Oklahoma Special Education Services
Course Catalog

Pepper Professional Learning Network

Early Childhood_____

OKSE127 Early Childhood Environments (PreK-3)
The module describes the options for instructional learning environments for early childhood students eligible for special education services. (1.5 hours)

OKSS100 Orientation: Overview, Referral, and Intake (Birth to 3)
The course familiarizes new SoonerStart employees with expectations and general information about Early Intervention. The content will cover guidelines, roles, and the SoonerStart Mission Statement. (1 hour)

OKSS126 SoonerStart Early Intervention Services (Birth to 3)
The course provides the user with an overview of SoonerStart. SoonerStart is the early intervention service for the State of Oklahoma. (1.5 hours)

OKSS201 Coaching in Early Intervention (Birth to 3)
The course provides an overview of the SS-OO-PP-RR approach of coaching families as developed by Florida State University utilizing their Family Guided Routines Based Interview guidelines. (1.5 hours)

OKSS201 EDPlan Navigation (Birth to 3)
The course is designed for all SoonerStart employees and contractors. The content takes educators from overview of EdPlan, SoonerStart's database system, to diving into every process from start and finish. (3 hours)

Transition _____

OKSE121 Secondary Transition (Grade 6-12)
The course demonstrates how to write a compliant secondary transition plan, a requirement prior to the beginning of the students ninth grade year or upon turning 16 years of age. (2 hours)

OKST1 Interagency Collaboration during the Transition Process (Grade 6-12)
The module examines the importance of interagency collaboration and the role outside adulfocused agencies play in the transition process for students with disabilities. (1.5 hours)

OKST2 Transition Assessments Mild/Moderate Disabilities (Grade 6-12)
The module examines important transition assessment concepts. Professionals will gain an expanded understanding of the role transition assessment plays in transition planning. (1.5 hours)

OKST3 Student Involvement in Transition Planning (Grade 6-12)
The module examines the importance of student involvement as a key component of transition planning. (1.5 hours)

OKST4 Transition Assessments for Mod/Significant Disabilities (Grade 6-12)
The module is for special educators, related services professionals, school psychologists, and administrators who want to improve their knowledge and use of transition assessments for students with moderate to significant disabilities. (1.5 hours)

Long-Term Substitutes _____

OKLTS1 Individuals with Disabilities Education Act Essentials
The course is designed to provide in-service training for Oklahoma long-term substitutes. It introduces the federal law *Individuals with Disabilities Act* or more commonly known as IDEA. (1.5 hours)

OKLTS2 Family Educational Rights (FERPA) and Confidentiality
The course is designed to provide in-service training for Oklahoma long-term substitutes. Professionals will learn about the law on parental rights as it relates to accessing, inspecting, amending, and destroying educational records. (1.5 hours)

Paraprofessional _____

OKPARA110 Legal Foundations of Special Education
The course explains the legal foundations of special education to help paraprofessionals understand the environment in which they will be working. (3 hours)

OKPARA111 Responsibilities and Ethics
The course explains the responsibilities and ethics required of paraprofessionals, including interview tips and activities to help identify the responsibilities of paraprofessionals. (3 hours)

OKPARA112 IEP Participation
The course explains the individualized education program (IEP). (3 hours)

OKPARA113 Disability Awareness and Instructional Strategies
The course addresses the general characteristics of students with disabilities using categories under the IDEA and recognized by the state of Oklahoma. It addresses instructional strategies with students in their least restrictive environment. (3 hours)

OKPARA114 Communication and Interaction Strategies
Communication is the key to understanding. The content will address effective communication skills to help resolve conflicts-and can prevent them from occurring. (3 hours)
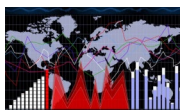
OKPARA115 Behavior Strategies, Progress Monitoring, and Data Collection
The course explains how to monitor, obtain, and use data to help a student reach his/her IEP goals. (3 hours)

OKPARA116 Classroom and Behavior Management for Paraprofessionals
The course addresses a range of resources and information to give paraprofessionals knowledge that will equip them to be more effective partners with teachers and to provide essential support to students. (3 hours)

OKPARA117 Supporting Instruction in the Classroom
The course helps the paraprofessional better understand how they can assist and support the classroom teacher and the students with which they work. (3 hours)

Universal Design for Learning _____

POW110 Universal Design for Mathematics Learning
Universal Design for Learning (UDL) is a teaching approach to help all learners to be successful. The workshop focuses on the math content area. (1 hour)
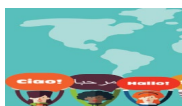
POW111 Universal Design for ELA Learning
Universal Design for Learning (UDL) is a teaching approach to help all learners to be successful. The workshop focuses on the English Language Arts content area. (1 hour)

POW112 Universal Design for Science Learning
Universal Design for Learning (UDL) is a teaching approach to help all learners to be successful. The workshop focuses on the science content area. (1 hour)

POW125 Universal Design for English Language Learners (ELL)
Universal Design for Learning (UDL) for ELL workshop will look at the value of providing multiple means of engagement and variety of activities for English language learners. (1 hour)

