



## All-New Course Curriculum Now Available

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COURSE NUMBER	DirectSTEP® eCOURSE TITLE	KEY CODE
330000.GRP	Identifying Disabilities to Determine IDEA Eligibility	3dEA13S
330001.GRP	Child Find: Understanding IDEA Provisions and Responsibilities	13FcpU\$
330002.GRP	Child Find: Understanding Section 504 Provisions and Responsibilities	FCrp32\$
330003.GRP	Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation	psT33P@
330004.GRP	Using Universal Design for Learning to Improve Instruction and Assessment for All Students	iMP4#33
330005.GRP	Required Components for Compliant IEPs	quRE@35
330006.GRP	Least Restrictive Environment: What Teachers Need to Know	%tcH633
330007.GRP	Independent Educational Evaluations: Responsibilities and Procedures	3&7eVAL
330008.GRP	A Teacher's Role in the Manifestation Determination Review Process Based on IDEA	Ma\$83f
330009.GRP	Guidelines for IEP Team Composition	IE933p\$
330010.GRP	RTI Data Collection, Analysis and Interpretation	rT!3dat
330011.GRP	Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance	Cmp7&3
330012.GRP	Conducting Compliant IEP Team Meetings	T33m\$52
330013.GRP	Evaluations and Reevaluations – Purposes, Standards and Procedures	3stPE\$3
330014.GRP	Understanding Section 504 Eligibility and How it Works in Schools	!sch431
330015.GRP	A Teacher's Role in the Manifestation Determination Review Process Based on Section 504	maN531#
330016.GRP	Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals	LgL63@3
330017.GRP	Identifying and Responding to Bullying and Harassment Involving Students with Disabilities	3bulY7\$
330018.GRP	Legal Requirements and Best Practices for Prior Written Notice	8pR#33g
330019.GRP	Selecting and Implementing Evidence-Based Interventions Within an RTI Framework	9frM#eV
330020.GRP	Practical Strategies and IDEA Requirements for Developing IEPs	#prAC23
330021.GRP	Field Trips and Extracurricular Activities Under Section 504	%2FTxt3
330022.GRP	Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons	DE@322a
330023.GRP	When to Review and How to Revise IEPs to Stay Compliant	HW23pe!
330024.GRP	Best Practices to Prevent Section 504 Retaliation	2pr#vnt
330025.GRP	How FERPA's Parental Consent Rule Impacts Education Record Privacy	5FErp2\$
330026.GRP	IEP Implementation Strategies to Be IDEA Compliant	S#trAT26
330027.GRP	Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion	7LGreq\$
330028.GRP	Use of Service Animals in Schools	*anML3s
330029.GRP	What Every Administrator Needs to Know About Stay-Put Under the IDEA	9wHAT2&
330030.GRP	Requirements and Strategies to Facilitate Parental Participation in IEPs	F33ca!







