure online lessons and units. Tools covered include 123Apps, Screencastify, Flipgrid, QuickTime screen recorders, Google Drive integration, Google Sheets organization strategies, setting up a Google Form video quiz, and more. All tools shown are free to use.	1.25	54:50
"Oh Behaaaave!" PBIS and AT: Helping Teams to Connect the Dots (Part 1)	Behavioral issues can be overwhelming and intimidating for school staff. Consideration of both Assistive Technology (AT) and Positive Behavioral Intervention and Supports (PBIS) are required under special education law to help IEP teams meet the unique needs of students with challenging behaviors. However, despite the requirements for AT and PBIS, school teams can still struggle to serve students with behavioral issues. This two-part recorded webinar series focuses on simple, straight forward solutions to help teams identify barriers for student success, encourage staff collaboration to implement vital AT and PBIS strategies, and delineate how AT service providers can help improve behavioral outcomes.

Objectives: (1) List common barriers to behavior intervention. (2) Describe specific strategies to improve behavior intervention. (3) Identify staff roles and responsibilities including how AT service providers can help improve behavioral outcomes. | 1.25 | 56:17 |
| "Oh Behaaaave!" PBIS and AT: Helping Teams to Connect the Dots (Part 2) | Behavioral issues can be overwhelming and intimidating for school staff. Consideration of both Assistive Technology (AT) and Positive Behavioral Intervention and Supports (PBIS) are required under special education law to help IEP teams meet the unique needs of students with challenging behaviors. However, despite the requirements for AT and PBIS, school teams can still struggle to serve students with behavioral issues. This two-part recorded webinar series focuses on simple, straight forward solutions to help teams identify barriers for student success, encourage staff collaboration to implement vital AT and PBIS strategies, and delineate how AT service providers can help improve behavioral outcomes.

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(1) Introduction to Managing Escalating Behavior	This is the first of 10 modules from TASN. It provides an overview of escalating behaviors and big ideas for the teacher's role in preventing and reacting to typical escalating behaviors.	0.5	10:31
(2) Signs of Escalation	This is the 2nd of 10 modules from TASN. It discusses the typical indicators at each stage so teachers can determine the best course of action.	0.5	10:58
(3) Escalation: Early Intervention	This is the 3rd of 10 modules from TASN. It discusses how student behaviors at each stage prescribe specific types of teacher behavior to prevent escalation or larger problems. The focus in this module is on the Calm, Trigger, and Agitation phases.	0.5	9:33
(4) Escalation Reaction	This is the 4th of 10 modules from TASN. It discusses how student behaviors at each stage prescribe specific types of teacher behavior to prevent escalation or larger problems. The focus in this module is on Acceleration, Peak, De-escalation and Recovery stages.	0.5	13:02

(5) Crisis Management	This is the 5th of 10 modules from TASN. It discusses strategies for addressing the most intensive behaviors and the development of crisis management plans.	0.5	11:04
(6) Dealing with Student Non-Compliance	This is the 6th of 10 modules from TASN. It discusses strategies for addressing student non-compliance while considering what we know about the potential for escalation.	0.5	9:05
(7) Dealing with Student Disruption	This is the 7th of 10 modules from TASN. It discusses strategies for addressing disruptive behaviors which disturb the learning environment or interfere with other students' ability to follow directions.	0.5	10:17
(8) Dealing with Student Disrespect	This is the 8th of 10 modules from TASN. It discusses strategies for addressing disrespectful behaviors in which students purposefully show a lack of respect for others.	0.5	8:40
(9) Dealing with Provocative Behavior	This is the 9th of 10 modules from TASN. It discusses strategies for addressing provocative behaviors used to produce shock or an offended reaction from others.	0.5	8:35
(Ten) Dealing with Aggressive and Fighting Behavior	This is the last of 10 modules from TASN. It discusses strategies for addressing aggressive and fighting behaviors which present great challenges and safety concerns.	0.5	8:12
01 What is Autism: An Introduction (updated 8/2022)	This introduction to autism module addresses 4 objectives. Upon completion, the viewer will be able to: (1) Understand the point of view of persons with autism in response to 5 questions. (2) Compare and contrast how the medical diagnosis of autism is made vs. the school eligibility for services. (3) Identify known causes of ASD. (4) List misconceptions regarding ASD. The presentation includes a video titled, "Five Questions about Autism" created by the Aspire program at Mass General Hospital for Children. The video interviews several children of different ages, who have autism, asking them to respond to these 5 questions: What is autism? What's hard about living with autism? What do you wish people knew about autism? Is autism something that should be "cured"? What makes you special? The video was reproduced with permission.	0.5	16:11
02 Characteristics of Autism - A Day to Day Look (updated 8/2022)	Autism is a neurobiological disorder that impacts the development of social-communication skills and behavior. This presentation explores the characteristics in these areas that are seen in children with autism. This is part 2 in the Autism Introductory series, updated 8/2022.	0.75	23:20
04 Impact of ASD on Learning	Module 4 discusses the cognitive differences and sensory challenges that students with ASD experience and how those challenges can impact learning.	0.5	16:54
05 The Communication Function of Behavior	Module 5 determines that all behavior tells us something and that students with Autism Spectrum Disorder or ASD lack flexibility in how they use language.	0.5	16:07
06 Positive Behavior Programming	Module 6 identifies the characteristics of positive behavior programming and how behavior plans are developed.	0.5	15:10
07 The Importance of Independence	This module promotes an understanding and application of structured work systems as a means of helping students with ASD gain independence.	0.5	14:38
08 Structuring the Environment	Module 8 addresses the types of environmental supports that are beneficial for students with ASD and presents how they are used.	0.5	17:22
09 Communication Supports	Module 9 identifies ways to support a student's understanding of what is being said and ways to support a student's means of expression.	0.5	19:14
10 Facilitating Social Skills in Students	Module 10 addresses basic principles and strategies for social skill instruction and identifies ways to help students generalize new skills.	0.5	14:21

with ASD			
11 Discrete Trial Instruction/Incidental Teaching	Module 11 introduces the viewer to the idea of using the principles of Applied Behavior Analysis by presenting two different ways of teaching a concept to a student.	0.5	11:41
12 The Importance of Prompting and Data Collection	Module 12 defines prompts, identifies the importance of prompts, discusses prompt fading and highlights the critical nature of data collection.	0.5	15:09
13 Learning Supports	Module 13 addresses the planning and selection of learning supports to enable access to the general education curriculum.	0.5	14:14
AAC Assessment Tips and Tricks for Students with Complex Communication Needs (1) Gathering the Pieces Where Do I Begin	**Children with complex communication needs (CCN) often have sensory, motor, language, and cognitive challenges. It can be overwhelming and difficult to determine where to start in the evaluation process. This recorded webinar describes assessment tools and creative strategies to help you get started with evaluating these students. It is the first of three sessions which will describe the process from gathering information about the student to selecting a device and providing ongoing assessment.** **Objectives: (1) Identify at least 3 AAC assessment tools that can be used to document current and on-going communication development. (2) Discuss how to use an interdisciplinary approach when conducting an AAC assessment.**	1	50:48
AAC Assessment Tips and Tricks for Students with Complex Communication Needs (2) Finding the Corners: Making Connections Between Sensory, Motor and Language Needs	**It is imperative to consider a student's sensory, motor, language, and cognitive challenges when completing an AAC Assessment. Part 2 of this recorded webinar series describes how to use observation and informal assessments to analyze these needs and determine an appropriate AAC system and access method to trial with the student. For students with complex challenges, many often decide to start with a "basic, starter" system before moving to a robust AAC system. This session will describe the importance of utilizing members of the student's team to determine how the student can access a system that he/she can grow into.** **Objectives: (1) Describe the importance of selecting an AAC system that allows language growth and development. (2) Discuss how to analyze sensory, motor, language, and cognitive challenges during an AAC assessment.**	1.25	54:11
AAC Assessment Tips and Tricks for Students with Complex Communication Needs (3) Putting It All Together: Selecting a System and Ongoing Assessment	**Many students with CCN have medical challenges that may result in the need to change AAC systems or access methods over time. This third recorded webinar of the series discusses the importance of ongoing assessment for students who use AAC and provide tools that can be used to monitor progress. It will also wrap up this series and provide additional tips and strategies for selecting an AAC system for your student.** **Objectives: (1) Identify at least 3 tools or methods that can be used for on-going assessment. (2) Describe at least 2 strategies for modifying AAC programs to better meet the personal needs of the AAC user.**	1.25	53:46
AAC Meets ABA: Is that really possible?	In this recorded webinar, Dr. Cafiero discusses pivotal response treatments (PRT), the feature match between good AAC interventions and PRT and identifies practical ways to implement PRT as ABA into AAC interventions.	1.25	61:52
AAC Series for Paraprofessionals (1) Overview of Communication	This first presentation in the series for paraprofessionals identifies 3 reasons why people communicate, 3 appropriate pragmatic or social skill milestones, 3 developmental language milestones and 3 strategies to promote language understanding in the classroom. ## **Presentation Handout**	1.75	83:05
AAC Series for Paraprofessionals (2) Overview of Speech and Language Disorders	This second presentation in the series for paras will discriminate between expressive and receptive language, identify the difference between a delay and a disorder and identify 3 strategies to encourage the development of speech and language skills in the classroom.	1.5	80:36
AAC Series for Paraprofessionals (3) Overview of AAC	This third presentation in the series for paras identifies the names of low, mid and high tech AAC devices and supports, defines vocabulary specific to AAC and identifies 2 AAC myths.	1.5	85:10

and Core Vocabulary			
AAC Series for Paraprofessionals (4) AAC Implementation Strategies	This fourth presentation in the series for paraprofessionals identifies implementation strategies that may be used in the classroom after matching the appropriate strategy to the student's strengths and needs.	1.5	71:51
AAC Series for Paraprofessionals (5) Partner Augmented Input	This fifth presentation in the series for paraprofessionals identifies two benefits to using partner-augmented input in the classroom, introduces 3 tips to remember when providing partner-augmented input and identifies words to model when rephrasing nonverbal interactions.	1.5	71:10
AAC Series for Paraprofessionals (6) Prompting Strategies	This sixth presentation in the series for paraprofessionals identifies implementation strategies that may be used in the classroom after matching the appropriate strategy to the student's strengths and needs.	1.75	86:15
AAC for Complex Communication Needs - Emergent AAC Learning Needs	**Do you have a student who is just beginning the journey with AAC? Are you overwhelmed? Are you not sure where to start? This recorded webinar covers what emergent AAC communicators of all ages need to set the foundation for success. Common challenges, as well as strategies to effectively support these AAC learners are discussed. Resources to support your emergent AAC user are shared. Objectives: (1) Describe the characteristics of emergent communicators with complex communication needs. (2) Explain the challenges that face emergent AAC users and their educational teams. (3) Describe the hierarchy of communication learning needs for emergent AAC users. (4) Identify 3 strategies to best support your emergent AAC users.**	1	48:42
ABCs of AAC (Introduction to AAC)	In this updated introduction to AAC (Alternative and Augmentative Communication), Jill defines AAC, AAC terminology and multi-modal communication. She discusses who might use AAC, distinguishes between AAC and AT (Assistive Technology), discusses how we determine who needs AAC, and how we select which AAC method might be used. She identifies the components of an evaluation and supplements the presentation with student videos and a selection of speech generating devices.	0.75	33:05
ABLE Act - EnABLE Savings for Life	This recorded webinar describes the Able Act, which amends section 529 of the IRS Code and allows for tax-free savings and investment accounts for individuals with disabilities. This is great news for the special needs families!! If you are ready to save tax-free for expenses for your loved one with a disability, without losing government benefits, then attend this seminar!! Topics to be covered: • What is an ABLE Account? • Eligibility • Impact to other resources/government benefits • How much can you save? • What type of accounts are allowed? • How to set up your account • Qualified expenses • State of Illinois implementation • Q & A	1.25	60:56
ACCESSIBLE INSTRUCTIONAL MATERIALS: The Basics for Educators and Families	In this video presentation, Dr. Zabala begins by answering the question, "Why provide accessible instructional materials or AIM?" She explains the National Instruction Materials Accessibility Standard or NIMAS and describes who qualifies and what formats are the end-products of converted NIMAS files. She goes on to explain that AIM is not just about the NIMAS. She identifies sources of AIM and a four-step process used by educational teams making decisions about AIM.	0.75	31:50
ADA in the School Environment (1) ADA 101 and (2) Defining Disability	This video series will increase your understanding of the Americans with Disabilities Act (ADA) by identifying who is protected, what is required within the school environment, and where additional training can be found. The first part covers the law. The second section defines disability and identifies who is protected.	0.5	12:08
ADA in the School Environment (3) Compliance	This video series will increase your understanding of the Americans with Disabilities Act (ADA) by identifying who is protected, what is required within the school environment, and where additional training can be found. This section identifies the requirements of the ADA as they pertain to schools. Included are architectural accessibility, program accessibility, readily achievable barrier removal (private schools), the modification of policies, practices and procedures, and the provision of auxiliary aids and services.	0.5	22:05
ADA in the School Environment (4) Service Animals	This video series will increase your understanding of the Americans with Disabilities Act (ADA) by identifying who is protected, what is required within the school environment, and where additional training can be found. This section discusses service animals by providing the ADA definition, the types of service animals, the inclusion of service animals in a students IEP or 504 plan,	0.5	11:56

	and the care and supervision of a service animal.		
[ADA in the School Environment (5) Administrative Requirements and (6) Employment and Resources](#)	This video series will increase your understanding of the Americans with Disabilities Act (ADA) by identifying who is protected, what is required within the school environment, and where additional training can be found. This first section discusses administrative requirements and what's necessary to facilitate compliance with the ADA. The second section addresses employment and nondiscrimination in hiring, promotion and benefits. Reasonable accommodations are also discussed. The series ends with a listing of resources for additional training.	0.5	16:25
[ADHD (Updated 2017)](#)	ADHD is the most prevalent disorder of children aged 4 to 17. This presentation defines ADHD, describes the 3 types, the causes, assessment, behavioral, medication and alternative treatment and addresses the Federal obligations of school districts with regard to ADHD, 504 plans and IDEA.	0.5	22:32
[AIDS Awareness](#)	This video presents what HIV and AIDS are, the nature of the disease, its causes and effects, the means of detecting it, means of prevention, and the availability of sources of counselling and referral.	0.5	19:08
[AIM Center Supports for Students, AIM Centered Decision-Making Teams, A Guided Tour of the AIM Center Website & Decision-Making Tools](#)	In this video presentation, Dr. Zabala provides a guided tour of the robust AIM (Accessible Instructional Materials) Center website. The website serves as a resource to state and district level educators, parents, publishers, conversion houses, accessible media producers and others interested in learning more about and implementing AIM and National Instructional Materials Accessibility Standard (NIMAS). The expansive website covers some of the following areas: expanding knowledge of AIM, legal aspects, teaching and training resources, webinars, presentations and various ways to connect with others in the AIM community. In addition, the AIM Navigator is explored. This is a simulation tool to assist students, educators and families with the selection of features and settings for an individual user.	0.75	31:50
[ASD Series (1) What Are the Evidence Based Practices for Autism and How Can I Find Out More About Them?](#)	Evidence Based Practices for autism spectrum disorders have been identified by two national projects, the National Standards Project from the National Autism Center and National Professional Development Center on Autism Spectrum Disorder. Learn about the EBPs that these projects have identified and what that means for school districts. Educators need to know how to gain more information on the EBPs that will match the needs of their students with autism. Supports that are available through these projects will be shared and discussed, and participants will learn how to find more extensive information on using EBPs within their classrooms.	1.25	56:25
[ASD Series (2) Functional Behavior Assessments & Evidence Based Practices to Support Problem Behavior in ASD](#)	This presentation discusses evidence based practices used to complete a school based functional assessment of behavior, and identifies evidence based practices that can be matched to function when selecting interventions for students with autism who have behavior challenges. It presents evidence based practices that have been categorized as support for behavior challenges by the National Professional Development Center for ASD.	1.25	65:49
[ASD Series (3) Evidence Based Practice for ASD and Social Communication Skills](#)	This presentation identifies some of the evidence based practices that support deficits in social communication. Upon completion, the viewer will be able to recognize and select evidence based practices that have been categorized as support for social communication challenges by the National Professional Development Center for ASD. . **Presentation slides**	1.25	60:32
[ASD and Literacy (1) The Intersection of Cognition and Literacy in Students with Autism Spectrum Disorders](#)	Individuals with autism spectrum disorder have a variety of strengths and differences that influence both their reading comprehension and written expression. Part 1 of this series highlights the cognitive profiles common in ASD and the effect on literacy learning.	1.25	57:40
[ASD and Literacy (2) Communication in the Context of Literacy Instruction](#)	Part 2 of this series focuses on the literacy needs of students with complex communication support needs, and specific strategies for promoting communication in the context of literacy instruction. Building on the first webinar, highlighted are the role of communication in literacy learning, and strategies for targeting communication that also support academic engagement. Approaches that move beyond basic communication requests to support academic responding and commenting are presented.	1.25	54:46
[ASD and Literacy (3) Developing](#)	Making inferences is critical for success in both reading and writing, but can be a complex skill to develop. In part 3 of this series, the presenters build on the first session by exploring the different kinds skills necessary for success in		

[Inferencing Skills for Students with Autism](#)	literacy. Specifically, strategies for identifying the inferences students can and cannot make, and instructional approaches for increasing their success are presented.	1.25	1:00
[ASD and Literacy (4) Using Text Structure to Teach Comprehension](#)	Understanding expository text structures is critical to success both during and after the school years. In part 4 of the series, the presenters highlight the text structures common in expository texts and discuss the features associated with each structure. They then highlight a systematic approach to teaching students across the grade bands strategies for comprehending expository text using text structure knowledge.	1	48:16
[AT Vision Assessment (01) Preparing](#)	This recorded webinar provides suggestions for approaching the assistive technology assessment or consult for students who are visually impaired or blind. It includes sample forms, determining which type of assessment might be needed, what the focus should be and obtaining information from parents and teachers.	0.5	13:35
[AT Vision Assessment (02) Administering the Assessment](#)	This recorded webinar identifies and addresses four areas to explore when completing the AT assessment for students with visual impairment or blindness: access to materials and the instructional environment, motivation, device selection and process.	0.5	10:27
[AT Vision Assessment (03) Writing the Report](#)	This recorded webinar discusses how to write an AT report including a focus on the data collected, recommendations and how they can be integrated into the student's instructional program and media and hyperlinks that better illustrate your information.	0.5	18:06
[AT for Dyslexia (1) Nuts and Bolts](#)	In this recorded webinar, Jamie explores UDL and how AT for dyslexia can help implement the principles of UDL in the classroom. He covers 5 main categories of AT tools for dyslexia and provides a video example for each. He finishes by dispelling some common assistive technology myths.	1.5	74:31
[AT for Dyslexia (2) Chrome Tools](#)	Jamie Martin continues his webinar series on AT for dyslexia. The first section focuses on built-in tools found in the Chrome operating system and available only on Chromebooks. The second section covers apps and extensions for the Chrome browser. The last section reviews tools available for Google docs.	1.5	61:11
[AT for Dyslexia (3) Built-In Accessibility of Mobile Devices](#)	This is the 3rd part in the webinar series on AT for dyslexia. In this section, Jamie presents the built-in features of iOS and Android devices that are beneficial for students with dsyslexia. He first focuses on reading with text to speech and then addresses writing. He includes live demonstrations of both platforms.	1.25	61:31
[AT for Dyslexia (4) App Smashing for Reading, Writing and Notetaking](#)	In this 4th presentation of the AT for Dyslexia series, Jamie presents workflows for tasks including reading fluency, reading comprehension, vocabulary study, writing 5 paragraph essays and research papers. His presentation focuses on the use of iOS tools.	1.25	1:00
[AT to Increase Opportunities for Work](#)	When our students begin training for work an interesting change takes place. The environment, and tasks change. So, what about the tools? We do much to train our students for transitioning into their highest level of independence. What is the role of assistive technology in helping students to access these goals? This recorded webinar includes discussion of task-demands of the vocational environment, tools specific to these environments, disclosure, and self advocacy. The more students can access, the more opportunities are open to them!

Objectives: (1) Identify task demands of different vocational environments. (2) Learn what tools can meet these demands. (3) Create a hierarchy to teach tools to prepare adults for work environments. (4) Create steps to inform co-workers how to work with the AT user. (5) Discuss the importance of student self-advocacy in using AT in the workplace. | 1.25 | 54:53 |
| [Accommodations and Modifications Series (1) Introduction](#) | **This three-part series explores accommodations, modifications, and remediation instruction in a general education setting. In this first training, we will build a solid foundation by learning the terminology involved in accommodations and modifications. We will also learn who is eligible, teacher licensure, and graduation requirements, specifically focusing on graduation requirements in Minnesota.** | 0.5 | 20:59 |
| [Accommodations and Modifications Series (2) Instructional](#) | **This three-part series explores accommodations, modifications, and remediation instruction in a general education setting. In part 2 we explore how to determine the supports needed, including how these** | 0.5 | 19:18 |

Strategies and Remediation in an MTSS Framework	**supports are complementary and inclusive in a multi-tiered system of support (MTSS) framework.**		
Accommodations and Modifications Series (3) Focusing on Accommodations and Modifications	**This three-part series explores accommodations, modifications, and remediation instruction in a general education setting. In part 3, we explore questions to consider when selecting accommodations and modifications as well as the need to determine if the selected item(s) were effective. Assistive technology consideration is also addressed.**	0.5	20:43
Adaptations for Students with Learning Disabilities	Dr. Therese Hogan, well known for developing practical and creative approaches to meeting the needs of students with learning disabilities, presents compelling strategies to help your students experience success in the classroom.	1.25	52:46
Adaptations for the General Education Classroom	Dr. Hogan provides a practical introduction to making academic modifications in the general education classroom. In her presentation, she provides wonderful guides for decision making when creating adaptations for students with learning disabilities.	1.5	78:00
Adapting on the Fly: Making Complex Academic Learning Accessible for Students with Intellectual Disabilities	For inclusion to be successful, students with intellectual disabilities must have authentic access to grade level content. Teachers and paraprofessionals often collaborate to adapt complex, academic concepts and ideally, adaptations can be planned for and prepared in advance. But paraprofessionals and other support professionals often face the need to adapt content on the fly. By seeing real-life examples, responding to real-life case studies, and having the opportunity to engage with specific iPad apps, this presentations explores the integration of best practices with iOS technology for the purpose of quickly adapting general education lessons in minutes.	1.25	59:38
Airborne Illnesses - Tuberculosis	Presentation defines Tuberculosis, discusses the transmission, symptoms and treatment as well as the risk factors and infection control.	0.25	5:47
All Things Chrome (1) Google Apps for Education (GAFE)	This is part 1 of a 6 part series. It covers an overview of the Chrome browser, Google docs, forms, slides, sheets, drive and classroom and their use with students.	1.25	61:46
All Things Chrome (2) Using Google and Chrome Supports as AT	This is part 2 of the Chrome series. In this presentation, Mike looks at the hardware aspect of Chrome, differentiates a Chromebook from a "regular" computer and talks about the functionality of a Chromebook. He describes the accessibility built in to the Chrome OS and briefly refers to the SETT framework.	1.25	53:48
All Things Chrome (3) Chrome Apps and Extensions	This is part 3 of 6. It covers apps and extensions for reading, writing, organization and other academic tasks. There is a focus on the features of the apps and extensions and a reference to the SETT framework.	1.25	65:41
All Things Chrome (4) Chrome Supports for STEAM	This is the 4th recorded video in the Chrome webinar series. In this presentation, Mike addresses apps and extensions to support students in the areas of Science, Technology, Engineering, Arts and Math.	1.25	52:56
All Things Chrome (5) Chrome Supports for Executive Function	This is the 5th recorded webinar in the Chrome series. In this presentation, Mike addresses apps and extensions to support students with executive function concerns. The focus is on organization, time management, task completion and focus.	1.25	57:21
All Things Chrome (6): Let's Talk Chrome	This is the 6th recorded webinar in the Chrome series. In this presentation, Mike presents tips and tricks for using G Suite, reviews the built-in accessibility of the Chrome operating system, introduces Hyperdocs, Pocket and Break Timer and ends with additional training resources.	1.25	59:30
An Introduction to RtI - Section 1 - RtI Foundations	In Part 1 of this multi-part presentation, Dr. Cook defines RtI, identifies the origins and core principals and addresses the implication of determining eligibility for special education.	0.5	13:17
An Introduction to RtI - Section 2 - Essential Elements of RtI	In Part 2 of this multip-part presentation, Dr. Cook identifies the essential elements necessary to implement RtI effectively, describes the multi-tier model and explains how RtI is used as a problem-solving process.	0.5	13:55

An Introduction to RtI - Section 3 - RtI Progress Monitoring and Data Based Decision Making	In Part 3 of this multi-part presentation, Dr. Cook defines progress monitoring, provides an overview of Curriculum-based Measurement (CBM) and General Outcome Measurement (GOM) and reviews examples of CBMs.	0.5	14:30
An Overview for Educators: Students with Traumatic Brain Injury (TBI) (MN School Services & Supports)	This video will identify the Minnesota requirements for the TBI category, explore how the areas of learning and behavior can change for children who have experienced a traumatic brain injury, and discuss the role of educators who work with children who have TBI. Please note, an additional video for paras is found in this section. A primary source for this overview is the Minnesota Low Incidence Projects 2013 resource manual, Meeting the Needs of Students with Traumatic Brain Injury.	0.75	32:40
An Overview for Paraprofessionals: Other Health Disability (OHD) MN School Services and Supports	This video identifies the Minnesota eligibility requirements for the OHD category and describes many of the conditions which fall under the umbrella of OHD. It should be noted that this list of conditions is not all inclusive. It is important to recognize that whatever the chronic or acute condition is, it must have an adverse effect on a child's educational performance. Each of the common conditions is addressed briefly in this presentation.	0.75	27:31
An Overview for Paraprofessionals: Students with Traumatic Brain Injury (TBI) (MN School Services & Supports)	This video identifies the Minnesota requirements for traumatic brain injury (TBI) eligibility, explores how children with TBIs learn and presents the role of the paraprofessional assigned to work with children who have the TBI eligibility. ## MN Administrative Rule 3525.1348	0.75	32:50
An Overview of AT Tools to Support Reading for Paraprofessionals	Reading is an integral part of a student's school day. Unfortunately, many of our student's struggle with reading. Assistive technology can be a powerful tool for those that find reading challenging. This presentation reviews a continuum of low to high technology tools to support reading and includes some free tools. This webinar provides a foundational understanding of assistive technology for reading and how to support your students to achieve greater success! Objectives: (1) Participants will be able to define an assistive technology device. (2) Participants will be able to list 3 low tech assistive technology tools to support reading. (3) Participants will be able to list 3 high tech assistive technology tools to support reading.	1.25	62:44
An Overview of AT Tools to Support Writing for Paraprofessionals	Writing is a complex task that is an essential part a student's school day. Unfortunately, many of our student's struggle with writing for various reasons such as motor demands and organization. Technology can be a powerful tool for those that find writing difficult. This presentation reviews a continuum of low to high technology tools to support writing and includes some free tools. Objectives: (1) Participants will be able to define an assistive technology device. (2) Participants will be able to list 3 low tech assistive technology tools to support writing. (3) Participants will be able to list 3 high tech assistive technology tools to support writing.	1.25	56:15
Angelman Syndrome	This presentation reviews the characteristics of Angelman syndrome and discuss some strategies and accommodations that may prove to be beneficial for these individuals.	0.5	10:24
Anti-Harassment and Sexual Harassment Prevention Training (Managers and Supervisors Version)	**This training meets the minimum standard training requirements of the Illinois Workplace Transparency Act of 2020 [IL PA 101-0221], mandating Sexual Harassment Prevention training for managers or supervisors in all Illinois businesses. If you are a licensed professional, such as a Nurse, Social Worker, Speech Language Pathologist, Occupational Therapist, Physical Therapist or Counselor who is certified or licensed by the Illinois Department of Professional Regulation (IDPR), please note that Infinitec is an IDPR-approved Continuing Education Sponsor. If you are not a manager or supervisor, you should not complete this version of the training. Please speak to your agency's training administrator or to your own manager or supervisor if you have questions about where to find the employee version of this training.** **During this presentation you will learn:** **-The definition, types, and forms of sexual harassment**	1.5	71:43

	-Who can be a victim of sexual harassment?		
	-Where sexual harassment might take place		
	-Manager, supervisor, employer, and school responsibilities		
	-Your rights about sexual harassment and bullying, and what to do if you experience or see them		
	Everyone has the right to attend school or work in an environment that is not threatening or hostile. Managers and supervisors are important in setting the stage and preventing this type of behavior in schools or the workplace. They play a vital role in listening to, documenting, and reporting allegations of sexual harassment.		
Anti-Harassment and Sexual Harassment Prevention Training for Illinois Employees (Non-Supervisor) Version	This training meets the minimum standard training requirements of the Illinois Workplace Transparency Act of 2020 [IL PA 101-0221], mandating Sexual Harassment Prevention training for employees of all Illinois businesses. If you are a manager or supervisor who has formal supervision responsibilities for one or more employees, you should not complete this version of the training. The IL Workplace Transparency Act (or IL WTA), mandates that anyone with supervisory authority must complete a Supervisors' version of the Anti-Sexual Harassment Training (or ASH) instead of the Employee version. Please speak to your agency's training administrator or to your own supervisor if you have questions.	1.25	56:08
Apple Watch for Access and Inclusion	This recorded webinar provides a tour of the Apple watch, highlighting the accessibility features, and some of the apps available for special needs.	1.5	67:39
Apps and Extensions for eLearning Series (2) Seesaw for Special Education	**This recorded webinar covers best practices for using Seesaw to communicate with students with IEPs. After a brief introduction to Seesaw, there are tips for organization, instructions, measuring skills, and more. Seesaw is free to use and offers a premium edition for schools that will take advantage of these features. Seesaw is intended for lower elementary grades, but anyone can set up and use a Seesaw classroom.**	1.25	55:04
Apps and Extensions for eLearning Series (3) Engaging Remote Learners	**In this session of the series, we show you how to work with students remotely. PearDeck, NearPod, SMART Online, and other tools that are appropriate for almost any grade level are reviewed. We also take a few minutes to review best practices for interacting with students over Zoom / Google Meet and other videoconferencing tools. Tools shown in this session are free with a premium edition available to teachers that will find certain additional features useful.**	1.25	54:51
Apps for Students with ASD to Support Organization, Reading, Writing, Behavior	With over 1 million apps on the app store, it can be difficult to find apps that are appropriate for students with ASD. This recorded webinar looks at top apps for communication, organization, planning, story telling, reading/writing and more. We will also focus on apps for managing and monitoring behaviors.	1.25	64:32
Apps to Support Video Modeling Social Narratives & Schedules	Mark previews many iOS apps that can be used to create videos for video modeling, social narratives and schedules.	1.25	58:08
Assistive Technology Decision Making (1) Legal Requirements and Team Responsibilities	This first video in the series provides an overview of the AT decision making process. It discusses the law and team responsibilities. Also reviewed is source for the information and related research behind it, the Quality Indicators for Assistive Technology.	0.5	13:06
Assistive Technology Decision Making (2) AT Consideration	This second video in the series continues with the overview of the AT decision making process. It addresses the reasons for considering assistive technology, defines consideration and who is responsible for considering within the context of an IEP meeting. Also reviewed is the source for the information and related research behind it, the Quality Indicators for Assistive Technology.	0.5	19:38
Assistive Technology Decision Making (3) The Referral Process	This third video in the series continues with the overview of the AT decision making process. It addresses recommendations for the referral process, including pre-referral, establishing procedures, and guiding questions. Also reviewed is the source for the information and related research behind it, the Quality Indicators for Assistive Technology.	0.5	18:20
Assistive Technology Decision Making (4)	This fourth video in the series continues with the overview of the AT decision making process. It elaborates on the components of the SETT decision making		

