NC Student Service Personnel Relicensure Package (80 Hours)
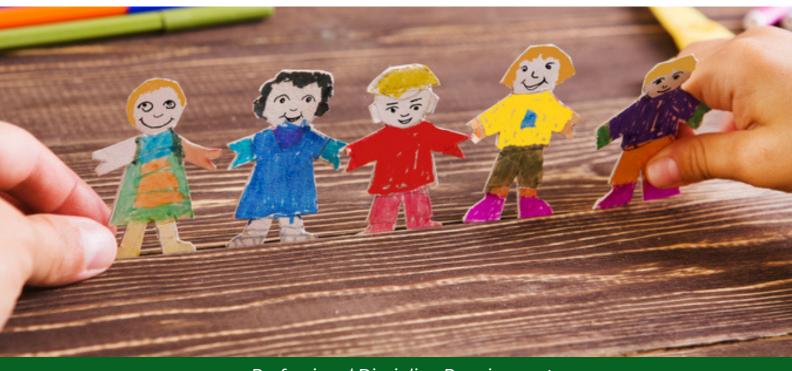
The NC Student Service Personnel Relicensure Package includes 8 self-study courses (10 hours each) for a total of 80 hours of professional development. This package includes the requirements for General and Professional Discipline CEUs.

- Bullying and Suicide Prevention in Schools
- Communication in an Integrated Classroom
- Cultural Competency and Reflective Teaching
- Integrated Classrooms
- Preparing Students for College and Careers
- School Mental Health
- Special Education and Behavioral Health
- Student Safety and the Technology-rich Classroom

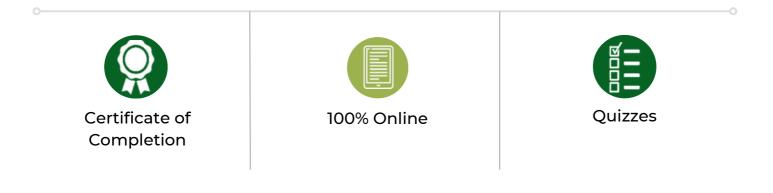# Bullying and Suicide Prevention in Schools

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences and Learning Environments.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership and Diverse Learners.

Healthy classroom and school communities are the foundation of an effective learning environment where students feel safe and can focus on education and growth.

This course is full of intervention ideas, policies, and protocols to prevent bullying and suicidal behavior. With the right strategies, classrooms can be safe and welcoming for all students.

This course integrates the Suicide Prevention Resource Center's research and materials in collaboration with the American Foundation for Suicide Prevention.

Certificate of Completion

100% Online

Quizzes

Bullying and Suicide Prevention in Schools

Course Outline

SECTION A: Bullying: Prevention and Policies for Schools

LESSON 1: What is Bullying?

- Defining and understanding bullying behavior
- Differentiating between bullying myths and facts
- Learning about the different types of bullying
- The characteristics and effects of bullying
- Recognizing warning signs of victimization and identifying bullying incidents

LESSON 2: Cyberbullying

- The difference between cyberbullying and traditional bullying
- The different types of cyberbullying and learning how to recognize the signs
- How to prevent and respond to cases of cyberbullying
- School level measures to prevent cyberbullying

LESSON 3: Reporting and Response

- Four phases/levels of reporting a bullying incident
- Anonymous and online reporting of bullying incidents
- Documentation of bullying incidents
- The different bullying intervention methods
- Challenges faced by school administrators while dealing with bullying incidents

LESSON 4: Bullying awareness and prevention

- The key elements, aspects, and challenges of school-wide bullying prevention
- Bullying prevention at the classroom and individual level
- Exploring different bullying awareness activities for elementary, middle, and high school students
- Involving parents in the anti-bullying initiatives of the school

Bullying and Suicide Prevention in Schools

Course Outline

SECTION B: Suicide Prevention

LESSON 1: Introduction

- Suicide: myths and truths
- Role of mental health
- Suicide warning signs
- Interventions & treatments

