



**EFMP** Exceptional Family Member Program



## Enrollment Key Codes for DirectSTEP® eLearning Courses

Fresh engaging content

One-hour format

Can be used on most media devices

To access courses: <https://usafefmp2021-ds.lrp.com>

COURSE NUMBER	DIRECTSTEP® eCOURSE TITLE	KEY CODE
330000.GRP	Identifying Disabilities to Determine IDEA Eligibility	3!3dENT
330001.GRP	Child Find: Understanding IDEA Provisions and Responsibilities	cHL31#e
330002.GRP	Child Find: Understanding Section 504 Provisions and Responsibilities	FNd23*5
330003.GRP	Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation	PTId33#
330004.GRP	Using Universal Design for Learning to Improve Instruction and Assessment for All Students	U3ng4\$
330005.GRP	Required Components for Compliant IEPs	rEQ35&3
330006.GRP	Least Restrictive Environment: What Teachers Need to Know	L3!rsT
330007.GRP	Independent Educational Evaluations: Responsibilities and Procedures	7pR3#e
330008.GRP	A Teacher's Role in the Manifestation Determination Review Process Based on IDEA	@83aTcH
330009.GRP	Guidelines for IEP Team Composition	9\$3prGG
330010.GRP	RTI Data Collection, Analysis and Interpretation	1Rt!dta
330011.GRP	Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance	31!mkG3
330012.GRP	Conducting Compliant IEP Team Meetings	23cnD#2
330013.GRP	Evaluations and Reevaluations – Purposes, Standards and Procedures	13Eva1\$
330014.GRP	Understanding Section 504 Eligibility and How it Works in Schools	4sCH@3
330015.GRP	A Teacher's Role in the Manifestation Determination Review Process Based on Section 504	5aTCr3#
330016.GRP	Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals	IgL61%R
330017.GRP	Identifying and Responding to Bullying and Harassment Involving Students with Disabilities	HaRR7@3
330018.GRP	Legal Requirements and Best Practices for Prior Written Notice	prA81#1
330019.GRP	Selecting and Implementing Evidence-Based Interventions Within an RTI Framework	slCT3ng%
330020.GRP	Practical Strategies and IDEA Requirements for Developing IEPs	iE3s@P
330021.GRP	Field Trips and Extracurricular Activities Under Section 504	FTrp23!
330022.GRP	Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons	54vS@2D
330023.GRP	When to Review and How to Revise IEPs to Stay Compliant	rvW33#2
330024.GRP	Best Practices to Prevent Section 504 Retaliation	%42bST!
330025.GRP	How FERPA's Parental Consent Rule Impacts Education Record Privacy	feRP5\$2