Information Gathering & Feature Matching	framework, the Student, Environment, Task and Tools. Also shared are resources for learning more about Tools and reviewed is the source for the information and related research behind it, the Quality Indicators for Assistive Technology.	0.5	19:18
Assistive Technology Decision Making (5) AT Assessment	This fifth video in the series continues with the overview of the AT decision making process. It addresses the assessment process based on a determination of the task being addressed, a trial, data collection, and determining success. Also reviewed is the source for the information and related research behind it, the Quality Indicators for Assistive Technology.	0.5	12:18
Assistive Technology Decision Making (6) Data Collection and Analysis	This is the final video in the series which provides an overview of the AT decision making process. It addresses how data is used to determine a student's AT needs, and how data is used to document a student's performance during the assessment time-frame. Also reviewed is the source for the information and related research behind it, the Quality Indicators for Assistive Technology.	0.5	25:06
Assistive Technology Overview for Paraprofessionals	Have you ever been curious about assistive technology and what it really does? Assistive technology provides students with disabilities greater success in independently achieving academic, social and occupational goals. According to special education law, assistive technology should be considered for ALL students with disabilities. Assistive technology can be used with students that have high incidence disabilities, such as a learning disability, and students with complex needs. This recorded webinar provides a foundational understanding of assistive technology in the schools and how to support your students to achieve greater success! Objectives: (1) Participants will be able to define an assistive technology device. (2) Participants will be able to list 3 assistive technology services. (3) Participants will be able to list 5 assistive technology tools to support academics.	1.25	57:35
Assistive Technology and Accommodations in Higher Education	**This recorded webinar examines the difference in how K-12 and higher education settings implement assistive technology (AT) and accommodations for students with disabilities. An overview how assistive technology has changed over the last decade is provided. There is also be a review of the common types of AT hardware and software applications, and the ways auxiliary aids and supports are used by students with disabilities in the higher education setting.** **Objectives: (1) Articulate the difference between K-12 and higher education implementation of assistive technology, auxiliary aids, and support services for students with disabilities (2) Review how assistive technology has evolved over the last decade in higher education (3) Provide an overview of commonly used assistive technology and accommodations in higher education for various types of disabilities**	1	52:29
Assistive Technology for Birth through Kindergarten	Best practice states that we should consider AT for infants, toddlers, and children, but how? This presentation takes you through a 6 steps framework to make considering, assessing and implementing AT for our littlest learners seem practicable.	1	44:23
Assistive Technology in the Transition Process	As students transition to adult or post-secondary environments, there is a transfer of rights and responsibilities from the parent or guardian to the student. It is important that students understand these rights related to accessible technology and accommodations, the laws that support the use of AT in the adult environments and how they should request necessary accommodations. Self-determination skills are referenced as to their importance on a student's transition to post-secondary environments and the AT Skills (operational, functional and strategic) are highlighted. Indicators for transition success are identified.	0.75	36:30
Asthma Management	Asthma is a disease that affects the lungs and is one of the leading causes of school absence due to illness. Asthma is chronic. There is no cure, so those students who have asthma will always have asthma. With that in mind, it's imperative that we as educators learn the characteristics and management of asthma to provide a healthy and safe learning environment.	0.5	18:42
Auditory Processing Disorder	Auditory processing disorder, also referred to as central auditory processing disorder refers to how the central nervous system uses auditory information. This presentation will review the characteristics of the disorder and discuss strategies and accommodations that may prove beneficial for individuals with auditory processing disorder.	0.5	17:22

Title	Description	CEUs	Time
Augmentative and Alternative Communication Assessment - Let's Get This Started!	This recorded webinar compares and contrasts models of AAC assessment, explores the use of the participation model as a guide and explains the components of the feature match assessment. The recording mentions ASHA CEUs. These were available for the live presentation, but are not available with this recording.	1.75	90:00
Autism 1-2-3 (1) Setting the Scene & Locating the Supports for Students with Autism	When working with students with autism it is important to make sure that your environment is set up for success! This first recorded webinar in the series introduces how to create the most conducive learning environment by creating physical visual boundaries, and stations, organizing desks, providing visuals and more. Once your environment is ready you are ready to find supports online to use to enhance your students academic progress. This webinar explores many options to motivate your students!	1.25	59:35
Autism 1-2-3 (2) Behavior Supports: Self-Regulation, Reinforcement Systems and More	In this second session of the autism series, Mo breaks behavior into multiple parts. She covers the function of behavior, reinforcement systems used to assist with lack of flexibility, and emotional/sensory self-regulation.	1.25	66:34
Autism 1-2-3 (3) Social Supports for Students with Autism	Many students with autism have challenges in social skills. In this 3rd session of the series, we will talk about strategies that work to increase a student's ability to successfully engage in social situations. We will also look at many resources that can be located online.	1.25	66:34
Autism Classroom Strategies-Small Time Investment - Big Outcomes: Priming- An Evidence-Based Practice	Priming is a low cost evidence based practice used to support children with autism and other exceptionalities. It may benefit students who don't do well with surprises or who benefit from structure and time to prepare or who need to know exactly what will happen. This presentation discusses the use of priming and its purpose.	0.5	10:47
Autism Classroom Strategies-Small Time Investment - Big Outcomes: Regulation (Cooling Down)	MRI scans have shown that autistic people have underactivity in the areas of the brain that register self-regulation. They also process what a neurotypical person considers to be small events as major happenings. This presentation covers **the interoception system and the** need to teach regulation skills through antecedent based interventions.	0.5	12:52
Autism Classroom Strategies-Small Time Investment - Big Outcomes: Student Teacher Relationships	When students come to school, they have the need to be independent, to appear competent and to have meaningful relationships with adults. This presentation covers ways to enhance relationships with students and the value in doing so.	0.5	20:33
Autism Classroom Strategies-Small Time Investment - Big Outcomes: Taking a Break: An Evidence-Based Practice	The home base intervention is an antecedent intervention used to prevent a behavior from occurring. Home base may also be called a cool zone or break room. This presentation covers its use as an intervention that the student may use to escape the over-stimulation of the classroom.	0.5	8:45
Autism Classroom Strategies-Small Time Investment - Big Outcomes: Teaching the Home Base or Break Card	Home base is an evidence-based strategy that allows a child to be removed from an environment that is overwhelming. It is not an escape from work, but a place where a dysregulated student can go to self-calm. This presentation covers teaching the use of the home base card.	0.75	13:17
Autism Classroom Strategies-Small Time Investment - Big Outcomes: The Power Card Strategy	The power card strategy is a flexible visual strategy that incorporates focused interests to teach appropriate behavior in social situations, routine, interactions and for behavior expectations. This presentation covers why they are used, their components, the use of super heroes and the value of power cards as an evidence-based strategy	0.5	15:30
Autism Classroom Strategies: Small Time Investment, Big Outcomes: Focused Interests	This presentation discusses the benefits of focused interests, often referred to as special interests. They are a part of the inherent lifestyle of an autistic person and "may provide certainty and routine in an uncertain and unpredictable world."	0.75	31:28

[Balance Your Conflict](#)	Got Conflict? Find your Conversation Peace. Most people have come to accept that conflict is inevitable. Assertive communication promotes healthy boundaries and can transform conflict during difficult conversations. There are a number of conflict management workshops offered each year, yet rarely does the facilitator tell participants exactly what should be said or done. The purpose of this recorded webinar is to specifically address, "What do I say and do" when dealing with people during difficult situations to avoid destructive patterns. Participants will learn how to control their anger and emotions, be assertive and effectively defuse conflict through a variety of applied approaches. Multiple techniques are discussed to demonstrate that practical solutions are attainable through a variety of step by step methods.	1.25	58:41
[Be More with Core](#)	This presentation provides an overview of core vocabulary, reviews a variety of ways to use core, and suggests implementation ideas and practical ways of embedding core vocabulary throughout the student's day.	1.25	63:24
[Best Practices for Paraprofessionals Supporting Students with Autism Spectrum Disorder](#)	Susan Stokes reviews strategies for paraprofessionals to use with students with autism.	1.75	84:00
[Best Practices for Supporting Students with Autism - Tips for Paraprofessionals](#)	**This recorded webinar gives paraprofessionals some tips and ideas that can be used daily with their students to support them within the classroom and as they move about the school environment. These tips and ideas incorporate best practice recommendations for students with autism and give paraprofessionals some ideas of things they can do themselves to help their student succeed. It will include some things from the areas of visual supports, behavioral supports and helping to support more independence for their student.** **Objectives:** (1) Paraprofessionals will receive a list of classroom "tips" that can help them support their students with autism, using various visual supports, behavioral supports and ideas to promote independence for their student. (2) Paraprofessionals will be able to connect with resources that offer evidence-based information for people who are working with individuals with autism, and use those resources as follow-up to the basic list of tips that are discussed within the webinar.	1	51:57
[Blind/Visually Impaired (BVI) Overview for MN](#)	This video identifies the Minnesota requirements for the blind visually impaired category, explores how children with visual impairments learn and presents the role of the paraprofessional assigned to work with children who have the BVI eligibility. Click a link below to access the website resources mentioned in the presentation. **Texas School for the Blind and Visually Impaired** **TeachingVisuallyImpaired.com** **VA Department of Education**	0.5	10:00
[Bloodborne Pathogens, Standard Precautions, and Exposure Incidents](#)	This presentation defines bloodborne pathogens, and potentially infectious bodily fluids. It identifies how to protect yourself and how to clean up blood and bodily fluids.	0.5	20:58
[Boardmaker Studio](#)	Participants of this webinar will learn how to create symbol-adapted books, communication boards, and visual supports using the pre-made templates in Boardmaker Studio.	1	0:00
[Building Bridges 01 Introduction](#)	Once a young adult leaves high school there is no longer entitlement to education and services. Securing funding is critical for adult service options. This introductory video presents the different sections to be covered in the Building Bridges video series. For credits, please watch the full length video and take the quiz.	0	2:00
[Building Bridges 02: Independent Service Coordination Agencies](#)	ISC agencies are responsible for informing and explaining all services and support options available to individuals with development disabilities and their families. This video reviews the services an ISC agency will provide, such as PUNS, assignment of an ISC agent and more.	0	6:24
[Building Bridges 03: Individual Support and Service Agent](#)	Assignment of ISSA agents occurs after an individual's name is pulled from the PUNS list. This video describes the role of that individual.	0	1:50

(ISSA)			
Building Bridges 04: Home and Community Based Services Funding	Funding This video identifies the programs and services an individual may apply for in Illinois under the Medicaid waiver program.	0	3:04
Building Bridges 05: Children's Home Based Services	Children may be granted funding prior to the age of 22 while still in school and receiving special education services. This video describes the program.	0	6:24
Building Bridges 06: Adult Home Based Services	Illinois has 9 HCBS waivers. These waivers provide services that allow individuals to remain in their own home or live in a community setting. This video discusses the waiver available for individuals over the age of 18.	0	2:15
Building Bridges 07: Residential Funding	This video focuses on residential funding and the various community placement options available for individuals with developmental disabilities.	0	4:19
Building Bridges 08: Day Programs	This video provides information on day-time opportunities for individuals with development disabilities that are available through the Medicaid waiver services.	0	5:36
Building Bridges 09: Transportation	This video addresses transportation options available once an individual exits the K-12 educational system.	0	3:10
Building Bridges 10: Recap	This video reviews the steps necessary to begin receiving Medicaid waiver financing and services.	0	0:58
Building Bridges 11: Supplemental Security Income (SSI)	Supplemental Security Income is a benefit based on proof of disability and financial need. This video describes eligibility for this benefit.	0	6:41
Building Bridges 12: Social Security Disability Insurance (SSDI)	This section discusses how a young adult with a developmental disability can become eligible for Social Security Disability Insurance (SSDI).	0	1:57
Building Bridges 13: Medicaid	Once a young adult leaves high school there is no longer entitlement to education and services. Services become eligibility based. This video describes how individuals with disabilities qualify for Medicaid.	0	3:53
Building Bridges 14: Health Benefits for Workers with Disabilities (HBWD)	HBWD allows people to work and keep their benefits by paying premiums. This section explains how.	0	1:00
Building Bridges 15: Guardianship	AT age 18 a young adult with a disability is considered a legally competent adult unless adjudicated otherwise. This video discusses the considerations and processes of guardianship.	0	7:10
Building Bridges 16: Special Needs Trust	This section provides important information regarding the value of creating a special needs trust for an individual with a disability.	0	2:36
Building Bridges to the Future (Full video) (2016)	Once a young adult leaves high school there is no longer entitlement to education and services. Securing funding is critical for adult service options. This presentation provides specific information regarding Medicaid Waiver programs, health benefits, home and community services, guardianship and special needs trusts for Illinois residents. The transportation section addresses the needs of Chicago and its suburbs. NOTE: ISBE credits not available. Click a link below to access the website resources mentioned in the presentation. **Checklist to Apply for Adult Waiver Services-CILA or HBS** **Checklist to Apply for Adult Home Based Services** **Checklist to Apply for Children's Home Based Services** **Invitation Letters** **Building Bridges Manual**	1.25	55:20

[Building Capacity for AT Services through the Language of Problem-Solving](#)	The need to move toward a capacity-building model in the provision of assistive technology services has been promoted by DeCoste and Bowser in workshops and online classes for at least five years (DeCoste, 2014). It requires building a common understanding within a school district of what assistive technology is and how we decide whether a student would benefit. We can do this by harnessing the common language of the problem-solving cycle, the core decision-making process of RtI and MTSS, instead of introducing an isolated acronym-based decision-making framework. In this webinar, UIC clinical instructor Daniel Cochrane shows how he integrated AT into the problem-solving process as a way of building capacity in his former school district, where he served as AT coordinator for thirteen years. Combining the problem-solving cycle with the Johns Hopkins University AT Cycle and an expanded version of task-demand analysis from the Illinois AT Guidance Manual (2012), Dan created a simple but powerful visual guide to the AT process that embeds key principles of best practice in AT. **Presentation Handout**	1.25	57:00
[Building a Connected Classroom Community While Learning Online](#)	In this recorded webinar, participants will learn about 7 types of connections that all of us do daily to help us feel part of a community. We will discuss ways to support these connections in a remote setting. Objectives: (1) Participants will understand ideas about the importance of connection for learning. (2) Participants will gain ideas of how to create connections in a remote space.	1	46:05
[Bullying Basics](#)	This presentation on bullying awareness defines bullying, identifies bullying behaviors, and provides bullying information to be shared with students and staff.	0.5	11:00
[Bullying Prevention: A Call to Action](#)	Bullying is a complex issue. White Bear Lake students and staff share ideas for how we can work together to prevent bullying from happening in our schools. Click here to view White Bear Lake's Bullying Policy.	0.5	7:42
[Bullying Statute Training for School Districts in Kansas](#)	This training's purpose is to convey a unified message from KSBE, KSDE and partners regarding the implementation of the Blue Ribbon Task Force on Bullying Prevention recommendations and to increase district and general public awareness of the BRTF recommendations, how to implement them and knowledge to access the resources to do so.	0	7:50
[Bus Driver Training: Supporting Positive Student Behavior on the School Bus, Part 1: Intro, Tips & Interventions for All Students](#)	While most bus drivers have completed extensive training on how to operate their machinery, often they have not been provided the tools to understanding how to deal with the behaviors of the students they are driving. The purpose of this tutorial is to identify some behavior supports that might prove to be helpful when transporting students; after all, the behavior of the child passengers can impact the safety of your bus ride. This video was prepared for use by both bus drivers and bus aides. This is part one of two sections.	0.5	18:19
[Bus Driver Training:Supporting Positive Student Behavior on the School Bus, Part 2: Working with Students with Special Needs](#)	While most bus drivers have completed extensive training on how to operate their machinery, often they have not been provided the tools to understanding how to deal with the behaviors of the students they are driving. The purpose of this tutorial is to identify some behavior supports that might prove to be helpful when transporting students; after all, the behavior of the child passengers can impact the safety of your bus ride. This video was prepared for use by both bus drivers and bus aides. This is part two of two sections.	0.5	13:48
[CHARGE Syndrome](#)	This presentation reviews the characteristics of CHARGE syndrome and discusses some instructional strategies and classroom accommodations that may prove to be beneficial for these individuals.	0.5	14:02
[CLEAR Model (1): Culturally Responsive Pedagogy](#)	This video intends to increase our capacity for culturally responsive teaching by presenting adaptive strategies and system thinking tools. The presentation includes reflective questions and activities. NOTE: Your district or local re-licensure committee will determine if the combination of this 3 part series and the introductory Cultural Competency presentation will meet licensure requirements.	0.75	24:50
[CLEAR Model (2): Situational Adaptive Leadership, Part 1 of 2](#)	This video intends to increase our capacity for culturally responsive leadership by presenting adaptive strategies and system thinking tools. The presentation includes reflective questions and activities. NOTE: Your district or local re-licensure committee will determine if the combination of this 3 part series and the introductory Cultural Competency presentation will meet licensure requirements.	0.5	15:54

[CLEAR Model (3): Situational Adaptive Leadership, Part 2 of 2](#)	This video intends to increase our capacity for culturally responsive leadership by presenting adaptive strategies and system thinking tools. The presentation includes reflective questions to address moving from a model of dominant culture to a common culture model. NOTE: Your district or local re-licensure committee will determine if the combination of this 3 part series and the introductory Cultural Competency presentation will meet licensure requirements.	0.5	17:50
[COVID-19 CDC Presentations - Recommended Practices](#)	This module is a compilation of CDC short videos covering recommended practices for the prevention of the coronavirus, best practices for hand-washing, ISBE hand-washing recommendations, disposable gloves and cloth face covering donning, doffing, dos and don'ts, and tips for supporting children amidst this pandemic.	0.5	9:05
[COVID-19 and Returning to School Fall 2021](#)	This is a CDC partner update call from July 19, 2021. Infinitec included additional updates from Aug. 4, 2021. The video covers prevention strategies to reduce transmission of COVID. These include promotion of vaccines, consistent and correct mask use, physical distancing, screening and testing, ventilation, handwashing, and additional considerations.	0.75	26:32
[CVI Up Close and Personal - Supporting Our Students in the Classroom](#)	This recorded webinar provides innovative strategies to enhance various aspects of instruction for students with CVI. By learning the basics of CVI, it's phases, and characteristics, teachers, related service providers and TVIs will acquire new and fun techniques to create effective and accessible learning environments and materials for their students. Viewers will also learn how to make choices for AT devices for individual students, based on their CVI Range and Phase. Objectives: (1) Provide an overview of Cortical Visual Impairment: The causes of CVI and its diagnosis will be explained with a focus on academic applications. (2) Discuss the Three Phases of CVI: How to determine which phase each student is in; and how to adapt appropriate phase-based goals and modifications. (3) Learn about the Ten CVI Characteristics: By understanding how each characteristic affects our students, we can make simple changes and modifications throughout their day to promote success.	1.25	62:37
[Capacitación contra el acoso y la prevención del acoso sexual para Gerentes y Supervisores.](#)	**Esta capacitación cumple con los requisitos mínimos de capacitación estándar de la Ley de Transparencia en el Lugar de Trabajo de Illinois de 2020 [IL PA 101-0221], que exige la capacitación en prevención del acoso sexual para gerentes o supervisores en todas las empresas de Illinois. Si Usted es un profesional con licencia, como enfermero, trabajador social, patólogo del habla y lenguaje, terapeuta ocupacional, fisioterapeuta o consejero certificado o licenciado por el Departamento de Regulación Profesional de Illinois (IDPR), tenga en cuenta que Infinitec es un IDPR- Patrocinador de educación continua aprobado. Si Usted no es gerente o supervisor, Usted no debe completar esta versión de la capacitación. Hable con el administrador de capacitación de su agencia o con su propio gerente o supervisor si tiene preguntas sobre dónde encontrar la versión para empleados de esta capacitación.** **Durante esta presentación aprenderá: (1) La definición, tipos y formas de acoso sexual, (2) ¿Quién puede ser víctima de acoso sexual? (3) Dónde podría tener lugar el acoso sexual, (4) Responsabilidades del Gerente, el supervisor, el empleador y la escuela, (5) Sus derechos sobre el acoso sexual y la intimidación, y qué hacer si los experimenta o los ve.** **Todas las personas tienen derecho de asistir a la escuela o al trabajo en un entorno que no sea amenazante ni hostil. Los gerentes y supervisores son importantes para preparar el escenario y prevenir este tipo de comportamiento en las escuelas o en el lugar de trabajo. Desempeñan un papel vital al escuchar, documentar y reportar denuncias de acoso sexual.**	1.5	71:38
[Capacitación sobre la prevención del acoso y el acoso sexual para empleados de Illinois Versión (no supervisores)](#)	**Esta capacitación cumple con los requisitos mínimos de capacitación estándar de la Ley de Transparencia en el Lugar de Trabajo de Illinois de 2020 [IL PA 101-0221], que exige la capacitación en prevención del acoso sexual para los empleados de todas las empresas de Illinois. Si usted es un gerente o supervisor que tiene responsabilidades formales de supervisión de uno o más empleados, no debe completar esta versión de la capacitación. La Ley de Transparencia en el Lugar de Trabajo de IL (o WTA de IL), exige que cualquier persona con autoridad de supervisión debe completar una versión para Supervisores de la Capacitación contra el Acoso Sexual (o ASH) en lugar de la versión para Empleados. Hable con el administrador de capacitación de su agencia o con su propio**	1.25	53:47

	supervisor si tiene preguntas.		
Categorical Disabilities for Special Education 101	Public Law 94-142, also known as IDEA determines eligibility for special education and related services under 13 categories. Qualification under special education is intended to drive specially designed instruction to meet the child's unique needs. This presentation will provide an overview of the 13 categories of special education under federal law. References are made to different terminology used by states.	0.5	14:04
Cerebral Palsy	This presentation reviews the characteristics of Cerebral Palsy and discusses strategies and accommodations that may prove to be beneficial for individuals with cerebral palsy.	0.5	12:55
Childhood Apraxia of Speech (CAS)	**Apraxia of speech is a speech sound disorder where an individual has difficulty saying what he or she wants to say correctly and consistently. This presentation reviews the characteristics of apraxia of speech as well as accommodations that may prove to be beneficial for individuals with apraxia of speech.**	0.5	13:44
Choice Making	For parents, educators, para-professional and individuals with disabilities. This presentation takes a fun and informative approach to teaching choice making.	1.25	54:00
Chrome Tools (1) Chrome Tools for Focus and Organization	In this first module of a 3 part series, Pete Dulany, a Google Certified Trainer and Apple Teacher, identifies "must-have extensions," simple Google tools and third party websites for focus and organization.1	1	51:39
Chrome Tools (2): Chrome Tools for Understanding	Pete Dulany, a Google Certified Trainer and an Apple teacher discusses Chrome tools to aid with understanding in this 2nd module of a 3 part series. He includes "must-have" extensions, simple Google tools and third party extensions to differentiate reading.	1	50:28
Chrome Tools (3) Setting Up Technology for Students with Special Needs	There are TONS of settings that are built-in to most popular tools owned by Google, from the Chrome web browser to YouTube, that will support work with students that benefit from assistive technology. All you need to do is turn them ON, but many teachers don't know where or how to find them. In this webinar, you'll learn how to activate the hidden power of your favorite online tools. ● Overview of Google's built-in accessibility settings ● How to adjust Chromebook settings to make text more readable ● Working with interpreters in Google Hangouts ● YouTube settings for Accessibility ● Navigation on a Chromebook without clicks ● How to find resources for assistive technology through Google's Advanced Search tool	1	49:01
Chronic Health Condition Management	Chronic health conditions affect many students in our schools. Responding to the needs of these students within the educational environment requires a systematic and comprehensive approach. Better attendance, improved alertness and physical stamina, and fewer symptoms are the results, which allow our students the opportunity to participate in their educational instruction to their fullest potentials.	0.5	19:00
Civil Rights and Child Nutrition Programs	Our educational institutions receive federal financial assistance for Child Nutrition Programs (CNP) and therefore are required to abide by a list of laws and Civil Rights requirements. This training will outline and explain those requirements.	0.5	18:55
Classroom Strategies to Increase Engagement Series with and without Tech (1) Let's Build Community	**In part 1 of 3, we explore several active learning strategies that build and nurture classroom community. Through purposeful play, we giggle, explore content connections, and engage in relationship builders while discussing technology tools that support these experiences.** **Outcomes**: (1) Explore several strategies that can support active learning and community building. (2) Discuss how regular interaction with the instructor and peers around shared activities and goals helps create a sense of community in the classroom. (3) Investigate how strong, positive relationships with students and designing personalized learning experiences work hand in hand.	1	52:15
Classroom	**In part 2 of 3, we explore discussion strategies that engage students in their learning and promote understanding of multiple**		

Strategies to Increase Engagement Series with and without Tech (2) Let's Get Them Chatting	**perspectives and empathy. Additionally, we explore supporting strategies that help students formalize their thoughts and ideas for great discussions.** **Outcomes:** (1) Identify possible student goals for classroom discussions. (2) Explore strategies that scaffold student thinking for focused discussions. (3) Explore a variety of discussion activities that support deeper conversation amongst students.	1.25	56:18
Classroom Strategies to Increase Engagement Series with and without Tech (3) Let Them Share Their Learning	**In part 3 of 3, we celebrate student creativity and agency through new ideas for demonstrations of understanding. From watercolors to digital photography, we explore several ways students can show what they know in both formative and summative assessments. Bring your imagination with you to this workshop as we dream up some new possibilities for your students.** **Outcomes:** (1) Explore strategies that promote structured voice and choice in the classroom. (2) Discuss the benefits of student agency for intrinsic motivation. (3) Explore a variety of products and performances that work well with different learning levels.	1.25	58:03
Co-teaching Series (1) The What and Why of Co-teaching	In this 1st part of a 4 part series, co-teaching is defined based on the model described in Villa, Thousand and Nevin (2013). The benefits and rationales for co-teaching are considered. Tools to facilitate communication and collaboration are discussed. This series is intended for general educators, special educators, paraeducators, and related service providers. Administrators are also encouraged to participate.	0.75	34:38
Co-teaching Series (2) The Four Approaches to Co-teaching	In the 2nd session of this 4 part series, the similarities among as well as the differences across four approaches to co-teaching are considered. The advantages and cautions associated with each approach are presented. You will also learn about additional tools to support communication and collaboration. This series is intended for general educators, special educators, paraeducators, and related service providers. Administrators are also encouraged to participate.	0.75	34:38
Co-teaching Series (3) Frequently Asked Questions About and Tools to Support Co-Teaching	In the 3rd session of this 4 part series, you will find answers to frequently asked questions about co-teaching. Consideration is given to administrator actions needed to support and sustain co-teaching. Opportunities for practice using tools for collaboration and communication are provided. This series is intended for general educators, special educators, paraeducators, and related service providers. Administrators are also encouraged to participate.	0.75	29:00
Co-teaching Series (4) Reflecting on Practice and Opportunity for Feedback	In the 4th session of this 4 part series, Shonda continues offering practice opportunities for collaboration and communication as well as providing participants ways to reflect on practice and receive feedback. This series is intended for general educators, special educators, paraeducators, and related service providers. Administrators are also encouraged to participate.	0.5	20:45
Coming Back: Returning to School after Mild TBI or Post Concussive Syndrome	This recorded webinar provides an overview of concussions, presents the consequences of concussion, the recovery and its educational impact and discusses what schools can do to help students upon returning to school after experiencing a concussion. Here are the YouTube videos shown by the presenter. **Life Changed by Concussions** **Concussions in Sports: Sydney's Story**	1.25	54:53
Communication Circles	Communication circles have been developed to promote follow-through in the use of assistive technology. They are an extension of the peer tutors model and are used to help students be successful in developing communication competence. This video explores communication circles with student examples, sample activities, results and reflection time.	1	48:45
Communication Partnerships in ASD	Aided input strategies are the core of communication partnerships. Dr. Cafiero reviews the strategies, tools and research supporting them.	1.75	88:00
Compliance is not the Goal: Rethinking Support for Autistic Students	**Autistic individuals often exhibit behaviors deemed to be problematic and challenging. This recorded webinar re-frames our understanding of challenging behaviors by examining how emotional regulation abilities influence an individual's capacity to navigate their day, particularly when difficulties are encountered. Factors**	1.25	62:36

	influencing and means of supporting emotional regulation are explored from a first-person autistic perspective and in terms of developmental theory.		
Comprehension Instruction	Joan Sedita, a founding partner of Keys to Literacy, presents an overview of reading comprehension strategies. She reviews factors that can affect comprehension and research on effective practices to teach comprehension strategies. Joan highlights four essential components of comprehension instruction, including text structures, background knowledge, vocabulary, and comprehension strategies. She concludes by sharing a specific model, the Key Three Routine, for teaching comprehension strategies.	1	43:19
Concussion Awareness	Concussion Awareness provides insight into prevention, recognition, response, and recovery of what is called a mild form of traumatic brain injury… concussion. Understanding the signs and symptoms of a concussion is mandatory, both at school and at home.	0.5	17:58
Concussion in Children and Youth: A Guide for School Personnel	This presentation provides information about concussion in children and youth, including causes, signs, symptoms, risk factors, and care in the school setting - as well as strategies and accommodations for students returning to the classroom.	1	43:23
Conducting and Adjudicating Title IX Hearings: An OCR Training Webinar	This webinar addresses the role and responsibilities of the people who conduct and adjudicate grievance proceedings involving an allegation of sexual harassment under the Department's new Title IX Regulations (generally, that person is called a decision maker in the Rule).	0.5	18:42
Conflict Resolution	An essential part of encouraging positive behavior includes school-based programs that teach conflict resolution to all students. Conflict resolution programs are designed with the overall goal of changing the mental processes and interpersonal behavior strategies that lead young people to engage in these problem behaviors.	0.5	17:56
Confronting Anxiety During the Pandemic: Practical Strategies for Supporting Students	Anxiety is fueled by uncertainty, which has been a significant theme throughout this COVID-19 pandemic. In this recorded webinar, we discuss anxiety and common ways it presents in children with neurotypical development and children with autism in general and within the school setting. Ways to identify anxiety in students and practical strategies for addressing anxiety in the school setting will be reviewed. Objectives: (1) Identify the various ways anxiety presents in children with neurotypical development and recent research on "distinct" presentations of anxiety in children with autism spectrum disorder. (2) Recognize common presentations of anxiety within the school setting and potential pandemic specific anxiety. (3) Consider practical strategies for addressing anxiety in students during the COVID-19 pandemic.	1.25	64:14
Considering the Need for Assistive Technology: What Does It Mean?	Process for AT considerations required by special education related laws.	0.75	24:00
Creative Ways to Provide PD - When Training on AT Tools and Supports	Training staff, parents, and students to gain a comfort level and confidence when using assistive technology is essential for implementation success. This recorded webinar covers creative ways to find time for professional development, ideas on activities to do during the training sessions, and so much more! Whether you are training on AAC implementation or access to the curriculum, you are guaranteed to walk away with new ideas and creative ways to fit in professional development sessions.	1	41:17
Cultural Competency	This presentation answers the questions of "What is cultural competency? Why is it important? How do teachers develop it?" It also addresses the term, implicit racial bias and its impact upon all educators and provides suggestions for culturally responsive pedagogy. NOTE for Minnesota: Your district or local re-licensure committee will determine if the combination of this presentation and the 3 part CLEAR Model series will meet licensure requirements.	0.5	13:15
Culturally and Linguistically Responsive AAC	**In this session, Dr. Gloria Soto reviews the characteristics of culturally and linguistically responsive AAC practices and presents evidence-based strategies for culturally appropriate bilingual AAC assessment and intervention. She discusses partnering with families to determine values, needs, priorities, and resources when implementing AAC.** Objectives: After the presentation, participants will be able to: (1) Develop a culturally and linguistically responsive assessment and intervention plan that is representative of your	1.5	68:04

	client's home language and culture. (2) Collaborate with the family and prioritize home language and culture maintenance when developing an intervention plan. (3) Customize AAC systems to include relevant vocabulary that is culturally and linguistically appropriate and representative.		
Dandy-Walker Syndrome	Dandy-Walker syndrome is a congenital brain formation that involves the cerebellum, a section of the brain that coordinates movement. This presentation reviews the characteristics of Dandy-Walker syndrome and discusses strategies and accommodations that may prove beneficial to those with the syndrome.	0.5	11:02
Data: Doable, Usable and Used - Data Collection for Paraprofessionals	**Paraprofessionals are often key players when it comes to successful implementation of a behavior support plan. While paras contribute in many ways, skillful data collection is central to plan and student success. The content from this recorded webinar content assists paraprofessionals in development of data management skills. Objectives: Participants build skills necessary to (1) Generate useful anecdotal reports. (2) Participate in formalized data collection activities. (3) Understand the para's role in data collection. (4) Assist with adult support systems and accountability measures. (5) Participate in data review meetback sessions. (6) Encourage student involvement, when appropriate.**	1.25	55:57
Deaf and Hard of Hearing Overview for Minnesota (2016)	This video identifies the Minnesota requirements for the deaf and hard of hearing category, explores how children who are deaf or hard of hearing learn and presents the role of the paraprofessional assigned to work with children who have the Deaf and Hard of Hearing eligibility. Click a link below to access the website resources mentioned in the presentation. **Success for Kids with Hearing Loss** **Fiscal Year 2015 MN Report to the Legislature** **Guidelines for Serving Students Identified with HI, Including Deafness**	0.5	15:36
Deaf-Blind Overview for Minnesota	This video identifies the Minnesota requirements for the deaf-blind category, explores how children who are deaf blind learn and presents the role of the paraprofessional assigned to work with children who have the Deaf-Blind eligibility. Click a link below to access the website resources mentioned in the presentation. **National Information Clearinghouse on Children Who Are Deaf-Blind** **DeafBlindInfo.org** **National Center on Deaf-Blindness**	0.5	14:19
Determining McKinney-Vento Eligibility Under ESSA	This webinar explores the relationship between homelessness and education and reviews the Every Student Succeeds Act (ESSA). The presenter seeks to reach a shared understanding of what homelessness looks like by discussing the dynamics of family and youth homelessness. There is a review of the McKinney-Vento definition of homeless, highlighting changes made by McKinney-Vento amendments in ESSA. This video has been reproduced with permission.	0.5	15:21
Developing a Comprehensive Implementation Plan for Students with Autism	The Comprehensive Autism Planning System (CAPS) is designed to provide an overview of an individual's daily schedule and the supports needed during each period according to activity and task demands. The CAPS is designed to capture the unique strategies implemented for an individual with autism. This presentation explains how the CAPS is used to create a thoughtful balance to the student's/child's day for implementation of instruction that meets the individual's learning needs.	1	50:12
Developmental Cognitive Disability (DCD) Overview for Minnesota	This video identifies the Minnesota requirements for the DCD category, explains the domains of adaptive behavior, explains how the cognitive ability of a child is determined and presents the role of the paraprofessional assigned to work with children with the DCD eligibility. It also reviews prompts as they related to assisting a student to do something and assisting a student to say something. Click a link below to access the resources mentioned in the presentation. **MN Administrative Rule 3535.1333**	0.5	17:31

