

PARAEDUCATOR ACADEMY AND MODULE DESCRIPTIONS

CO-TOP PROJECT

Revised August, 2018



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8-7-2018

Table of Contents

| | |
|--|-----------|
| CO-TOP PARAEDUCATOR CERTIFICATE REQUIREMENTS | 3 |
| UNIVERSITY OF COLORADO COURSE NUMBERS | 4 |
| PARAEDUCATOR ACADEMY AND MODULE DESCRIPTIONS | 5 |
| I. INSTRUCTIONAL TEAMWORK ACADEMY | 5 |
| II. ORIENTATION TO SPECIAL EDUCATION ACADEMY | 6 |
| III. INTERPERSONAL SKILLS ACADEMY | 7 |
| IV. PERSONAL GROWTH AND DEVELOPMENT ACADEMY | 8 |
| V. STUDENT SUPERVISION ACADEMY | 9 |
| VI. INSTRUCTIONAL STRATEGIES ACADEMY | 10 |
| VII. BEHAVIOR MANAGEMENT ACADEMY | 11 |
| VIII. INSTRUCTIONAL TECHNOLOGY ACADEMY | 12 |
| IX. LIFE SKILLS ACADEMY | 12 |
| X. SIGNIFICANT COMMUNICATION SUPPORT NEEDS ACADEMY | 14 |
| XI. SIGNIFICANT SUPPORTS FOR CHALLENGING BEHAVIOR ACADEMY ... | 15 |
| XII. SIGNIFICANT HEALTH SUPPORT NEEDS ACADEMY | 16 |
| XIII. ORIENTATION TO BILINGUAL EDUCATION ACADEMY | 17 |
| XIV. LANGUAGE DEVELOPMENT AND ACQUISITION | 18 |
| XV. INSTRUCTIONAL DELIVERY METHODS FOR SECOND LANGUAGE LEARNERS | 19 |
| XVI. PHONEMIC AWARENESS AND PHONICS | 20 |
| XVII. VOCABULARY AND COMPREHENSION | 21 |
| XVIII. READING FLUENCY | 22 |
| XIX. GRADES K-4 WITH MATHEMATICS | 23 |
| XX. NUMBER THEORY & RATIONAL NUMBERS | 24 |
| XXI. ALGEBRAIC CONCEPTS & SPATIAL REASONING | 25 |
| XXII. AUTISM SPECTRUM DISORDERS ACADEMY | 26 |
| THE CO-TOP PRACTICUM EXPERIENCE INFORMATION SHEET | 27 |

CO-TOP PARAEDUCATOR CERTIFICATE REQUIREMENTS

This document contains outlines for 22 academies and an information sheet for the CO-TOP Practicum or Field Experience. The table that follows describes the requirements for the four CO-TOP Paraeducator Certificates.

| | Academy | CO-TOP Special Education Certificate | CO-TOP Literacy Certificate | CO-TOP Linguistically Different Certificate | CO-TOP Autism Certificate | Page # |
|-------|---|---|-----------------------------------|--|---------------------------------|-----------|
| I | Instructional Teamwork | ✓ | ✓ | ✓ | ✓ | 5 |
| II | Orientation to Special Education | ✓ | | | ✓ | 6 |
| III | Interpersonal Skills | ✓ | ✓ | ✓ | ✓ | 7 |
| IV | Personal Growth and Development | ✓ | ✓ | ✓ | ✓ | 8 |
| V | Student Supervision | ✓ | ✓ | ✓ | ✓ | 9 |
| VI | Instructional Strategies | ✓ | ✓ | ✓ | ✓ | 10 |
| VII | Behavior Management | ✓ | ✓ | ✓ | ✓ | 11 |
| VIII | Instructional Technology | ✓ | ✓ | ✓ | ✓ | 12 |
| IX | Life Skills | ✓ | | | ✓ | 13 |
| X | Significant Communication Support Needs | ✓ | | | ✓ | 14 |
| XI | Significant Supports for Challenging Behavior | ✓ | | | ✓ | 13 |
| XII | Significant Health Support Needs | ✓ | | | ✓ | 16 |
| XIII | Orientation to Bilingual Education | | | ✓ | | 17 |
| XIV | Language Development and Acquisition | | | ✓ | | 18 |
| XV | Instructional Methods for Second Language Learners | | | ✓ | | 19 |
| XVI | Phonemic Awareness and Phonics | ✓ | ✓ | ✓ | Choose 1 | 20 |
| XVII | Vocabulary and Comprehension | ✓ | ✓ | ✓ | | 21 |
| XVIII | Reading Fluency | ✓ | ✓ | ✓ | | 22 |
| XIX | Grades K-4 Mathematics | Choose 1 | Choose 1 | Choose 1 | Choose 1 | 23 |
| XX | Number Theory & Rational Numbers | | | | | 24 |
| XXI | Algebraic Concepts & Spatial Reasoning | | | | | 25 |
| XXII | Autism Spectrum Disorders Academy | | | | ✓ | 26 |
| | The CO-TOP Practicum Experience | ✓ | ✓ | ✓ | ✓ | 27 |

Note: Paraeducators in all three certificates (special education, literacy and linguistically different) elect one of the three math academies to meet the requirements of each certificate. However, unless the paraeducator has a strong background in math, we recommend Grades K-4 Mathematics is considered a pre-requisite to Assisting with Number Theory & Rational Numbers and Algebraic Concept & Spatial Reasoning. In our experience, many paraeducators who have not taken K-4 Math find the Number Theory & Rational Numbers and Algebraic Concept & Spatial Reasoning academies difficult and the instructor spends a lot of time providing remedial instruction so paraeducators can benefit from the content.