LESSON 2: Resilience

- Adolescent stressors
- Responsibility and self-esteem
- Social and emotional learning
- Connections and relationships

LESSON 3: Helping Students at Risk

- Response protocol
- Dealing with suicide
- Healthy response to grief
- Non-fatal suicide attempts

LESSON 4: Schools & Communities

- Need for school involvement
- Suicide prevention programs
- Crisis response teams
- Family partnerships

10

10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans
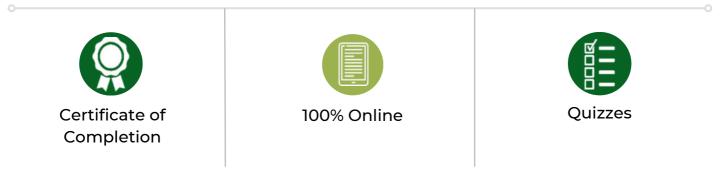
Communication in the Integrated Classroom

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Planning for Instruction and Instructional Strategies.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content and Teachers Facilitate Learning.

This course is designed to help teachers communicate effectively with students with disabilities. PECS and Picture card communication are a couple methodologies that are explained. It also provides teaching strategies to build communication skills.

The autism section is aimed at preparing educational professionals to integrate students with autism, modify the environment, and provide interventions within the classroom. The course explores the various changes that are seen in the brain and cognition in students with autism.

The course contains tips, tools, and templates that teachers can use to apply the concepts into their instruction.

Certificate of Completion

100% Online

Quizzes

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Communication in the Integrated Classroom

Course Outline

SECTION A: Assistive Communication for Every Classroom

LESSON 1: Introduction to Assistive Communication

- Defining Assistive Communication and exploring its benefits and function
- Identifying the laws advocating for and supporting the use of Assistive Technology
- Understanding Assistive Communication, its purpose, and the three types of Assistive Communication devices used in the classroom
- Identifying the four categories of Assistive Communication Technologies

LESSON 2: Low-Tech Strategies for Communication

- Exploring the six phases of the Picture Exchange Communication System method and its application
- Understanding American Sign Language and its use in the classroom
- Practical application of the Picture Exchange Communication board and Topic rings/wallets in the classroom
- Identifying the four main types of Communication cards effective in the classroom

LESSON 3: High-Tech Strategies for Communication

- Exploring the different high-tech strategies and their uses for improving communication and learning in the classroom
- Computer modifications and adaptations enabling students with disabilities to achieve academic excellence
- Practical application of the devices with regard to Physical, Visual, Communication and Learning disabilities
- Identifying the smartphone applications that can enable communication

LESSON 4: Implementing Assistive and Alternative Communication in Classrooms

- Understanding the role of the teacher and the Assistive Communication team with regard to Assistive and Alternative communication
- Exploring the process of implementation and classroom observations of Assistive and Alternative Communication in the classrooms
- Defining the Multi-modal approach to communication and the three Levels of communication
- Exploring the strategies aiding and facilitating communication, group work, assessment, and homework

Communication in the Integrated Classroom

Course Outline

SECTION B: Introduction to Autism

LESSON 1: Overview

- Definition
- Symptoms and other similar conditions
- Therapies
- Labeling neurodevelopmental disorders
- The brain in Autism Spectrum Disorder

LESSON 2: Social Skills in ASD

- Social skills and related challenges.
- Theory of the mind
- Teaching non-verbal learners
- Verbal processing, echolalia, perseveration, and scripting
- Abstract language, eye contact, empathy, spatial terms, and pronouns

LESSON 3: Expressions of Autism

- Sensory hyposensitivity and hypersensitivity
- Splintered development, perseveration, and stress
- Part-to-whole or whole-to-part thinking
- The lack of social motivation and imagination in children with ASD
- Extraordinary abilities

LESSON 4: ASD in School

- Neurological differences in children with ASD
- Central Coherence Theory
- Classroom physical environment
- Teaching materials and strategies
- Behavior management strategies
- Working with parents and team

10 Hours of Learning

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Resources & Tools for Professional Learning Plans