**EFMP** Exceptional Family Member Program



To access courses: <https://usafefmp2021-ds.lrp.com>

330026.GRP	IEP Implementation Strategies to Be IDEA Compliant	3ePi\$26
330027.GRP	Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion	72gaL%4
330028.GRP	Use of Service Animals in Schools	anML3#s
330029.GRP	What Every Administrator Needs to Know About Stay-Put Under the IDEA	92adMN&
330030.GRP	Requirements and Strategies to Facilitate Parental Participation in IEPs	fAC%4%3
330032.GRP	The Role and Responsibilities of Section 504 Team Members	32RLe##
330034.GRP	Accommodations and Standards for Testing and Grading Under Section 504	aCC4#31
330036.GRP	Discipline and Placement Changes for Students with Disabilities Who Exhibit Violent Behavior	DScpL1\$e
330038.GRP	Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans	bhvR3**
330041.GRP	Best Practices for Home-Based Instruction for Students with Disabilities	#43beST\$
330046.GRP	Eligibility and Development of a Student's Extended School Year Services	scLL46&
330047.GRP	Early Intervention Services: Facilitating Transition From IDEA Part C to Part B	ediA7%4
330058.GRP	Meeting IDEA Requirements When Serving Students with Specific Learning Disabilities	5#3me3T
330059.GRP	Strategies to Keep Students with Autism Safe in School	95grPP@1
330061.GRP	Legal Requirements and Practical Considerations for Identifying and Evaluating Specific Learning Disabilities	LGrq6@3
330060.GRP	Using a Trauma-Informed Approach to Develop More Effective IEPs	633PE!s
330062.GRP	Evaluation, Eligibility and IEP Development for Students with Autism	36eG!22
330063.GRP	Addressing Behavior of Students with Autism: A Teacher's Toolkit of Positive Intervention Strategies	tIKT9&33
330065.GRP	Collecting and Using Data to Improve IEP's, BIPs and Section 504 Plans	scT!N36
330066.GRP	Students with Autism and One-to-One Aides: Best Practices for Educators	stAUT6#3
330067.GRP	Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements	%67fER%
330068.GRP	When and How to Accommodate Students with Food Allergies Under Section 504	\$8whN33
330069.GRP	Dispute Resolution and Available Remedies Under the IDEA	AEd6\$3
330070.GRP	Meeting the Needs of Students with Diabetes Under Section 504	7mEET#@
330071.GRP	Administrators' Responsibilities for Meeting IDEA Parental Consent Rules	dmnA#73
330072.GRP	Steps for Determining a Student's Eligibility Under the Other Health Impairment Category	stP72@3
330074.GRP	Exiting Students from Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent	xEC7&4a
330075.GRP	IDEA, Section 504 and FAPE Issues When Transporting Students with Disabilities	75\$4sEC







**EFMP** Exceptional Family Member Program



Direct Specialized Training for Education Professionals

To access courses: <https://usafemp2021-ds.lrp.com>

330076.GRP	Ensuring Substitute Staff Are Certified and Prepared to Serve Students with Disabilities	6@eNS37
330077.GRP	Meeting Section 504 Requirements to Identify and Serve Students with ADHD	77mEE@t
350001.GRP	Roles, Responsibilities, Professional Practices and Ethics for Paraprofessionals	15PrP@1
350002.GRP	Student Physical and Emotional Health & Safety Guidelines for Paraprofessionals	sTD4\$52
350003.GRP	IDEA and Section 504: Key Components and Implications for Paraprofessionals	pRF35\$3
350004.GRP	The Paraprofessional's Support Role in IEP Development and Implementation	SPPr7&7
350005.GRP	Responsibilities for Paraprofessionals in Implementing IEP Annual Goals, Accommodations and Modifications	MPI5n#3
350006.GRP	Promoting Independence and Achievement: How Paraprofessionals Can Support Learners Within	6pRM&65
350007.GRP	Collaboration and Communication – Guidelines and Strategies for Paraprofessional Participation in Instructional Teams	T3m\$7!5
350008.GRP	Guidance for Paraprofessionals in Identifying Early Childhood Developmental Milestones	GD8!5eC
350009.GRP	Foster School/Family Collaboration by Developing Cultural Reciprocity	95FSt3@
350010.GRP	Strategies and Guidelines for Paraprofessionals Serving Students with SLD and ADHD	Str3!!53
350011.GRP	Instructional Strategies and Guidelines for Paraprofessionals Supporting Students with Speech and Language Impairments	Inst2#35
350012.GRP	Understanding the Unique Needs of Students with Autism: Intervention Strategies for Paraprofessionals	Fr12@21
350013.GRP	Research-Based Strategies for Paraprofessionals Educating Students with Intellectual or Multiple Disabilities	rbSF3!1
350014.GRP	Guidance for Paraprofessionals When Supporting the Needs of Students with Emotional Disturbance	gdPR4!35
350015.GRP	Hearing, Visual, Orthopedic, and Other Health Impairments Under the IDEA: Guidance for Paraprofessionals	V1suL!3
350016.GRP	Strategies for Paraprofessionals in Supporting Individualized Health Plans and Students' Health and Safety Needs	3af#16#
350017.GRP	Guidelines for Paraprofessionals to Support Instruction of Students with Deaf-Blindness	75gDL^73
350018.GRP	Positive Behavioral Supports and Interventions: Guidance for Paraprofessionals on Disciplining Students with Disabilities	18pST@1
350019.GRP	The Paraprofessional's Role in Student Assessment and Data Collection to Support the Needs of Students with Disabilities	9TPr3#ss
350020.GRP	Core Standards, Evidence-Based Teaching and Learning Strategies for Paraprofessionals in Supporting Students with Disabilities	2c35\$CR
350021.GRP	The Paraprofessional's Role in Integrating Students with Disabilities into General Educating Settings	21pRSd#
350022.GRP	A Paraprofessional's Guide to Field Trips and Extracurricular Activities for Student with Disabilities	exTR@22
350023.GRP	The Paraprofessional's Role in Understanding and Contributing to the Manifestation Determination Review Process Under IDEA	3uND5#3
350024.GRP	Guidance for Paraprofessionals: Disciplinary Considerations for Students with Disabilities Involved in Drugs, Violence or Weapons	42drVW\$5
350025.GRP	A Paraprofessional's Guide to Addressing Bullying and Harassment Involving Students with Disabilities	bUL52#3
350026.GRP	For Paraprofessionals: FERPA, Student Privacy and Education Records	Fr#FR35