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Developmental Cognitive Disabilities
Manual 2011

Developmental Writing Scale (Part 1): Drive Instruction and Measure Progress for Students with Complex Learning Needs	**Discover how the Developmental Writing Scale reframes how educational teams conceptualize and work with beginning writers of all ages, many with complex learning needs. In this two-part series, learn how this assessment tool helps professionals identify present performance levels, establish goals, design instruction, monitor progress, and evaluate programs. See how DWS data helps teachers and schools make significant changes in how they work with underserved and underestimated populations. Learn how to use the scale to assess early and emergent writing of students (from scribbles to paragraphs) and to develop word, sentence, and discourse level goals in alignment with state curricular standards so you can foster change and celebrate success no one expected before.**	1.25	56:12
Developmental Writing Scale (Part 2): A Deeper Dive into the Developmental Writing Scale: Establish Student Goals, Designing Instruction, and Celebrate Progress	**The Developmental Writing Scale (DWS) is a powerful tool for beginning writers with complex learning needs that has sensitivity to measure discrete changes in writing quality and quantity from scribbles to paragraphs. During this second recorded webinar in the series, participants will dive deep, learning how to use the scale to assess early and emergent writing of students (from scribbles to paragraphs) through practice scoring with their students' writing samples. They will also learn how to develop two types of goals that are in alignment with state curricular standards 1) student-friendly individual goals displayed for each student, and 2) IEP goals that are formative (informing instruction) and summative (measuring progress). Participants will hear how DWS data can be used to increase success and celebrate student writing progress in classrooms, schools, and the greater community.**	1.25	56:04
Diabetes Care in School Settings	This is an introductory training to identify the characteristics and management of diabetes in the school setting. This presentation will review both the national and Illinois laws pertaining to diabetes management and what these laws mean to educators.	0.75	28:01
Did You Use Your Resource? Technology Independence for Students and Teachers	MN special education teacher, Scott Larson, shares his approach to personal based learning where he has students working at independent levels using personal devices. He has redefined the curriculum using technology which meets the "R" or redefining level in the SAMR approach.	1.25	57:59
Differentiation During Remote Learning	This presentation focuses on how to differentiate lessons and activities during remote learning. Designing your lessons for multiple learning styles with a focus on understanding family and student needs at home is discussed. Learn **the tools needed for all students to access the content and** how to convert traditional book and worksheet lessons to multimedia lessons..	1	51:29
Digital Text: Making It Accessible for All	With the increase in technology in today's classrooms, more information is available than ever before. We have websites, e-books, PDFs, Google Docs and more. But…. available doesn't mean accessible! Join us as we discuss strategies to provide digital text that is accessible to ALL learners regardless of ability. Learn about using Open Education Resources (OER) to provide instructional materials. Online digital text repositories and resources will be shared. We will also explore available tools (apps, software, web tools) that we can use to effectively provide digital text in our classrooms.	1.25	62:46
Down Syndrome	Down syndrome is a genetic disorder that causes distinct physical features and impairments in intellectual functioning. About one in every 700 live births results in Down syndrome, and it is the most frequently occurring chromosomal disorder. This presentation reviews the characteristics of Down syndrome, and offers some practical suggestions for working with these individuals.	0.5	12:08
Dual Diagnosis for Students with ASD: Mental Health Challenges in Autism - Depression and Suicide	Individuals with Autism are at a higher risk for depression and suicide than are their neurotypical peers. Indeed, they are ten times more likely to die by suicide. A number of factors are related to the increased risks of suicide and depression. • Bullying • Difficulties with social communication • Camouflaging • Unmet needs for support. This presentation explores each of these factors. Interventions to decrease the risk of depression and suicide are discussed.	1	50:43

Dual Diagnosis for Students with ASD: Positive Strategies for Supporting Self-regulation: Addressing Anxiety, ADHD and Emotional Processing for Students with ASD	Self-regulation is where successful functioning and independence starts. There is no way to get there without it. ASD presents some challenges to developing self-regulation skills – sensory differences, difficulty with flexibility and change, difficulty focusing on the salient aspects of the situation, difficulty modulating emotions, and challenges understanding the social world. This presentation provides information on how to identify when the characteristics of ASD are interfering with self-regulation. A range of strategies for supporting regulation and building self-regulation skills are discussed.	1.5	72:47
Dual Diagnosis for Students with ASD: Recognizing Catatonia	Catatonia is a disorder experienced by 12 to 18% of individuals with autism spectrum disorder (ASD). Many experts believe that the actual prevalence rate of catatonia in ASD is higher than 18%. That means that if you know 20 people with ASD, it is likely that 2 of them also have catatonia. What is catatonia? Like autism, catatonia impacts posture/movement, speech, mood, and behavior. Catatonia manifests in opposing ways -immobility (stuckness) and excitability. It is important for professionals and parents who care for children and adolescents with ASD to recognize the signs of catatonia. In autism, early catatonia-related symptoms can advance into full-blown catatonia. When that happens, it can be terribly incapacitating or even life-threatening/fatal. The longer catatonia is left untreated in individuals with autism, the harder it is to reverse. Participants will learn to recognize the signs of catatonia in individuals with ASD.	1.25	62:46
Dyslexia Series (1) Overview	Dyslexia is the most widely studied and common learning difference and affects nearly 20% of individuals in the United States. This first video of the series provides an overview of dyslexia including the definition of dyslexia, its characteristics, demographic information regarding children with dyslexia, genetic etiology and neurological correlates.	1	48:14
Dyslexia Series (2) Writing Systems	The English Writing System is an alphabet-based system that represents speech sounds (phonemes) with letters (graphemes). It is an opaque writing system, meaning that the relationship between the speech sounds of the language and the letters representing those sounds in print is complex. This presentation will provide information regarding opaque and transparent writing systems and the English Writing System's contribution to reading failure.	0.5	22:39
Dyslexia Series (3) Evaluation	Dyslexia is the most common learning difference affecting nearly 20% of our nation's children. Dyslexia and ADHD are comorbid conditions in which 30 to 50% of children with dyslexia also have ADHD. This presentation provides information regarding the appropriate evaluation methods for identifying dyslexia and ADHD and providing methods to differentiate dyslexia and ADHD.	1	40:05
Dyslexia Series (4) Interventions	Although dyslexia affects nearly 20% of the nation's children and produces a significant number of children who experience reading failure, there are preventative curricula and remediation interventions that are effective in helping individuals with dyslexia to become competent readers. The presentation focused on these strategies that have been proven to be successful in assisting individuals who are struggling readers.	1.25	55:24
Dyslexia and Classroom Concepts, Part 1	Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Part 1 of this series defines dyslexia, provides the statistics, and difficulties students experience at different age levels. Included is a video of students sharing their personal experiences.	0.5	12:57
Dyslexia and Classroom Concepts, Part 2	Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Part 2 provides ideas of what can be done in the classroom, including instruction, compensation strategies, accommodations and assistive technology. Click the link below to view the document from the MN Department of Education. **Navigating the School System When a Child is Struggling with Reading or Dyslexia**	0.5	20:49
EL 01 Shared Accountability for	65,000 English learners are educated throughout the state of MN. This discussion is framed around national policy information from Department of Ed		

the Success of All English Learners	and Department of Justice (Dear Colleague letter) and MN state policy (LEAPS Act). Features of coherent and effective EL programs are described.	0.75	26:15
EL 02 What MN Administrators Should Know about English Learners (ELs) and EL Program Requirements	This video provides basic terminology regarding English Learner students and programs, diversity, demographics, federal and state laws, program requirements, funding and staffing, and the MN ELD Standards framework.	0.75	25:11
EL 03a Understanding & Meeting the Learning Needs of EL SLIFE Part 1	Part 1 of this presentation provides an overview of EL and SLIFE population, service and legislation. It addresses the learning needs of SLIFE in K-12.	0	40:32
EL 03b Understanding & Meeting the Learning Needs of EL SLIFE Part 2	Part 2 of this presentation addresses the key program components for meeting SLIFE learning needs.	2	59:22
EL 04 Understanding & Implementing the MN English Language Development (WIDA ELD) Standards Framework	This video provides an introduction to the MN English Learner standards by discussing implementation teams, the Wida Consortium, the relationship between the MN content area standards and the ELD standards, as well as considerations and tools for implementation.	0.75	30:02
EL 05 Using Data & Implementation Frameworks to Improve Instruction & Instructional Systems to Support the English Language Development & Academic Success of ELs	This video reviews state and federal laws regarding the use of EL data, requirements for staff development, accountability, content standards and staff capacity, the ACCESS test of English language development, the data analysis process, and an overview of the implementation frameworks. Click these links to view resources provided by this presenter: **2015 ACCESS Score Reports Webinar** **Essential Actions Handbook for Implementing WIDA's Framework** **ACCESS for ELLs Summative Assessment** **Active Implementation Modules**	0.75	30:00
EL 06 English Learners and Special Education	This presentation covers terms & acronyms used to describe English learners and students receiving special education services, common themes around language development and acquisition, the stages of acculturation, the stages of second-language acquisition, when to refer ELs for special education, when to be cautious about referring students and questions to consider. Click these links to view resources provided by this presenter: **EverythingESL.net** **Colorin Colorado** **ELL & LD** **MDE's English Learner Disability Resources**	1.25	63:29
EL 07 Bilingual & Multilingual Seals & World Language Proficiency Certificate Legislation	This presentation covers the World Language Proficiency Certificate Legislation, seals and certificates, and elective standards, college credit and the ACTFL Proficiency levels and assessment options for schools.	1	39:00
Early Childhood Classroom Supports (1) The Pyramid Model for Supporting Social-Emotional Competence in Young Children	This presentation presents the Pyramid Model, an early intervention approach used to address challenging behaviors in pre-school children. This evidence-based approach emphasizes prevention, and focuses on adult behavior and the environment. The framework is universal and resources are free.	0.5	15:11
Early Childhood Classroom Supports	This video identifies the various components of a pre-school classroom environment supporting your philosophy and curriculum. Examining how to		

(2) Effective Early Childhood Classroom Environments	create a nurturing, safe, calm environment, that includes nature, proper lighting, floor coverings, appropriately sized furniture and its arrangement, is included through examples.	0.5	10:41
Educator Ethics	This video samples a professional code of ethics for education and considers the personal dilemmas and ethical decisions educators face within the code.	0.5	17:38
Emergency Safety Intervention (ESI) Law Overview	This video provides an abbreviated overview of the emergency safety intervention law for Kansas. It addresses the major requirements in the state statutes and regulations that govern the use of seclusion and restraint in Kansas schools. It is considered to be a good refresher of ESI requirements for staff who have had the longer training on ESI requirements in the past, **Emergency Safety Interventions (ESI): Requirements for Kansas (2016).** *The seven minute ESI video does not meet the requirement for training that addresses prevention techniques, de-escalation techniques and positive behavioral intervention strategies.*	0.25	7:33
Emergency Safety Interventions (ESI): Requirements for Kansas (2016)	This video reflects the changes in state statute that governs the use of emergency safety interventions in Kansas as of August 2016.	0.5	24:24
Emergency Safety Interventions: All Staff - Initial Training	Introduction to ESI with an embedded scenario to apply basic knowledge.	0.5	20:49
Emergency Safety Interventions: Annual Training - Advanced	Designed for staff who may be involved with ESIs. This training invites deeper thought, with a scenario requiring reflection and application. NOTE: This training does NOT take the place of CPI, MANDT, or other nationally recognized training.	0.5	21:19
Emergency Safety Interventions: Annual Training- Basic	Designed for returning staff who are unlikely to be involved with ESIs. Review of basic information is provided, with a new scenario to promote reflection and application.	0.5	14:32
Emergency Safety Interventions: Behavior Intervention and Support Plans	Should ESIs be included in the Behavior Intervention/Student Support Plan? This scenario prompts a deeper understanding of the nature of effective Support Plans.	0.5	22:06
Emergency Safety Interventions: Is it Seclusion? The Spirit of the Law	Designed to maximize understanding of the definition of seclusion. Scenarios prompt consideration of the adult's role when determining if seclusion has occurred.	0.5	16:36
Emergency Safety Interventions: Preschool: Car Seat Scenario	A common preschool occurrence invites discussion. Especially relevant for young children and/or planning to prevent the need for seclusion/restraint.	0.5	14:31
Emergency Safety Interventions: Reporting Requirements	Describes KSDE reporting requirements for staff who report the use of ESIs.	0.5	16:44
Emergency Safety Interventions: Seclusion and Restraint in Preschool	Because questions often arise regarding ESIs and very young children, this clip invites discussion regarding specific applications at the preschool level.	0.5	14:50
Emergency Safety Interventions: Seclusion, Restraint - Beyond the Basics	Reflection opportunities are provided through embedded scenarios that challenge participants to apply definitions of seclusion and restraint.	0.5	16:56
Emergency Safety Interventions: Student Non-compliance	Sometimes, seclusion or restraint are initiated when student misconduct is occurring, but there is not an emergency. This scenario challenges beliefs and practices related to student misbehavior and the prevention of ESIs.	0.5	13:48

[Emergency Safety Interventions: Training for School And District Administrators](#)	Designed for leaders who possess basic knowledge regarding ESIs and have responsibilities for school and district application of ESI policy and procedures.	0.5	16:45
[Emergency Safety Interventions: What is an Emergency?](#)	Similar to the non-compliance video, this experience emphasizes that student misconduct often does NOT involve an emergency. If there is no emergency, seclusion and restraint are NOT appropriate.	0.5	15:10
[Emergent Literacy (1): The Continuum of Emergent to Conventional Literacy](#)	When looking at an IEP and the alignment between the selection of goals and programming, the most common challenge is making sure our goals are developmentally appropriate. In this 1st part of 2, Erin describes each of the stages of the continuum of emergent to conventional literacy, what the student should do, what the teacher should do and goals at each stage.	0.75	23:46
[Emergent Literacy (2): Keeping It Simple: A Framework for Comprehensive Emergent Literacy Instruction](#)	Erin looks at the research for comprehensive literacy instruction for students with severe disabilities from the Center for Literacy and Disability Studies. Four questions are identified which guide teachers' instruction for daily emergent interventions or daily conventional interventions. Each component of those interventions is addressed.	0.5	19:02
[Emergent Optical Device Use: Introducing Optical Devices to Our Youngest Children](#)	Very young children with low vision can begin to learn the skills necessary for using optical devices if they are given appropriate experiences and interactions. This presentation offers a rationale for encouraging visual skills and optical device use from infancy through the preschool years. Specific strategies and skills are presented that parents and professionals can use with children with low vision to develop emergent and formal skills for using optical devices.	1	50:25
[Emerging Technologies to Support Diverse Learners](#)	In this session, we take an in depth, hands-on look at emerging technologies that can be used in the regular education setting and in the core content areas to assist our diverse learners. We look at a variety of free resources that can have a positive impact on all students, specifically those that may need additional support in the classroom. Google Chrome apps and extensions have become a valuable learning tool for students that struggle with access to the general curriculum. We look at many free options in Chrome. Tips and Tricks of using Google Workplace for Education tools to accommodate our struggling learners are also shared. **Objectives:** By the end of this session educators will (1) name Google apps and extension that support access to the curriculum and (2) have a plan to implement Chrome apps/extensions in the learning environment in order to allow more reliable access to content for our diverse learners.	1.25	56:23
[Employee Right-to-Know (Hazard Communication Standard)](#)	This Right-to-Know presentation is based on the Hazard Communication standard, which requires employers to inform and train workers about the hazardous chemicals and substances in the work environment. It applies to all employees in the United States that are exposed or potentially exposed to hazards in the workplace, including schools.	0.75	28:00
[Engaging All Families 01: Creating a Welcoming Environment](#)	A welcoming classroom environment for family partnerships is one in which the physical environment and interpersonal conditions set the tone for positive feelings, interactions and behaviors between family members and school staff. Module 1 addresses the language and terminology used when creating welcoming environments, the classroom physical environment and the personal attributes and attitudes of teachers and staff.	0.5	16:07
[Engaging All Families 02: Recognizing Diversity](#)	When we acknowledge and recognize diversity, it goes beyond the celebration of holidays. It means that we are making space and accommodation for a variety of voices, perspectives and styles of interacting. Module 2 focuses on recognizing diversity, the school's surrounding community, respectful communication, and the classroom and online learning environment when recognizing diversity in family engagement.	0.5	15:03
[Engaging All Families 03: Ongoing Communication](#)	Sustaining effective and ongoing communication habits can enhance partnerships with families. Module 3 addresses ongoing communication with families. It focuses on awareness of ways to share information, how to utilize technology and social media, and the importance of developing a communication plan.	0.5	20:02
[Engaging All Families 04:](#)	There are many times that families are invited to school throughout the year from field trips to sporting events to back-to-school night. Module 4 addresses		

[Preparing for Open House and Conferences](#)	the preparation and organization for open house, and other conferences or meetings.	0.5	21:19
[Engaging All Families 05 Sharing Family Resources](#)	There are many types of resources to share with families to assist them with engaging in their children's education. Module 5 shares information regarding homework, curriculum, students with disabilities and family partners.	0.5	16:04
[Engaging All Families 06: Encouraging Involvement](#)	A volunteer is someone who does work without getting paid to do it. Module 6 addresses involving families through volunteering and participation opportunities and involving families in their children's learning through parent-teacher compacts as mandated in the Elementary and Secondary Education Act (ESEA).	0.5	18:17
[Engaging All Families 07: Acknowledging Family Concerns](#)	Regardless of a parents direct involvement in school activities, there may be times when a family member becomes frustrated, so it is imperative for educators to learn how to work with a frustrated family member. Module 7 addresses the common types of families that educators may interact with as well as proactive strategies to use to partner with all families.	0.5	17:27
[Engaging All Families 08: Addressing Frequently Asked Questions](#)	If we know the questions families most commonly have, we can tailor our communication efforts to meet their needs before they need help. Module 6 addresses some of the most common questions asked by families and strategies to address these frequently asked questions.	0.5	15:59
[Engaging All Families 09: Obtaining Feedback](#)	Typically information is given to families and less often is it received from families. Module 9 addresses several methods of obtaining feedback from families and how to use the feedback results once they are collected.	0.5	16:59
[Engaging All Families Ten: Additional Resources](#)	Module 10 includes additional family engagement resources and tools not included in the other nine modules in this series.	0	14:25
[Epilepsy for All Educators (Seizure Disorders) Support and Care (Updated June, 2020)](#)	This is an updated general overview of the support and care for individuals with epilepsy and seizure disorders. This is an introductory training, identifying the characteristics and management of epilepsy in the adult service and school environments.	1	47:27
[Erin's Law, Faith's Law and Child Sexual Abuse](#)	This module covers two laws enacted by Illinois legislators, defines child sexual abuse and provides an evidence-informed way to recognize and prevent child sexual abuse.	0.75	24:37
[Ethical Considerations for School Social Workers Part 1](#)	Social workers in school settings face difficult ethical dilemmas on a daily basis. Ethical dilemmas occur when practitioners are confronted by two or more conflicting obligations, which independently would be equally upheld. Ethical dilemmas challenge us to prioritize values, ethical codes and standards, district and school policies and applicable regulations. COVID-19 and virtual interactions with students have increased and complicated these ethical challenges. School social workers encounter ethical dilemmas in many areas including confidentiality, informed consent, self-determination, safety and health concerns, boundaries and working with interdisciplinary teams. In addition, school social workers often face challenges related to understaffing, insufficient supervision and lack of resources. This 2-part series covers identifying ethical dilemmas, ethical considerations for each age group, confidentiality, informed consent, ethical challenges with technology, communication with parents, documentation and steps for successfully resolving ethical dilemmas. Objectives: (1) Identify and successfully resolve ethical dilemmas in a school setting. (2) Understand confidentiality considerations for minors and teens. (3) Apply appropriate informed consent procedures. (4) Ethically address the role of technology in school settings. (5) .identify and address compassion fatigue and burn out. Improve self-care steps. (6) Understand boundary considerations on a multidisciplinary team. (7) Appropriately apply relevant ethical standards and regulations.	1.75	84:03
	Part II builds on the topics from Part I including identifying ethical dilemmas, ethical considerations for each age group, confidentiality, informed consent, ethical challenges with technology, communication with parents, documentation and steps for successfully resolving ethical dilemmas. Part II includes applying		

[Ethical Considerations for School Social Workers, Part 2](#)	**best practice decision-making steps to specific school social work dilemmas and additional time for Q&A. Objectives: (1) Identify and successfully resolve ethical dilemmas in a school setting. (2) Understand confidentiality considerations for minors and teens. (3) Apply appropriate informed consent procedures. (4) Ethically address the role of technology in school settings. (5) identify and address compassion fatigue and burn out. Improve self-care steps. (6) Understand boundary considerations on a multidisciplinary team. (7) Appropriately apply relevant ethical standards and regulations.**	1.75	84:52
[Ethical Reasoning in School-Based Occupational Therapy](#)	This recorded webinar provides background on ethics, introduce the newly updated AOTA Code of Ethics, and discuss the importance of considering ethics in practice. Course content will focus on ethical reasoning processes and best practices in preventing ethical situations in school-based practice. Attendees will have the opportunity to apply course content to relevant scenarios. This course will include lecture, large group discussion, and case application. Objectives: By the end of this presentation, attendees will be able to express understanding of the AOTA 2020 Code of Ethics, explain the steps of an ethical reasoning process and apply them to case examples, and discuss strategies for promoting ethical practice in educational settings.	1.25	54:11
[Executive Function (Part 1) and the Brain: Promoting Joyful Learning](#)	This recorded webinar (part 1 of 3) discusses the neuroscience behind executive function and several tools that tap into executive function development. Karen references the works of 3 authors to lay the foundation regarding research-based strategies, assessment and intervention in the area of executive function.	1.25	59:25
[Executive Function (Part 2): Tools for Success](#)	This is part 2 of a 3 part series on executive function. Part 2 covers a two-pronged approach of environmental accommodations and explicit strategy instruction based on the work of Peg Dawson and Richard Guare and covers specific tools.	1.25	58:12
[Executive Function (Part 3): Organization and Time Management for Student Success](#)	This is part 3 of the series on executive function. This session explores tools for time management and organization.	1.25	59:31
[Executive Function Apps to Support Students in Transition](#)	In this recorded webinar, Mark demonstrates apps that can be used with students in transition in both the academic and vocational tracks.	1.25	60:13
[Executive Functioning Struggles (1) How Do I Recognize EF Struggles in My Students?](#)	In this first recorded webinar in a three-part series, participants will practice recognizing EF difficulties in the classroom and in social situations. Particular attention is paid to distinguishing what a student with autism spectrum disorder (ASD) "can't" do from what a student "won't" do, so we can turn more of those "can'ts" into "cans." Objective: Participants will increase understanding of how to correctly identify executive functioning weaknesses.	1.25	53:13
[Executive Functioning Struggles (2) Easy Accommodations for Executive Functioning Struggles for Students with Autism Spectrum Disorder (ASD)](#)	In part 2 of this recorded webinar series, we discuss how some really small adjustments and EF accommodations can make a big difference for your students with ASD. Objective: Participants will increase understanding of how to accommodate executive functioning weaknesses in your students.	1.25	54:48
[Executive Functioning Struggles (3) Teaching New Skills to Address Executive Functioning Struggles for Students with Autism Spectrum Disorder (ASD)](#)	In the 3rd session of this recorded webinar series, participants learn how to help children with ASD learn cognitive flexibility and other executive function skills through scripts and routines designed to be used in schools. Objective: Participants will learn how to teach specific flexibility and planning skills using scripts or vocabulary and other tools.	1	46:15

Title	Description	Credits	Time
Executive Functioning in Today's Classroom (1) Assistive Technology Supports for Today's Students	Executive functioning, including memory, time management, organization, and attention is a group of skills that every student utilizes throughout his or her entire day. When a student struggles with executive functioning, tasks in the classroom and out, including academic tasks can be difficult. This session provides an overview of executive functioning and the ways that assistive technology can help support students who struggle. **Objectives:** (1) Learners will be able to identify at least three ways that executive functioning deficits can cause students to struggle within the school setting. (2) Learners will be able to describe at least three assistive technology resources that can support students who struggle with executive functioning. (3) Learners will be able to demonstrate an understanding of classroom techniques that work with assistive technology tools to support students who struggle with executive functioning.	1.25	59:35
Executive Functioning in Today's Classroom (2) Low Tech EF Supports for Students in the Classroom and Out	This session focuses on low-tech resources and tools to support students who struggle with executive functioning. From timers to fidgets and organizational systems, there are many low-tech and often low-cost resources available to help students who struggle with time management, organization, attention, or memory. Leave this session with ideas of how to use many readily available low-tech tools to support your students. **Objectives:** (1) Participants will be able to identify at least two tools to support students who struggle with each area of executive functioning. (2) Participants will be able to compare and contrast high and low tech assistive technology tools.	1.25	59:35
Executive Functioning in Today's Classroom (3) HighTech EF Supports for Students in the Classroom and Out	In today's classroom, students have more access to technology than ever before. This session focuses on high-tech tools including extensions, apps, and devices that can be used as assistive technology to support students who struggle with memory, organization, time management, or attention. **Objectives**: (1) Participants will be able to identify at least two reasons why students may benefit from high tech assistive technology. (2) Participants will be able to identify at least three extensions or apps that can be used to support students who struggle with executive functioning. (3) Participants will be able to identify at least two devices that have features that can be used as assistive technology for students who struggle with executive functioning.	1.25	60:00
FERPA - Understanding Student Confidentiality (updated 2022)	Safeguarding personal privacy in a digital and data driven world is a serious responsibility that requires serious thought. It's our ethical and legal responsibility as educators to safeguard student information against unauthorized disclosure. This updated overview **addresses the protection of student data, defines the rights under the Family Educational Rights and Privacy Act, commonly referred to as FERPA, describes consent requirements and exceptions to consent and explains the educator's role in upholding FERPA.**	0.5	15:58
Facilitate a Writing Workshop in the Virtual Classroom	Learn how to utilize the many features available in Google Docs to facilitate a virtual writing workshop and maximize writing instruction. Join us as we extend the walls of the classroom and demonstrate how to engage students in the writing process through peer editing, progress monitoring, and classroom management strategies, all outside of the boundaries of the physical classroom. Join us for an in-depth look at launching a virtual writing workshop that will provide students with opportunities to become active participants in their own learning.	1.5	1:12
Feeding and Swallowing Disorders Management	Adequate nutrition and hydration are essential to ensure that each individual benefits from his educational or adult service experience. It is important for staff members to recognize the signs and symptoms of a swallowing disorder, and understand the strategies used by these individuals in order to provide a healthy and safe learning environment.	0.5	21:48
Fetal Alcohol Spectrum Disorders	This is an introductory training identifying the characteristics of Fetal Alcohol Spectrum Disorders including Fetal Alcohol Syndrome, which outlines some basic tips for working with these students in the educational environment.	0.5	19:47
First Aid: A Basic Introduction, Part 1	Part 1 of this 2 part series covers the conditions which require first aid, how to administer initial first aid, and the goals of treatment. It covers how to respond to chronic conditions including anaphylaxis, asthma, diabetes, and seizures.	0.5	0:16.25
First Aid: A Basic Introduction, Part 2	Part 2 of this 2 part series covers first aid for physical trauma and related illnesses including shock, dehydration/heat exhaustion, fractures, dislocations, sprains and strains, neck /back/spinal cord injuries, bleeding, burns and eye injuries.	0.5	20:21

[Five in Ten: Building a Structured Classroom](#)	Brief interview with expert, Susan MacVicar-Stewart. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	5:38
[Five in Ten: Collaborative and Proactive Solutions](#)	Brief interview with expert, Ross Greene, Clinical Psychologist and Founding Director of "Lives in the Balance." Questions asked: Why is your work important to improving educational practices? What excites you most about your work? How has your work extended what we already know? What message would you like the audience to remember? What are some common misunderstandings you encounter?	0	10:20
[Five in Ten: Communication in Dual Language Learners](#)	Brief interview with expert, Brenda Gorman, Professor and Chair, Dept. of Communications, Sciences and Disorders, Elmhurst College. Questions asked: Why is your work important to improving educational practices? What message would you like the audience to remember? What is one of your favorite resources and why? What are some common questions you get and how do you respond? What are some common misunderstandings you encounter? What excites you most about your work? How has your work extended what we already know? Tell us a story about how your work has positively impacted student outcomes.	0	16:12
[Five in Ten: Data-based Decision Making for Teachers](#)	Brief interview with expert, Erica Lembke. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	9:08
[Five in Ten: Depression and Anxiety in Children and Teens](#)	Brief interview with expert, Mark Reinecke. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	6:07
[Five in Ten: Executive Skills for School Success](#)	Brief interview with expert, Peg Dawson. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	9:00
[Five in Ten: Sensory and Behavior Approaches in the Classroom](#)	Brief interview with expert, Gwen Wild, owner of Sensational Brain LLC and creator of BrainWorks sensory diet tools. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources and why? What are some common questions you get and how do you respond? What are some common misunderstandings you encounter? What excites you most about your work? How has your work extended what we already know?	0	8:15
[Five in Ten: Student Anxiety in School](#)	Brief interview with expert, Patrick McGrath. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	4:37
[Five in Ten: Technology Integration in Classrooms](#)	Brief interview with expert, Kathryn Nieves. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	4:54
[Five in Ten: The Importance of Teaching Language for Academic Success](#)	Brief interview with expert, Trina Spenser. Questions asked: Why is your work important to improving educational practices? Please share one strategy your work indicates will have the greatest impact on student outcomes. What is one of your favorite resources in our field and why? What are three common questions you get about your work and how do you respond? What message would you like the audience to remember?	0	11:14
	Shared reading is an evidenced-based strategy that can be used to support emergent literacy for students with significant disabilities and complex communication needs. However, the development of shared reading lessons for emergent readers in the high school		