Assistive Technology _____

OKAT1 Assistive Technology and the Law
The course covers all the major laws impacting AT service delivery in the schools including the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Every Student Succeeds Act (ESSA). (1 hour)

OKAT2 Introduction to Assistive Technology
The course provides a thorough overview of assistive technology (AT) devices and services. (1 hour)

OKAT3 What is QIAT?
The course provides an overview of the Quality Indicators for Assistive Technology (QIAT) that are used in school settings as a tool to develop, implement and improve services for students with disabilities. (1 hour)

OKAT4 Assistive Technology Consideration
The course assists educators and related service providers in considering and determining students' needs regarding assistive technology. (1 hour)

OKAT5 Assistive Technology Assessment
The AT assessment process provides the IEP team with recommendations that guide decisions about the selection, acquisition, and use of assistive technology devices and services to facilitate access to, and progress in, general education curriculum. (1 hour)

OKAT5 AT and the IEP
In this course professionals will learn where and how to document AT in the Individualized. (1 hour)

Essentials _____

OKSE110 Individuals with Disabilities Education Act Essentials
The course introduces professionals to the federal law *Individuals with Disabilities Education Act* or more commonly known as IDEA. (1.5 hours)

OKSE111 Evaluation and Eligibility
The purpose of the module is to provide an overview of the evaluation and eligibility process. (1.5 hours)

OKSE112 Early Intervention Services
Professionals will learn about the foundations of early intervention. Early intervention is a key aspect of helping students thrive in the classroom. (1.5 hours)

OKSE113 Least Restrictive Environment (LRE)
Professionals will learn about the concept of least restrictive environment (LRE) and the requirements under IDEA to educate students alongside their typically developing peers to the maximum extent appropriate. (1.5 hours)

OKSE114 Family Educational Rights (FERPA) and Confidentiality
In this course, professionals will learn about the law on parental rights as it relates to accessing, inspecting, amending, and destroying educational records. Also included, confidentiality and the required forms that must be signed prior to sharing personal information about a student to third parties. (1.5 hours)

OKSE115 Discipline and Manifestation Determination
The purpose of the module is to provide an overview of why Manifestation Determinations Reviews are required when a student receiving special education has been disciplined because of a violation of the code of student conduct and issued removals resulting in a "change in placement." (1.5 hours)

OKSE116 Individualized Education Program
The course will help professionals understand the purpose of the Individualized Education Program (IEP), its significance in Individuals with Disabilities Education Act (IDEA), and compliance with the law. (1.5 hours)
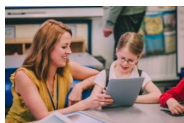
OKSE117 Accommodations
The course will provide an explanation of accommodations, categories of how they are organized, examples, and address the expectation of staff responsible to administer accommodations according to the documentation of an Individualized Education Program (IEP) or Section 504 Plan. (1.5 hours)

OKSE119 Criteria for Alternate Assessment Participation
In this course, professionals will learn about the purpose of an alternate assessment and the importance of making appropriate assessment decisions. The course is designed to provide clarity regarding identification of the group of students for whom alternate assessments were intended. (1.5 hours)

OKSE120 Behavior at a Glance
Classroom instruction is more effective when students understand expectations and a teacher has an appropriate response to student's challenging behaviors. In the course, professionals will discover a wide range of different interventions, and will explore how to address an appropriate response for behaviors. (1.5 hours)

OKSE122 Writing IEP Goals and Objectives
The course will assist in identifying the considerations necessary to write appropriate, specific, and measurable goals in a student's IEP. (1.5 hours)

OKSE123 Surrogate Parent Training
The course will identify who will serve in the capacity of a Surrogate Parent, why they are be appointed, and what the accompanying responsibilities include under the Individuals with Disabilities Education Act (IDEA) (300.519). (1.5 hours)

OKSE124 Specially Designed Instruction
The course define specially designed instruction (SDI) as it relates to children with disabilities. This will serve as guidance for IEP teams, administrators, and educators as they determine the need for, plan and implement specially designed instruction (SDI) for students with disabilities who require an Individualized Education Program (IEP). (1.5 hours)

SE104 Collaborative Practices that Support Inclusive Education
The course is based on supports and related services designed to meet the unique needs of students with disabilities and to enable their access to the general education curriculum, based on IDEA 34 CFR §300.34, 2004. (6 hours)

SE215 Writing Standards-Based IEPs
This course prepares special education teachers to understand the relationship between higher standards and Standards-based IEPs. (6 hours)

SE310 Supporting Students with Disabilities in Language Arts
In the module, educators begin by considering the value of recognizing that all learners, including students with disabilities, are diverse learners. (3 hours)

SE311 Supporting Students with Disabilities in Mathematics
In the module, educators begin by considering the instructional implications and application of the Mathematics Standards for students with disabilities. (3 hours)

POW210 Elements of Differentiated Instruction
In the module, professionals identify a variety of teaching techniques to respond to the needs of diverse learners. It is essential that teachers create an open classroom that values the experiences and perspectives of all students. (1.5 hours)

POW211 Strategies for Making Differentiated Instruction Work
The module explores four different strategies for differentiating classroom instruction: tiering, anchoring activities, flexible grouping, and compacting curriculum. (1.5 hours)