



FY26 Training Catalogue



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Welcome!

This document is a compilation of available trainings that are provided by SESA and its affiliated programs.

Scan the QR code below to sign up for our quarterly newsletter and stay up to date on all of our SESA adventures, including new library materials, special events, newsletters, and much more!



x Olivia Yancey

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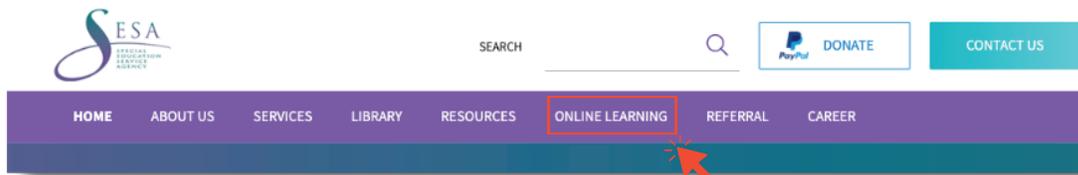
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LID - Autism

Autism 101

Description: An overview of LID/AI services and how the AI team can help. Basic autism definitions, terms, and common needs will be reviewed.

- Audience: Anyone receiving LID/AI services
- Duration: 60 min
- Mode: In Person or Distance
- Point of Contact: AI@sesa.org



Balancing Student Supports

Description: This training outlines a foundation for providing daily support to students and how to optimize instructional time by balancing student accommodations/modifications, behavior support, and student motivation.

- Audience: Paraprofessionals and Teachers
- Duration: 30 mins
- Mode: Self-Service Rise eModule. Can also be done in-person or via Zoom
- Point of Contact: AI@sesa.org



Intro to Reinforcement

Description: The purpose of this module is to introduce the strategy of reinforcement and how to use it to positively improve student motivation to learn any skill.

- Audience: Paraprofessionals and Teachers
- Duration: 45 mins
- Mode: Self-Service Rise eModule. Can also be done in-person or via Zoom
- Point of Contact: AI@sesa.org



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Intro to Task Analysis

Description: The purpose of this module is to introduce the strategy of Task Analysis, how to use it to break complex tasks into learning steps, and to increase independence.

- Audience: Paraprofessionals and Teachers
- Duration: 45 mins
- Mode: Self-Service Rise eModule. Can also be done in-person or via Zoom
- Point of Contact: AI@sesa.org



Executive Functioning

Description: This is an overview of what executive functioning is and how staff can identify strengths while improving weaknesses. This is an AARC Training that can be offered to any LID/AI service recipient.

- Audience: Paraprofessionals and Teachers
- Duration: 60 mins
- Mode: In-Person or Distance
- Point of Contact: AI@sesa.org

Intro to Discrete Trial Training

Description: The purpose of this module is to introduce the strategy of Discrete Trial Teaching, which can be used to teach academic and behavioral skills.

- Audience: Paraprofessionals and Teachers
- Duration: 45 mins
- Mode: Self-Service Rise eModule. Can also be done in-person or via Zoom
- Point of Contact: AI@sesa.org



Developing a Break Program

Description: This training outlines the reasons and methods for the use of breaks for students. Proper use of breaks allows for improved behavior and educational outcomes. However, when misused, can result in increased problem behavior and reduced productivity.

- Audience: Paraprofessionals and Teachers
- Duration: 45 mins
- Mode: Self-Service Rise eModule. Can also be done in-person or via Zoom
- Point of Contact: AI@sesa.org



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(An image of the SESA and AARC staff standing in a gymnasium holding blue letter signs that spell AARC)

Strategies for Teaching Social-Emotional Learning to Autistic Individuals

Description: This training introduces participants to the components of social-emotional learning (SEL), provides a brief introduction to the symptoms and characteristics of autism, and explains examples of evidence-based, Tier 3 SEL interventions. These interventions include Visual Script Cues, Planned-Peer Play, Use of Children’s Literature, and Social Narratives. By the end of the training, participants should have a working understanding of SEL, be able to plan targeted interventions for individual students, and implement the interventions with fidelity and reliability.

- Audience: Special Education Staff who teach SEL
- Duration: 1.5 hours
- Mode: In-person or distance delivery
- Point of Contact: aarc@sesa.org

Small Bodies, Big Emotions: Time to Chill with Autism and SEL in the Preschool Setting

Description: This training introduces participants to the components of social-emotional learning, provides a brief introduction to the symptoms and characteristics of autism, and explains examples of evidence-based, Tier 3 SEL interventions. These interventions include Social Narratives, Video Modeling, Visual Cue Scripts, and Peer Modeling. By the end of the training, participants should have a working understanding of SEL, be able to plan targeted interventions for individual students, and implement the interventions with fidelity and reliability.