[Follow My Lead: Supporting Emergent Readers with Shared Reading](#)	**setting can pose unique challenges. In this session, you will learn how to put the CROWD in the CAR, explore ways to use aided language stimulation during shared reading, and discuss how student interests can be used to foster a love for literacy.** **Objectives: (1)** Label the acronym, CAR and CROWD, to identify structured approaches to shared reading instruction. (2) List print concepts and text features that support student attention during shared reading. (3) Identify strategies for the use of aided language stimulation during shared reading. (4) Name ways to increase engagement during shared reading for in-person or remote instruction.	1.25	62:45
[Food Handler Training for ICFIID Workers Section 01](#)	This presentation covers food safety and foodborne illness including: your responsibility as a food handler in keeping food safe to eat, who may be particularly susceptible to foodborne illness, what safety measures should be taken with all foods, which foods require special handling in order to avoid foodborne illness and the basics of food allergies. The content of this program has been approved by the Illinois Department of Public Health for non-restaurant workers, Approval number 16-141.	0.5	12:53
[Food Handler Training for ICFIID Workers Section 02](#)	This presentation covers contamination and cross contamination including: defining contamination and cross-contamination, identifying the most common type of food contamination, learning the steps for safely storing food, and learning the methods for safe thawing/defrosting of food. The content of this program has been approved by the Illinois Department of Public Health for non-restaurant workers, Approval number 16-141.	0.5	10:24
[Food Handler Training for ICFIID Workers Section 03](#)	This presentation covers your responsibility for food safety, including the steps for hand washing, when and where to wash your hands, proper steps for nail and hair care, good break time habits, symptoms of illness in you or your coworkers and how clothes contribute to safe food preparation. The content of this program has been approved by the Illinois Department of Public Health for non-restaurant workers, Approval number 16-141.	0.5	12:40
[Food Handler Training for ICFIID Workers Section 04](#)	This presentation covers your responsibility for food safety, including: how and when to clean and sanitize food contact surfaces, how to wash items in a dishwasher, manual dishwashing, and sanitizing, how to handle and store clean, sanitized utensils, and how to use and store cleaning supplies. The content of this program has been approved by the Illinois Department of Public Health for non-restaurant workers, Approval number 16-141.	0.5	18:19
[Food Handler Training for ICFIID Workers Section 05](#)	This presentation covers job specific guidelines including food and liquid consistency required by some people with IDD, choking signs, family style dining and levels of support for feeding/mealtimes, The content of this program has been approved by the Illinois Department of Public Health for non-restaurant workers, Approval number 16-141.	0.5	15:45
[Formative Assessment Meets Technology](#)	In this recorded webinar, the presenter reviews and recommends tech tools that can be used for formative assessment.	1.25	58:25
[Fragile X Syndrome](#)	In this presentation, we will review the characteristics of Fragile X Syndrome and discuss some instructional strategies and classroom accommodations that may prove to be beneficial for these students.	0.5	8:41
[Free or Low Cost Strategies to Increase Reading & Writing](#)	This unique webinar is in the Jeopardy format. It demonstrates a variety of free or low cost tools that enable teachers to represent content and increase student engagement in a variety of ways and options that enable students to better express what they know.	1.25	58:31
[Frequently Asked Questions about The Illinois Assistive Technology Guidance Manual – Part II](#)	In the spring of 2020, the Illinois State Board of Education released a new edition of the Illinois Assistive Technology Guidance Manual. During a series of informational webinars, participants submitted questions for clarification for ISBE and the writing team; those questions were used in the development of the new Frequently Asked Questions (FAQ) document. This session reviews highlights of the second half of the FAQ document. Questions submitted during the February 8th 'Frequently Asked Questions about The Illinois Assistive Technology Guidance Manual' webinar are addressed. Objectives: (1) Participants will be provided with a digital copy of the ISBE Assistive Technology Guidance Document FAQ. (2) Participants will be able to list the categories of questions included in the ISBE FAQ Document. (3) Participants will submit questions about the content of the ISBE Assistive Technology Guidance Document and the FAQ.	1.25	56:17
	This webinar is a follow-up to ISBE Assistive Technology Guidance		

[Frequently Asked Questions about The Illinois Assistive Technology Guidance Manual – Part III](#)	**Document FAQ Webinar presented on February 8, 2021. Gayl Bowser, presenter, addresses questions raised in the February webinar, provides clarification and examples. The series is wrapped up with participant comments and discussion. Objectives: (1) Participants will be provided with a digital copy of the ISBE Assistive Technology Guidance Manual and FAQ document. (2) Participants will discuss and submit questions about the content of the ISBE Assistive Technology Guidance Document and the FAQ.**	1.25	54:57
[Full STEAM Ahead! STEAM Curriculum for Students with Significant Disabilities](#)	As schools develop and improve their STEAM (science, technology, engineering, art, and math) programs, do you find yourself wondering how students with moderate to significant disabilities could also benefit and have access to the same materials and content? This recorded webinar shares how the presenters created a STEAM program for their students with complex needs that includes additional emphasis on choice making, communication, and literacy skills.They share the steps taken to start the program, how concepts were adapted, and some favorite activities, apps, and tech tools. As a result of this presentation, participants will: have an understanding of STEAM, learn ways to adapt STEAM activities and integrate into existing curriculum, and identify technology tools to support STEAM lessons and activities.	1.25	53:32
[Fundamentals of Trauma](#)	This presentation teaches the fundamentals of trauma through the use of the movie titled "Removed" by Nathanael Matanick. Trauma is depicted through the eyes of a child named Zoe, a 10-year-old girl who navigates her way through the foster care system after being removed from her home and separated from her younger brother.	0.75	25:53
[Fundamentos del Trauma Infantil](#)	Este taller hablara de la enseñanza de los fundamentos del trauma infantil a través de la película titulada "Removed" o "Separación" por Nathanael Matanick. La presentación explora el trauma infantile desde la perspectiva de Zoe, una niña de 10 años que navega el Sistema de cuidado de crianza después de ser separada de su casa y de su hermano menor.	0.75	25:54
[Future Care Planning](#)	This video provides guidance for parents of children with disabilities in the area of future care planning.	0.75	27:13
[Gang Resistance](#)	Description: As educators with concerns about gangs and gang activity in or around our schools, it's important to be familiar with the Who, What, Where, When, and Why of Gangs and Gang Resistance. We must understand that the gang problem is growing, gangs are becoming more sophisticated and difficult to detect, and we have many students at risk of being influenced or victimized by these gang predators.	0.75	24:17
[General Educators and the IEP Process](#)	This recorded webinar provides general education teachers with a basic understanding of their roles and responsibilities in special education. Areas addressed include Child Find, Least Restrictive Environment, Accommodations and Modifications, and Participation in IEP meetings. General educators will learn valuable tips for becoming active, contributing members in the decision-making process.	1.25	58:43
[Get to Work! Handheld Technology Supports Employment for Individuals with Autism](#)	This recorded webinar focuses on the use of handheld technology for individuals with autism in work settings. It has application for transitioning students as well as non-students. Use of the technology addresses social/emotional (anxiety, behaviors) and work/production issues (completing tasks, timeliness, etc.) Research supporting the use of handheld technology in work settings is provided.	1.25	53:37
[Getting Through the Screen: Establishing Virtual Relationships with Students with Disabilities](#)	In this recorded webinar, viewers will become familiar with ways to deeply connect with students in virtual/hybrid environments. Viewers will learn how simple tools (filters, backgrounds, etc), can be used to raise engagement and motivation in virtual settings. The power of movement, games, humor, and grace to build relationships and foster virtual collaboration are discussed. We strive for connection - not perfection! Objectives: (1) Participants are introduced to the Community of Inquiry theory as a powerful tool to develop strong online relationships (teaching presence, cognitive presence, social presence). (2) Participants learn the four dispositions of intentional serendipity (persistence, flexibility, risk-taking, and optimism). Intentional serendipity has been used by many special educators who develop strong online relationships. Examples are provided. (3) Participants review examples of relationship building through humor, movement, games, and grace. (4) Teachers will think about current students who are difficult to reach and will brainstorm ways to help them establish relationships.	1	52:03
[Getting Your iPad](#)	This provides an introduction to the iPad, iOS 7 and how to customize it for a		

Ready for Your Student with Low Vision Part 1	student with a visual impairment. Special thanks to the Kansas Lions, the Lions Clubs International Foundation and the Kansas State School for the Blind for their generous support of this video.	0.5	21:07
Google Forms 01: Searching & Previewing Google Templates	This screencast is the first in a 3-part series on data collection. This video demonstrates how to find and preview Google templates for data collection.	0	3:11
Google Forms 02: Editing Google Templates for Data Collection	This screencast is the second in a 3-part series on data collection. This video demonstrates how to edit Google templates.	0	4:46
Google Forms 03: Using Google Forms on Mobile Devices	This screencast is the third in a 3-part series on data collection. This video demonstrates how to use the Google live form for data collection.	0	4:10
Google Voice Typing	This screencast describes where to find and how to use Google Voice Type, a speech recognition feature in Google docs and the Chrome browser.	0	4:25
Google Voice Typing: New Features	This screencast describes the update to Google Voice Typing that includes the ability to format text, and add punctuation and other commands.	0	12:48
Got Google? Chromebook Accessibility Features to Assist Diverse Learners	In this session we look at specific Chromebook accessibility features as well as built in tools to help our diverse learners. **Objectives:** By the end of this session educators will (1) name Google accessibility features to support diverse learners (2) have a plan to introduce their students to the accessibility features built into Chromebooks.	1	45:35
Government Benefit Programs for Adults with Disabilities	Government benefits are the base of financial assistance, healthcare coverage and funding for programs and services throughout a person's lifetime. This video defines disability, and differentiates between entitlement programs, needs based programs, cash benefits and healthcare benefits. She discusses income requirements, assets, state and federal programs.	0.75	36:20
Harassment Prevention	Harassment of any form is unacceptable. As educators, we must be committed to the understanding that there are no circumstances where harassment can be ignored in our schools. Sexual harassment is becoming increasingly commonplace and this presentation outlines the problem and response considerations.	0.5	17:04
Have You Tried Google Keep? It's a Keeper	Google Keep is a great tool to organize multimedia resources you want to share with students when introducing a topic. Collect images, videos, audio recordings and text resources to spark interest, provide important background knowledge and introduce critical vocabulary. You can add your Keep notes into a Google doc or slides to share with students for independent review. Students can use Google Keep to collect and organize research and to help develop essays or presentations. Outcomes: By the end of this webinar participants will be able to: • Add notes to Google Keep from websites • Use Google Keep settings to customize notes • Add Keep notes to Google Docs or Slides.	1.25	54:05
Hearing Amplification Sound Check with Ling Speech Sounds	This brief video created and shared with Infinitec members by Duluth Public Schools and the Minnesota Region 3 Low Incidence Program, features Dr. Linda Kalweit, Au.D., CCC-A, F/AAA Educational Audiologist. The presentation shows any service provider how to quickly and easily check an amplification system (hearing aid, cochlear implant, Baha, etc.) using the six Ling speech sounds.	0.5	12:46
Helping Students Succeed with the Chrome Browser, Part 1	This recorded webinar explains apps and extensions used within the Chrome browser to support students who would benefit from text-to-speech, visual and focusing support and using speech.	1.25	54:16
Helping Students Succeed with the Chrome Browser, Part 2	This recorded webinar explains apps and extensions used within the Chrome browser to support students with reading, writing and organization tools.	1.25	57:53
Hidden Curriculum Series (2): One of the Secrets of Life Success for Individuals with ASD	The premise of this presentation is that we need to teach individuals with autism skills that others without autism automatically pick up. This is the hidden curriculum: unwritten rules that no one has been directly taught, but everyone knows. This presentation addresses the need for understanding and teaching these unstated rules.	1.25	61:48

Hidden Curriculum Series (3) Critical Mass	This presentation explores critical mass or the ability to generalize knowledge, procedures or actions to similar and new situations. It explores the levels of learning necessary to reach critical mass.	1	51:07
Hidden Curriculum Series (4) Cycle of Meltdowns	This presentation explains the difference between temper tantrums and meltdowns. It describes the phases of a meltdown cycle and addresses when to teach awareness of escalation and when to teach appropriate strategies. It addresses strategies for staff at each phase of the meltdown.	1.25	64:53
How to Access Events	Tutorial providing an overview of how to access the Events component of the website.	0	4:00
How to Arrange your Virtual Therapy Room for AAC-Tele-Modeling: Show Them What You're Working With!	This training answers common questions therapist have when conducting tele-therapy with AAC users and/or family members. Question include: How do I share my screen? How can I use my AAC system to model for my student when providing consultation and coaching? The presentation will share the specific arrangement of therapists and their tools so students and families are able to access them.	0	45:15
How to Login/Reset Your Password	Tutorial providing an overview of how to login or reset your password for the MyInfinitec.org website.	0	1:00
How to Register	Tutorial providing an overview of how to register for the MyInfinitec.org website.	0	3:00
How to Report Sexual Harassment under Title IX	**OCR presents this short webinar on how to report sexual harassment and file a formal complaint under the U.S. Department of Education's new Title IX Rule. This module also includes information on Title IX coordinators and their responsibilities in the schools.**	0.5	13:34
How to Save PowerPoint as Video	This tutorial demonstrates the method used to narrate PowerPoint 2013 presentations and then save as video. The method used for PowerPoint 2010 is addressed.	0	4:11
How to Use VoiceOver on the Macintosh	This recorded webinar introduces VoiceOver for the Macintosh, how to get started, the speech parameters available, customizing, navigating, reading with touch gestures and the keyboard and other important keyboard commands.	0.5	18:14
Illinois AT Guidance Manual (1) Hot Off the Press – Overview of Updates and Changes	The second edition of the Illinois AT Guidance Manual provides guidance to IEP Teams, Schools, and Districts, regarding common questions that arise in AT service delivery. This recorded webinar provides an overview of and rationale for the recent updates and changes included in the revision in response to stakeholder feedback and changes within the AT field. Attendees will review the layout of the Manual and identify key components with respect to the provision of AT devices and services in schools.	1	52:18
Illinois AT Guidance Manual (2) Understanding AT Process	The second webinar in this series about Edition 2 of the Illinois AT Guidance Manual provides a more in-depth look at information about AT Consideration, Evaluation, Inclusion in the IEP and Implementation. Viewers will review specific guidance in the manual and learn ways that the manual can inform their work with students who need assistive technology.	1	52:18
Illinois AT Guidance Manual (3) Transition for Students Who Use AT	Some aspects of the second edition of the Illinois AT Guidance Manual are entirely new to the guide. In this recorded webinar, the new chapter on transition for student who use AT is reviewed. Resources like the Quality Indicators for Assistive Technology Services and example forms that have been included in the appendices are discussed.	1.25	56:32
Illinois AT Guidance Manual (4) Using the Manual to Create Infrastructure to Support AT Services	Many chapters of the second edition of the Illinois AT Guidance Manual identify the legal and procedural requirements for an agency to provide assistive technology devices and services to all students who receive specially designed instruction and need AT to benefit from their educational program. Much of the guidance has been directed to the specific actions that an IEP team would take to meet the needs of an individual student. Agencies that provide AT services that are equitable effective and efficient for all students, offer operating guidelines for all staff about how AT services are developed and managed. The purpose of this recorded webinar is to describe the components of an infrastructure that supports effective AT services.	1.25	56:29

[Illinois School Student Records Act (ISSRA)](#)	The State of Illinois created this Act to ensure the protection and privacy of student educational records. This module presents the provisions of the Act, the exceptions to it, and your role as an educator in upholding the Illinois School Student Records Act or iSSRA.	0.5	21:44
[Implementing the Five Non-negotiables in the Early Childhood Classroom](#)	This presentation identifies the 5 non-negotiables, strategies for individualized positive behavior support for early childhood classrooms, ways to implement them and discusses why they are important. The 5 non-negotiables are designed for use at the first two tiers of the pyramid model for social-emotional competence.	0.75	25:00
[Improve Writing with Google Docs](#)	Google Docs is collaborative and available 24/7, enabling students using Google Docs to write more frequently and better than when given traditional paper and pencil writing tasks. In this recorded webinar, Susan Oxnevad shows how to use Google Docs to thoughtfully incorporate digital writing into the curriculum. She explains how to fully utilize the latest Google Docs features, such as integrated reference tools and collaborative revision tools to help you and your students embrace digital writing.	1.25	58:23
[Improving Transition Services - Using the Indicator 13 Checklist to Develop ISBE Compliant Transition Plans](#)	Viewers walk through the development of a transition plan using the Indicator 13 checklist as a guide. ISBE compliance is stressed, but the recorded webinar discusses going beyond basic compliance and developing a quality plan for transition aged students.	1.25	60:00
[Individual Visual Schedules](#)	Susan Stokes provides a comprehensive overview of the development of an individualized visual schedule for students with autism spectrum disorder. During her presentation she addresses the rationale for the use of visual schedules, visual representation systems hierarchy and strategies for schedule design decisions. Susan specifically provides practical ideas for the implementation of visual prompts and visual schedules for dealing with daily transitions, task completions and schedule changes. Throughout the presentation Susan provides a wide variety of real life visual schedules. Viewers will leave this hour presentation with a practical understanding of how to design, create and use schedules.	1.5	74:00
[Individual Visual Schedules for Students with Autism and Other Special Needs](#)	**This recorded webinar reviews the purpose of using individual schedules, as well as describes the various types of schedules that educators might choose for their student, showing examples of the different types of schedules. It also reviews the considerations that need to be made when choosing a schedule type for your student, describing which type of schedule might be successful in supporting different student needs. The webinar will also describe some other visual supports that are similar to schedules and that are often used in conjunction with them.** **Objectives**: (1) Vieweers will be able to list the reasons for using an individual schedule and why that schedule will help to support their student with autism. They will also be able to give the considerations that should be made in choosing a type of schedule for their student. (2) Viewers will be able to list the various types of individual schedules and understand how the needs of their student will help them to determine which schedule type to use. (3) Viewers will be able to understand the steps in teaching a student to use an individual schedule and how to embed it into daily practice.	1	44:30
[InfiniTEXT Overview - Archived Webinar](#)	Finding sources for accessible instructional materials (AIM) for use by students with print disabilities can be a daunting challenge for educators. The InfiniTEXT repository can help schools meet this challenge. InfiniTEXT contains thousands of scanned textbooks and other classroom reading which have been shared by other schools participating in the program. These digital text files are available in multiple formats and once you have signed up, searching and downloading files is easy. Schools who wish to use this resource are invited to attend this informative webinar to learn more about how to sign up for and use the program.	1	41:00
[Interaction, Communication, Play](#)	Susan demonstrates strategies for communication, interaction and play for students with significant disabilities. She dispels preconceived notions and uses video examples to support her strategies.	1.25	67:00
[Internet Safety](#)	This presentation covers specific areas of internet safety, all of which apply to use of the internet at home or work. Areas covered include password safety, personal identity safety, personal information confidentiality, email and attachment safety, malware, phishing, securing home networks, protecting students who go online, and confidentiality of student records.	0.75	30:37
[Interpersonal Skills](#)	The goal of this training is to remind you of some rules regarding courtesy and		

Training: Ten Tips for Phone and Text at Work	privacy that you may have forgotten, and also to teach you a few that you might not already know. On completion of this training, you will be able to describe professional use of phone and text in the workplace.	0.5	11:47
Intervention Strategies to Engage Students and Parents Struggling with School Anxiety and School Refusal	This video provides information for assisting students and parents struggling with school anxiety and school refusal. The presenter addresses how to identify a student at risk, and then offers strategies to help manage the anxiety some students experience.	1.25	62:12
Introduction to Assistive Technology (AT)	Janet speaks to consumers in this video and guides them in understanding the process of acquiring AT for employment. Click here for her reference to the Punch-In website for more information about the legalities of funding assistive technology through the ADA.	0.25	7:10
Introduction to Low Vision Devices	This video covers the basics for use of optical low vision devices. Devices covered include hand and stand magnifiers, hand telescopes and spectacle telescopes. Additionally, light filters are reviewed as are basic procedures for teaching the use of these devices. Special thanks to the Kansas Lions, the Lions Clubs International Foundation and the Kansas State School for the Blind for their generous support of these videos.	0.5	20:33
Introduction to Making Your Office Documents Accessible	Having accessibility to documents is a fundamental component of the UN Convention of Rights. In this recorded webinar, Janet reviews accessibility and applies that framework to digital documents.	1.25	53:50
Journey to AT Success: From Consideration to Implementation	Mike presents the continuum used to consider assistive technology, the provision of appropriate devices, the implementation process including trials and ultimately the monitoring process used to determine continued appropriateness of AT.	1.25	60:55
Juvenile Justice (1) Evidence Based Practices to Mitigate Student Juvenile Justice Exposure	School presents a unique challenge for children with behavior issues. Teachers need tools to use to help provide support and guidance. Administrators need methods for creating a positive learning atmosphere within the entire school. Parents need information on how to work with school staff to address their child's behavior challenges in the school setting. The strategies and resources in the accompanying module will give teachers, schools, and families the tools they need to create safe and positive learning environments for all children, while providing the informed and positive behavior support that many students need to flourish.	0.75	27:10
Juvenile Justice (2) Mental Health	Children's mental health is without a doubt the most important aspect of any child's social and cognitive development. Children with mental health issues will have a difficult time acclimating to different situations. Studies have shown that these children, if left untreated by a mental health professional, will likely to grow up and repeat these same behaviors with their children. These children tend to have a lower self-worth, negative feelings, perform poorly in school, and later become involved in unhealthy lifestyle decisions. However, when these children are properly treated they can learn how to live a more promising life.	0.75	28:05
Juvenile Justice (3) Understanding Diversity in Our Schools	Understanding diversity and respect for differences is important. Too often, differences make students anxious and/or become a focus for bully behavior. Given that teaching and learning rests on relationships, how we understand, manage and celebrate diversity matters! By not teaching respect for differences, ongoing teasing and bullying behavior will undermine a positive school climate, student learning and achievement and positive youth development. More and more schools and districts are invested in making their school community more inclusive for all students.	0.75	28:52
Juvenile Justice (4) Understanding Risk and Needs Assessments for Juvenile Offenders	In the context of youth involved or at risk of involvement with the juvenile justice system, risk factors can be considered to be those conditions or variables associated with a higher likelihood of delinquency and/or juvenile justice system contact; protective factors are those conditions which lessen this likelihood. While youth may face a number of risk factors it is important to remember that everyone has strengths and is capable of being resilient: "All children and families have individual strengths that can be identified, built on, and employed" to prevent future delinquency and justice system involvement. In recent years, studies of juvenile delinquency and justice system involvement have increasingly examined the impact of these strengths (protective factors) on youth's ability to overcome challenges and thrive.	0.75	25:47
	Adolescence is a period of life with specific health and developmental needs		

Juvenile Justice (5) Information on Adolescent Development	and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles.	0.75	26:58
Juvenile Justice (6) Substance Abuse Prevention	Substance abuse and problematic patterns of substance use among youth can lead to problems at school, cause or aggravate physical and mental health-related issues, promote poor peer relationships, cause motor-vehicle accidents, and place stress on the family. They can also develop into lifelong issues such as substance dependence, chronic health problems, and social and financial consequences.	0.75	29:04
Juvenile Justice (7) Trauma Informed Responses	Children's exposure to violence, whether as victims or witnesses, is often associated with long-term physical, psychological, and emotional harm. Children exposed to violence are also at a higher risk of engaging in criminal behavior later in life and becoming part of a cycle of violence. Approximately 90 percent of juvenile detainees reported having experienced at least one traumatic event and 75 percent reported having been exposed to severe victimization.	0.75	30:11
Juvenile Justice (8) Youth Crisis Intervention	Youth Crisis Interventions that have cognitive-behavioral foundation and are trauma informed are most successful. These interventions help staff understand and respond to pain based behaviors in ways which ensures safety, protects the youth's dignity, promotes learning and growth, and builds supportive relationships. This module offers strategies that are designed to provide practical, reality based approaches for helping staff create helping environments which address the needs of the children and youth we serve.	0.75	30:25
Kansas ESI Training Part 2: Know Your Data	This video guides the viewer in making data-informed decisions and implementing evidence-based prevention and intervention strategies to reduce ESI occurrences.	0.75	36:50
Kansas ESI Training Part 3: Analyze Your ESI Data	This video discusses collecting and analyzing ESI data to guide professional development.	0.75	23:00
Kansas IEP Training - Module 01 - Preparing for the IEP	Preparing for the IEP. This is Module one of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	1	0:00
Kansas IEP Training - Module 02 - Present Levels of Academic Achievement and Functional Performance (PLAAFP)	Present Levels of Academic Achievement and Functional Performance. This is Module two of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.75	23:36
Kansas IEP Training - Module 03 - Measurable Annual Goals	Measurable Annual Goals. This is Module Three of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.5	18:00
Kansas IEP Training - Module 04 - Objectives and Benchmarks	Objectives and Benchmarks. This is Module Four of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.25	5:37
Kansas IEP Training - Module 05 - Early Childhood: Writing IEPs for Young Children	Early Childhood-Writing IEPs for Young Children - This is Module Five of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	1.25	56:38
Kansas IEP Training - Module 06 - Secondary Transition IEPs	Secondary Transition IEPs. This is Module Six of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.75	28:41
Kansas IEP Training - Module 07 - Services and Special Factors	Secondary Transition IEPs. This is Module Seven of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.75	24:04

[Consideration](#)			
[Kansas IEP Training - Module 08 - Standards-based IEPs](#)	Standards-based IEPs. This is Module Eight of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.75	26:39
[Kansas IEP Training - Module 9 - Standards-Based IEPs for Students Taking the Alternate Assessment](#)	Standards-Based IEPs for Students Taking the Alternate Assessment. This is Module Nine of nine presentations created by the Kansas State Department of Education and TASN to train Kansas educators on the IEP Process.	0.75	24:21
[Key Strategies for Effective Behavior Management](#)	This webinar provides easy, effective and evidence-based classroom management strategies. From research to practice, implementing these proactive strategies can maximize time for instruction, increase student engagement, decrease off-task behavior and increase academic achievement.	1.75	84:09
[Keyboard Accessibility in Windows 10](#)	This screencast describes the features of and where to find the onscreen keyboard in Windows 10 as well as shortcut keys, filter keys, mouse keys, sticky keys, and toggle keys.	0	15:55
[Keyboarding Options for the One-Handed Typist](#)	This updated presentation covers the options commonly considered for the one-handed typist. Options include the standard keyboard, adaptations to the standard keyboard, software, hardware and other considerations.	0.5	17:45
[LGBTQ+ 101 Training](#)	**This recorded webinar training is designed to provide education for helping professionals to be able to inclusively work with individuals who may identify as lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ). Participants are provided with a deeper understanding of the lived experiences of LGBTQ people, a breakdown of commonly used language around sexual orientation and gender identity, best practices for affirming LGBTQ individuals while working with them, and resources that they can share with LGBTQ people.** **Participants will be able to: (1) Identify issues facing LGBTQ+ people. (2) Articulate appropriate terminology regarding LGBTQ+ identities. (3) Increase comfort and skill levels in supporting LGBTQ+ folks.**	1.75	88:23
[Language Series (1) Typical Communication Development in 3 and 4 Year Olds](#)	This presentation covers typical communication abilities of 3-4 year old children. This is important for the educator and classroom staff to help the children foster further development and to identify concerns.	0.5	11:10
[Language Series (2) Facilitating Language through Modeling, Self-Talk, Parallel Talk](#)	This presentation provides guidance in ways to model language, to provide self-talk and strategies for parallel talk.	0	5:08
[Language Series (3) Model Language, Self-Talk, Parallel Talk through Play](#)	This presentation covers ways teachers and educational staff can help foster development, speak and use language during play.	0	5:08
[Language Series (4) Recasting and Expansion](#)	This presentation defines recasting and expansion and offers examples of an approach to using these language strategies.	0.5	5:46
[Lasso Your Schedule and Tasks](#)	Make time work for you! Learn about technology and strategies to support managing your schedule and tasks, a component of executive function. In this webinar we will look at calendar and task lists systems as well as strategies to help create and implement a schedule and task list.	1.25	64:42
[Learning While Laughing - Decoding](#)	Are you looking for innovative ways to teach decoding skills? If so, Therese Hogan's video "Learning While Laughing: Teaching Decoding Using Humorous Readings" contains ideas for you. From phonological awareness to fluency, Therese provides practical and fun examples of ways to teach reading skills. The specific activities are applicable to many skills and activities.	1	45:00

[Learning for Life CERAMICS Curriculum Training](#)	Lisa demonstrates tools and techniques for the Learning for Life Ceramics Curriculum. Examples of adaptations and finished products are shown and alternative approaches are demonstrated by consumers.	0	36:11
[Learning for Life RELATIONSHIPS 01 Intro to Relationships Curriculum](#)	Richard and Lisa introduce the curriculum developed to teach people with disabilities with limited experience about relationships.	0	32:52
[Learning for Life RELATIONSHIPS 02 Teaching the Curriculum](#)	Richard and Lisa review specific activities found in the lesson book, including strangers and relationship categories of friends, family, peer group, professionals and intimate.	0	50:10
[Learning for Life RELATIONSHIPS 03 Teaching Strategies for Including Non-Verbal Consumers](#)	Richard and Lisa explore how to include non-verbal consumers in classroom activities of the Relationship curriculum.	0	7:28
[Learning for Life RELATIONSHIPS 04 The Dating Game](#)	Richard and Lisa present how to teach the Dating Game component of the Relationship curriculum.	0	26:06
[Learning for Life Toolkit Overview](#)	Lisa explains the components of the Learner Box toolkit and demonstrates best practice in using these parts with consumers when completing a Learning for Life activity.	0	22:00
[Let's Get Visual - An Overview of Visual Supports for Paraprofessionals](#)	Visual supports help students increase their understanding of the classroom environment, support language, and promote independence. In this recorded webinar, participants will learn why and how visual systems are implemented in multiple facets of the classroom. Low to high tech examples are shared to demonstrate how visual supports can practically be integrated in classroom activities. Objectives upon completion: **Participants will describe visual schedule systems. Participants will name two ways visual supports can be embedded in the classroom to support receptive/expressive language. Participants will state two strategies to use visual systems to promote positive behavior.**	1.25	61:24
[Let's Start the Great Google Tour](#)	**Ready to find the fast forwards in Internet search for both you and your students? Let's kick off the tour with the best tips and tricks that will take your search skills to new levels. In this recorded webinar, we explore the quickest ways to navigate Google search and Google images while retrieving accurate and kid friendly websites. Be ready to learn while doing as this as a hands-on exploration.**	1.25	55:33
[Let's Talk About Designing Instruction for Contemporary Classrooms](#)	This presentation addresses the three major principles used to design instruction as well as questions to ask oneself when personalizing learning.	0.5	22:08
[Leveling Up! Comprehensive Support for Emotional Regulation](#)	**This webinar introduces a comprehensive suite of emotional regulation supports developed by Autism Level UP! Viewers have the opportunity to apply the tools and strategies presented and to consider the tools for autistic people they teach or with whom they work, live and/or play. Modifications for the supports are discussed for individuals at a variety of developmental levels (e.g., students who are not yet communicating using words, those who are emerging language learners, and those who are conversational).**	1.25	64:28
[Lifting and Transferring Safely (updated 2018-formerly called A Look at Lifting and Transferring)](#)	This updated 2-part presentation includes the basic anatomy of the spine, tips on how to have a healthy back and basic principles concerning lifting safely to protect one's back. The second section explores a variety of transfer techniques.	0.75	25:06
[Lights, Camera, Action - Video](#)	**Research has documented the effectiveness of video modeling for communication, social, academic/cognition, and play skills for students with Autism Spectrum Disorder (ASD) and other disabilities. Mobile technologies provide staff and students a simple means to develop and access video modules. This brief session will overview practical considerations in developing video modules and**		

