

Free Online Trainings Available Anytime

Alison Education Network

<https://alison.com>

"Establishing Discipline and Rules for Children"- 3 to 4 CEU hours

<https://alison.com/course/establishing-discipline-and-rules-for-children>

Discover strategies needed for teaching children rules and establishing discipline in this free online course.

This course offers a valuable opportunity to explore the principles of establishing rules and discipline with young children. It will introduce key activities necessary from early childhood to establish clear rules and effective discipline. Educators and parents will gain a deeper understanding of strategies for setting rules, which will enable them to guide children more effectively and teach them to respect boundaries.

"Early Childhood Discipline and Boundaries"- 4 to 5 hours CEU hours

<https://alison.com/course/early-childhood-discipline-and-boundaries>

This free online child psychology course explains the importance of discipline and setting boundaries in children.

This child psychology course explores the positive and negative aspects of children's discipline including developing good discipline in early childhood. We discuss the role of boundaries in children and the surprising reasons why kids misbehave. We also focus on the development of disciplining kids with positive and negative consequences. This course will answer questions like "How to discipline toddlers using time-outs?"

Conscious Discipline

<https://consciousdiscipline.com/>

"Guiding the Most Challenging Children" video - 1 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/guiding-the-most-challenging-children/>

"Handling Everyday Upset, Tantrums, and Teaching Social Skills" video- 2 hours CEU

<https://consciousdiscipline.com/e-learning/webinars/handling-everyday-upsets-tantrums-and-teaching-social-skills/>

"Conflict Resolution & Assertiveness with Older Children" video- 1 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/conflict-resolution-and-assertiveness/>

"Proven Success Strategies for Children with Special Needs" video- 1 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/proven-success-strategies-for-children-with-special-needs/>

"Three Vital Steps to Successful Routines" video- 1 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/three-vital-steps-to-successful-routines/>

"Seeing Conscious Discipline In The Home" video - 1 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/seeing-conscious-discipline-in-the-home/>

Power of Perception with Dr. Becky Bailey (1 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-perception/>

Power of Unity with Dr. Becky Bailey (2 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-unity/>

Power of Attention with Dr. Becky Bailey (3 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-attention/>

Power of Free Will with Dr. Becky Bailey (4 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-free-will/>

Power of Love with Dr. Becky Bailey (5 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-love/>

Power of Acceptance with Dr. Becky Bailey (6 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-acceptance/>

Power of Intention with Dr. Becky Bailey (7 of 7) video - .5 hour CEU

<https://consciousdiscipline.com/e-learning/webinars/power-of-intention/>

Suicide Prevention Resource Center

<https://sprc.org>

*Click on "Training", then select "Online Courses" and select trainings from the following options:

Safety Planning for Youth Suicide Prevention

Develop knowledge and skills in using the Stanley-Brown Safety Planning Intervention when working with young clients at risk of suicide.

Locating and Understanding Data for Suicide Prevention

Explore sources of data that can help provide an understanding of suicide nationally, in your state, and locally.

A Strategic Planning Approach to Suicide Prevention

Identify and prioritize suicide prevention activities through strategic planning to maximize impact in your community or setting.

Also at Suicide Prevention Resource Center

<https://sprc.org>

*Click on "Training" and then select "Micro-Learning Lab" and select trainings from the following options:

Collaborating on Safety Plans- This brief video describes strategies for developing a safety plan in collaboration with someone who is at risk of suicide.

Lived Experience: What It Is and How to Include It- Watch this brief video to learn what "lived experience" is and how partnering with people with lived experience can guide service design and delivery.

The Patient Safety Screener: A Brief Tool to Detect Suicide Risk- Our new seven-minute video describes the PSS-3, a tool developed by the University of Massachusetts Medical School.

Effective Suicide Prevention: This video provides a brief overview of SPRC's Effective Suicide Prevention Model to help you carry out suicide prevention efforts that are most likely to be effective.

University of Maine System

[Professional Development and Resources - Maine Access to Inclusive Education Resources - University of Maine](http://umaine.edu/maier/resources/professional-development-and-resources/) – <http://umaine.edu/maier/resources/professional-development-and-resources/> (after typing in this link, click on Professional Development Modules-Asynchronous and Online and select trainings from the list). In the training there is and registration link. Once the registration has been completed a link will be sent to you to access the training with.

De-escalating Challenging Behaviors

This module is designed to provide professional learning in the cycle of escalating behavior. Participants will learn the 7 phases of escalation and the adult strategies that promote de-escalation for the student, as well as strategies adults can use to help increase the odds of staying calm. Participants will be guided through how to develop an individualized de-escalation or safety plan to promote the implementation of evidence-based strategies and positive behavior supports. This module is based on the research of Geoff Colvin and Terry Scott who wrote, *Managing the Cycle of Acting-Out Behavior in the Classroom*, Second Edition.

Over five parts or modules, University of Maine PBIS Initiative Coordinator [Courtney Angelosante](#) will guide you through these topics and more. Upon completion of this training, you will be eligible to receive 3 contact hours

[MAIER Professional Development Series - Maine Access to Inclusive Education Resources - University of Maine](http://umaine.edu/maier/trainings/maier-professional-development-series/) – <http://umaine.edu/maier/trainings/maier-professional-development-series/> (after typing in this link, click on one of the training choices listed and highlighted in gray under “workshops and webinars” and you will be taken to a page with a link to watch pre-recorded trainings. You will receive credit after each session is viewed.