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330032.GRP	The Role and Responsibilities of Section 504 Team Members	32rR\$5R
330034.GRP	Accommodations and Standards for Testing and Grading Under Section 504	4t3sT#4
330036.GRP	Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior	exHB36!
330038.GRP	Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans	%dFB38A
330041.GRP	Best Practices for Home-Based Instruction for Students with Disabilities	#b3sT41
330046.GRP	Eligibility and Development of a Student's Extended School Year Services	3xTnd4@
330047.GRP	Early Intervention Services: Facilitating Transition: From IDEA Part C to Part B	D7cb\$\$
330058.GRP	Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities	L3arN5&
330059.GRP	Strategies to Keep Students with Autism Safe in School	@uTSM59
330061.GRP	Legal Requirements and Practical Considerations for Identifying and Evaluating Specific Learning Disabilities	LRpc61#
330060.GRP	Using a Trauma-Informed Approach to Develop More Effective IEPs	T%ama63
330062.GRP	Evaluation, Eligibility and IEP Development for Students with Autism	EEep62!
330063.GRP	Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies	3ddRE#s
330065.GRP	Collecting and Using Data to Improve IEP's, BIPs and Section 504 Plans	B33@sec
330066.GRP	Students with Autism and One-to-One Aides: Best Practices for Educators	NE3en#3
330067.GRP	Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements	F67rpa@
330068.GRP	When and How to Accommodate Students with Food Allergies Under Section 504	6w8A@3
330069.GRP	Dispute Resolution and Available Remedies Under the IDEA	9dSP\$te
330070.GRP	Meeting the Needs of Students with Diabetes Under Section 504	ST73d#n
330071.GRP	Administrators' Responsibilities for Meeting IDEA Parental Consent Rules	@adM337
330072.GRP	Steps for Determining a Student's Eligibility Under the Other Health Impairment Category	dET37%2
330074.GRP	Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent	4grAD4!
330075.GRP	IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities	7D!sab3
330076.GRP	Ensuring Substitute Staff Are Certified and Prepared to Serve Students with Disabilities	67EN#uR
330077.GRP	Meeting Section 504 Requirements to Identify and Serve Students with ADHD	reQ35&M
330079.GRP	From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand	HP79un#
330080.GRP	Communicating With Parents: Tips and Strategies for Teachers	8tiP3@3
330081.GRP	Determining Related Services and Accommodations for Students With Traumatic Brain Injuries	brAln83
340000.GRP	Title I Annual Meeting Requirements: Engagement, Content and Allowable Costs	4aWB3&
340001.GRP	Homeless Student Services and Allowable Funding Under Title 1, Part A	3HS#aF
340002.GRP	Key Roles and Strategies in Identifying and Enrolling Homeless Students	KE34y@4
340003.GRP	Funding Evidence-Based Social and Emotional Learning With ESSA Funds	3E33@ev





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350001.GRP	Roles, Responsibilities, Professional Practices and Ethics for Paraprofessionals	53rRR\$
350002.GRP	Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals	3SAf2#5
350003.GRP	IDEA and Section 504: Key Components and Implications for Paraprofessionals	5ParaId
350004.GRP	The Paraprofessional's Support Role in IEP Development and Implementation	\$ep35TP
350005.GRP	Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications	@5reP3s
350006.GRP	Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within	6PRm@35
350007.GRP	Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams	Part75#3
350008.GRP	Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones	8guiPC@
350009.GRP	Foster School/Family Collaboration by Developing Cultural Reciprocity	fAM935!
350010.GRP	Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD	SLD&adh3
350011.GRP	Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments	5sp3E#h
350012.GRP	Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals	2unDR3!
350013.GRP	Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities	#mUPt73
350014.GRP	Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbance	4gPWS#3
350015.GRP	Hearing, Visual, Orthopedic, and Other Health Impairments Under the IDEA: Guidance for Paraprofessionals	He@r53
350016.GRP	Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students' Health and Safety Needs	6h3AL\$h
350017.GRP	Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness	GP75fs#
350018.GRP	Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities	ntRV85@
350019.GRP	The Paraprofessional's Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities	dAT35%9
350020.GRP	Core Standards, Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities	C35r3!
350021.GRP	The Paraprofessional's Role in Integrating Students with Disabilities into General Educating Settings	Gen21eD#
350022.GRP	A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Student with Disabilities	exTR35#
350023.GRP	The Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA	3unD3\$2
350024.GRP	Guidance for Paraprofessionals: Disciplinary Considerations for Students with Disabilities Involved in Drugs, Violence or Weapons	dcS24#G
350025.GRP	A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities	53gUD\$
350026.GRP	For Paraprofessionals: FERPA, Student Privacy and Education Records	62FErp@
350027.GRP	Best Practices for Paraprofessionals Regarding Restraint and Seclusion	Se35&b
350028.GRP	What Paraprofessionals Need to Know About Service Animals in Schools	aNI28m
350029.GRP	What Paraprofessionals Need to Know About Accommodating Students with Food Allergies	F29@DD
350030.GRP	What Paraprofessionals Need to Know About Transporting Students with Disabilities	5trAN#p
350031.GRP	Strategies for Paraprofessionals When Communicating With Parents, Teachers and School Staff	PTSS31\$