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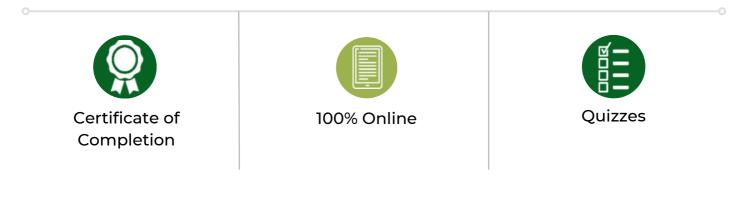
Cultural Competency and Reflective Teaching

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, Learning Environments and Planning for Instruction.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, and Diverse Learners.

This course demonstrates responsive teaching in the classroom by helping teachers consider and build competence in meeting the many learning needs of all students. Learn how to build culturally diverse classrooms that are sensitive and equitable to learners across languages, genders, religions, cultural backgrounds, and special needs.

Teachers will also reflect on their teaching practice and interactions while considering ways they can grow.

Certificate of Completion

100% Online

Quizzes

Cultural Competency and Reflective Teaching

Course Outline

SECTION A: Cultural Competency and Responsive Teaching

LESSON 1: Cultural Competency

- Defining culture and cultural competency
- Cultural beliefs and values
- Impact of culture on behavior

LESSON 2: Bias

- Definition, types, and identification of bias
- Assumptions, perspectives, and self-perceptions

LESSON 3: Culturally Responsive Classrooms

- Impact of culture on teaching and learning
- Brain roles in learning
- Teaching styles and student impact
- Building rapport with students

LESSON 4: Culturally Responsive Teaching

- Diversity in the classroom
- Understanding diversity: origin, religion, gender, language, special needs, and mental health
- Cohesive classrooms and school communities
- Collaborating with families

Cultural Competency and Reflective Teaching

Course Outline

SECTION A: Reflective Teaching Practice

LESSON 1: Introduction

- Need for reflection
- Critical attributes and attitudes of a reflective teacher
- Types of reflection
- Circle of reflection
- Levels of reflective thinking
- Are you a reflective teacher?

LESSON 2: Reflective Thinking and Application

- Developing reflective practice
- Factors that influence reflection
- Applying reflection in practice using strategies such as reframing classroom situations, action research, learning journals, logs, diaries, teaching portfolios, autobiographical narratives, storytelling, critical incident analysis, and self-observation

LESSON 3: Opportunities for Professional Growth

- Characteristics and types of job-embedded professional development
- Practicing collaborative learning using various strategies like mentoring, peer observation, coaching, and so on
- Building effective Professional Learning Communities (PLCs)
- Enhancing traditional professional development through classroom visitation, conferences, learning study, examining student work, and workshops

LESSON 4: Professional Development Plan

- Principles of PDP
- Professional development cycle
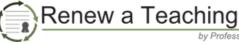- Elements of PDP
- Step-by-step guide to write a PDP

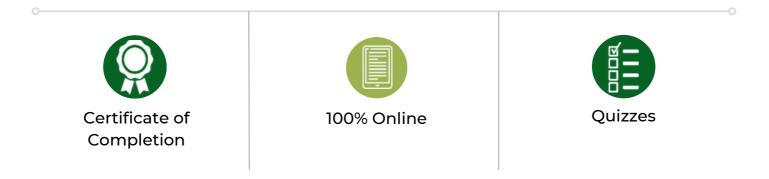| 10 Hours of Learning | Convenient Access: Start Right Away | Resources & Tools for Professional Learning Plans |

Integrated Classrooms

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Teaching each student in a classroom effectively is never easy. It is next to impossible to find a classroom full of students with the same needs, learning levels, and abilities. This course explores practical strategies that can add a much needed element of flexibility in teaching presentation, student expression, and meaningful engagement.

In the first section, teachers learn how to teach children who have an Individualized Education Program (IEP).

Carrying this forward, the UDL framework presented in the second section shows how a single teaching approach has very limited results in student learning, highlighting the need for a new curricular approach.