**EFMP** Exceptional  
Family Member  
Program



Direct Specialized Training for Education Professionals

To access courses: <https://usafefmp2021-ds.lrp.com>

330078	IEP, 504 and MDR Meetings: Guidance for Staff Who Are New to Special Education	%Education
330079	From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand	Teacher4
330080	Communicating With Parents: Tips and Strategies for Teachers	8strategies
330081	Determining Related Services and Accommodations for Students With Traumatic Brain Injuries	student22
330082	Strategies to Identify and Prevent Low-Level Aggression From Escalating in Your School	School#7
330083	Compliance and Practical Strategies for Educating Twice-Exceptional Students	Compliance
330084	Grievance Procedures and Investigations of Sexual Harassment Under Title IX 2020 Regulations	Elearn44
340000	Title I Annual Meeting Requirements: Engagement, Content, and Allowable Costs	legal#7
340001	Homeless Student Services and Allowable Funding Under Title I, Part A	services%9
340002	Key Roles and Strategies in Identifying and Enrolling Homeless Students	Assistance2
340003	Funding Evidence-Based Social and Emotional Learning With ESSA Funds	Funding8
350027	Best Practices for Paraprofessionals Regarding Restraint and Seclusion	#Federal
350028	What Paraprofessionals Need to Know About Service Animals in Schools	enroll98
350029	What Paraprofessionals Need to Know About Accommodating Students with Food Allergies	Reaction2
350030	What Paraprofessionals Need to Know About Transporting Students With Disabilities	%Course3
350031	Strategies for Paraprofessionals When Communicating With Parents, Teachers and School Staff	Parents#
350033	The Paraprofessional's Role in Reinforcing Students' Use of Social and Emotional Learning Skills	Skills48
350034	The Paraprofessional's Role in Title IX Sexual Harassment Reports, Grievance Procedures, and Investigations	Amendment72
350035	Classroom Practices for Paraprofessionals to Promote Educational Equity	#Classroom
<b>NEW COURSES ADDED 2023</b>		
330086.GRP	Identifying Anxiety: When to Evaluate and Determining Eligibility Under the IDEA and Section 504	%Anxiety6
330087.GRP	Co-Teaching Essentials to Maximize Educational Benefit for Students with Disabilities	#benefit87
330088.GRP	Avoiding the Predetermination Trap: Best Practices for Engaging Parents and Demonstrating an Open Mind	Parents%
350032.GRP	The Privacy Act and the DoDEA: What Paraprofessionals Need to Know	Records2