UNIVERSITY OF COLORADO COURSE NUMBERS

| ACADEMIES/COURSES PARAPROFESSIONAL | | |
|--|---------------|---------------|
| Course Title | Course | Number |
| Instructional Teamwork | ITED | 4700 |
| Orientation to Special Education | SPED | 4750 |
| Interpersonal Skills | ITED | 4720 |
| Personal Growth & Development | ITED | 4730 |
| Student Supervision | ITED | 4710 |
| Instructional Strategies | ITED | 4750 |
| Behavior Management | ITED | 4740 |
| Instructional Technology | ITED | 4760 |
| Life Skills | SPED | 4740 |
| Significant Communication Support Needs | SPED | 4730 |
| Significant Supports for Challenging Behavior | SPED | 4720 |
| Significant Health Support Needs | SPED | 4710 |
| Autism Spectrum Disorders | SPED | 4200 |
| Orientation to Bilingual/ESL Education | CLDE | 4810 |
| Language Development and Acquisition | CLDE | 4820 |
| Instructional Delivery Methods for Second Language Learners | CLDE | 4830 |
| Phonemic Awareness and Phonics | ITED | 4780 |
| Vocabulary and Comprehension | ITED | 4770 |
| Reading Fluency | ITED | 4790 |
| Grades K-4 Mathematics | ITED | 4800 |
| Number Theory & Rational Numbers | ITED | 4810 |
| Algebraic Concepts and Spatial Reasoning | ITED | 4820 |
| CO-TOP Practicum – variable [1-2] credits | SPED | 4919 |
| CO-TOP Practicum- ELA - variable [1-2] credits | CLDE | 4910 |
| COURSES FOR PROFESSIONALS | | |
| Paraeducator Supervision Academy | EDUC | 5010 |
| Trainers of Paraeducators Academy | EDUC | 5020 |
| TOPCAT Seminar – Trainers of Paraeducators Cadre of Trainers | EDUC | 5030 |
| TOPCAT Online – Trainers of Paraeducators Cadre of Trainers | EDUC | 5836 |
| Mentoring Novice and Pre-service Teachers | EDUC | 5040 |

PARAEDUCATOR ACADEMY AND MODULE DESCRIPTIONS

I. INSTRUCTIONAL TEAMWORK ACADEMY

This academy is designed to help paraeducators work effectively on a team. This course is recommended for teachers as well. Teachers and/or paraeducators may take this course without the other team member, but it is most effective when teams take the course together. The academy consists of four modules of varying length for a total of 15 clock hours of instructional time. The content of these modules consists of introductory material regarding teamwork, delineation of roles and responsibilities, classroom instruction, and behavior management.

Module A. Building the Team Relationship (3 hours)

The paraeducator will:

- 1) Recognize effective and disruptive characteristics of team communication.
- 2) Know the characteristics of effective team functioning.
- 3) Identify levels of decision making in teams, schools, and districts.
- 4) Recognize own strengths and weaknesses as a team member.

Module B. Roles and Responsibilities of Paraeducators and Other Team Members (4 hours)

The paraeducator will:

- 1) Differentiate between paraeducators' and professionals' roles and responsibilities.
- 2) Recognize the ethical and legal responsibilities of paraeducators (e.g. maintaining confidentiality, reporting child abuse).
- 3) Know the role of paraeducator to lead students toward increasingly independent behaviors.

Module C. A Team Approach to Classroom Instruction (4 hours)

The paraeducator will:

- 1) Identify the components of an effective direct instruction lesson.
- 2) Recognize the characteristics of an effective cooperative learning lesson.
- 3) Know the value of peer-teaching.
- 4) Know how to follow a written lesson plan.
- 5) Know the rationale of cognitive modeling and coaching.

Module D. A Team Approach to Behavior Management (4 hours)

The paraeducator will:

- 1) Know basic principles of behavior modification.
- 2) Recognize the need for functional assessment of behavior.
- 3) Know how to establish basic rules, procedures, and routines with students.
- 4) Know basic principles of communication with students.
- 5) Know basic management strategies for minor behavior problems.

II. ORIENTATION TO SPECIAL EDUCATION ACADEMY

This academy is designed to provide a basic introduction to special education and the needs of students who have disabilities. The content consists of introductory material regarding legal and historical foundations of special education, human growth and development, the nature of disabilities, and an introduction to the basic human needs that paraeducators must address.

Module A: History, Legal Precedents, and Values

The paraeducator will:

- 1) Identify major laws and court rulings that have helped shape special education services.
- 2) Describe the legal rights of students with disabilities and the qualification processes for special education services and 504 plans.
- 3) Identify processes of special education services in your state.
- 4) Identify the concerns and experiences with inclusion and explain the values and rationale for inclusion of students with disabilities into general education.