Certificate of Completion

100% Online

Quizzes

Integrated Classrooms

Course Outline

SECTION A: IEPS: Documentation and Implementation for Teachers

LESSON 1: Introduction

- Research
- Common special education terms
- Understanding IDEA and IEP
- Understanding Section 504
- The special education process

LESSON 2: The IEP Team

- Setting up the IEP team
- Roles and responsibilities of IEP team members and the IEP team process
- Typical IEP meeting
- Preparing for an IEP meeting

LESSON 3: Developing a Standards-based IEP

- Components of a standards-based IEP
- Standards-based annual goals and post-secondary goals
- Student assessment and progress
- Identifying special education services
- Year-end evaluations

LESSON 4: Translating IEP goals

- Models of school-based interventions
- Classroom accommodations and modifications
- Barriers to effective use of accommodations
- General types of accommodations
- Effective teaching strategies/instructional accommodations
- Testing, timing, and grading accommodations

Integrated Classrooms

Course Outline

SECTION B: Accommodations through UDL

LESSON 1: Basics of UDL (Universal Design of Learning)

- The meaning and need for UDL to meet both teacher and student needs
- Designing comprehensive curriculum and effective assessments
- The basic principles of UDL and their implementation
- Using UDL to meet the varied needs of students by differentiated instruction

LESSON 2: Flexible Methods of Presentation

- Possible barriers to optimal student learning and strategies to overcome them
- Audio-visual and textual strategies of providing multiple options for perception
- Using variety in language, mathematical expressions, and symbols
- Essential strategies in ensuring successful comprehension, maximum transfer, and generalization of learning

LESSON 3: Flexible Methods of Expression

- Effective strategies to successfully engage and challenge students
- Ensuring that the expected physical engagement with the learning environment does not pose barriers for differently-abled students
- Offering alternatives for students to express themselves
- Using the UDL framework to scaffold the skills needed to demonstrate students' executive functioning

LESSON 4: Flexible Options for Engagement

- Providing multiple opportunities so all students are engaged in the classroom
- Strategies to create a positive classroom environment
- Ensuring that the primary goal is enhanced student learning, but eliminating distractions and irrelevant activities
- Promoting students' self-regulation by teaching them personal coping skills, self-assessment, and reflection techniques
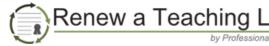
10 Hours of Learning

Convenient Access: Start Right Away

Resources & Tools for Professional Learning Plans
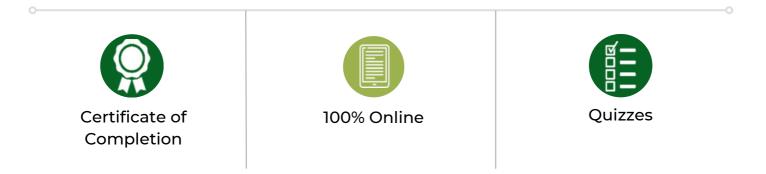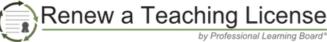
Preparing Students for College and Careers

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Most students aspire to go to college and make a successful career, but few know what it takes to reach their goal. The tools, templates, and creative ideas in this course will provide teachers with research-based support for every critical learning stage.

For the education system to truly fulfill its purpose of preparing students, teachers must be able to find effective ways to integrate project management training into their classrooms. In this course, teachers are provided with a range of project management examples and strategies, along with an in-depth view into the effective use of each strategy presented, with a clear understanding of how they can influence student learning and optimal development.

