

Customize Your Supporting Military-Connected Students Professional Learning Plan

Directions: Below is a list of the trainings that are available as part of this professional learning series. Identify if each training should be included or excluded in your professional learning (PL) plan based on current readiness and skill level. Record the date that each of the trainings is complete. While the trainings can be completed in any order, a recommended order is provided. Click on the titles listed in the "Training Topic" column to access the trainings. Recommended prerequisites for some trainings are listed. The recommended audience varies for each module. Note which training topics are relevant for administrators (ADMIN), school counselors (SC), school nurses (SN), school psychologists (SP), and teachers (TEACH). For more information, review the professional learning [FAQs](#).

Include in PL Plan?	Date Complete	Recommended Order	Training Topic <i>(click on the topic below to open the training in a new browser)</i>	Recommended Prerequisites	Recommended Audience				
					ADMIN	SC	SN	SP	TEACH
		1	Readiness to Support Military-Connected Students	-	•	•	•	•	•
		2	Military-Connected Families	-	•	•	•	•	•
		3	Challenges for Military-Connected Students	-	•	•	•	•	•
		4	Resources for Military-Connected Students	-	•	•	•	•	•
		5	Transfer of Educational Records for Military-Connected Students	-	•	•			
		6	Tuition, Extracurricular Activities, Waiver Requirements, Exit Exams, and Student Transfers During Senior Year	-	•	•			
		7	Setting Disputes About the Interstate Compact	5, 6	•	•			
		8	Who are School Liaison Officers (SLOs)?	-	•	•	•	•	•
		9	When and How Can SLOs Help Military Families?	8	•	•	•	•	•
		10	How Can SLOs Help School Personnel?	8	•	•	•	•	•
		11	What is Disability?	-	•	•	•	•	•
		12	What is Special Education?	11	•	•	•	•	•
		13	The Special Education Identification Process	11, 12	•	•	•	•	•
		14	Special Education and Military Children	11, 12	•	•	•	•	•
		15	Effects of Relocation on Students	-	•	•	•	•	•
		16	Risk and Protective Factors for Military-Connected Students During Geographic Transitions	16	•	•	•	•	•
		17	Special Education and Geographic Transitions	11, 12, 15, 16	•	•	•	•	•
		18	Transitions from Department of Defense Education Activity (DoDEA) to Public Schools	15, 16	•	•	•	•	•
		19	Transitions from Public to DoDEA Schools	15, 16	•	•	•	•	•
		20	Defining Parental Absence	-	•	•	•	•	•
		21	Stages of Deployment	20	•	•	•	•	•
		22	Military Families and Parental Absence	20	•	•	•	•	•
		23	Effects of Parental Absence on Children	20, 22	•	•	•	•	•
		24	Risk and Protective Factors for Military-Connected Students During Military-Related Parental Absence	20, 22, 23	•	•	•	•	•
		25	Supporting Students During Parental Absence	20, 22, 23	•	•	•	•	•
		26	Communication During Parental Absence	20, 22, 23	•	•	•	•	•
		27	Defining Reintegration and Its Effects	-	•	•	•	•	•
		28	Family Member Perspectives of Reintegration	27	•	•	•	•	•
		29	Protective Factors During Reintegration	27	•	•	•	•	•
		30	Risk Factors During Reintegration	27	•	•	•	•	•
		31	Strategies for Helping Students Through Reintegration	27	•	•	•	•	•
		32	Military-Related Parental Injury and Death	-	•	•	•	•	•
		33	Impact of Parental Injuries and Death on Children	27, 28, 32	•	•	•	•	•
		34	Grief Process Following Parental Injury and Death	32	•	•	•	•	•
		35	Supporting Children and Families Experiencing Parental Injury and Death	32	•	•	•	•	•
		36	Recognizing Adverse Events and Trauma	-	•	•	•	•	•
		37	Trauma-Informed Classroom Practices	36	•	•	•	•	•
		38	Building Resilience – Identifying Risk and Protective Factors	-	•	•	•	•	•
		39	Building Resilience – Universal Instruction	38		•	•	•	•
		40	Building Resilience – Tier 2 Instruction	38		•	•	•	•