Modeling and Apps to Support Implementation	**apps to improve implementation.** **Objectives: Upon completion, the vie**wer will: (1) Have an understanding of video modeling and the 4 different types of video modeling. (2) Be able to list considerations for development and implementation of video modeling. (3) Be able to list apps and features of apps that support the implementation of video modeling.	0.75	33:24
Literacy in AACtion (1) Eating SMoRRES in the CAR for Shared Reading	**Literacy instruction can be challenging for students with complex communication needs. Interventions require a number of options to provide enough opportunities for learning through a balance of approaches based around literacy and language strategies. In this 3-part recorded webinar series, we discuss three different interventions for emergent level students that can be easily added to your everyday schedule.**	1.25	56:59
Literacy in AACtion (2) Direct Literacy Instruction for ALL	**Literacy instruction can be challenging for students with complex communication needs. Interventions require a number of options to provide enough opportunities for learning through a balance of approaches based around literacy and language strategies. In this 3-part webinar series, we discuss three different interventions for emergent level students that can be easily added to your everyday schedule. Part 2 addresses comprehensive literacy instruction, and the what, why, how of the skills needed for direct literacy instruction.**	1.25	54:24
Literacy in AACtion (3) Shared Writing to Support AAC	**Literacy instruction can be challenging for students with complex communication needs. Interventions require a number of options to provide enough opportunities for learning through a balance of approaches based around literacy and language strategies. Part 3 of this 3-part webinar series presents predictable chart writing and how to use this language experience approach with students to teach different aspects of literacy while incorporating core and fringe vocabulary from their AAC system. Simple go to tools for predictable charts and sample activities are provided so you can start writing tomorrow with your students.**	1.25	60:00
MASA Presents: A Question of Balance... The Art of Contract Negotiations	Greg Vandal provides a primer on the Public Employee Labor Relations Act (PERLA), presents contract negotiations from the perspective of courtship or relationship based experiences and discusses two common approaches, traditional bargaining and interest based bargaining.	1	41:45
MASA Presents: Branding Your Organization - How Do Your Internal & External Audiences Perceive You?	Strong brands include visual icons or logos, differentiation from other districts, identification of values and characteristics, and creating a strong customer experience. This video discusses a process for districts to use to attract and engage families through branding.	0.5	14:15
MASA Presents: Building a Culture of Instructional Leadership	Instructional leaders at all levels keep student learning as the focus. They are responsible for creating a climate that is free of distracters, has clear priorities, high expectations for students and teachers and show a contagious enthusiasm about learning. In this video, Jane describes the roles of all administrators and teachers and provides specific ideas about how to create a culture focused on instruction.	1	37:30
MASA Presents: Change: The Performance Gap and Developing Effective Theories of Action	There are many theories in use which are barriers to change. Those changes will not occur unless we address what's in the culture in our programs. This video explores the examination of beliefs, assumptions and theories in use and explores building blocks for theories of action.	0.5	16:50
MASA Presents: Communicating with Your School Boards	Nan advocates for the role special education directors should take in communicating with their school boards and/or governing boards as part of their jobs. She presents why this is important, hot topics to address and offers suggestions for ways to promote good communicating relationships.	0.75	32:08
MASA Presents: Communication for Education Leaders	"As a leader in education, you are in advertising. You have a lot of ideas to share with people and to convince them of the ideas." Olivia addresses how you keep and create a positive buzz in your communications to different audiences. She discusses the ABCs of Communication, the use of jargon, crisis communications, and different methods of communication including social media.	0.75	30:26

MASA Presents: Communication with Diverse Audiences	Our schools are becoming increasingly diverse. This presentation addresses why it matters what district leaders say and do when communicating across cultures. It identifies cultural differences of styles in expression and communication and ways to increase success in communicating with students & families who use different languages & communication idioms than you.	0.75	31:30
MASA Presents: Community Education in MN	Education is a lifelong process. Community education supports learning using the resources of public schools by the wider community. This presentation will provide a comprehensive introduction to community education, its leadership, goals, funding and basis in public schooling.	0.75	36:15
MASA Presents: Concerns and Challenges of Mental Health in Education	There is a consideration that mental illness in children is relatively common. In fact, one in five children and adolescents suffer from mental illness. This video identifies early signs and behaviors that signify mental illness as well as conditions that may contribute to problematic behavior. Intervention considerations including rating scales, environmental arrangements, coping strategies and mindfulness/relaxation skills are presented.	1.25	0:57
MASA Presents: Creating New Education Futures in the Knowmad Society	John Moravec asks the questions, what are we educating for? What grounded reasons do we have for the current configurations of education? What new structures and approaches can meet the needs of 21st century learners? John has given a TED Talk.	0.75	24:16
MASA Presents: Don't Wait - Innovate!	School leaders must be good stewards of facilities as learning environments. In this video, Judy and Heidi use current research to inspire a conversation about how to employ design thinking to maximize the potential of learning environments.	0.75	0:00
MASA Presents: Educational Adequacy: Leading the Dialogue about Educational Process and Outcomes	Aaron begins his presentation with concerns: State funding has not kept pace with inflation and new money is targeted. Additional mandates seem to be more politically oriented than about educational effectiveness. Local citizens and leaders have limited influence on policy decisions that substantially impact work. There are inequities in achievement and available resources and a general sense of incongruence. With these concerns in mind, Aaron discusses the pathways to educational adequacy, how adequacy is determined and measured and the implications of adequacy research. Reflective questions are interspersed throughout.	1.25	62:00
MASA Presents: Effective Educational Leadership is Not About Power: The Art of Influence	"True leadership only exists if people follow when they have the freedom not to." This session presents applied research, a leadership model and decision making tools to help people go from indecision to decision or confusion to closure. According to Bruce, "When you help groups move along, you gain influence."	0.75	30:50
MASA Presents: Empowering the 21st Century Superintendent: Leadership Matters	Effective system-wide use of technology to support student achievement remains an elusive goal for a variety of reasons, ranging from inadequate infrastructure and funding, to uneven community support and educator capacity. Superintendents are keenly aware that disparate deployments of new technologies could divide schools between the have and have-nots. Betty's presentation reflects on the 5 themes and action steps for technology leadership from the Guidebook: Empowering the 21st Century Superintendent.	0.5	17:34
MASA Presents: It's 25% What You Say and 75% How You Say It: How Your Communication Skills Impact Your Success as a Leader	Some experts estimate that 15% of you financial success comes from your skills and knowledge, while 85% comes from your ability to connect with other people and engender trust and respect. In this video, Renae identifies the 5 keys to good communication which will help you become a successful leader in your school environment.	0.75	29:36
MASA Presents: Moisture Issues and Other Common Causes of Flooring Failures	Moisture management is a big, expensive issue. It affects everyone involved in interiors, from architects and designers to general contractors and facility maintenance, across renovation and new construction. Whether it's a ruined installation or the unsightly appearance of mold and mildew, the problems caused by moisture cannot be ignored. With cost estimates as high as one billion dollars, they're also incredibly expensive. In this video, the presenter demystifies what's going on beneath the flooring and offers some valuable solutions to save money, reduce risk and improve occupant wellbeing. Learn why the trend in moisture related flooring issues exists, break down scientifically what is happening beneath your flooring, and how to cut through the noise of solutions to identify some key steps you can take on your next flooring project to ensure success.	1	52:12
MASA Presents: Passing School	Are you planning a referendum campaign? In this presentation, Dr. Lifto combines research, successful practice and knowledge of the current climate, allowing school leaders to elevate their thinking to a more comprehensive and		

Referenda in the "New Normal"	long-range vision of election planning. This presentation features invaluable strategies in preparing for and conducting a school finance election and will be beneficial to school districts planning an initial campaign or to those coming back for another try after a lost election.	1.5	69:23
MASA Presents: Personalized Learning	Advances in technology and learning environments have offered an exciting opportunity for the Eden Prairie school district to develop an innovative and creative system of responding to the learning needs of individual students. In this video, Michelle Ament describes the process the district navigated to design and implement a system capable of responding to and supporting success for every student.	1	45:43
MASA Presents: Property Taxes From Levy Certification to Individual Tax Statement	Property taxes comprise an increasing proportion of school revenue. Explaining the complexities and potential levy changes to school district residents is a critical ingredient to brewing up the confidence of your community members. This session will provide an overview of property values and tax bases and break down the impact of various taxing decisions on property owners and school district revenues.	0.75	29:05
MASA Presents: Research-Based Instructional Strategies in Every Lesson	There are many factors we cannot control in the lives of our students such as poverty, home situations, previous learning experiences, or language background, but there are things we can control: instruction, curriculum and environment. This presentation will ID 10 research-based strategies that should be included in every lesson, identify ways to incorporate strategies into a daily lesson framework, and promote the value and need for frequent guided practice, formative assessments and scaffolding in practice.	1.25	54:15
MASA Presents: Retirement Straight Talk	Why is retiring so difficult for many people? Why is something so inevitable and predictable also so full of apprehension and anxiety? What can be done to change this transition picture so that retirement becomes a time for glowing and growing? So begins the preface of Dr. Draayer's book, Retirement Straight Talk which provides the premise for this video. Dr. Draayer identifies the four main challenges facing retirees, four main activities of retirement, common themes and distinct stages. This video is a must for educators planning for retirement.	1	49:10
MASA Presents: RtI - Implementing a Multi-Tiered System of Supports	Response to Intervention is a framework to implement effective practices and is a collaborative effort uniquely designed for each site. RtI asks us to shift from asking, "What about the student is causing the performance discrepancy?" to "What about the instruction, curriculum and environment should be altered so that students will learn and be more successful?" In this video, Kim discusses why there is the need for RtI, how it aligns with other initiatives, the essential components of RtI and interventions at each tier.	1.25	66:00
MASA Presents: SAMR and the 4 Cs	Education in America was developed to serve a society that no longer exists. Years ago, schools offered "the three Rs" and that was enough to support the American economy. But today, for students to compete in a global and diverse society, they must be supported by skills known as "the four Cs:" Communication, Creativity, Critical Thinking and Collaboration. In this video, Ryan Cox shares how districts can address the educational needs of today's students by infusing technology into the educational experience, the SAMR model.	1	46:11
MASA Presents: School Crisis Communication	Good communication plans are imperative in a crisis. This video provides communication strategies & techniques as they relate to response in school emergencies.	1	40:37
MASA Presents: Social Media for School Leaders	"If you don't tell your district's story, someone else will," is a phrase that is heard frequently today. Social media like Twitter, Instagram, Remind and others are important ways for us to get our message to stakeholders. Twitter is a great way to continue your professional learning by connecting with teachers, administrators and leaders of schools all around the globe. In this presentation, you will learn how social media can enhance your leadership practice.	0.5	16:41
MASA Presents: Student Mental Health: An Essential Guide for School Administrators	Schools are the most common settings where youth who have mental health disorders receive any services. Dr. Dikel presents what administrators need to know about student mental health. He reviews statistics & prevalence of mental health disorders, causes of mental health symptoms, special education categories and mental health disorders, dropout rates, roles & responsibilities of school staff, functional behavioral analyses, youth violence, district mental health plans and crisis interventions.	1.5	69:07
MASA Presents: Suicide Prevention: QPR - Question,	Learn the three steps anyone can take to help prevent suicide. Just like CPR, QPR is an emergency response to someone in crisis and can save lives. QPR is the most widely taught gatekeeper training program in the United States, and more than one million adults have been trained in classroom settings in more	1	45:05

Persuade, Refer	than 48 states.		
MASA Presents: Teens, Sleep & Later High School Start Times, Chap 1: Issues & Answers	Learning, memory and school performance are related to sleep, as are emotions and depression, obesity and substance abuse, high-risk behaviors, car crashes and caffeine use. The U of MN's Center for Applied Research & Educational Improvement (CAREI) and the U of MN's Sleep Medicine Clinic recently hosted a first-ever national conference focused on all those issues confronting our teenagers today - and how those aspects of teen life are impacted by the amount of sleep that teens get. This 4 part series reflects the big messages from the conference and discusses how this information might be useful for secondary teachers and parents.	0	28:55
MASA Presents: Teens, Sleep & Later High School Start Times, Chap 2: Sleep & Health	Chapter 2 of this 4 part series addresses the impact that sleep (or lack of sleep) has on teen's health.	0	14:05
MASA Presents: Teens, Sleep & Later High School Start Times, Chap 3: Sleep & Safety	Chapter 3 of this 4 part series addresses the impact that sleep (or lack of sleep) has on teen's safety	0	14:00
MASA Presents: Teens, Sleep & Later High School Start Times, Chap 4: Making the Change - A National Movement	Learning, memory and school performance are related to sleep, as are emotions and depression, obesity and substance abuse, high-risk behaviors, car crashes and caffeine use. The U of MN's Center for Applied Research & Educational Improvement (CAREI) and the U of MN's Sleep Medicine Clinic recently hosted a first-ever national conference focused on all those issues confronting our teenagers today - and how those aspects of teen life are impacted by the amount of sleep that teens get. This 4 part series reflects the big messages from the conference and discusses how this information might be useful for secondary teachers and parents.	1.25	5:45
MASA Presents: The 95/5 Dilemma (Helping communities understand how ALL schools are doing!)	The 5% of schools that are said to be failing in America are defining the remaining 95%. What does the data really tell us about the 95% of American schools? In reality, NAEP scores in 4th and 8th grade reading and math have never been higher than they are today. In this video, Gary reviews current data to highlight the need to focus on turning around under-performing schools while being proud of what we have accomplished.	0.5	16:14
MASA Presents: The Bird's Eye View of PBIS (Positive Behavioral Interventions and Supports)	Creating positive, predictable school environments makes a difference for students in terms of preventing violence and supporting learning. Positive Behavioral Interventions and Supports can be designed as school-wide systems for student success. In this video, Christina explains the PBIS concept and presents data supporting a reduction in referrals, administrator and instructional time.	0.5	19:00
MASA Presents: The One Right Answer Mentality: The Subversive Educator's Guide to Creativity	Despite the fact that every set of "21st Century skills" emphasizes creativity, schools leave music and art teachers to worry about it while "real teachers" worry about test scores. This presentation demonstrates why creativity belongs in every content area, that creativity is a genuine vocational skill, and that we as educators need to overcome our fear of creative children.	1	47:49
MASA Presents: Using Data for Decision-Making and Continuous School Improvement - What Every School Leader Should Know	Educational leaders, whose schools demonstrate exceptional results despite uncontrollable challenges believe that we can effectively teach all students, commit to systematic and scientific analysis of outcomes, are willing to confront the "brutal facts" and are willing to abandon "sacred cows" when the evidence doesn't support them. This video discusses why it's important to establish critical school improvement frameworks and routines, what frameworks work and the critical components for success.	0.5	10:48
MASA Presents: What We Learned from Our EL Parent Survey	The Anoka-Hennepin school district serves more than 2,150 English Learner (EL) students (5.6% of the student population.) Early in the 2016-17 school year, the district surveyed parents of EL students regarding their satisfaction with the education of their children, their awareness and use of district services and their participation and involvement with their children's schools. Six hundred parents were surveyed in 56 different languages. In this video, Cory McIntyre will describe the survey, its outcomes and the implications for change within the district.	0.5	16:46
MASA Presents:	Over the last 20 years, the strategy and approach to passing school district referenda has changed drastically. With the use of social media including Twitter, Facebook and multiple online blogs along with consultants hired by Vote No groups, the chance of failing school referendums has increased. Even		

Why Good Referenda Fail	with well thought out communication by the district administration and an active Vote Yes group, there is no guarantee of passing even a good referendum. Apathy among voters has also increased making it harder to get them to vote. This presentation will look at key mistakes made that lead to referenda failure and will provide strategies and approaches to significantly increase the chances of passing referenda.	0.75	28:00
MASA Presents: Winning with Social Media: Proven Strategies for Schools	In this video, Andrea helps coach you through 7 strategies that help reduce being overwhelmed while celebrating your students and staff in a big way. Get ready to take this advice and immediately put it to work for your district.	1.25	53:45
MASA Presents: You Can Make a Difference and Know It: Evidence-Based Practice in Reading	Teaching Reading is complex work and most kids don't learn to read "naturally." In this video, Deb Lyons explores evidence-based reading instructional practices that lead to predictable gains in reading achievement, the essential components of effective instruction, the 5 Big Ideas of Reading and infrastructure that supports a RtI/MTSS framework.	1.75	87:00
MASA Presents: iPad Pedagogy: Using iPads as the Ultimate Tool of Formative Assessment	Technology in and of itself is not going to increase student achievement or improve instructional practices. Teachers need to integrate the iPad in a way that creates more opportunities to measure student understanding and provide students increased opportunity and access to their curriculum. In this video, Robert applies the four Cs of 21st Century Learning with James Popham's Four Applications of Formative Assessment to address use of the iPad and web based tools to check for immediate understanding, near future instructional adjustments, and to help students make tactical adjustments to their learning. Follow the blog that Robert refers to: **Robert's blog** **More on formative assessments**	1.25	53:43
MN PBIS Presents: Engaging Youth in PBIS Individual Student Tier 1	Engaging youth in PBIS is based on the focus of giving all youth the chance to form relationships with caring adults, building skills, exercising leadership and helping their communities. This video provides examples of engaging students at all age levels.	0.5	16:00
MN PBIS Presents: Managing Escalating Behaviors - Individual Tier 2	The assumptions of PBIS include: behavior is learned and serves a function, behavior is lawful and serves a function, behavior is escalated through successive interactions or practice and behavior can be changed through an instructional approach. In this video you will understand how the behavior escalation cycle works, understand best practice and learn when we should intervene. Here are links for two websites mentioned in the video: PBISWorld.com a site that has intervention strategies for escalating behaviors and Irised.com a subscription-based site with media and professional development for managing escalating behaviors.	0.5	13:40
MN PBIS Presents: SWPBIS Sustainability	There are two key features of PBIS sustainability: a student behavior reinforcement plan and teaching behavior expectations. The strategies that support these two key features and contribute to sustaining a school-wide PBIS initiative are presented.	0.75	35:33
MN PBIS Presents: Tier 1 Individual Student	PBIS has 5 systems of support – school-wide, non-classroom, classroom, individual and families/community. This video explores the Tier 1 Individual Student systems of support for prevention, which is possible through the predictability provided by a common vision, common expectations and common language of PBIS.	1.25	53:00
MN PBIS Presents: Tier III and Function Based Assessments	A function based assessment (fba) is a process for identifying the events that reliably predict and maintain problem behavior. The fba leads teams to why a behavior is happening and the answer helps teams create effective interventions. This video describes the ABC approach when identifying undesirable behaviors and provides examples of problem behaviors for discussion.	0.5	15:00
MN PBIS: Functional Behavior Assessments, Tier 2	This presentation presents concepts of a Functional Behavior Assessment, methods and tools used and ideas regarding using fbas at your schools or sites.	0.75	37:03
MN PBIS: Functional Behavior Assessments, Tier 3 and Behavior Intervention Planning	This presentation reviews concepts and techniques of a Functional Behavior Assessment, discusses ideas regarding using FBAs at your schools and links FBAs to Intervention Plans.	0.75	36:50
MN PBIS: Review of	The intent of this recorded webinar is to help districts restart or reboot their		

Implementation Basics	implementation of school-wide PBIS. The seven steps to implementation are reviewed with a focus on universal interventions for all students which are preventative and proactive.	1	47:36
MN PBIS: School-wide PBIS Overview/What is PBIS?	School-wide Positive Behavior Interventions and Supports (SWPBIS) is a continuum of effective and positive behavior supports for all students. This recorded webinar is designed to introduce schools to the 8 step process of PBIS, the rationale, definitions and features. The video referred to in the presentation can be found by clicking here.	1	52:27
MN PBIS: Sustainability	This presentation reviews the steps of PBIS implementation and resources available and urges the viewer to look at what may be missing. After reviewing the 8 steps of sustainability, the viewer is requested to take the SUBSIST to identify your status in the implementation and sustainability process.	1.25	59:06
Macintosh Basics - Accessibility	This recorded webinar focuses on accessibility, and covers teaching your students with low vision to adjust display, keyboard and audio from the keyboard rather than the Apple menu.	0.5	17:07
Making the World a Bit Easier to Navigate for Individuals with Autism - Using Executive Function Skills	The 21st Century Skills have recognized the importance of executive function skills to school success. Indeed, it can be argued that executive function skills underlie all life success. The multiple aspects of executive function challenges that impact home, school, community, and employment are described with examples that relate to each of these environments. In addition, evidence-based interventions and supports that can be implemented to help individuals on the autism spectrum develop are described.	1	46:00
Managing Food Allergies, Anaphylaxis and EpiPen Administration	Food allergies present an increasing challenge for schools. Because of the life-threatening nature of these allergies and their increasing prevalence, school districts and individual schools must be prepared to provide treatment to food-allergic students in the case of anaphylaxis and anaphylaxis emergencies. They must also establish protocols to reduce the risk of a food-allergic reactions and to accommodate students with food allergies. Administration of epinephrine through an EpiPen is discussed as part of emergency management of anaphylaxis due to food allergies.	0.5	28:17
Mandated Reporting	This presentation addresses what is required by law, defines different types of child abuse, and addresses mandated reporting.	0.5	10:30
Marfan Syndrome	**This presentation reviews the characteristics of Marfan syndrome and discusses strategies and accommodations that may prove beneficial in the school environment for students with Marfan syndrome.**	0.5	8:16
Math Apps Series (1) Apps for Emergent Math	Many of our students are struggling with basic math because they have not fully developed the prerequisite/emergent skills or concepts. Today's mobile devices offer a wide range of apps that work on developing these emergent skills and prepare our students to start down the path of math literacy. This recorded webinar covers the basics of emergent math skills such as numbers and counting, patterns, sorting and classification, comparison and measurement and basic geometry. A wide range of apps that can be used to to develop prerequisite math skills are presented.	1.25	54:09
Math Apps Series (2) Apps for Basic Math Concepts	Basic mathematics makes it possible for students to solve simple number based problems. Basic math skills are needed to make store purchases, determine necessary quantities, calculate distances and more. There are some basic math skills that every student can and should learn during their math education program. There are a wide variety of supports and apps that can assist students in learning these basic concepts. This recorded webinar covers a wide variety of apps that work on basic number sense, addition and subtraction, multiplication, division and decimals and fractions.	1	52:26
Math Apps Series (3) Apps for Access to Math	While many students may struggle at times with math and math concepts, students with physical or sensory impairments struggle to even access math activities. There are several apps and extensions that can make math more accessible to all students. This recorded webinar discusses apps and extensions for accessible math activities. Various calculators, electronic math papers, accessible math apps, math extensions and other ways to make math accessible are covered.	1.25	0:53.46
Medication	This training reviews important topics relevant to medication administration by unlicensed assistive personnel, namely, competent school staff who are not licensed as nurses. The type of medication involved in this discussion are those medications taken by mouth or oral medications, which are generally		

[Administration in the Schools](#)	prescribed daily, typically to manage symptoms of ADHD, or other mental or medical health issues. This training will not address how to give emergency medication, such as asthma inhalers and epi-pens as those topics are addressed in other Infinitec presentations.	0.5	20:48
[Meeting All the Needs of Students with ASD: Comprehensive Planning that Leads to Optimal Outcomes](#)	This presentation introduces the Comprehensive Autism Planning System (CAPS), a tool that is used to help educational teams plan and implement a student's program. This framework is beneficial because teams change regularly, students often move, and knowledge about what works isn't shared during transitions. CAPS ties together the individual's daily schedule with interventions.	1	47:25
[Mental Health](#)	Children's mental health is without a doubt the most important aspect of any child's social and cognitive development. Children with mental health issues will have a difficult time acclimating to different situations. Studies have shown that these children, if left untreated by a mental health professional, will likely to grow up and repeat these same behaviors with their children. These children tend to have a lower self-worth, negative feelings, perform poorly in school, and later become involved in unhealthy lifestyle decisions. However, when these children are properly treated they can learn how to live a more promising life.	0.75	24:53
[Microcephaly](#)	In this presentation, we will review the characteristics of microcephaly and discuss some instructional strategies and classroom accommodations that may prove to be beneficial for these students.	0.25	6:54
[Mindfulness: A Strategy for Building Success and Wellness in the 21st Century Workplace](#)	This archived webinar discusses the use of mindfulness strategies for building success and wellness among people with intellectual and developmental disabilities (IDD) within their worksites. "Mindfulness tools" for participants to incorporate with their students in the classroom and employees with IDD in the workplace are reviewed .	1.5	67:45
[Mobile Devices in the Inclusive Classroom 01 - Hardware, Access and Accessibility](#)	This recorded webinar is the first in the series. It discusses how we plan the use of mobile devices, how they can be accessed and accessibility features of a variety of mobile devices.	1	51:26
[Mobile Devices in the Inclusive Classroom 02 - Apps, Software and the Cloud](#)	This recorded webinar is the 2nd in the series. This presentation focuses on accessible educational materials, the difference between web-based tools and apps, open education resources (OERs) and the features of tools.	1.25	57:49
[Mobile Devices in the Inclusive Classroom 03 - Implementation](#)	This recorded webinar is the third in the series. Successful use of mobile technology in the classroom is more than just acquiring the tools. This presentation focuses on device management, implementation and professional development options.	1.25	59:10
[Moebius Syndrome](#)	The characteristics of Moebius Syndrome are provided, along with instructional strategies and accommodations that may prove beneficial for students with Moebius Syndrome.	0.5	8:45
[More Than Core: Necessary Factors for Successful Implementation of AAC](#)	Lists vary, but core vocabulary is approximately 300-350 words. With that many, you can't just throw them out there randomly on communication boards. This presentation explores how the principles of core vocabulary, motor planning, and aided language stimulation are all necessary considerations when attempting to teach language.	1.5	71:21
[Mumps](#)	Mumps is a viral infection that primarily affects the parotid glands, which are one of three of the saliva-producing glands, situated below and in front of your ears. The infection typically begins with a few days of fever, headache, muscle aches, tiredness, and loss of appetite followed by swollen salivary glands. In this presentation, we will review the characteristics of mumps and discuss some instructional strategies and classroom accommodations that may prove to be beneficial for these individuals.	0.5	10:11
[Muscular Dystrophy](#)	This presentation covers the characteristics of muscular dystrophy and discusses some strategies and accommodations that may prove to be beneficial for individuals with MD.	0.5	11:17
	In this recorded webinar, Julie looks in-depth at adult transition services, especially for students with Autism Spectrum Disorder (ASD). The presentation		

[Navigating the Transition into Adult Services](#)	focuses on the steps required to ensure a smooth transition from school to adulthood, including when the process should begin. The transition process begins earlier than some may think. School professionals will gain an understanding of where to start and how to guide families to the appropriate services. Because the language of transition differs from state to state, the information presented will be as general as possible to address the needs of all participants. Topics include: What is transition? When does the transition process begin? Who do I go to for assistance? Guardianship How can my local Board of Developmental Disabilities help me? What are Vocational Rehabilitation Services? What about college? Residential options?	0.75	35:00
[Navigating the Website](#)	Tutorial describing navigating the MyInfinitec.org website.	0	4:00
[New Title IX Protections Against Sexual Assault](#)	**This webinar from the Office of Civil Rights of the U.S. Department of Education discusses the new protections that the Department's new Title IX regulations provide to individuals who allege sexual harassment or sexual assault.**	0.5	16:47
[OCR Webinar on Due Process Protections under the New Title IX Regulations](#)	Title IX requires schools to respond appropriately when they learn of sexual harassment in their educational programs or activities. This includes harassment between students or between an employee and a student or even between 2 employees. This webinar explains how the many new protections safeguard the rights of all individuals to be treated fairly in sexual harassment cases by guaranteeing them a **consistent, predictable and reliable process.**	0.5	16:48
[Online Mandated Reporting Process in IL](#)	This tutorial reviews the process used to complete an incident report online in Illinois for mandated reporting.	0	6:45
[Online Mandated Reporting Process in IL: Create Account](#)	This tutorial reviews the process used to create a new account when registering for the online reporting process in Illinois for mandated reporting.	0	1:59
[Online and Electronic IEP Services: Facing Our Future or Facing Litigation?](#)	Many school districts have added online and electronic instructional services to their educational tool boxes. What legal requirements apply to the use of these services in general, and with respect to the delivery of IEP services for students with disabilities specifically? This recorded webinar provides an overview of critical legal issues under the Individuals with Disabilities Education Act, Section 504, and Federal and State confidentiality laws that special educators should be aware of when exploring the use of online and electronic IEP services and how to avoid legal missteps along the way. Learning Objectives: Participants will identify at least 3 key legal issues that may impact the use on online and electronic IEP services. Participants will identify current policies and procedures that also relate to the use of online and electronic IEP services.	1.5	68:36
[Opioid Addiction and Drug Overdose Prevention: Naloxone Training](#)	This recorded webinar provides an overview of the opioid problem, defines addiction, and identifies risk factors for addiction. It discusses Naloxone as a safe and effective opioid overdose reversal medication that saves lives. Providing Overdose Education and Naloxone Distribution (OEND) is one of the most effective tools for reducing opioid overdose deaths. Objectives: **(1)** Become familiar with Illinois legal authorizations. (2) Identify an opioid overdose. (3) Learn how to respond to an opioid overdose. (4) Learn how to administer Narcan (Naloxone), an opiate antidote.	1.25	55:43
[Oppositional Defiant Disorder (ODD)](#)	The characteristics of Oppositional Defiant Disorder are provided, along with instructional strategies and accommodations that may prove beneficial for students with ODD.	0.5	8:22
[Organizational Strategies with Google Keep](#)	Google Keep is a powerful, collaborative note taking and task management app that will help you and your students get organized. Students can make and share notes, create task lists, and much more in a visually appealing and functional way. Use Keep to annotate while performing online research and so much more! This hands on session provides lots of ideas to get started with using Google Keep with your kids AND for your own professional uses. **Objectives:** By the end of this session educators will (1) understand how Google keep can be used to focus on executive functioning skills in the classroom, (2) discuss features of Google keep that make it a powerful resource for our students.	1.25	54:45

Organizing Ourselves in a Google World - Google Calendar Tips and Tricks	In this recorded webinar, Lynda explores Google Calendar: how to access it, the different views, how to print, create events, appointment slots, inviting others, working with multiple calendars and sharing calendars.	1.25	64:55
Organizing Ourselves in a Google World - Using Google Drive	In this recorded webinar, Lynda explores Google Drive: how to access it, the interface, file sharing, drive searching, collaboration within the drive, adding files from your computer, OCR and PDFs.	1.25	62:15
Organizing Ourselves in a Google World: Using Google Task Lists	This recorded webinar covers how to keep track of our to-dos, the benefits of digital task lists, how to access Google tasks via the computer or mobile device, how to create them from Google mail, and how to create calendar reminders.	0.75	28:48
Overview of Executive Functioning	According to Russell Barkley, MD, executive function is the use of self-directed actions (self-regulation) so as to choose goals and select, enact and sustain actions across time toward those goals. In this video excerpt, Sarah discusses how home routines translate to school routines, the importance of situational intelligence and the components of executing tasks and completing goals.	1.25	60:00
PT Ethics 2022 (1) Elements of Ethical Decision Making in PT	**This recorded webinar reviews the basic ethical principles and documents that support Ethical Decision making for physical therapists. There is a review of the Code of Ethics and application of the Code to situations a physical therapist may face in practice. Basic ethical concerns surrounding fraud, abuse, and waste are covered. The steps of the ethical reasoning processes are introduced in preparation for application during session two.** **Upon completion of the session, attendees will be able to: (1) Demonstrate an understanding of basic ethical principles. (2) Express understanding of the role of the Code of Ethics in practice. (3) Explain the steps of ethical reasoning processes. (4) Explain ethical concerns surrounding fraud, abuse, and waste.**	1.5	70:41
PT Ethics 2022 (2) Application of Ethical Decision Making in PT	**This recorded webinar is a continuation of the Elements of Ethical Decision Making in Physical Therapy course. In this course, the ethical reasoning processes are applied to ethical situations in both small and large group discussions. Ethical reasoning processes and supporting documentation are reviewed. The impact of ethical dilemmas on professional and personal well-being are discussed.** **Upon completion of the session, attendees will be able to: (1) Analyze a situation using an ethical reasoning process. (2) Recognize impact of ethical dilemmas on therapist practice and professional well-being.**	1.5	75:34
Para Executive Function Series (1) Executive Functioning Skills and Strategies	Executive function skills are the skills we use every day to help us navigate the world. Many of our students have weaknesses in these areas that impact their ability to effectively and independently participate in the classroom. Learn about executive function skills and how you can support skill development in the classroom.	1.25	59:42
Para Executive Function Series (2) Myth Busters Using Executive Functioning Skills	"The student is lazy." "He never turns in his homework." "She can't stay on task without someone sitting right beside her". We have all heard statements like these related to students. Often times the behaviors we see are a result of weaknesses in executive functioning skills. This webinar will work to change how we see these behaviors and instead see the through the lens of executive functioning while giving you strategies to support the development of those skills. Let's bust these myths together.	1.25	55:43
Para Power! Supervision of Common Areas in Elementary School	This presentation focuses on adult supervision of students in common areas of the playground, lunchroom, hallways and before/after school. Opportunities for reflection are included.	1	49:27
Para Series (1) Understanding Student Behavior Factors that Explain Why	Do you work with students who display disruptive, even aggressive, behavior? The para needs a working understanding of why the student does what she does. This webinar explores six factors that lend insight into student conduct. Participants will gain knowledge regarding each of these six factors. Once the "the why" is understood, effective supports can be identified and implemented.	1.25	1:05
	Paraprofessionals are sometimes the first to know what is really going on with		