- Audience: Early Learning Staff who teach SEL
- Duration: 1.5 hours
- Mode: In-person or distance delivery
- Point of Contact: aarc@sesa.org

Autistic Employment

Description: Information for professionals supervising and/or supporting individuals with autism in the workplace.

- Audience: related service providers, family members, community service providers, teachers, admin.
- Duration: 60 Minutes
- Mode: Zoom or In-person
- Point of Contact: aarc@sesa.org



ABC's of Behavior

Description: Reinforcement strategies, antecedent, behavior, and consequence strategies.

- Audience: Educators, family members, caregivers, related service providers, etc.
- Duration: 60 (Zoom) - 90 (In-Person) minutes
- Mode: Zoom or In-person
- Point of Contact: aarc@sesa.org

All About the AARC

Description: This presentation will teach you all about the AARC and the services it provides.

- Audience: All
- Duration: 15 minutes
- Mode: Zoom or In-person
- Point of Contact: aarc@sesa.org

Camp

Description: Overview of autism and supports for camp.

- Audience: Family, teachers, community service providers
- Duration: 60 minutes
- Mode: Missing
- Point of Contact: aarc@sesa.org

Sensory Processing

Description: Information on autism and sensory processing strategies.

- Audience: All
- Duration: 30 minutes
- Mode: Zoom
- Point of Contact: aarc@sesa.org

Autism in Childhood and Regular/School Age

Description: Provides introductory information about autism across various age groups, including strategies to support individuals.

- Audience: All
- Duration: 60 minutes
- Mode: Zoom and In-person
- Point of Contact: aarc@sesa.org



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LID - Multiple Disabilities

IT IS IMPORTANT TO NOTE THAT MD TRAININGS ARE CUSTOMIZED FOR SITE NEEDS. THESE ARE EXAMPLES OF TRAININGS WE HAVE PROVIDED.

Intro to Augmentative Alternative Communication

Description: This training focuses on augmentative and alternative communication (AAC) and why students might use it. It is highly interactive, so participants can get a feel for using AAC.

- Audience: Special Education (SPED) Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-serve basis)
- Point of Contact: md@sesa.org

Integrating Communication into the School Day

Description: This training focuses on identifying the functions of communication, developing an understanding of language progression through AAC use, and finding ways to incorporate modeling into a student's day.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-serve basis)
- Point of Contact: md@sesa.org

Transition Planning

Description: Transition planning training ensures participants understand what secondary transition services are and when the process starts. The training provides transition planning options for students: vocational, post-secondary, independent daily living skills, subsistence living, and employment. The participants have an opportunity to walk through an example of a transition plan on an Individualized Education Program (IEP).

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-served basis)
- Point of Contact: md@sesa.org



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Positive Behavior Supports

Description: In this training, we will define behavior, identify evidence-based practices for supporting social, emotional, and behavioral needs, and identify evidence-based practices for responding to social, emotional, and behavioral needs.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-served basis)
- Point of Contact: md@sesa.org

Use of Assistive Technology Tools

Description: This training would provide information on the assistive technology tools available to meet a variety of student needs. Both low and high-tech resources will be discussed.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-serve basis)
- Point of Contact: md@sesa.org

Functional and Age-Appropriate Curriculum

Description: This training would showcase a variety of curricula available through our lending library for a variety of ages and content areas to promote functional skills.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-served basis)
- Point of Contact: md@sesa.org

Community-Based Instruction

Description: Training on why community-based instruction is important, examples of what that instruction might look like, and resources to help support community-based instruction.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-served basis)
- Point of Contact: md@sesa.org



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Inclusionary Strategies

Description: In this training, roles are defined, barriers to collaboration are identified, and promotion to independence and instructional strategies are provided.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-serve basis)
- Point of Contact: md@sesa.org

Developing an Instructional Program

Description: This training would address how using the information gathered from the IEP and ESER, an instructional program can be developed to address schedule instruction, data collection, and implementation for the team.