Developing Social Connectedness: A key component to successful inclusion

Speaker: Terese Dana, M.S., BCBA

Session Description: An essential goal for participation in an inclusive classroom setting is the opportunity for students with ASD to develop social connectedness with their peers. Teachers and support staff can play a significant role in preventing a student from becoming socially isolated. In this workshop, you will learn ways to naturally motivate both autistic and non-autistic students to engage in collaborative activities that promote positive experiences and lay the groundwork for building meaningful social connections. This session will introduce

participants to specific strategies, tools, and video modeling techniques to improve social interactions and the modeling of interactive activities. 3 Contact hours can be earned upon completion of this workshop.

The Incredible 5-point Scale Extended Version

Speaker: Kari Dunn Buron, M.S., Autism Education Specialist/Author

Session Description: Over the past ten years, there have been unprecedented advances in neuroscience related to social behavior and emotional regulation development. These advances include information about social awareness, social attention, self-awareness, self-management, and self-control. This new research documents that these skills are brain-based, but emerging educational research indicates that they are also taught and learned. This presentation's information should be a part of every team discussion for all students who exhibit upsetting, confusing, challenging, or even violent behavior.

This presentation includes an overview of Social Cognition, Executive Function, and Emotional Regulation related to Social Anxiety and a Loss of Emotional Control. The speaker will focus on several evidence-based strategies used to teach social cognitive skills while highlighting the use of the 5-Point Scale. Buron will also introduce her latest work, The Social Times Curriculum.

Keeping It Simple: Easy Tier-2 group strategies to increase student engagement

Speaker: Cary E. Trump, Ph.D., BCBA-D, University of Northern Colorado.

Session Description: Group contingencies are proactive strategies involving rewarding the class based on the entire group or specific students' performances. Also, group contingencies increase student on-task behavior and opportunities to respond. The purpose of this presentation is to provide a comprehensive guide for implementing group contingencies. 3 Contact Hours can be earned upon completion of this workshop.

PBIS and ASD: Strengthening Positive Behaviors

Speaker: Gretchen Scheibel, M.S., OTR/L, BCBA

Description: This professional development session will review evidence-based procedures for strengthening positive and pro-social behaviors. Attendees will learn how to systematically

implement these procedures, monitor fidelity across staff members and student progress, and resources to support these practices.

Social Thinking

Speaker: Nancy Clemens

Workshop Description: This workshop is all about Social Thinking Vocabulary and concepts! Teach students to communicate through concepts such as “working as part of a group,” the “three parts of play,” “abstracting and inferencing information,” and “sharing an imagination.” This workshop will examine clinical examples that highlight how to make these abstract concepts more concrete and teachable. The Social Thinking Vocabulary is the backbone of Social Thinking teaching programs.

Participants will learn how to use Social Thinking concepts across settings, creating one or two of their lesson plans. We explore how to make lessons applicable across various environments and enable students to apply the lessons for the rest of their lives. Michelle will present some lessons from her book, *Think Social! A Social Thinking Curriculum for School-Aged Students*, which school districts use around the world.

This workshop offers an advanced exploration of Social Thinking – and is particularly suited for those who have read Social Thinking books, attended our workshops, or are otherwise familiar with Social Thinking concepts. This more advanced course is for people who have attended one or more of the following seminars: *Social Thinking Across the Home and School Day: The ILAUGH Model*, *The Social Thinking Informal Dynamic Assessment and Core Treatment Strategies*, *Thinking About YOU Thinking About ME* and Have read one or more of the following books: *Thinking About YOU*, *Thinking About ME*, *Inside Out: What Makes a Person With Social Cognitive Deficits Tick?*, *Think Social! A Social Thinking Curriculum*

Social Stories

Speaker: Carol Gray

Target Audience: This workshop is for anyone working on behalf of toddlers, children, adolescents, or adults with autism with moderate learning challenges to gifted academic ability. With slight modification, the workshop content and activities are equally valuable for those working with more severe learning challenges.

Workshop Description: In January of 1991, Carol Gray initiated and developed Social Stories*. Social Stories™ has helped individuals with autism of all ages understand and respond

effectively to daily interactions and events. Social Stories are among the most widely used evidence-based instructional strategies for learners with autism in the world. Unfortunately, they are also frequently misused and misunderstood. Learning how to develop and implement a Social Story is critical to its effectiveness, safety, and integrity. The goal is to build positive social concepts and skills in an individually tailored, unassuming, and supportive learning context.

Learning Outcomes: At the close of the workshop, participants will be able to:

1. Outline the philosophy and research-based rationale,
2. Explain how the Social Story goal can determine what is – and is not – a Social Story,
3. List the 10.2 criteria to ensure integrity and safety of every Story,
4. Define all Social Story terms,
5. Describe how research and philosophy create significant ties between how Story research, development, implementation come together, and
6. Write a Social Story

Upon completion of the workshop, you may access and download your contact hours certificate using the link provided. 6 Contact Hours can be earned upon completion of this workshop.