Certificate of Completion

100% Online

Quizzes

Preparing Students for College and Careers

Course Outline

SECTION A: Preparing College and Career Ready Students

LESSON 1: Need for College and Career Readiness

- Equipping students with the different facets of college education
- Importance of the 4 Cs: critical thinking, collaboration, communication and creativity
- Understanding technology competence
- Evaluating students for academic and technical skills

LESSON 2: Planning for College and Career Readiness

- Research on career and college readiness
- Empowering teachers with the four keys: cognitive strategies, content knowledge, learning skills and techniques, transition knowledge, and skills
- Developing the skills of entrepreneurship
- Igniting and curiosity and imagination of students

LESSON 3: Principles of Implementing CCR

- Integrating essential principles and classroom aspects
- Principles and practical strategies to prepare students for the real world
- Importance of college readiness
- Incorporating hands-on experience activities to gain an in-depth insight into actual workplaces

LESSON 4: Enhancing College and Career Resources

- Execution of the principles of Career and Technical Education (CTE)
- Implementation of Social and Emotional Learning (SEL), supported by SAFE STEM programs
- Career counselling
- Partnering with employers to indulge students in work related activities

Preparing Students for College and Careers

Course Outline

SECTION B: Project Management for Students through Project-based Learning

LESSON 1: Importance of Project Management

- Exploring new concepts and strategies to facilitate student connection with real-world situations
- Research findings of project-based learning
- Principles, benefits, and rationale of project-based learning
- Transferrable skills while working with the project based learning system

LESSON 2: Planning for Successful Project Based Learning

- Basic guidelines to consider before selecting a project
- Ensuring authentic learning for students
- Effective technology use during a project
- Developing classroom culture

LESSON 3: Stages of Successful Implementation

- Stages of projects with examples for implementing
- Learning to allocate resources
- Existing project opportunities
- Common challenges and unexpected changes during a project

LESSON 4: Resources and Engagement

- Project examples with management skills to execute them
- Integrating technology in project management
- Importance of community connect for successful implementation of the project
- Funding sources and online databases that teachers can approach for grants

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10 Hours of Learning

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Resources & Tools for Professional Learning Plans
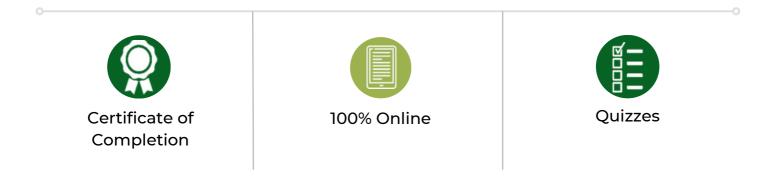
School Mental Health

Standards:

This course aligns to all of the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Mental health is an essential component of any classroom.

The first section of this course explores trauma-informed teaching strategies. Educators will learn how trauma impacts learning behaviors, and the strategies they can adopt to help students regulate their emotions, build resilience, and thrive both within and beyond the classroom.

The second section deals with bullying – an unpleasant but inevitable part of life that happens in virtually every social group. Through video role plays, teachers will discover an innovative anti-bullying methodology that empowers students to not become victims.

Certificate of Completion

100% Online

Quizzes

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School Mental Health

Course Outline

SECTION A: Trauma Sensitive Teaching

LESSON 1: Understanding Trauma

- What is trauma?
- Signs and executive functioning of trauma
- Teaching methodologies
- Trauma and resilience

LESSON 2: Building Resilience

- What is resilience?
- Identify and label emotions
- Nurturing competence and tone of voice
- Promoting self-advocacy and problem-solving

LESSON 3: Trauma-induced Anxiety

- Types of anxiety
- Relationship building
- Resolving conflicts
- Fostering self-efficacy

LESSON 4: Creating Trauma-supportive Classrooms

- Physical organization and psychological culture
- Consistency and predictability
- Behavior strategies
- Homework, test and social anxiety

School Mental Health

Course Outline

SECTION B: Bullying: The Golden Rule Approach

LESSON 1: Understanding Bullying

- The role and impact of bullying among students
- The Golden rule (The Law of Reciprocity) – Meaning and Application
- Similarities between a bully and a victim
- Friendly Approach vs Bully Approach

LESSON 2: Principles

- Principles and Recommended practices while dealing with bullying
- Implementing the Golden Rule
- Teacher's role: Judge or Disciplinarian
- Freedom of speech and limits of speech

LESSON 3: Bullies to Buddies (B2B) Rules

- Strategies to help students turn bullies into their buddies
- Closer look on the B2B Strategies with video demonstrations
- Applying the B2B practices under various circumstances