- Audience: SPED Teachers, Paraprofessionals, Administrators, Parents
- Duration: 1hr
- Mode: In-person or Distance Delivery (First-come, first-serve basis)
- Point of Contact: md@sesa.org

LID - Deaf & Hard of Hearing

Teaching Students Who Are Deaf or Hard of Hearing 101

Description: We look at the impact of hearing loss on students and what that may look like in the classroom. What questions should you ask yourself (or others) when first getting a D/deaf or hard-of-hearing student, and who to reach out to for more information? Lastly, we review some general accommodations for better access to the curriculum.

- Audience: Educators (SPED or General), Paraprofessionals, Administrators, Early Intervention
- Duration: 1 to 1.5 hours
- Mode: In-person is preferred, or distance delivery, if necessary
- Point of Contact: dhoh@sesa.org



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LID - Vision Impairment & Alaska Deafblind Project

Vision 101

Description: Vision 101 is a very basic training for students with low vision/blindness, descriptions of typical eye conditions, educational implications, and recommendations for possible classroom accommodations.

- Audience: Teachers, Paraprofessionals, Administrators
- Duration: 30-45 minutes
- Mode: In-person or Distance Delivery
- Point of Contact: akdbp@sesa.org

What is Deafblindness?

Description: A very basic introduction to Deafblindness, its typical causes, and the implications for students that have dual sensory loss.

- Audience: Teachers, Paraprofessionals, Administrators
- Duration: 20-30 minutes
- Mode: In-person or Distance Delivery
- Point of Contact: akdbp@sesa.org

Calendar Systems for Deafblind Students

Description: Calendar Systems for Deafblind Students is a teaching tool that explains and teaches educators how to use calendar systems with their deafblind students.

- Audience: Teachers, Paraprofessionals, Administrators
- Duration: 60-75 minutes
- Mode: In-person or Distance Delivery
- Point of Contact: akdbp@sesa.org

SESA Vision Services

Description: Description of the Vision Services offered at SESA.

- Audience: Teachers, Paraprofessionals, Administrators
- Duration: 10-15 minutes
- Mode: In-person or Distance Delivery
- Point of Contact: akdbp@sesa.org



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Early Identification of Children with Deafblindness

Description: An extensive look at the importance of the early identification of children with Deafblindness.

- Audience: Teachers, Paraprofessionals, Administrators, Independent Living Program (ILP) Providers, Families
- Duration: 60-90 minutes
- Mode: In-person or Distance Delivery
- Point of Contact: akdbp@sesa.org

Alaska Center for Accessible Materials

Introduction to Print Disabilities and Accessible Education Materials

Description: Defining what a print disability is and who can identify it. Explaining how to document it if the student has an IEP. Defining what an accessible Education Material (AEM) is and how to find them. Providing questions and case studies to help explain the assessment process to students.

- Audience: Teachers, Paraprofessionals, Administrators, ILP Providers, Families, Community Members
- Duration: 1-1.5 hours
- Mode: Either in-person or distance delivery
- Point of Contact: AKCAM@sesa.org

Bookshare Walk-Through

Description: Modeling Bookshare and related software, explaining the sign-up process, and modeling how to use the built-in features and voices.

- Audience: Teachers, Paraprofessionals, Administrators, ILP Providers, Families, Community Members. Best for General education teachers, SPED teachers, SPED directors, and Librarians
- Duration: 30 minutes
- Mode: Either in-person or distance delivery
- Point of Contact: AKCAM@sesa.org



Assistive Technology Walk-Through

Description: Modeling a variety of assistive technologies and their features related to text-to-speech, enlargement, color contrast, cognitive access, and digital text. Using online and Anne Freitag Library materials to model and use with real scenarios to show how access can be created through the use of built-in features as well as outside technology.

- Audience: Best for General education teachers, SPED teachers, SPED directors, and Librarians
- Duration: 30 minutes
- Mode: Either in-person or distance delivery
- Point of Contact: AKCAM@sesa.org

LID - Emotional Disabilities

The Development and Implementation of Basic Functional Behavioral Assessment (FBA) and Function-based Behavior Intervention Plans (BIP)

Description: The Development and Implementation of Basic Functional Behavioral Assessment (FBA) and Function-based Behavior Intervention Plans (BIP) course introduces research-based principles of FBA while training participants to conduct interviews, direct observations, and use validated rating scales to identify the functions of mild to moderate problem behaviors. Participants learn to design and implement BIPs by selecting interventions that align with identified behavioral functions, reinforcing preferred and replacement behaviors to decrease challenges, and monitoring student progress toward behavioral goals. Educators can earn one 500-level credit at UAA, and social workers can earn 14 hours of NASW-approved continuing education by completing course requirements.