Para Series (10) Homeless and Struggling in School: Paras Make a Difference	the student. When a student is worried about things like food availability, lack of running water, or fear that the house won't have heat, school learning and conduct can be impacted. Learn about the law regarding homeless students. Consider the power of the para as a caring adult, when assisting a student who is experiencing homelessness.	1.25	67:15
Para Series (2) Understanding Student Behavior: School, Community and Home Setting Conditions	Most have had this experience: The more you understood where the student is coming from, the easier it was to help that kid. This is because understanding facilitates empathy and capacity to comprehend from the student's point of view. Sometimes, behaviors that seem unusual, bizarre, or even frightening make total sense in light of conditions experienced at school, in the community, or at home. Join this webinar to learn about setting conditions, what they are and how you can assist the student as he travels through school, community, and home.	1.25	56:45
Para Series (3) Student Support Plan Development and Implementation	Often, paraprofessionals spend the most time with the student and have the best up-to-date knowledge regarding student behaviors and needs. Learn how to put this knowledge to work as you become the most valued member of the student's support team. This webinar will help you to contribute as behavior plans are designed and put into action.	1.25	53:42
Para Series (4) Student Success and School-Wide Discipline	When it comes to school-wide discipline, every adult must be on the same page. Students see what the adults do…and behave accordingly! This webinar emphasizes the critical role paraprofessionals play in teaching and modeling expectations throughout the school.	1.25	56:41
Para Series (5) Promoting Social Emotional Growth	Have you wondered about terms like stress, anxiety, and trauma? Increasingly, schools are teaching emotional regulation strategies. Participate in this webinar and find out how paraprofessionals contribute, every day, to the emotional well- being of our most fragile students.	1.25	53:42
Para Series (6) Data Management, Adult Accountability and the Power of Meetbacks	Paraprofessionals are in a unique position to gather data regarding student behaviors. Paras also need time to debrief, to be members of the team, and to receive support themselves, as they assist students with challenging behaviors.	1.25	57:11
Para Series (7) Emergency Safety Interventions Intro (Kansas focus)	Emergency interventions include seclusion and restraint. Often, paraprofessionals are key players as students engage in unsafe behavior. Learn about legal aspects of seclusion and restraint, along with strategies to reduce or eliminate the need for emergency safety interventions.	1.25	54:18
Para Series (8) Emergency Safety Interventions Is It Really Seclusion? Preschool Emphasis (Kansas focus)	So! You were just involved in a situation involving extreme, unsafe student behavior. Were actions taken considered to be seclusion? What do you do next? How can the need for seclusion be avoided in the future? Utilizing examples involving our youngest students, seclusion is defined, discussed, and considered from the para's point of view.	1	51:39
Para Series (9) Emergency Safety Interventions and Non-Compliance/What is an Emergency? (Kansas focus)	**Sometimes student behavior seems like an emergency. But is it really? Learn more about prevention of student escalation, especially related to situations where the student is not doing what he was told to do. Consider specific strategies that you, the paraprofessional, can employ when the student says "NO!"**	1.25	52:39
Parenting Supports and Strategies in the Age of Technology	Our children are accessing technology at the highest levels in human history in this digital age. Parenting in this new landscape can be a struggle! Randy Wooten — former Apple Professional Development trainer, district-wide Assistive Technologist in a K-8 district for 12 years, and father of three boys — encourages parents and educators to join this session for a dialogue about parenting the iGeneration. Important digital concepts are reviewed. Tips for managing technology in the home are reviewed. Other topics that are discussed include social media, student digital privacy legislation, and technology addiction. Randy ends the session with parenting tips and resources.	1	44:10
	Research supports the use of partner-augmented input (PAI), also known as aided language modeling, as an intervention strategy for individuals who use AAC. There are multiple benefits of modeling AAC use, but why does knowing this not always translate to modeling in the classroom? Simply having awareness of a strategy does not typically result in its use. Only when school staff reach the application and problem-solving level can they transfer the		

Partner-Augmented Input: Modeling AAC in the Classroom, Section 1 (One quiz covers all 3 sections.)	learned skills to the natural environment and use them along with other strategies in their repertoires. Multiple training elements are typically required for communication partners to reach the application and problem solving level. This program will take staff through portions of steps one through five of an evidence-based, 8-step instructional model for teaching partner-augmented input. Staff will complete commitment to the instructional program, strategy description, videotaped strategy demonstration, verbal practice of the strategy steps, and some controlled practice and feedback. This program will take approximately 2 1/2 – 3 hours to complete due to the hands-on nature of the exercises included. Staff should have a communication board, app, device, or emulation software available for participation in the interactive portions of the program. Section 1 introduces steps 1-3 and explores input strategies. Classroom video examples are included. There is one quiz covering all 3 sections.	0	44:30
Partner-Augmented Input: Modeling AAC in the Classroom, Section 2 (One quiz covers all 3 sections.)	Research supports the use of partner-augmented input (PAI), also known as aided language modeling, as an intervention strategy for individuals who use AAC. There are multiple benefits of modeling AAC use, but why does knowing this not always translate to modeling in the classroom? Simply having awareness of a strategy does not typically result in its use. Only when school staff reach the application and problem-solving level can they transfer the learned skills to the natural environment and use them along with other strategies in their repertoires. Multiple training elements are typically required for communication partners to reach the application and problem solving level. This program will take staff through portions of steps one through five of an evidence-based, 8-step instructional model for teaching partner-augmented input. Staff will complete commitment to the instructional program, strategy description, videotaped strategy demonstration, verbal practice of the strategy steps, and some controlled practice and feedback. This program will take approximately 2 1/2 – 3 hours to complete due to the hands-on nature of the exercises included. Staff should have a communication board, app, device, or emulation software available for participation in the interactive portions of the program. Section 2 of the series begins by introducing six layers of modeling from exposure to exploration. Steps 4 and 5 of the Kent-Walsh & McNaughton program are presented. Practice activities are included. One quiz covers all 3 sections.	0	13:51
Partner-Augmented Input: Modeling AAC in the Classroom, Section 3 (One quiz covers all 3 sections.)	Research supports the use of partner-augmented input (PAI), also known as aided language modeling, as an intervention strategy for individuals who use AAC. There are multiple benefits of modeling AAC use, but why does knowing this not always translate to modeling in the classroom? Simply having awareness of a strategy does not typically result in its use. Only when school staff reach the application and problem-solving level can they transfer the learned skills to the natural environment and use them along with other strategies in their repertoires. Multiple training elements are typically required for communication partners to reach the application and problem solving level. This program will take staff through portions of steps one through five of an evidence-based, 8-step instructional model for teaching partner-augmented input. Staff will complete commitment to the instructional program, strategy description, videotaped strategy demonstration, verbal practice of the strategy steps, and some controlled practice and feedback. This program will take approximately 2 1/2 – 3 hours to complete due to the hands-on nature of the exercises included. Staff should have a communication board, app, device, or emulation software available for participation in the interactive portions of the program. Section 3 introduces the parallel talk lab providing an opportunity for practice and discusses evidence behind the practice. Resources are also provided. Quiz covers all 3 sections.	1.5	16:09
Patógenos transmitidos por la sangre, precauciones estándar e incidentes de exposición	**Esta presentación define los patógenos transmitidos por la sangre y los fluidos corporales potencialmente infecciosos. Identifica cómo protegerse y cómo limpiar la sangre y los fluidos corporales.**	0.75	29:00
Person Centered Transition Planning	Person centered planning shifts control from professionals to the individual and his or her family and friends and strengthens the individual's voice. This video presents on person centered planning and how it can be implemented during transition planning process.	0	23:00

Phonemic Awareness: Music and More	Phonemic awareness refers to the ability to focus on and manipulate phonemes in spoken words. (National Reading Panel Report) Correlational studies have identified phonemic awareness and letter knowledge as two of the best school entry predictors of how well children will learn to read during their first 2 years in school. In this video, Caroline presents ideas using music, chants and poems as phonemic awareness activities and explains how to integrate literacy into activities, including child directed play.	1	51:43
Physical Impairment (PI) Overview for MN	This video will identify the Minnesota requirements for the PI category, explore how children who are physically impaired learn and present the role of the paraprofessional assigned to work with children who have the Physical Impairment eligibility.	0.5	14:00
Pica Training	Pica is the consumption of things that aren't food. Pica can be prevented by knowing what items are commonly ingested, how to prevent pica through room sweeps, vehicle sweeps and individual searches. Regulations surrounding sweeps and searches are reviewed.	0.25	8:04
Picto4Me Introduction	Picto4Me is a free web application for the Chrome browser that lets you create and play communication boards online. The app has images or you can pull in images from the web. You can also store your personalized images. Project files are stored in your Google Drive account.There are some language options including English, Portuguese and Spanish.	0	8:46
Picto4Me Linking Pages	This screencast describes how to make multiple pages and link them together within the Chrome app, Picto4Me.	0	8:20
Picto4Me Printing	This screencast describes the different sizes of icons and boards you can create within the Chrome app, Picto4Me.	0	6:49
Picto4Me Saving Boards	This screencast demonstrates the methods for saving Picto4Me boards within Google drive or downloading boards as a PDF	0	4:12
Please Teach Me to Communicate: Expressive Communication Strategies for Students with ASD, Part 1	This fast-paced recorded 2-part webinar series explores the functional expressive communication needs for students with ASD who are not effective verbal communicators. Core functional language skills (essential life skills for communication!) are reviewed, as well as intervention strategies to address these critical communication needs. The verbal behavior of echolalia is discussed, and numerous examples and resources of practical strategies to teach various expressive communication skills to students with ASD are shared. *** LEARNER OUTCOMES: Participants will be able to: *Develop an understanding of the relationship between language development in neuro-typically developing children and students with ASD. *Identify 3 core functional language skills, and define their importance for development of functional communication skills. *Describe 3 intervention strategies to address core language skill deficits.	1.5	1:08
Please Teach Me to Communicate: Expressive Communication Strategies for Students with ASD, Part 2	This fast-paced recorded 2-part webinar series explores the functional expressive communication needs for students with ASD who are not effective verbal communicators. Core functional language skills (essential life skills for communication!) are reviewed, as well as intervention strategies to address these critical communication needs. The verbal behavior of echolalia is discussed, and numerous examples and resources of practical strategies to teach various expressive communication skills to students with ASD are shared. *** LEARNER OUTCOMES: Participants will be able to: *Develop an understanding of the relationship between language development in neuro-typically developing children and students with ASD. *Identify 3 core functional language skills, and define their importance for development of functional communication skills. *Describe 3 intervention strategies to address core language skill deficits.	1.5	1:17
Power of Social Conversations and Play with Young AAC Users	Play! Play! Play! This recorded webinar discusses how to start early using effective strategies for young children to develop social skills through play and interaction. For inclusion to work, educators/therapists must ground their strategies in what young toddlers and preschoolers are doing without disabilities.It is not enough that the children with disabilities are physically present in the room. It is not enough that they are working on a similar activity. They must be engaged. This webinar will offer supportive strategies to use AAC (light and high tech) for young children with significant disabilities to engage more authentically in play activities.	1.25	54:31
Power to the Para	This recorded webinar presents ideas for empowering paraprofessionals supporting students in the classroom by teaching them skills pertaining to modifying materials, understanding accessibility features in mobile devices, using split screen visual cues, OCR, text-to-speech, and various third party apps such as summarization, Bookshare apps, worksheet apps, and data	1.25	67:11

	tracking apps.		
[Power to the Parent](#)	This recorded webinar presents ideas for parents wanting to support a child in school or for teachers seeking ways to support students with homework.	1.25	63:09
[Powerful Google Projects for the Virtual Classroom](#)	Technology provides us with opportunities to collaborate and exchange information in ways we could never dream of doing without it. The purpose of the presentation is to uncover the power of the virtual classroom to increase student engagement and maximize instructional time. Powerful projects are presented along with Google tools that support learning and additional resources.	1.5	1:12
[Prader Willi Syndrome](#)	Prader-Willi syndrome is a genetic disorder that causes a disruption in the functions of the hypothalamus, which is the part of the brain that controls hunger and thirst. This brief overview of Prader Willi Syndrome will discuss the characteristics of Prader Willi Syndrome as well as some educational implications and instructional strategies.	0.5	8:35
[Preparing for Implementation of the Student Online Personal Protection Act Amendments: What Teachers and School Staff Need to Know](#)	**On July 1, 2021, amendments to the Student Online Personal Protection Act ("SOPPA") go into effect. While SOPPA has always intended to protect student data, the new amendments require school districts to take further action to protect students' personally identifiable information, referred to as "covered information." One of SOPPA's most noteworthy changes is the new requirement that Illinois school districts are prohibited from providing any covered information to any entity or individual (an "operator") without entering into a written agreement with the operator—a requirement that will have significant implications for teachers and school staff in terms of their use of online tools. This recorded webinar provides an overview of the new SOPPA requirements and their implications for teachers and school staff, along with tips and best practices for obtaining approval to use new online services and platforms and ensuring compliance with SOPPA.**	1.25	61:27
[Presuming and Constructing Competence: Why it is the most important thing you can do as a practitioner!](#)	"Perception drives expectation. Expectation drives opportunity. Opportunity drives achievement. Achievement drives perception." (from Carol Zanari's blog, PrAACtical AAC) In this recorded webinar Dr. Cafiero discusses one of her favorite topics - presuming and constructing competence. The presenter defines terms, provides a historical perspective, gives case studies of literacy and multiple intelligences and explores how practitioners can construct competence.	1	51:08
[Privacy in Education: Understanding FERPA and HIPAA](#)	It's our ethical and legal responsibility as educators to safeguard student information against unauthorized disclosure. Understanding our privacy responsibilities and laws, particularly FERPA and HIPAA, is mandatory. This presentation focuses on that goal.	0.75	23:00
[Project Core Module 01: Overview](#)	**This module provides an overview of the Project's implementation program including its focus, goals and intended outcomes. Learning outcomes: (1) Participants will be able to recall the educational philosophy that underlies the work of Project Core. (2) Participants will be able to identify the instructional components that support the learning of symbolic language.** This work has been reproduced with permission.	0.5	14:48
[Project Core Module 02: Universal Core Vocabulary](#)	**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. Learning Outcomes: (1) Participants will be able to describe three ways core words are different from activity specific words. (2) Participants will be able to describe four ways students can access Universal Core vocabulary. (3) Participants will be able to describe the instructional behaviors needed when demonstrating Universal Core vocabulary.** This work has been reproduced with permission.	0.5	17:21
[Project Core Module 03: Beginning Communicators](#)	**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. Learning Outcomes: (1) Participants will be able to describe students who are beginning communicators and the variety of ways they communicate. (2) Participants will be able to describe how educators can work with beginning communicators to help them move toward intentional communication using symbols.** This work has been reproduced with permission.	0.5	12:00

[Project Core Module 04: Aided Language Input](#)	**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. Learning Outcomes: (1) Participants will be able to identify 3 examples of early communication behaviors that could be used to teach symbols. (2) Participants will be able to describe 3 benefits of demonstrating use of core vocabulary symbols. (3) Participants will list 3 basic components of aided language input.** This work has been reproduced with permission.	0.5	18:16
[Project Core Module 05: Supporting Individual Access to the Universal Core](#)	**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. Learning Outcomes: (1) Participants will explain the rationale for providing individualized access to Universal Core vocabulary. (2) Participants will explain the rationale for identifying an initial Universal Core vocabulary format for each student. (3) Participants will describe three ways of accessing the various formats of Universal Core vocabulary based on student need.** This work has been reproduced with permission.	0.5	21:59
[Project Core Module 06: Teaching Communication During Daily Routines and Activities](#)	**The goal of this module is to explain the importance of using the Universal Core vocabulary throughout the school day and to describe the the use of predictable daily routines as a way to get started. Learning Outcomes: (1) Participants will be able to recall the importance of incorporating Universal core vocabulary into the daily instructional routines across a variety of academic content areas. (2) Participants will be able to describe the 3 strategies used in supporting communication development during instructional routines across a variety of academic content areas. (3) Participants will be able to discuss building students' receptive understanding of content-specific vocabulary and concepts while using Universal Core vocabulary to communicate about those words and concepts.** This work has been reproduced with permission.	0.5	9:21
[Project Core Module 07: Teaching Communication During Academic Instruction](#)	**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. Learning Outcomes: (1) Participants will be able to describe how to use Universal Core vocabulary to communicate across academic instruction. (2) Participants will recall the four instructional strategies embedded in the approach to teaching Universal Core vocabulary. (3) Participants will recall the academic supports that can be accessed on the Project-Core.com website.** This work has been reproduced with permission.	0.25	6:13
[Project Core Module 08: Shared Reading](#)	**The goal of this module is to discuss how to support interaction and communication during shared reading. Learning Outcomes: (1) Participants will be able to define shared reading. (2) Participants will be able describe the CAR method used to support student interaction. (3) Participants will be able to describe the characteristics of a book that make it a good choice for shared reading.** This work has been reproduced with permission.	0.5	14:16
[Project Core Module 09: Predictable Chart Writing](#)	**This module will discuss what predictable chart writing is, how it works, and how to emphasize and use of Universal Core. Learning Outcomes: (1) Participants will learn how to facilitate a predictable chart writing lesson. (2) Participants will learn how to emphasize core vocabulary during predictable chart writing. (3) Participants will learn how to define chart topics and sentence stems.** This work has been reproduced with permission.	0.5	18:27
[Project Core Module 10: Alphabet Knowledge and Phonological Awareness](#)	**This module is to discusses how to support interaction and communication during alphabet and phonological awareness activities. Learning Outcomes: (1) Participants will be able to identify 4 components of alphabet and phonological awareness instruction to support the development of symbolic communication. (2) Participants will be able to describe 4 instructional activities associated with alphabet and phonological awareness. (3) Participants will be able to identify the 2 elements of instruction that will help them plan and evaluate their own lessons.** This work has been reproduced with permission.	0.5	17:02
	This module discusses how to support interaction and teach communication as students select, read, and discuss age and ability-		

[Project Core Module 11: Independent Reading](#)	appropriate books during independent reading. **Learning Outcomes: (1) Participants will be able to explain how to support communication during independent reading. (2) Participants will be able to provide a rationale for providing independent reading time for students who do not yet use speech, signs, or symbols to meet all of their communication needs.**	0.5	11:02
[Project Core Module 12: Independent Writing](#)	**This module will discuss how to support interaction and teach communication as students select topics, write, and share their work. Learning Outcomes: (1) Participants will review the importance of providing independent writing. (2) Participants will learn about alternate writing tools for students who are unable to write with a conventional pencil. (3) Participants will learn how to structure independent writing opportunities for their students while incorporating use of Universal Core vocabulary.**	0.5	12:58
[Promoting Independence Through the Use of Visual Supports](#)	Visual supports are used throughout all environments and we interact with them everyday. They tell us where to stand in line, how to behave, and what is expected. For individuals with autism or related disabilities, visuals within the environment can be used for a variety of purposes. Functions of visual supports include aiding understanding of others' language, understanding expected behaviors in specific situations, reminders about appropriate behaviors, coping skills, and understanding others' perspectives. This webinar will focus on examples of uses of visual supports for these functions across a variety of settings. Materials for making decisions about which visuals to use and how to use them will also be reviewed.	1.25	59:03
[Prompting and Prompt Fading](#)	This video demonstrates methods of prompting and prompt fading, a technique used to help consumers learn new skills.	0.25	7:50
[Putting UDL to Practice in a Google-Powered Learning Environment (1) Turn Up Creativity with New Audio in Google Docs](#)	Have you been trying to find an easy way for students to add audio to their projects? It's time to turn up student creativity in your classroom with the new audio feature in Google Slides. In this recorded webinar, we'll provide you with an overview of 7 amazing design features that are built in to Slides, then we'll share examples of ways to use the tools to engage students in personalized learning experiences that require them to construct knowledge as they create, using multiple methods of expression and engagement. Watch this presentation for an in-depth look at great ways to use Google Slides in innovative ways that go well beyond the typical student presentation. Some templates for modification and reuse are provided.	1	49:22
[Putting UDL to Practice in a Google-Powered Learning Environment (2) Power Up the Collaborative Writing Process with Google Docs](#)	Would you like you like to improve your students' writing skills along with their technology skills? In this webinar you will learn how to utilize the many features available in Google Docs to facilitate a digital writing workshop and maximize writing instruction in the 24/7 classroom. Join us as we demonstrate how to engage students in the writing process through peer editing, progress monitoring, and classroom management strategies built to support ALL learners. Join us for an in-depth look at designing a digital writing workshop that will provide students with opportunities to become active participants in their own learning.	1	51:38
[Putting UDL to Practice in a Google-Powered Learning Environment (3) Great Ways to Use Google for Student Driven Learning Projects](#)	Would you like to design student-driven learning projects that require students to construct knowledge as they create? G Suite for Education has useful tools for providing students with learning experiences that break traditional barriers and engage them in the process of creating. This recorded webinar provides an in-depth look at great ways to use Google docs in innovative ways that go well beyond the typical student presentation. Templates for modification and reuse are provided.	1.25	55:38
[Putting the Pro into Paraprofessionals (1): Building Relationships](#)	This is part one of a three part series addressing setting the tone for an effective classroom team. Part one addresses how to use individual strengths, talents and interests to strengthen the team as a whole, and how to cultivate a positive team culture.	0.5	15:23
[Putting the Pro into Paraprofessionals (2): Understanding How We Work Together](#)	In part 2 of 3, Lindy explores how to use strengths, passions and expertise of each other to create an effective classroom team. She discusses how to lay out ground rules, tips for timely communication among staff and how to create specific roles and responsibilities to set the tone for success.	0.5	17:46
[Putting the Pro into Paraprofessionals](#)	This third part of the series addresses ways to train staff through pre-service, in-service and on the job training. It provides strategies for how to reflect on	0.5	19:01

[(3): Growing Your Craft and Team](#)	classroom practices and share constructive and positive feedback to improve staff skills, morale and student growth.		
[Quality Indicators for Assistive Technology](#)	Joy Zabala, National Consultant, introduces the Quality Indicators for Assistive Technology Services (QIAT) that have been developed over years of dialogue between assistive technology (AT) experts and field providers. QIAT is a tool to guide teams in the process of providing consistent, equitable provision of AT services.	0.75	33:00
[RBT Section A Measurement: Introduction](#)	This video introduces the training program based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB. There are 5 sections in Module A.	0	3:26
[RBT Section A01 Prepare for Data Collection](#)	Section A01 explores how to prepare for collecting data. It identifies why it is important to measure behavior that is valid, accurate, and reliable, why frequent measurement is preferred, how to write an objective definition for a behavior and what to do before you start a data collection session. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.5	11:16
[RBT Section A02 Implement Continuous Measurement Procedures](#)	Section A02 identifies the advantages and disadvantages of continuous measurement techniques and includes a practice activity using these techniques. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.5	20:18
[RBT Section A03 Implement Discontinuous Measurement Procedures](#)	Section A03 defines discontinuous measurement including partial and whole interval recording procedures, the advantages of each, tips and tricks of observations and recording and how to pick the method that is right for you. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.5	19:14
[RBT Section A04 Implementing Permanent Product Recording Procedures](#)	Section A04 presents permanent product recording procedures or measuring behavior AFTER a behavior has occurred. It defines a permanent product, the advantages and disadvantages of permanent product recording, common ways to record data via permanent products, and when it is and is not appropriate to use permanent product recording. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.5	11:06
[RBT Section A05 Enter Data and Update Graphs](#)	Section A05 explores data-based decision making, the reasons we use graphs to display data, the parts of a simple line graph, other commonly used graphs and how to create a simple line graph using Excel. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.5	14:35
[RBT Section B-00 Intro to Measurement](#)	This video introduces the training program based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. This program is offered independent of the BACB. There are 4 sections in Module B, and Section B4 consists of two parts.	0	5:18
[RBT Section B01 Describing Behavior & Environment](#)	Section B1 explores the basics of defining behavior, differentiates learned behavior from reflexes, and reviews the concepts of response and stimulus classes. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.5	21:13
[RBT Section B02 Conducting Preference Assessments](#)	Section B2 reviews common methods of conducting preference assessments, including interviews, observations, and trial-based assessments. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	1	44:39
[RBT Section B03 Assisting with Individualized Assessment Procedures](#)	Section B3 identifies the four main types of assessments (interviews, checklists, tests, and direct assessments) and reviews pros and cons of each type.This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	1	38:45

RBT Section B04a Functional Behavior Assessment	Section B4a reviews basic information about the main functions of behavior and the importance of functional assessment before describing how you can assist with a functional analysis (FA). This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	1.5	69:35
RBT Section B04b Functional Behavior Assessment	Section B4b continues with the importance of functional assessment, reviewing descriptive and indirect methods of assessment and how you might assist with a functional behavior assessment (FBA). This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.	0.75	34:09
RBT Section C-00 Skill Acquisition Intro	Module C is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB. Module C includes 12 sections which coordinate with the RBT Task List..	0	5:16
RBT Section C-1 Components of Skill Acquisition	After completing Section C-01 you will be able to list two assessments used in the field to identify skill deficits, define "socially significant", list important things to consider when determining skill targets, state an example of an objective goal and list three components of a skill acquisition plan.	0.5	17:17
RBT Section C-10 Prompting and Prompt Fading	Upon completion of this video you will have learned about prompting, the levels and types of prompting, and fading prompts.	0.5	18:22
RBT Section C-11 Implementing Generalization	Section C-11 defines and identifies the importance of generalization, defines and provides examples of response maintenance, defines and provides examples of setting/situational generalization and lastly, defines and provides examples of response generalization.	0.5	27:30
RBT Section C-12 Assisting with the Training of Stakeholders	This final section for Module C describes the importance of training staff, verbal instruction with written summary and modeling.	0.75	34:39
RBT Section C-2 Prepare for Skill Acquisition	Section C-02 will address building rapport with the person with whom you will be working, making sure that the individual is ready to work, knowing what environment in which the program is designed to be implemented, awareness of the role that the environment plays in the program, knowing what kind of training program is specified in the skill acquisition write-up, being familiar with running the program, having all the materials needed for each part of the plan, including materials that are written in the skill acquisition procedures and materials that are not included, and being aware of the reinforcement contingencies written into the skill acquisition plan.	0.5	16:52
RBT Section C-3 Contingencies of Reinforcement	Section C-03 defines reinforcement, covers the different types of reinforcement, tips for using reinforcement strategies, reinforcement contingency, different schedules of reinforcement and how they affect behavior, thinning schedules of reinforcement and a brief overview of differential reinforcement.	1	37:35
RBT Section C-4 Discrete Trial Training	This section will define the 3 parts of discrete trial teaching (DTT), provide myths and facts about DTT, cover pairing, instructional control, task interspersal, and how to run a discrete trial session. It will describe the different types of prompts, the different types of trials, consequences for correct or incorrect responses and describe inter-trial intervals.	0.75	32:13
RBT Section C-5 Implementing Naturalistic Teaching Procedures	This section will address what is naturalistic teaching, or Natural Environment Teaching (NET), and what makes NET different. It will target skills and behaviors in NET and cover using imitation in NET.	0.5	18:32
RBT Section C-6 Implementing Task Analyzed Chaining Procedures	At the end of section C-6, we will have defined task analyses, and addressed the development of a task analysis, the development of an individualized task analysis and defined a behavior chain.	0.75	30:21
RBT Section C-7 Implementing Discrimination Training	After watching this video you will have learned about: Discriminative Stimulus (sometimes written SD), Stimulus Control, S-Delta, Response Class, Stimulus Equivalence, Reflexivity, Symmetry and Transitivity, Matching to Sample and Discrimination Training Procedures.	0.75	24:31

RBT Section C-8 Stimulus Control Transfer Procedures	This section defines stimulus control, covers how to get stimulus control, the transfer of stimulus control, stimulus prompts, within stimulus prompts and extra-stimulus prompts.	0.5	11:13
RBT Section C-9 Implement Stimulus Fading Procedures	Section C-9 covers Stimulus Fading Procedures. After this video you will have learned about: prompt fading, fading within prompt, fading across prompts, prompt delay and stimulus fading.	0.5	13:20
RBT Section D-00 Behavior Reduction Introduction	This Module has six sections covering behavior reduction. The training is based on the RBT Task List and is designed to meet the 40 hour training requirement for the RBT credential. This program is offered independently of the BACB. .	0	5:42
RBT Section D-01 Components of Behavior Reduction Plan	This module discusses behavior plans, why we use behavior plans behavior reduction, baseline data and replacement behaviors.	0.5	18:35
RBT Section D-02 Describing Common Functions of Behavior	At the end of this section, we will have covered, what is meant by "function" of a behavior, why understanding the "function" of a behavior is important, a review of reinforcement, the 4 common functions of behavior, and the definition with examples of access to attention.	0.75	24:32
RBT Section D-03 Implementing Interventions Based on Modification of Antecedents	D-03 applies previous concepts of discriminative stimulus, stimulus control, components of a written behavior reduction plan and the functions of behavior to interventions that modify behavior. After reviewing those items this section addresses why use antecedent interventions, the benefits of using antecedent interventions, antecedents to behavior, modifying antecedents, motivating operations, non-contingent reinforcement, behavioral momentum, functional communication training and things to consider when implementing these strategies.	1	37:47
RBT Section D-04 Implementing Differential Reinforcement Procedures	This section covers a review of reinforcement, the importance of differential reinforcement, shaping, general strategies for implementing differential reinforcement, differential reinforcement of other behavior (DRO), of alternative behavior (DRA), incompatible behavior (DRI) and differential reinforcement of low rates of behavior (DRL).	0.75	31:35
RBT Section D-05 Implementing Extinction Procedures	This section defines extinction and extinction procedures for different functions of behavior. It addresses common misunderstandings with the term extinction, what to expect when using extinction procedures, including extinction bursts, things that make extinction procedures easier or harder to implement, ethical considerations, and tips for implementing extinction, including safety considerations.	0.75	41:06
RBT Section D-06 Implementing Crisis and Emergency Procedures According to Protocol	This section defines extinction and extinction procedures for different functions of behavior. It addresses common misunderstandings with the term extinction, what to expect when using extinction procedures, including extinction bursts, things that make extinction procedures easier or harder to implement, ethical considerations, and tips for implementing extinction, including safety considerations.	0.5	9:24
RBT Section E-00 Documentation and Reporting Intro	Module E is presented differently than other modules. Since each organization has its own method of reporting and documentation, general information is presented. You are asked to spend more time with your supervisor for individualized instruction for Module E. .	0	5:43
RBT Section E-01 through E-05 Documentation and Reporting	Module E with multiple sections covers reporting variables such as illness or physical discomfort, changes in programming or routine, describing interpersonal interactions in written format, communicating effectively with a supervisor, required reporting of suspected or observed abuse or neglect incidents and rule and requirements for reporting and storing data.	0.5	21:28
RBT Section F-00 Intro Professional Conduct and Scope of Practice	Module F provides general training for professional conduct and scope of practice. Individualized training at your work site is necessary to address policies and procedures for communicating with stakeholders and maintaining professional boundaries. .	0	7:32
RBT Section F-01 Professional Conduct and Scope of Practice	Module F Part One covers numbers 1 - 5 on the RBT Task List for Module F. Items addressed include your role as an RBT in the service delivery system, how to respond appropriately to feedback and maintain or improve performance accordingly, how to communicate with family, caregivers, and other professionals, how to maintain professional boundaries and maintaining individual dignity.	0.5	16:47