LESSON 4: How You Can Help

- Handling Verbal attacks and rumors
- Tackling physical attacks among children
- Dealing with Cyber-bullying
- Tackling bullying effectively in the workplace

10
10 Hours
of Learning

Convenient Access:
Start Right Away

Resources & Tools for
Professional Learning Plans
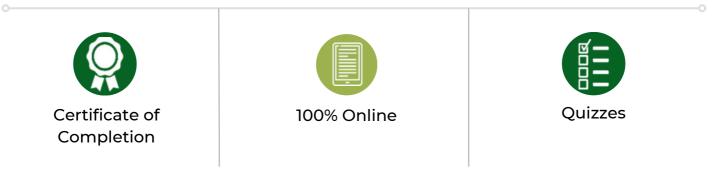
Special Education and Behavioral Health

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Content Knowledge, Assessment, Planning for Instruction and Instructional Strategies.

It also aligns to all of the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Through this course, teachers explore behavioral health training that is culturally responsive and trauma and evidence informed. Teachers also gain an increasing awareness of practices relating to educating students with disabilities in the classroom, including Child Find and inclusive learning environments.

The first section of this course presents a basic understanding of warning signs of early-onset mental illness in children and adolescents.

The second section focuses on Attention Deficit Hyperactivity Disorder (ADHD). Teachers are provided with a variety of tips, adaptations, and classroom strategies.

Certificate of Completion

100% Online

Quizzes

Special Education and Behavioral Health

Course Outline

SECTION A: Recognition of Early-onset Mental Health Illness in Children & Adolescents

LESSON 1: Introduction to Mental Illnesses

- An overview of the prevalence, nature, causes, and experience of mental illnesses
- Understanding effective treatments and the role and limitations of medication
- The application of behavioral therapy and other creative therapies under the umbrella of Cognitive Behavior Therapy to target the root of the problem
- The stigma associated with mental illnesses and ways to combat it
- The educational implications of the evaluation and treatment of mental illnesses

LESSON 2: ADHD, ODD, and Anxiety in the Classroom

- Understanding the manifestations of ADHD (Attention Deficit Hyperactive Disorder) in the classroom and ways to manage behavior effectively in this context
- The common signs, treatments, and classroom strategies to deal with ODD (Oppositional Defiant Disorder) and CD (Conduct Disorder)
- The various subtypes within Anxiety Disorders, their treatment, and classroom applications

LESSON 3: Other Mental Health Conditions in Children

- Symptoms and warning signs of OCD, Schizophrenia, Bipolar Disorder, PTSD, etc.
- Treatments
- Classroom applications and strategies

LESSON 4: The Team

- Working with parents
- The role of mental health professionals
- The IEP process
- Understanding assessments and assignments

Special Education and Behavioral Health

Course Outline

SECTION B: Understanding ADHD

LESSON 1: Introduction

- Definition of and challenges of ADHD
- Causes of ADHD
- Strengths of students with ADHD
- Prognosis and treatment of ADHD

LESSON 2: Core Issues in ADHD

- The ADHD brain and how the changes in the brain cause deficits
- Challenges in ADHD and strategies that may be used to overcome them, especially in the areas of attention, hyperactivity, and impulsivity
- Strategies that are useful in working with students with ADHD including instruction sheets, classroom seating, movement breaks, and rules
- Dealing with anger and addictive behavior in students with ADHD
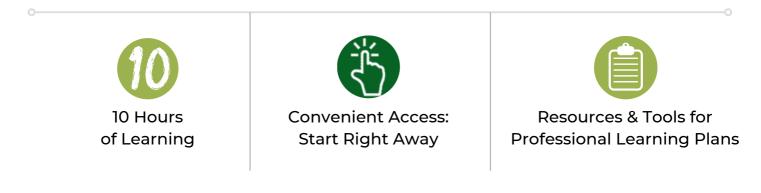
LESSON 3: Associated Issues in ADHD