- Audience: Certificated special educators, IEP case managers, related service providers, and other professionals serving students in the public school setting.
- Duration: 14 hours of synchronous instruction delivered in-person or via a distance synchronous format. For those participants pursuing a 500-level credit through UAA, the course requires approximately three hours of independent study.
- Mode: In-person or distance synchronous (single or multiple sessions)
- Point of Contact: ed@sesa.org



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Selecting Function-Aligned Strategies: What Are Some Potential Choices Out There?

Description: This training orients educators to the importance of understanding and using function-aligned strategies to prompt replacement and desired behaviors and highlights the importance of proactive prevention efforts rather than reactive responses by addressing root causes; it underscores the necessity of teaching short-term replacement behaviors while fostering long-term desired behaviors, focusing on maximizing positive reinforcement while minimizing inadvertent strengthening of problem behaviors; and, although it does not specifically train participants on designing and implementing FBAs and BIPs, it provides an introductory understanding of function-aligned antecedents, behaviors, consequences, setting events, and strategies.

- Audience: General and special education teachers, certificated special educators, IEP case managers, related service providers, and other professionals serving students in the public-school setting. Administrators, related service providers
- Duration: 2 to 4 hours (custom-tailored to audience)
- Mode: In-person or distance synchronous (single or multiple sessions)
- Point of Contact: ed@sesa.org

Teaching Students Emotional Regulation Skills

Description: Participants will learn strategies designed to support, teach, and reinforce students' use of emotional regulation skills. The course follows a function-based teaching approach, including antecedent-based, instruction-based, and reinforcement-based interventions aligned to student needs. Participants will also receive an overview of targeted lessons and evidence-based protocols for teaching key emotional regulation techniques.

- Audience: General and special education teachers, certificated special educators, IEP case managers, related service providers, and other professionals serving students in the public-school setting. Administrators, related service providers
- Duration: 2 to 4 hours (custom-tailored to audience)
- Mode: In-person or distance synchronous (single or multiple sessions)
- Point of Contact: ed@sesa.org



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Teaching Emotional Regulation Skills to Young Learners

Description: Participants will learn strategies to teach and reinforce early childhood and primary elementary-age students' use of emotional regulation skills. The course follows a function-based teaching approach, including antecedent-based, instruction-based, and reinforcement-based interventions aligned to student needs. Participants will also receive an overview of targeted lessons and evidence-based protocols for teaching key emotional regulation techniques.

- Audience: General and special education teachers, certificated special educators, IEP case managers, related service providers, and other professionals serving students in the public-school setting. Administrators, related service providers
- Duration: 2 to 4 hours (custom-tailored to audience)
- Mode: In-person or distance synchronous (single or multiple sessions)
- Point of Contact: ed@sesa.org

Incorporating "Soles of the Feet" as a Daily Mindfulness Practice in the Classroom

Description: Participants will learn a behavioral strategy that embeds the "Soles of the Feet (SoF)." This mindfulness routine is used in everyday classroom activities, using mindful posture and belly breathing focused on foot awareness to anchor attention. In brief moments—such as morning meetings, transitions, or before assessments—students pause to notice sensations in their soles, fostering present-moment focus. By weaving these exercises into existing routines and stress points, educators equip learners to regulate emotions and ease tension. Research supports Soles of the Feet as an evidence-based practice for building self-regulation skills. Although it does not specifically train participants on designing and implementing FBAs and BIPs, it provides an introductory understanding of function-aligned antecedents, behaviors, consequences, setting events, and strategies.

- Audience: General and special education teachers, certificated special educators, IEP case managers, related service providers, and other professionals serving students in the public-school setting. Administrators, related service providers
- Duration: 2 to 4 hours (custom-tailored to audience)
- Mode: In-person or distance synchronous (single or multiple sessions)
- Point of Contact: ed@sesa.org



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Low Incident Disability (LID) - Autism (AI)

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LID - Multiple Disabilities (MD)

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- Meriah Cory
- Samantha Weiland

LID- Deaf & Hard of Hearing (DHOH)

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LID - Vision Impairment (VI) & Alaska Deafblind Project (AKDBP)

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- Angelique Black

Alaska Center for Accessible Materials (AKCAM)

.....

- Meriah Cory

LID - Emotional Disabilities (ED)

.....

- Lyon Johnson

CREDITS

Questions? Please contact us!

<https://sesa.org/contact-us/>



Frequently Asked Questions

<https://sesa.org/faq/>



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