[RBT Section F-02a Professional Conduct and Scope of Practice](#)	Section F-02a covers the importance of ethics and the first 10 codes all RBTs are responsible for following.	1	50:47
[RBT Section F-02b Professional Conduct and Scope of Practice](#)	Module F Part 2b covers the 11th through 23rd codes for which an RBT is responsible.	0.75	31:04
[RBT Section F-02c Professional and Ethical Compliance Codes](#)	Module F Part 2 reviews the 24th through 33rd Codes that apply to RBTs. Some of the codes have discussion question prompts. You will need to share your responses with your supervisor.	0.75	26:20
[Reaching New Heights Through Differentiated Visual Supports in the High School Setting](#)	The high school setting can pose a variety of challenges for students with moderate to complex needs. This recorded webinar focuses on the use of visual supports in the high school setting and the differentiation and scaffolding necessary to meet a variety of individual needs. In this session, strategies are shared to help move beyond the use of basic classroom visual supports to more advanced interventions and accommodations that can grow with the student. Practical visual supports are shared for you to take away and use in your classroom.	1.25	56:38
[Reactive Attachment Disorder (RAD)](#)	Reactive attachment disorder is a problem with social interaction and behavior that occurs when a child's basic physical and emotional needs are abused or neglected, particularly as infants. As educators, coping with the behavior of an unattached or RAD student can be one of the most demanding challenges we face. Our knowledge, dedication, and understanding can play a huge role in the lives of both student and parent or caregiver.	0.75	26:32
[Recovering Brains - Understanding TBI and the Supports Needed for Student Success](#)	"What do I do with this student?" This webinar covers the mechanism of traumatic brain injury, the course of recovery and school re-entry as well as common changes that impact a student's educational success and how to provide appropriate and timely supports for learning. (Please note the audio starts before the video portion which shows about 49 seconds.)	1	50:00
[Reducing Clutter for Reading](#)	This short tutorial identifies one way to reduce the visual clutter on websites while using the Chrome browser and a computer and one way while using the Safari browser on a mobile device. Both tools are great aids for students.	0	3:25
[Restorative Practices: Engaged in Possibilities Part 1](#)	This is part 1 of a two part series which provides an overview of the foundation of restorative practices. Components covered include the definition, key principles, paradigm shifts needed, basic philosophy, and the integration of restorative practices with trauma informed schools and other beneficial school practices.	1.25	56:39
[Restorative Practices: Engaged in Possibilities Part 2](#)	**This is part 2 of a two part series which provides an overview of the foundation of restorative practices. Components covered include the definition, key principles, paradigm shifts needed, basic philosophy, and the integration of restorative practices with trauma informed schools and other beneficial school practices.**	1.25	53:05
[Rett Syndrome](#)	Rett syndrome is a childhood neurodevelopment disorder that occurs almost exclusively in girls. In this presentation, we will review the characteristics of Rett Syndrome and discuss some instructional strategies and classroom accommodations that may prove to be beneficial for these students.	0.5	12:21
[SETTing the Stage for Success with Assistive Technology](#)	A guide for collaborative assistive technology decision making and service delivery in school settings.	0.75	37:00
[Seating and Positioning (3) Lets Get to Work! The Journey Required](#)	This final recorded webinar in the series is based on the previous two in consecutive order. This presentation explores how we can create the journey and critical pathways we need to utilize for seating and positioning within each classroom for each student for support of increased task engagement. How do we create an assessment which not only observes the student, but also observes the environment and their interactions? Where do we start when we know we need to change, and we face such a challenging hurdle of multiple staff, lack of equipment and the challenge of limited time? This webinar will share the actuality and real methods to get started and keep going. This will help therapists develop a plan to create increased self-initiation within the classroom today, and in the future. This whole process is a process not just for our students, but a journey and a road we need to be on together.	1.25	59:03

[Seating and Positioning (1) The Physiology of Seating vs the Physics of Seating](#)	This first part of this three part recorded webinar series focuses on the true physiology of seating and positioning. Unfortunately, most therapists have been taught to look at equipment and the student at a single point in time, as was developed as an assessment process in seating clinics for adults. However, seating in not a single point in time, nor a single position, but rather a range of postures within activity, developing within every child within his or her environment. Since students with complex bodies are usually not mobile or have limited independent mobility, static postures are frequently expected. It is time to expand our knowledge of active seating and its impact on task engagement. Part one focuses on how this can happen, and what we need to learn about our student's bodies to support them in increasing their repertoire of control.	1.25	58:50
[Seating and Positioning (2) Implementation Strategies and Their Underlying Concepts](#)	This second part of this three part recorded webinar series is built on the first one. Now let's take what we learned in the first session and put it to use with real students. Observing a student's postural mechanisms is challenging. These can only be observed when the student is engaged in tasks, and frequently it is that very engagement that is not occurring. How can we support activity engagement to actually observe vestibular processing?	1.25	58:04
[Seclusion and Restraint (Emergency Safety Intervention-ESI)](#)	Seclusion and Restraint, or as some States refer to it, Emergency Safety Intervention (ESI) is the focus of this presentation. As educators, it is our responsibility to familiarize ourselves with our State, School, and District policies regarding Seclusion and Restraint or (ESI). The U.S. Department of Education has described 15 Principles for State, District, School Staff, and Parents to consider when adopting policies and procedures regarding seclusion and restraint.	0.5	13:09
[Secondary Math Series (1) Overview of Recommendations of NCTM & Fostering Reasoning & Sense-Making for All](#)	This is part 1 of a 4 part series. This series covers the application of mechanisms of reasoning & sense-making to specific areas of difficulty, the analysis of multiple methods of providing access to learning in math and the consideration of how technology can be used to maximize student strengths and minimize deficits.	1	47:39
[Secondary Math Series (2) Providing Access to Learning Math by Minimizing Areas of Deficit](#)	This is part 2 of a 4 part series. The series covers the application of mechanisms of reasoning & sense-making to specific areas of difficulty, the analysis of multiple methods of providing access to learning in math and the consideration of how technology can be used to maximize student strengths and minimize deficits.	0.75	29:34
[Secondary Math Series (3) Multiple Methods of Supporting Access Based on Student Strengths](#)	This is part 3 of a 4 part series. This session addresses what differentiation is and isn't, why it is important to differentiate, provides an overview of 2 approaches to differentiation, discusses 4 design points for differentiation and provides the opportunity to practice one approach.	1.25	56:24
[Secondary Math Series (4) Case Study - UDL in Secondary Math](#)	This is part 4 of a 4 part series. This session reflects on key learnings from sessions 1-3, reviews design elements of differentiation, makes connections between DI and UDL and conducts an analysis of a high school math unit.	1	44:50
[Seeing the Forest through the Trees: Strategies for Creating Accessible Lessons](#)	The greatest victory of technology use with persons of disabilities has been the students' ability to access content and express understanding. But as technology in education has increased, educators have begun to rely more and more on apps that are designed for a specific use. In this presentation we will learn how to step back and design an environment that is more flexible, creative and open to new possibilities in the use of apps and technology in the classroom to support all learners.	1.25	1:00
[Seesaw Step by Step for Special Ed](#)	**In this recorded webinar, you will learn more specifics of how to use the Seesaw learning platform in Special Ed! We'll take a look at more lesson examples, show you how Seesaw integrates natively with device accessibility features, and take you through creating some exciting lessons for use with your students.**	1.25	59:03
	Are you overwhelmed by the process of selecting assistive technology for your students? This recorded webinar encompasses the process and steps of selecting the right assistive technology for students who are blind or visually		

[Selecting the Right AT for Students Who are Blind and Visually Impaired Using the SETT Framework](#)	impaired using the SETT framework. Key points covered in this presentation include identification of the current problem; consideration of current skills; understanding unique visual and learning needs; awareness of AT for VI; AT equipment considerations; the process of building a toolkit; instructional strategies; and next steps. Objectives: (1) Identify required steps in conducting an AT evaluation for students with visual impairments. (2) Analyze student's current skills and unique needs to make appropriate AT recommendations (3) Develop strategies for selecting low, mid and high-tech assistive technology.	1.25	55:00
[Selective Mutism](#)	Selective mutism describes a person who does not speak in certain situations where speech is expected, but is able to speak in at least one other setting. This presentation provides the characteristics of selective mutism and discusses strategies and accommodations that may prove to be beneficial for these individuals.	0.75	23:45
[Self-determination and Assistive Technology: Getting Students Ready for Postsecondary Settings](#)	**Self-determination and self-advocacy are the primary goals of transition planning in K12 special education. But are we specifically teaching high school students with disabilities to consider, choose and use assistive technology before they exit the K12 system for postsecondary settings? What knowledge, skills and beliefs would help them be more prepared? This recorded webinar will help you interpret recent research on self-determination and quality indicators for AT in postsecondary education. The presenters also share a curriculum development project, sponsored by the federally funded Great Lakes ADA Center, that incorporates AT understanding and self-advocacy into the transition planning process. Discover how to get involved!** **Objectives**: (1) Interpret 39 indicators (from recent research) of self-determination needed by students to obtain and use assistive technology in postsecondary settings. (2) Explain how transition planning can incorporate training on self-determination for AT. (3) Identify 3 ways to get involved in the QIAT-PS curriculum development project.	1.25	59:34
[Self-regulation for Students with ASD: Just Relax! iTechnology for Regulating Anxiety](#)	Self-regulation is an important life skill for students with ASD. This presentation reviews the causes of stress and anxiety and how it is presented by students with ASD. The focus is on using iTechnology as evidence-based practice. Examples are presented.	1.25	60:48
[Self-regulation for Students with ASD: iTechnology for Teaching Emotions](#)	Self-regulation is an important life skill for students with ASD. They must be able to identify, understand and regulate their emotions as a component of self-regulation. This presentation reviews both basic and complex emotions and the neurological foundation for difficulties experienced by students with ASD. The focus is on using iTechnology as evidence-based practice. Examples are presented.	1.25	62:47
[Sensory Integration (and the Role It Plays with Children on the Autism Spectrum)](#)	April discusses sensory integration and sensory processing and what happens when there's dysfunction, specifically for children with autism. She identifies ways to alter the environment and discusses sensory diets.	1.25	54:04
[Sensory-Motor Strategies](#)	Processing disorders can have a dramatic impact on a student"s learning. While we may be more familiar with auditory or visual processing, sensory-motor processing is also an area that we need to consider for our students. This presentation describes sensory processing and its characteristics, identifies strategies for teaching students with this type of processing difficulty, and shares how technology can best be used as a tool to assist students with processing disorders in learning.	1	39:00
[Short-term Substitute Teacher Training](#)	This module presents the roles and responsibilities of the short-term substitute teacher. It includes professional responsibilities, curriculum and instruction, resources, district and building operations, student safety and classroom management.	0.75	32:00
[Sign Language Part 1 - Introduction, Alphabet and Numbers](#)	An introduction to sign language is presented as well as the alphabet and numbers.	0.5	14:04
[Sign Language Part 2 - Time, Money and Math](#)	Sign language for math, time and money.	0.25	4:56

Sign Language Part 3 - Transportation and Places	Sign language for transportation and places.	0.25	6:26
Sign Language Part 4 - Family and Feelings	Sign language related to family, friends and feelings.	0.5	11:44
Sign Language Part 5 - Sports and School	Sign language related to sports and school	0.5	14:02
Sign Language Part 6 - Animals	Sign language related to animals is presented.	0.5	8:44
Smart Data, Safe Students: Harnessing Data While Protecting Student Privacy	Think about the age we're in with one-to-one computing, with cloud-based services, and apps on mobile devices. All of these tools are potentially looking for our information. As educators, we need to make sure we're aware of that and select tools that will not exploit that information. This presentation explores student data and who uses it, Federal and State laws that protect students and their data, and best practices for protecting students and their information. Infinitec recently identified a document to help parents understand this topic.	0.75	30:26
Social Security and Identity Protection	Social Security numbers fall under the umbrella of personally identifiable information along with one's birth-date, gender, address, education, medical history and financial information. It is paramount that educators and school staff with access to this information protect confidentiality and prevent access from theft. This presentation identifies prohibited activities, rules and exceptions, public inspection of documents and frequently asked questions about legal compliance under FERPA.	0.5	19:08
Social Security and Identity Protection Act (Illinois)	The Illinois Identity Protection Act, went into effect on June 1, 2010. Training on this act is required for all employees who have access to individuals' SSNs in the course of their duties to ensure confidentiality from the time of collection through the destruction of the information. This presentation focuses on the Act's 3 aspects: restricting the use of SSNs at public institutions and agencies, requiring security and protection of allowed SSN use, and allowing the public to know exactly how SSNs are used.	0.5	17:49
Social Teaching Strategy: Teach Perspective Taking Through Talking/Thinking Bubbles	Strategies for helping children learn social perspective-taking skills are provided. Thinking bubbles, talking bubbles and social filters are explored.	1	50:00
Special Needs Trusts	Video explores the advantages of creating a special needs trust for individuals with disabilities.	0.5	18:19
Speech Recognition as AT for Writing	Learn the ins and outs of considering, trying, assessing and implementing speech recognition with students.	0.75	30:13
Spinal Muscular Atrophy (SMA)	Spinal Muscular Atrophy (SMA) is a rare genetic neuromuscular disease that affects the part of the nervous system that controls voluntary muscle movements. This presentation reviews the characteristics of (SMA) and discusses strategies and accommodations that may prove to be beneficial for these individuals.	0.5	13:26
Stickler Syndrome	This presentation reviews the characteristics of Stickler Syndrome and discusses strategies and accommodations that may prove beneficial in the school environment for students with Stickler Syndrome.	0.5	15:35
Stories and Strategies - Social Emotional Support for Students Who Are Deaf/Hard of Hearing - D/HH (1) Introduction	This series focuses on social emotional needs, instruction, and intervention ideas for students who are deaf/hard of hearing. Shared lived experiences of both students and adults illustrate some of the challenges students have as they journey through school years. Intervention through the direct teaching of positive social interaction and friendship skills, monitoring emotional health, and facilitating social communication is addressed.	0	7:53

Stories and Strategies - Social Emotional Support for Students Who Are Deaf/Hard of Hearing - D/HH (2) Elementary	Elementary aged children who are deaf or hard of hearing need instruction and guidance to develop social language and understanding of themselves in order to be aware of why they have challenges and to develop self-regulation, motivation, empathy and friendship skills. This module includes home-based interventions, shared experiences, and school-based teaching strategies.	0.75	27:24
Stories and Strategies - Social Emotional Support for Students Who Are Deaf/Hard of Hearing - D/HH (3) Middle School	In order to make healthy connections in school and life, students need to learn how to get along with others, exercise good judgement, and manage their emotions. This module focuses on the middle school years, which are particularly challenging as students evolve their social connections from physical play to more complex and sophisticated language in a wider variety of social situations.	0.75	29:48
Stories and Strategies - Social Emotional Support for Students Who Are Deaf/Hard of Hearing - D/HH (4) High School	As students who are deaf or hard of hearing move from the freshman to senior year in high school, there is a significant social development including self-identity, self-acceptance and social growth. Teacher support and instruction, critical during this stage, are shared.	0.5	21:25
Stories and Summaries and Poems, Oh My! Writing for Students with ASD Across Genres	**Writing is critical for success in all school subjects, yet research has shown that many students struggle to write well. Although people with autism spectrum disorders (ASD) exhibit considerable variability in terms of writing ability, many tend to perform well below their peers in school-based writing. Our presenter discusses discuss characteristics of children with ASD that may impact their writing skills and ways to support them. She introduces three strategies for writing: (1) the WWW, What = 2, How = 2 strategy to teach story writing, (2) the WINDOW strategy to teach how to write better summaries, and (3) a type of poetry known as bio-poems. Each of these strategies was taught using a framework known as the self-regulated strategy development (SRSD) approach. She shares the theory behind SRSD, a method of teaching writing that promotes self-regulation through prompts such as self-talk and self-monitoring. Results of research studies implementing the aforementioned strategies, which included increased outcomes across multiple outcome areas (story elements, length, quality, etc.) for each of these strategies are shared, along with the benefits and challenges encountered while teaching these strategies to people with and without ASD. Finally, she demonstrates how these strategies can easily be implemented in school settings. Objectives: At the end of the session, participants will: (1) Identify the characteristics of students with ASD that may impact their writing. (2) Describe three strategies to support writers with ASD in a variety of genres. (3) Discuss ways that self-regulation strategies can work in tandem with writing strategies to improve overall writing outcomes.**	1.25	63:53
Storybook Reading: Developing Narrative Strategies and AAC Language	**This webinar emphasizes the need for individuals using AAC to develop language and skills that support social and interactive communication. Narrative language development focuses on the skills used in interactive discourse and social communication. These are skills that can be developed through a process called "decontextualization" in which language used in storybook reading is learned and used in story re-reading/telling and play activities. It is also a key dimension of conversational or social communication and symbolic development that is needed for language using AAC.** **"Stories and Strategies" is a model of narrative language development that is shared with participants. It emphasizes storybook reading of the classics and why they are useful, and play-based and/or academic activities that decontextualize the language used in the stories to create rich language learning opportunities using AAC.** **Objectives:** **Participants will be able to: (1) Describe how "decontextualization" in the Stories and Strategies Model is used in language-based activities. (2) Identify 3 activities that represent decontextualization from a story and are used to developed language. (3) Discuss how storybook reading and narrative development increase communicative competence.**	1.75	88:38
Student Attendance and Engagement	Chronic absenteeism is a serious issue in every state and at every grade level. This training includes 4 action steps to address chronic absence as well as strategies to help educators infuse attendance into everyday activities.	0.5	13:10

Student Behavior: The Basics	Richard Brown presents an introduction to behavioral strategies. He stresses the importance of understanding the messages that are being communicated through an individual's behavior. Then he provides an overview of frequently used behavioral strategies.	1	52:00
Student Discipline Alternatives	Upon completion of this presentation, the viewer will understand: suspensions/expulsions are not effective discipline approaches, evidence-based strategies that may be used to mitigate student exposure to juvenile justice, the dis-proportionality of minorities and students with disabilities with regard to suspensions and expulsions and will become aware of resources, information and strategies for positive practices and approaches to student discipline.	0.5	22:00
Student Led IEPs	This presentation covers student led IEPs, their benefits, importance and impact along with strategies for implementation. Additionally, clips from an IEP featuring a student planning for his high school and transition are included.	1.25	57:28
Students Experiencing Homelessness: Transitioning to Higher Ed	This webinar explores important considerations for students who are homeless who wish to pursue higher education. Included are: dealing with application expenses, such as AP exam fees, college entrance exam fees, (SAT and ACT), college application fees, seeking financial aid and scholarships: the FAFSA for "accompanied" and unaccompanied homeless students, private scholarships, state-specific opportunities and options for undocumented homeless students. This video has been reproduced with permission.	0.75	23:22
Students on the Autism Spectrum in the General Education Classroom - Tackling the Thorny Issues	This recorded webinar addresses the issues that impact the successful inclusion of students with Autism Spectrum Disorder. A hierarchy of supports are described and various low tech and digital tools for socialization, self-management, task completion, writing and behavior management are demonstrated.	1.5	75:15
Suicide Prevention (12 minutes)	The teen suicide rate is on the rise. In order to prevent suicide, we as educators need to observe and learn to recognize those at risk, respond to crisis situations, and refer these teens to the appropriate professionals for intervention.	0.5	12:41
Suicide Prevention Among Teens (1 hour)	Nineteen states have passed the Jason Flatt Act, legislation requiring 1 hour of training for school staff in suicide prevention. This video discusses suicide prevention, the warning signs, what to do in the classroom, and what to do as a school if there is a tragedy in the school. The video includes the perspectives from a parent who has lost a child from suicide, two teachers, a young adult, a principal and a school counselor.	1.25	61:18
Suicide Prevention School-wide Crisis Response (for Administrators)	With the rise in the teen suicide rate, responsibilities have increased for schools and school districts to develop school-wide suicide prevention programs and crisis response plans. This overview explores some of the steps recommended, while realizing that regulations will vary by State.	0.25	7:02
Supporting All Students: UDL (1) Introducing the Principles	Have the learners in your classrooms become more diverse? Is your district moving toward or expanding inclusive opportunities for students? Are you co-teaching? Are you wondering how you can support everyone's learning? During this introductory webinar (Part 1 of 4), we will introduce the Principles of Universal Design for Learning (UDL), describe the need for and importance of UDL in today's diverse classrooms, and generate examples of applying the UDL principles to classroom materials.	1	40:15
Supporting All Students: UDL (2) Offering Multiple Means of Engagement	Are your students engaged in the learning activities in your classroom? What does it mean to be engaged? How can you get them interested? How can you encourage them to sustain that interest? In this recorded webinar (part 2 of 4), we will briefly review the need for and importance of UDL in today's diverse classrooms and the 3 principles of Universal Design for Learning (UDL). We will then explore the concept of engagement and look at options for supporting and sustaining interest by providing multiple means of engagement. Participants will be provided with resources to help begin/continue on their UDL journey.	1	47:00
Supporting All Students: UDL (3) Offering Multiple Means of Representation	Are your students learning what you are trying to teach them? Are your lessons meeting the needs of your diverse learners? Technology tools can engage students and support their learning. Tools can also provide supports for the learner variability that exists in every classroom. The challenge is to decide why and when you want to incorporate technology and what tools to use. In this recorded webinar (part 3 of 4 in the series), we briefly review the need for and importance of UDL in today's diverse classrooms and the 3 principles of Universal Design for Learning (UDL). We examine the UDL instructional planning process, how to thoughtfully incorporate technology and explore technologies (Chrome and iOS) that can support access to instructional	1.25	55:27

	materials by offering multiple means of representation.		
Supporting All Students: UDL (4) Offering Multiple Means of Action and Expression	Are your students learning what you are trying to teach them? Are your lessons meeting the needs of your diverse learners? Technology tools can engage students and support their learning. Tools can also provide supports for the learner variability that exists in every classroom. The challenge is to decide why and when you want to incorporate technology and what tools to use. In this recorded webinar (part 4 of 4 in the series), we briefly review the need for and importance of UDL in today's diverse classrooms and the 3 principles of Universal Design for Learning (UDL). We examine the UDL instructional planning process, how to thoughtfully incorporate technology and explore technologies (Chrome and iOS) that can support students' abilities to demonstrate what they have learned by offering multiple means of action and expression. Participants are provided with resources to help begin/continue on their UDL journey.	1.25	56:04
Supporting Behavioral Change: Plans That Work - Series A Investment in Growth	Series A provides an overview, and addresses family involvement, relationships, neurological implications for teaching and learning, and trauma and behavior.	0.5	12:55
Supporting Behavioral Change: Plans That Work - Series B Functional Behavioral Assessment	Series B provides an overview of functional assessment, and addresses family involvement, the "why" of behavior and other factors which may impact function.	0.75	22:45
Supporting Behavioral Change: Plans That Work - Series C Setting Conditions	Series C addresses setting conditions which may explain what has happened to the child or what is happening and may help us understand the behaviors seen in school. The presentation looks at school, community and home.	0.5	20:58
Supporting Behavioral Change: Plans That Work - Series D Exploring Factors	Series D addresses six research-based factors including biological regulation, social connectedness, emotional regulation, avoidance of curriculum and/or instruction, communication skills and cultural environmental skills. Once identified within a student, supports can be identified to help the child.	0.75	33:29
Supporting Behavioral Change: Plans That Work - Series E Putting It All Together, Functional Behavior Analysis and Student Support Plan	Series E addresses why behavior plans often fail, student support plans versus behavioral intervention plans, the critical components of a student support plan, hypothesizing factors and matching those to support for the student.	0.5	21:29
Supporting Behavioral Change: Plans That Work - Series F Data REQUIRED	Series E addresses data management, adult accountability, family involvement and assisting students with behavioral change along with the need for persistence and relationships.	0.5	15:55
Supporting Positive Behavior: Tips for Support Staff Working with Students with Special Needs	The purpose of this tutorial is to define common disabilities and identify behavior supports that might prove to be helpful when working with these individuals.	0.5	12:05
Supporting Reading with Technology - What is my role? Digital Text for Paraprofessionals	Students who struggle to read often require support accessing reading materials from classes. While some students benefit from having adults read materials from their classes, other students gain more independence and comprehend more information using technology to access reading materials. During this recorded webinar, paraprofessionals will learn about digital text and their roles in supporting students who struggle to read.	1	43:15
Supporting the Education of Children and Youth Experiencing Homelessness	This presentation promotes an understanding of family and youth homelessness. It addresses the educational rights and supports for students experiencing homelessness. It explains the McKinney-Vento Act and what that means for schools. Lastly, specific strategies and next steps for specialized instructional support personnel and other educators are presented.	1.25	57:22

Supporting the Education of Unaccompanied Homeless Students Under ESSA	This webinar seeks to answer these questions: What is the relationship between homelessness and education? Who are unaccompanied homeless youth? What educational rights and supports are available to unaccompanied homeless youth? What supports are available to unaccompanied homeless youth for transitioning to higher education? This video has been reproduced with permission.	0.75	30:37
Switch Assessment for Clients with Increased Muscle Tone	This recorded webinar focuses on how to determine where to put a switch and the switch type considerations for clients with increased muscle tone.	1	48:52
Switch Assessment for People Who are Not Engaged	This recorded webinar focuses on determining the best switch site and type for individuals who are not engaged. Causes for poor participation are explored and case studies are used to illustrate how to determine what might motivate an individual and interventions that might be used.	1.25	60:00
Switch Training (1) Basic Skills	This recorded webinar covers the basic skills necessary for teaching an individual to use a switch, including developing a motor pattern, strategies to build endurance, and strategies for developing automaticity.	1.25	62:18
Switch Training (2) Scanning Skills	This recorded webinar covers strategies to develop scanning skills in preparation for the use of other technologies.	1.25	56:41
Switch Training (3) Power Wheelchair Switch Skills	This recorded webinar covers strategies to develop scanning skills used for driving power wheelchairs. These include activation, sustained contact, and quick and accurate release.	1	44:24
Switched On Students - Part 1 Switch Assessment	Assistive technology can provide communication, mobility, recreation, participation, and education. The key that unlocks assistive technology is how the user accesses it – and there are many types of access methods. Direct, eye gaze, mouse, head movements, voice … is there still a place for switch access? Yes! This series of recorded webinars presents switch assessment and training for users who cannot effectively use other access methods. Where? Starting with determining an optimal switch site, we follow a hierarchy of potential switch placements with clinical indicators for each. What? Then we move onto a discussion of available mechanical and electrical switches and when each is indicated for a specific person. How? Finally, we discuss training specific switch skills to be successful in specific AT applications. Case studies and workgroups are included. OUTCOMES - Participants will be able to: (1) Describe a hierarchy of possible switch sites for access to assistive technology. (2) List 3 types of mechanical switches. (3) List 3 types of electrical switches. (4) Describe switch training strategies. Part 1 covers the basics of switch assessment. Note: This 6 part series occurred as a 6 hour live webinar training over 2 days. It has been broken into segments for your convenience.	0.75	30:22
Switched On Students - Part 2 Switch Site Hierarchy	**Assistive technology can provide communication, mobility, recreation, participation, and education. The key that unlocks assistive technology is how the user accesses it – and there are many types of access methods. Direct, eye gaze, mouse, head movements, voice … is there still a place for switch access? Yes! This series of recorded webinars presents switch assessment and training for users who cannot effectively use other access methods. Where? Starting with determining an optimal switch site, we follow a hierarchy of potential switch placements with clinical indicators for each. What? Then we move onto a discussion of available mechanical and electrical switches and when each is indicated for a specific person. How? Finally, we discuss training specific switch skills to be successful in specific AT applications. Case studies and workgroups are included. OUTCOMES - Participants will be able to: (1) Describe a hierarchy of possible switch sites for access to assistive technology. (2) List 3 types of mechanical switches. (3) List 3 types of electrical switches. (4) Describe switch training strategies. Part 2 covers a switch hierarchy which may be considered when determining a switch site. Different types of switches for each site are explored.**	1.25	60:25
Switched On Students - Part 3 Switch Types	**Assistive technology can provide communication, mobility, recreation, participation, and education. The key that unlocks assistive technology is how the user accesses it – and there are many types of access methods. Direct, eye gaze, mouse, head movements, voice … is there still a place for switch access? Yes! This series of recorded webinars presents switch assessment and training for users who cannot effectively use other access methods. Where? Starting with determining an optimal switch site, we follow a hierarchy of potential switch placements with clinical indicators for each. What? Then we move onto a discussion of available mechanical**	1	45:39

	and electrical switches and when each is indicated for a specific person. How? Finally, we discuss training specific switch skills to be successful in specific AT applications. Case studies and workgroups are included. OUTCOMES - Participants will be able to: (1) Describe a hierarchy of possible switch sites for access to assistive technology. (2) List 3 types of mechanical switches. (3) List 3 types of electrical switches. (4) Describe switch training strategies. Part 3 covers different mechanical and electrical switches.		
Switched On Students - Part 4 Switch Skills Development	Assistive technology can provide communication, mobility, recreation, participation, and education. The key that unlocks assistive technology is how the user accesses it – and there are many types of access methods. Direct, eye gaze, mouse, head movements, voice … is there still a place for switch access? Yes! This series of recorded webinars presents switch assessment and training for users who cannot effectively use other access methods. Where? Starting with determining an optimal switch site, we follow a hierarchy of potential switch placements with clinical indicators for each. What? Then we move onto a discussion of available mechanical and electrical switches and when each is indicated for a specific person. How? Finally, we discuss training specific switch skills to be successful in specific AT applications. Case studies and workgroups are included. OUTCOMES - Participants will be able to: (1) Describe a hierarchy of possible switch sites for access to assistive technology. (2) List 3 types of mechanical switches. (3) List 3 types of electrical switches. (4) Describe switch training strategies. Part 4 covers building basic switch skills. It addresses strategies, required motor patterns, endurance and automaticity.	1	51:05
Switched On Students - Part 5 Developing Scanning Skills	Assistive technology can provide communication, mobility, recreation, participation, and education. The key that unlocks assistive technology is how the user accesses it – and there are many types of access methods. Direct, eye gaze, mouse, head movements, voice … is there still a place for switch access? Yes! This series of recorded webinars presents switch assessment and training for users who cannot effectively use other access methods. Where? Starting with determining an optimal switch site, we follow a hierarchy of potential switch placements with clinical indicators for each. What? Then we move onto a discussion of available mechanical and electrical switches and when each is indicated for a specific person. How? Finally, we discuss training specific switch skills to be successful in specific AT applications. Case studies and workgroups are included. OUTCOMES - Participants will be able to: (1) Describe a hierarchy of possible switch sites for access to assistive technology. (2) List 3 types of mechanical switches. (3) List 3 types of electrical switches. (4) Describe switch training strategies. Part 5 addresses ways to develop scanning skills.	0.75	38:15
Switched on Students: Part 6 Bring It Together	Assistive technology can provide communication, mobility, recreation, participation, and education. The key that unlocks assistive technology is how the user accesses it – and there are many types of access methods. Direct, eye gaze, mouse, head movements, voice … is there still a place for switch access? Yes! This series of recorded webinars presents switch assessment and training for users who cannot effectively use other access methods. Where? Starting with determining an optimal switch site, we follow a hierarchy of potential switch placements with clinical indicators for each. What? Then we move onto a discussion of available mechanical and electrical switches and when each is indicated for a specific person. How? Finally, we discuss training specific switch skills to be successful in specific AT applications. Case studies and workgroups are included. OUTCOMES - Participants will be able to: (1) Describe a hierarchy of possible switch sites for access to assistive technology. (2) List 3 types of mechanical switches. (3) List 3 types of electrical switches. (4) Describe switch training strategies. Part 6 includes an extensive case study and responses to participant questions.	1.5	73:00
Symptoms of COVID-19 and When to Seek Care	This short presentation identifies the symptoms of COVID-19 and when to seek care if you're experiencing symptoms that are severe or concerning.	0.25	1:31
Systematic Instruction: Coaching for Success	How does systematic instruction support more independence for students and adults in their integrated competitive jobs? Best practices in providing job supports that incorporates a system of instruction that increases successful transition from staff supports (Job Coaching) to employer supports is reviewed. The use of cue hierarchy, task analysis, discrepancy analysis, technological suggestions, self-monitoring, fading based on data, building co-worker/supervisor support and addressing basic soft skill feedback are presented.	1.25	60:33