- Issues seen in ADHD, including issues in organization, motivation and social skills
- How teachers may help students to organize their schoolwork and complete it
- How to motivate students with ADHD
- How to support students with ADHD so they can build positive friendships

LESSON 4: Accommodations

- Classroom accommodations that can help a student with ADHD learn and perform well
- Modified seating and lighting
- How a classroom schedule and organization can support learning
- Adapting homework, visual aids, and assessments in order to help a child with ADHD cope with the curriculum

10 Hours of Learning

Convenient Access: Start Right Away

Resources & Tools for Professional Learning Plans

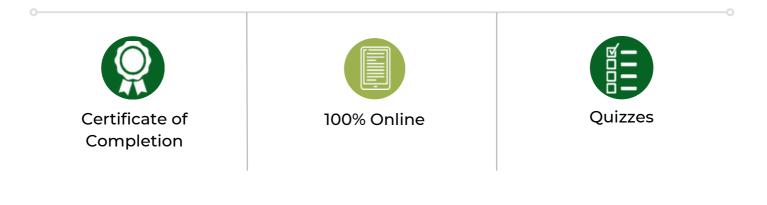# Student Safety and the Technology-rich Classroom

Standards:

This course aligns to the INTASC Standards including Learner Development, Learning Differences, Learning Environments, Planning for Instruction and Instructional Strategies.

It also aligns to the McRel Teacher Evaluation Standards including Teacher Leadership, Diverse Learners, Teachers Know Content, Teachers Facilitate Learning and Teachers Analyze and Reflect.

Acknowledging the widespread threats to children's safety in today's world, this course equips teachers with a rich bank of information as well as practical strategies to promote students' safety, both in the real and online world.

In the first section, teachers discover the threats that exist online and how to protect their students. This includes information on cyberbullying, grooming, online predators.
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The second section empowers teachers to recognize signs and indicators of suspected child abuse and human trafficking.

Certificate of Completion

100% Online

Quizzes

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Student Safety and the Technology-rich Classroom

Course Outline

SECTION A: Internet Safety in a Connected World

LESSON 1: Connecting on the Internet

- Social media
- Features and red flags of social media
- Posting and viewing photographs and videos safely
- Smart watches

LESSON 2: The Internet in Daily Life

- Diverse means of electronic communication
- Gaming and virtual worlds
- E-commerce and digital footprints
- Existing dangers
- Interactive scenarios:
- Handling peer pressure and secure chatting options

LESSON 3: Downloading from the Internet

- Shielding unauthorized copying and piracy
- Sending out files
- Plagiarism
- Software that harms computers and guidelines to prevent this

LESSON 4: Staying Safe on the Internet

- Online predators and their behaviors – grooming and gifting
- Cyberbullying: forms and effects
- Monitoring software and parental controls with usage agreements
- Reporting online crimes, gathering evidence, and calling for help

Student Safety and the Technology-rich Classroom

Course Outline

SECTION B: Child Abuse Prevention

LESSON 1: Introduction to Child Abuse and Trafficking

- Defining child abuse and neglect
- Exploring the different types of child abuse and neglect and identifying the signs and behaviors characterizing each type
- Defining Trafficking
- Exploring the signs, types and risk factors for trafficking

LESSON 2: Child Abuse Perpetrators

- Exploring the characteristics of child abuse perpetrators
- Identifying the causes and risk factors leading to child abuse and neglect and the role of technology in child maltreatment
- Understanding how and where child abuse can occur and learning about the process of grooming

LESSON 3: Reporting Child Abuse

- Understanding mandated reporting and the role of educators as mandated reporters
- Learning how to report cases of child abuse and neglect, its procedures and formalities
- Exploring the procedures of Child Protection Services and how to assist them with their investigation

LESSON 4: Prevention of Child Abuse

- Exploring the role of educators in preventing child abuse and neglect
- Identifying child abuse preventive strategies that educators can engage in at the classroom, school, and community level
- Identifying strategies by which the cycle of abuse can be prevented or broken

10 Hours of Learning

Convenient Access: Start Right Away

Resources & Tools for Professional Learning Plans