Taking the Next Step with Complex Communicators - Strategies for Implementing Communication Supports	**Do you have a student who has received a brand new AAC device and are not sure how he/she is going to use the system throughout the day? Do you have a student that has a device that he/she doesn't use as much as they could? Or maybe you have a student who benefits from classroom-based communication supports for specific activities, but you're looking for more? Supporting students using AAC can be an overwhelming task, but with careful consideration and planning, implementation of communication supports doesn't have to be so daunting. This recorded webinar reviews the primary goals of AAC and provides participants with the helpful tools and strategies to successfully integrate AAC throughout a student's day.**	1	52:22
Teaching Communication Partnerships: Why is it so hard?	In this recorded webinar, Dr. Cafiero describes excellence in communication partnerships and AAC systems, identifies the difficulties in teaching good partnership strategies, discusses strategies for teaching and modeling communication partnerships and focuses on video modeling and video self-modeling as effective teaching and modeling strategies.	1.25	53:45
Teaching Digital Literacy Using Google Earth	**Google Earth Voyager Stories are such a powerful resource when working with students! The images and street view access are high quality and provide realistic access for all kids. Visit schools in India and Nepal to teach students the concepts of compare and contrast. Follow Lewis and Clark's voyage to learn to closely read. Build and support perspective and a world view as you wander through various continents. We know that our kids need many options in how they demonstrate their learning. Use the Project tools to have students tell THEIR stories in Google Earth! In this session we look at our journey to use this rich literary resource with our elementary and middle school kids.** **By the end of this session educators will understand how Google Earth can provide opportunities for students to demonstrate learning by using the Project tool in Earth and discuss application of this resource in order to create classrooms that are equitable and focused on Universal Design for Learning (UDL).**	1.25	55:26
Teaching Switch Progression (1) Extending Influence and Control	Closely aligned to the Switch Progression Road Map, these three recorded webinars detail a developmental progression of skills with switches from the pre-intentional through to one or two switch step scanning. Each stage is explored by providing classroom examples with computer software, simple communication devices, sensory equipment and toys. Each session concludes by signposting the resources used to demonstrate teaching, almost all of which are free to download and use.**** The first session explores the use of switches at the earliest levels of learning. Addressed are engagement and motivation and the transition from experiential learning to making things happen independently. The connection between cause and effect and communication is examined.	1.25	57:00
Teaching Switch Progression Series (2) Moving On and Making Choices	In the second session of this three part recorded webinar series, we move beyond cause and effect and explore the pathways to progression toward making meaningful choices with one or two switch step scanning. Routes for success for one or two switch users and the identification of the key skills required to enable progress are discussed.	1.25	58:22
Teaching Switch Progression Series (3) The Curriculum and Beyond	The final session of three explores how opportunities for switch use at every stage of development can be embedded and become an integral part of the school day. Good practice examples from schools around the world from the morning 'welcome' session through to home time are shared.	1.25	1:01
Teaching Through a Grief-Sensitive Lens - Compassion for Ourselves and Our Students	Do you feel as though you or your students are struggling more than you used to? Do you just feel wiped out but aren't sure why? Grief most likely has a hand in these things. Our society isn't very used to talking about or openly coping with grief, so how can we help ourselves and those we care about? Whether you are grieving the death of someone in your life, or you are joining the world in grieving the little things we miss about our "normal" lives as we respond to COVID-19, it's important to know how to cope in these heavy times. Join us for an educational webinar full of information and tools to help you and the kids you care about, through this time and the months to come.	1.5	68:53
Teaming for Success: Strategies for Teacher-Paraeducator Collaboration	This recorded webinar defines effective teacher-paraeducator collaboration, the benefits and challenges to effective teacher-paraeducator collaboration and strategies to promote teacher-paraeducator collaboration.	1.25	58:50

[Technologies (1 of 3) Organizational Structure of Technology for Blind or Visually Impaired](#)	This recorded webinar is the first of 3. It begins by providing a structure in which to organize technology, first by the task and second by the modality (visually, tactilely or auditorily). This webinar has a focus on technologies designed for accessing printed information visually.	1.25	55:40
[Technologies (2 of 3) for Accessing Printed Information Tactilely and Auditorily](#)	This recorded webinar is the second of 3. It has a focus on technologies designed for accessing printed information tactilely and auditorily.	1	0:52.12
[Technologies (3 of 3) for Accessing Electronic Info Visually, Tactilely and Auditorily](#)	This recorded webinar is the last of 3. It has a focus on technologies designed for accessing electronic information visually, tactilely and auditorily.	1	49:45
[Teen Dating Violence Prevention](#)	During pre-teen and teen years, young people are learning skills they need to form positive relationships with others. Part of that learning experience involves dating and the unfortunate potential for an unhealthy relationship or teen dating violence. As educators we are required to raise our awareness in an effort to stop teen dating violence before it starts.	0.5	16:18
[Teen Pregnancy and Parenting Youth](#)	Nearly 1700 teens, ages 15-17 give birth each week and of teens younger than 17 who gave birth, only 38% earned a high school diploma by age 22. We lack the ability to control the sexual behavior of young adults and thus must rely on education. All adults have a stake in providing education and guidance for young adults. This video discusses the roles of various individuals in the young adult's life and suggestions for guiding approaches.	0.5	12:29
[Tele-tricks and Tips for Virtual Therapy with Children Who Use AAC](#)	Are you starting to provide teletherapy to your students? If so, this webinar will introduce therapists to tools and strategies for making distance augmentative and alternative communication (AAC) therapy fun and engaging. The strategies discussed should work with most video conferencing and e-learning platforms.	1	47:04
[The "Best" Web-based Resources for Professionals Working with Students with ASD](#)	This fast-paced recorded webinar gives viewers a wealth of web-based resources to assist professionals in better understanding and programming to meet the unique learning and behavioral needs of students with ASD. Various websites are explored, starting with evidence-based practices identified by the National Professional Development Center on Autism Spectrum Disorder. Numerous free web-based resources that highlight instructional tools, strategies, and behavioral interventions for students with ASD are also shared. This is not to be missed especially if you are looking for evidence based practices.	1.5	1:16
[The Brain and ASD and Its Impact on Instruction, Academics, and Challenging Behavior](#)	Dr. Myles has completed a review of neurology literature and shares how autism impacts individuals in the classroom. She includes images of brain scans that compare typically developing brains with brains of autistic individuals. Discussed are reinforcement, self-regulation, aggression, learning, memory, sensory and motor systems, pseudo-logic and implicit learning, theory of mind and problem solving. This is not to be missed if you teach or work with students with ASD.	1.25	59:11
[The Great Google Tour Part II - Books, Magazines and Newspapers](#)	**Let's continue the tour while exploring some of the newest features in Google Books – the ability to explore microfiche newspapers and magazine archives. Student research is easier than ever before, and in this session we give you the tools to help students find resources quickly and accurately.**	1	51:02
[The Great Google Tour Part III Google Maps and Google Earth](#)	**In this session, we dive into Google Earth to explore how you can take students on incredible virtual tours of history, culture, science, and literature. We even show you how to build your own customized Google Earth Tour. Come play with us!**	1.25	56:16
[The Online Classroom](#)	Tutorial providing an overview of the Online Classroom.	0	3:00
[The Paraprofessional and Student Success: Four Corners to Super](#)	The work of a paraprofessional in the classroom is critical to student success; however, working with students is often complicated. What skills, attributes or traits will help paraprofessionals achieve Super Para Status while working in the schools? This video is intended for school paraprofessionals and discusses attributes and traits in four key areas: relationships, performance character,	1	37:53

Para Status	student needs and workplace politics.		
The User Dashboard	Tutorial providing an overview of the User Dashboard.	0	4:00
Top 10 Google Tips Paraprofessionals Need to Know When Working from Home	We all have different responses when told to use technology. This presentation is geared to paraprofessionals who are using technology at home as a result of the shelter-in-place orders. Tim offers 10 tips for Google use that he reports changed his life. His hopes are that users will explore the ideas and increase their efficiency.	1.25	56:42
Top 10 Things You Can Do This School Year to Improve Your IEPs	Laura presents the top 10 things to do to improve your IEPs. It is not intended to be legal advice nor is it intended to be a comprehensive list of all legal requirements pertaining to IEPs. You should absolutely do these 10 things and everything else you are required by law to do.	0.75	25:53
Touch As A Way of Seeing	This recorded webinar discusses the built-in accessibility features of iOS that enable people with low vision or visual impairments to access content and participate in the classroom.	1.25	67:55
Transition 101	In Transition 101 Laura provides a rationale for transition services, discusses IDEIA requirements, provides a framework for compliance with the new regulations and discusses how to implement state-of-the-art practices for the successful transition from school to adult life.	0.75	33:50
Transition Services - There's an App for That	In this recorded webinar, Rocky Nichols describes an app that was created to help students, parents and educators plan for secondary transition. Completion of the app provides a written plan that can be addressed at IEP meetings.	1.25	56:16
Transition Tech Tools to Empower Your Student/Adults	This presentation considers the resources that align themselves with the transition process. Tools to facilitate the transition process, before, during and after are discussed. Resources for educators, parents and individuals are presented. **Presentation slides**	1.25	59:32
Transition to Adulthood	This video introduces information about the transition meeting at age 14-1/2, the top 10 things to do upon turning age 18, and what to do at age 22 when school entitlements cease. Examples are provided and person centered planning described. Creating employment and creating housing are addressed.	1.25	57:03
Transition to Employment	Transitioning students from school to employment requires us to look at the current service delivery system and make sure students transition into integrated employment. It is important that we as educators train and prepare our students for integrated employment, where they are able to successfully work within the business community, build social capital and allow businesses to see the skills our students have to offer. Middle school and high school provides the time to prepare students to advocate for themselves and to experience different types of jobs based on their interests. Integrated employment can be successful when there is a negotiated fit between the applicant's strengths, passion and needs and the specific needs of the employer and his business.	1	41:20
Trauma Informed Education (1) Neuropsychological Principles for All	**Developmental trauma can significantly impact brain function, bringing with it challenging implications in the school setting. By understanding how the brain works, we can bring meaning to why students behave in particular ways and subsequently how to promote their wellbeing with growth and resilience.** **Objectives: (**1) Define developmental trauma and its most common causes. (2) Describe the Stress Response System, the impact of developmental trauma on stress response, and its effect on the body. (3) Describe the five categories of stressors. (4) Reframe behavior and learning through the lens of state dependent functioning.	1.25	65:16
Trauma Informed Education (2) Practices and Tools	**With the foundation of neurobiological processes reviewed in Session 1, let's explore classroom practices to enhance the development of self-regulation (and subsequent achievement) of all students. This recorded webinar includes proactive and responsive strategies, and considerations specifically for working with students who have developmental trauma.** **Objectives: (1) Describe central features of an education environment conducive to learning for students who have experienced trauma. (2) Explain the role of social connection and relationship in the process of regulation. (3) Identify considerations when responding, not reacting, to dysregulation behaviors, which**	1.5	73:42

	promote long-term growth and resilience. (4) Identify the most important and impactful practice educators can develop to support all students, and particularly those who have experienced trauma.		
Tweaking the Four Block Model for Children with Autism and Severe Disabilities (Part 1)	In this four part video series, Susan Norwell explains the Four Block Model of Literacy Development and demonstrates its use to teach children with Autism and severe disabilities. In part one, she provides an overview of each block in the Four Block Model. Susan describes at least three types of students who benefit from this type of instruction. She includes students who are non-verbal, those who are verbal with language and auditory processing issues, or children who are hyperlexic. Then Susan goes deeper into the self-selected reading block. She provides both an explanation and video demonstration of the strategies used to teach this block.	1.25	65:00
Tweaking the Four Block Model for Children with Autism and Severe Disabilities (Part 2)	In Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part II, Susan Norwell discusses the guided reading block. Once again, she provides strategies and goals for teaching in this model. She continues to provide video examples to illustrate her explanations. She demonstrates how to move from using voice output devices to reading silently.	1	46:00
Tweaking the Four Block Model for Children with Autism and Severe Disabilities (Part 3)	Susan Norwell demonstrates ways that the writing block of the four-block model can be modified and adapted for students with autism and severe disabilities in Tweaking the Four Block Model for Children with Autism and Severe Disabilities, Part III. Susan discusses the roadblocks that these students often encounter before and during the writing experience. Then she provides multiple strategies to implement during writing instruction.	1.25	60:00
Tweaking the Four Block Model for Children with Autism and Severe Disabilities (Part 4)	In the final video of this four part series, Susan, an educational specialist, discusses how to tweak the word study block of the four block model for children with autism and severe disabilities. She reviews instructional methods for teaching phonemic and phonological awareness and sight word skills, and describes specific strategies to increase engagement and participation for students with significant needs. Susan provides various examples of activities through discussion and video demonstration; she includes material and web based resources	1	50:15
UDL Series (1) Unpacking Universal in UDL for Students with the Most Complex Needs	Introduction to Universal Design for Learning from a perspective of including ALL students. Does "universal" mean every student or is it intended only for some? How do students with the most complex needs fit into the UDL framework? **Presentation Handout**	0.75	35:42
UDL Series (2) Unpacking Design in UDL for Students with the Most Complex Needs	Part 2 of the series focuses on intentionality of systematic design of instruction. Drawing on our knowledge from the previous session on including ALL students, this webinar will focus on systematic approach to planning instruction that is flexible, inclusive, and meaningful for all. **Presentation Handout**	1	38:11
UDL Series (3) Unpacking Learning in UDL for Students with the Most Complex Needs	Part 3 of the series builds upon the previous two sessions by providing specific examples of what learning in UDL environment can look like for students with most complex needs. Video examples and case studies will be embedded throughout the webinar. **Presentation Handout**	1	42:27
Understanding & Managing Problem Behavior in the Classroom (Based on ABA Principles)	The principles of applied behavior analysis (ABA) are often used to manage behaviors in the classroom. This presentation discusses basic principles of behavior, the ABCs of behavior, the functions of behavior and provides support strategies for the classroom. All topics are addressed to allow time to be spent on academic tasks, to establish a supportive predictable learning environment and to improve the independence of student learners.	1	48:13
Understanding Diversity in Our Schools	Understanding diversity and respect for differences is important. Too often, differences make students anxious and/or become a focus for bully behavior. Given that teaching and learning rests on relationships, how we understand, manage and celebrate diversity matters! By not teaching respect for differences, ongoing teasing and bullying behavior will undermine a positive school climate, student learning and achievement and positive youth development. More and more schools and districts are invested in making their school community more inclusive for all students. (IL: Addresses social/emotional learning.	0.75	25:39
Understanding Doubled-Up	This video describes the primary federal legislative response to homelessness, the McKinney-Vento Act and its reauthorization by the Every Student Succeeds Act (ESSA). The term doubled-up is included in the McKinney-Vento Act's homeless definition. It refers to shared living arrangements, some of which	0.5	17:59

	may or may not be considered homeless. This video addresses the factors that contribute to the term, doubled-up. This video has been reproduced with permission.		
Understanding Instructional Strategies that are Supported by Neurological Research	**Instructional strategies that address academic/learning, social, sensory and regulation skills as they relate to brain research (interpreted in laymen's terms) are presented. These strategies are presented as they relate to evidence-based practices (EBP) as identified by the National Autism Center (NAC), centers for Medicare and Medicaid Services (CNS), and National Professional Development Center (NPCD). Finally, a means of organizing these strategies for easy application is discussed.**	1.25	56:23
Understanding the Educational Implications of PANDAS-PANS	PANDAS and PANS are autoimmune encephalitic conditions that typically have an abrupt onset and are thought to impact 1 in 200 children. Students typically demonstrate anxiety, OCD, and/or tic symptoms including school or participation refusal. It is important for school personnel to recognize the early signs of these conditions as well as learn how to support these students in the school environment. This recorded webinar provides an introduction to PANDAS and PANS, the parent perspective, the current treatment guidelines, and specific educational strategies to increase student functioning.	1.25	1:02
Understanding the Literacy Learning Profiles of Students with Disabilities Series (1) Instructional Profiles for Reading Instruction	This first session provides a framework to understand the reading learning needs for developing silent reading comprehension. Potential learning profiles are covered with connections for program decision-making. Participants will learn a framework for silent reading comprehension be able to make connections to potential reading profiles for students.	1.25	52:51
Understanding the Literacy Learning Profiles of Students with Disabilities Series (2) Assessing to Determine Profiles for Reading Instruction for Students with Disabilities	Building on the first session, this second webinar provides participants with an overview of how to determine a student's profile using informal assessment strategies. Strategies for determining instructional needs in word identification, language comprehension and print processing are presented. Participants will learn an assessment method for determining instructional needs using a variety of methods and learn how to create a reading profile to make instructional decisions for students.	1.25	53:23
Understanding the Literacy Learning Profiles of Students with Disabilities Series (3) Assessing to Determine Profiles for Reading Instruction for Students with (Severe Speech and Physical Impairments) SSPI	The third part of the series builds on the framework to use guiding questions that connect individual student strengths and weaknesses in reading with AAC and assistive technology decision-making. Participants will identify how reading learning profiles impact AAC and AT decision-making and examine reading profiles to make technology decisions to maximize student learning engagement.	1.25	59:12
Unlocking Language for Students with ASD - Literacy Interventions	New research in the field of ASD is dictating that practitioners rethink expectations and interventions for students on the Autism Spectrum. This recorded webinar will focus on the implementation of robust literacy interventions guided by the National Reading Panel and using software, leveled readers and student-centered, teacher-made tools with the goal of providing meaning and a love of literacy while supporting functional communication.	1.25	65:00
Using Core Vocabulary with Emergent and Context Dependent Communicators - Follow Up Webinar	Participants attending this webinar will understand the benefits and how to select, represent, and use of 150 – 200 generic, core words, rather than activity-specific extended vocabulary across the school day. From this presentation the participants will know how to use these words, using simple aided manual communication boards and speech output devices. Finally, any follow up questions from the first presentation will be addressed.	1.75	88:00
Using Core Vocabulary with Generative-Independent Language Skills	This webinar is a follow up to the training to 'Using Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms' that took place on December 7th. This webinar addresses the challenges of teaching and using high tech, robust AAC devices in classrooms with students who are not reaching their language potential. Participants will learn to support classroom participation by focusing on vocabulary development and using that vocabulary for descriptive talking in class with students. Other strategies will be presented for targeting key language issues, such as language and listening comprehension.	2	99:30

[Using Custom Text to Support Language and Literacy Development in Students with Complex Needs, Part 2](#)	In this second session of our two-part series, we explore a set of free and low-cost digital tools that can be used to create engaging custom books and texts with your students or clients. Examples and live tool demonstrations focus on how to use each tool to follow your learners' lead by incorporating their interests, experiences, and ideas. Tools demonstrated include options that can be utilized on a variety of platforms including PCs, Macs, Chromebooks, and tablets. First, you will learn about custom book creation using Tar Heel Reader and Tar Heel Shared Reader, Google Slides and PowerPoint, Canva, Book Creator, Story Creator, and Pictello. You will then learn about tools and websites that can be used to create engaging custom texts that are alternatives to digital books. A link with access to all resources discussed in the session is provided and found below the video. **Objectives:** After viewing this recorded webinar, you will be able to: (1) Identify one tool that can be used to create custom books and describe how you plan to use it with a student or client. (2) Provide one example of how a digital text creation tool demonstrated can be used to follow a learner's lead "on the fly" (within the course of a lesson or activity). (3) Name at least one custom text activity from this presentation that is NOT a book creation activity.	1	51:11
[Using Custom Text to Support Language and Literacy Series Part 1](#)	Creating and using custom books and texts is a powerful yet often underused activity for teaching language and literacy to all learners, including those who use AAC. When we create custom texts *with* a learner, we can incorporate that learner's interests, personal experiences, and ideas to deliver instruction that is personally relevant and highly engaging. In this recorded webinar, you will explore how custom books and texts can be used as an engaging activity to support the language and literacy development of your students. Though custom books and texts can be created using either paper-based materials or digital options, this series will focus on how the features of open-ended digital text creation tools and websites make them ideally suited to following a student's lead. After exploring the many benefits of using custom book and text creation activities with your students or clients, you will learn about adaptations you can make within those activities to accommodate for a variety of student needs. A link with access to all resources discussed in the session is provided. Objectives: After watching this presentation, you will be able to: (1) Describe three benefits of using custom books and texts to support language and literacy development. (2) Name three elements of a custom book or text. (3) Explain how and why you might remove the background of photos before including them in custom books and texts.	1	51:28
[Using Google Slides to Create Visual Supports](#)	This recorded webinar/tutorial demonstrates how to use the features of Google Slides to create visual supports. The presenter explores the reasons why you might be creating visual supports, how to pre-plan your visuals, how to set up a custom size, how to add, arrange and edit text, images, shapes and how to identify the options for sharing your visuals.	1.25	55:28
[Using Sticky Notes in Windows 10 for Writing](#)	This screencast describes the sticky note feature found in Windows 10 and how it might be used as a tool for writing.	0	4:46
[Using Technology when Working 1:1 with Students for Paraprofessionals](#)	This training focuses on technology supports for paraprofessionals or other staff working one on one with students. The goal is develop systems and ideas when supporting students whether they are in person, blended or remote learning. M**aking sure students are getting the attention they need and c**onnecting with them in a meaningful way is important to their learning. Topics covered include using Google tools available to most schools, virtual meetings, tutoring strategies and websites and services available. The outcomes for this training are: (1) Participants will learn the importance of making meaningful connections to their students. (2) Participants will identify three ways to connect with students to support their learning. (3)Participants will learn how to access the technology and services needed.	1	47:12
[Using VoiceOver with a Bluetooth Keyboard for the iPad](#)	This is a brief demonstration on the use of a bluetooth QWERTY keyboard with VoiceOver on the iPad.	0	4:15
[Using a Refreshable Braille Display with VoiceOver on the iPad](#)	This is a brief demonstration on the use of a refreshable braille display with VoiceOver on the iPad.	0	4:40

[Using iTechnology as Evidence Based Practice! Social Narratives for Students with ASD](#)	In this archived webinar, Susan describes the use of iTechnology as a tool to present social narratives when working with students with ASD.	1.5	82:13
[Using the iPad with Visually Impaired Students](#)	This recorded webinar focuses on the use of VoiceOver and Zoom on the iPad with various classroom apps and several preschool apps. All apps are demonstrated with both a Bluetooth keyboard and a Braille display. Viewers will be able to determine if an app is accessible for visually impaired students, will be able to use iA Writer with VoiceOver and Braille displays and will be able to determine the features that make a preschool app accessible for totally blind children.	1.75	82:46
[Violence Prevention](#)	Community, district, school, and family focus on violence prevention, conflict resolution, and behavior intervention strategies has increased dramatically. As educators we're being asked to pay attention to not only academic needs, but student social and emotional needs. Success in managing threatening situations and creating safe schools requires increased training and awareness.	0.5	18:12
[Virtual AAC Coaching for e-Learning (Put Me In Coach!)](#)	Many skills needed by communication partners, like partner-augmented input (PAI), can be introduced in workshops, webinars, or in-services but really must be learned in the natural environment with the help of a coach. Coaches work with teachers and parents to help them incorporate evidence-based practices such as PAI into their existing work or home routines. This webinar introduces teachers and therapists to basic concepts and strategies of successful virtual coaching in AAC.	1.25	54:58
[Virtual Instruction Series (1): Unique Features to Consider in Creating Virtual Lessons](#)	This first session of a 3 part recorded webinar series addresses learning principles for the virtual classroom, how they differ from face to face learning, and how this affects the learner experience. In this session participants will learn: • Building the plane while you are flying it: What we are learning about virtual teaching? • Children are wired for the screen or are they? Setting expectations for the virtual lesson • Boredom is a different animal: How to anticipate and manage distraction points • Show and Tell: How to balance text and images	1	50:26
[Virtual Instruction Series (2): Best Practices for Setting Up Your Virtual Classroom](#)	This session of a 3 part recorded webinar series addresses how to use creative classroom ideas most effectively in the virtual space. In this session participants will learn: • Facilitating Focus: How your presentation becomes your classroom • Flexible is Your Middle Name: How to segment content for virtual teaching • Getting Creative: Using a variety of media in your classroom (for cheap!) • Use but don't abuse: Copyright do's and don'ts for virtual content • Less is More: Time management tips for the virtual classroom	1.25	53:08
[Virtual Instruction Series (3): Using Platform Tools for Student Engagement](#)	This third session of a 3 part recorded webinar series addresses ways to maximize the potential of virtual platform tools to encourage connectivity and collaboration. In this session participants will learn: • Building the plane: (Almost) universal platform tools • Flying the plane: How to prepare students for engagement • Kids still want to connect: How to establish common ground, learning about each other • You don't have to do all the work: Tips for collaboration, learning from each other • That imaginative spark: Ideas for creative exploration • How to extend the learning; assignments and supporting materials	1.25	52:38
[Visual Supports for Students with ASD and CCN: The Next](#)	In this recorded webinar, Dr. Cafiero reviews the empirical evidence for visual supports, provides a history of visual supports, provides a brief snapshot of the TEACCH program, gives examples, requirements, and pros and cons of	1.25	56:36

Generation	high tech supports.		
Wellbeing in School: Coping, Calming and Mindfulness	This video topic of wellbeing in schools looks specifically at tools that promote wellbeing for students and educators.Included are coping skills that include breathing, present moment awareness through breath and the senses and mindfulness visualization. Benefits of the activities for students and educators are described and a literature review is included.	1	48:22
What Every Teacher Should Know about Students with Low Vision	This video provides an introduction to the topic of blindness for teachers and other staff working with students with low vision. Special thanks to the Kansas Lions, Lions Clubs International, and the Kansas State School for the Blind for their support in producing this video.	0.5	21:25
What You Can Do When There Is a Bomb Threat	Bomb threats or suspicious items are rare, but should always be taken seriously. How quickly and safely you react to a bomb threat could save lives, including your own. What should you do? The guidance and resources provided in this video, the attached checklist and the website linked below outline in-depth procedures for either bomb threats or suspicious items and will help you prepare and react appropriately during these events. Click the links just below to download the referenced document or to visit the Department of Homeland Security's Bomb Threat website. **Download DHS Bomb Threat Checklist** **Visit DHS - What to Do-Bomb Threat Website**	0.25	4:13
What's New in iOS 11	In this recorded webinar, Luis Pérez presents the top 10 new features in iOS 11 that support diverse learners.	1.25	53:51
When You Need to Flip the Teaching: Coaching Parents to Understand and Use Innovative, Practical Strategies for Meeting the Needs of Their Children while Learning from Home	For many students, especially young students and students with disabilities, teaching virtually requires a robust level of parental involvement and support. Teachers often act as coaches for parents who help their students with early literacy skills, social skills, and IEP goals. This recorded webinar focuses on tips, tools, and innovative UDL strategies for partnering with parents to meet the academic, behavioral, communication, and physical learning goals of their students. Objectives: (1) Participants will learn how to create a sense of community within and across student-parent-teacher relationships. (2) Participants will learn to develop trusting, sustainable online relationships. (3) Participants will become familiar with online parent-teacher communities such as understood.org, quality indicators for assistive technology (QIAT), and bridging apps.	1	48:58
Whooping Cough	Whooping cough is a highly contagious bacterial infection that is transferred from person to person through body fluids. Whooping cough, also known as pertussis, is characterized by an uncontrollable, violent coughing which makes it difficult to breathe. After coughing, a person with pertussis often needs to take deep breaths, which results in a "whooping" sound. Pertussis most commonly affects infants under the age of six months who are too young to receive a vaccination for the illness or in adolescents whose vaccines are starting to fade.	0.5	11:27
Why Can't You Just Go Back Masking? the Mental Health Implications of Faking "Normal" for Individuals with Autism	**Masking is broadly defined as any effort to suppress our different traits, behaviors and actions in order to appear more like neuro-typical peers. This presentation blends current research findings with the autistic speaker's personal experience to explore what it means to mask and ways to identify masking as well as associated mental health outcomes that stem from blending in to pass as "normal."**	1.25	54:42
Williams Syndrome	In this presentation, we will review the characteristics of Williams Syndrome and discuss some instructional strategies and classroom accommodations that may prove to be beneficial for these individuals. Williams Syndrome is a rare genetic disorder, present at birth that affects 1 in 10,000 people worldwide – an estimated 20,000 to 30,000 people in the United States. It is known to occur equally in both males and females and is present in every culture.	0.5	12:29
Windows 10 - Accessibility Basics	This recorded webinar begins with an overview of the Windows 10 platform, demonstrates a variety of ways to navigate and then reviews elements of the Ease of Access section for low vision users.	0.5	20:19
Worn Out Welcome	This film from HEAR US was created for the Kansas State Department of Education's McKinney-Vento program. It explores parent perspectives of		

Mat	homelessness experienced by Kansas families and unaccompanied youth who have lost housing and have nowhere to go. This video is published with permission.	0.5	21:30
Writing Series (1): Assessing Writing Needs for Students with Disabilities in Today's Classrooms	This archived webinar is the first in the writing series. This archived webinar addresses the need to find appropriate pencils for all students to enhance the writing process. Kelly addresses the components of writing, the challenges some students may face, different levels of difficulty, the barriers to writing and protocols that can be used to evaluate writing.	1.25	57:48
Writing Series (2): Writing Tools and Implementation Strategies for Students with Disabilities, Part 1	This archived webinar is the second in the writing series. Topics covered include keyboarding, alternative access, different writing applications (iOS, web-based and software) and strategies for implementation.	1.25	59:19
Writing Series (3): Writing Tools and Implementation Strategies for Students with Disabilities, Part 2	This archived webinar is the third in the writing series. This last section cover different apps for writing and strategies for implementation.	0.75	26:54
Writing for Students with Significant Disabilities for the New Writing Teacher	This compilation of 6 short videos by Janet Sturm, creator of the writing curriculum, *First Author*, covers a team approach to teaching emergent writers, the power of the developmental writing scale, how to create effective accommodations in writing, old assumptions and new perspectives on writing for students with significant disabilities, advice on writing instruction for the new writing teacher and teaching students to write independently.	0.5	17:00
Writing with the iPad	The iPad is a great way to engage students in writing tasks. This webinar will explore free/inexpensive apps that can support the writing process and options for demonstrating understanding. In addition, apps to help learn letter formation and keyboarding skills will be explored.	1	52:00
You Can't Take Your Case Manager with You - Transition and the QIAT-PS	**We all work so hard to do our best for students, though one day they will graduate and leave us. What can we do to best prepare them for transition? This recorded webinar is a discussion of some of the differences between school and life after graduation (IDEA vs. ADA), some of the IEP pieces we have a duty to complete (Indicator 13), and many resources which are there to help us bring our students closer to independence. This all leads to the tool of the QIAT-PS which can help you start meaningful discussions about the role Assistive Technology will play when that final graduation comes.**	1	52:00
You're Not Alone	Three sets of parents tell their stories about having children with disabilities.	0	56:00
Your Quiz History	Tutorial providing an overview of your quiz history.	0	3:00
iDevices & Supports for Executive Function	In this recorded webinar, Mark features iOS apps and solutions on the Apple watch that are useful for students with executive function issues.	1.25	56:59
iUnderstanding: Apps for Social Situations	Learn how to make the most of your iOS device with a variety of applications for the iPad, iPhone and iPod that can help students with comprehension of social situations. Participants will be exposed to a variety of apps for education and how to use and implement them into your classroom. Applications range in level and grade level. Please note that a Social Skills/Behavior section has been added to the App Search since this webinar was recorded. (Matt indicates differently in this webinar.)	1	43:42