Module B: Overview of Human Growth, Learning and Development

The paraeducator will:

- 1) Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.
- 2) Recognize the principles of universal design for learning.
- 3) Identify the risk factors that may prohibit or impede typical development and the protective factors that may allow learners to be resilient.

Module C: Overview of Disabilities

The paraeducator will:

- 1) Describe how beliefs about people with disabilities are related to life experiences.
- 2) Use person-first language by talking and writing about people with disabilities in ways that honor their dignity and respect their value.
- 3) Identify categories of disability according to state and federal laws.
- 4) Recognize the cognitive, communicative, physical, and affective needs that students may have as a result of a disability.
- 5) Assemble information about specific disabilities, syndromes, and medical conditions using internet and library resources.

Module D: Health, Safety, Physical, and Emotional Needs of Students with Disabilities

The paraeducator will:

- 1) Identify written health, safety, and emergency procedures and practices.
- 2) Describe responsibilities and practice associated with maintaining the physical health and safety of students.
- 3) Discuss the obligation of all school personnel to report child abuse, suicidal ideation, and/or dangerous behavior.
- 4) Describe techniques that promote interactions and facilitate friendships among students with and without disabilities.

III. INTERPERSONAL SKILLS ACADEMY

This academy helps paraeducators develop effective interpersonal skills that are necessary for working as a part of a team. The focus of this academy is on developing effective interpersonal skills through understanding the perception, communication and conflict resolution processes. Throughout this academy issues of diversity based on culture, experience, gender, etc. are pointed out and their roles in each aspect of the topic are examined.

Module A. Interpersonal Sensitivity (5 hours)

The paraeducator will:

- 1) Identify factors that affect perception and understanding of situations and the behavior of others.
- 2) Recognize the importance of creating positive communication climates.

Module B. Effective Communication (5 hours)

The paraeducator will:

- 1) Identify the components of effective verbal communication.
- 2) Identify the components of effective non-verbal communication.
- 3) Recognize the importance of effective listening and responding in effective communication.
- 4) Adapt communication effectively to diverse situations.

Module C. Conflict Management and Problem Solving (5 hours)

The paraeducator will:

- 1) Identify the characteristics of effective interpersonal relationships in the workplace.
- 2) Recognize the role of conflict in interpersonal relationships.
- 3) Demonstrate effective strategies for resolving conflict between two people.
- 4) Demonstrate effective strategies for resolving group conflict.

IV. PERSONAL GROWTH AND DEVELOPMENT ACADEMY

The purpose of the academy is to help paraeducators carry out self-appraisals, participate in the evaluation process, and plan for continued professional growth and development. The course covers stress-management strategies and using creativity and flexibility in dealing with problematic situations.

Module A. Reflection and Personal History (3 hours)

The paraeducator will:

- 1) Create your personal history.
- 2) Reflect on the personal history and how it affects relationships with students.
- 3) Reflect on the personal history and how it affects relationships with school professionals.

Module B. Monitoring and Managing Stress (3 hours)

The paraeducator will:

- 1) Identify sources of stress in the workplace.
- 2) Identify personal reactions to job-related stress.
- 3) Describe various ways to manage stress.
- 4) Make a personal plan for managing stress.

Module C. Creativity and Flexibility (3 hours)

The paraeducator will:

- 1) Recognize the mental blocks that inhibit creativity in the workplace.
- 2) Apply creative methods to manage problematic situations while expanding flexibility and fluency in thinking.
- 3) Make a personal plan for enhancing creativity and flexibility in the workplace.

Module D. Planning for Continued Growth and Development (3 hours)

The paraeducator will:

- 1) Conduct a self-analysis of job-related skills.
- 2) Identify areas in which development of skills or additional knowledge is desired.
- 3) Identify specific supervision needs in light of personal skills and needs.
- 4) Identify choices for training opportunities and recognize the advantages and limitations of each.
- 5) Create an action plan for personal growth and development.

Module E. Participating in the Evaluation Process (3 hours)

The paraeducator will:

- 1) Describe the need for systematic, planned, purposeful feedback regarding job performance.
- 2) Identify the relationship between duties listed on job descriptions and types of feedback needed.
- 3) Demonstrate use of self-evaluation methods.
- 4) Demonstrate effective ways of accepting and using constructive feedback from supervisors.
- 5) Design a personal plan for self-improvement based on job evaluations.

V. STUDENT SUPERVISION ACADEMY

This academy assumes that the paraeducator has Basic First Aid/CPR Certification and focuses on the effective supervision of students on playgrounds, in lunchrooms, on school buses and in other instructional settings.

Module A: Understanding Rules and Procedures

The paraeducator will:

- 1) Define multi-tiered system of supports, and describe the components of multi-tiered systems.
- 2) Explain policies and procedures in your school related to appropriate and inappropriate student conduct in multiple environments.
- 3) Describe classroom rules and procedures.
- 4) Describe how to build rapport and establish consistency when engaging with students.
- 5) Describe the roles and responsibilities for student supervision.

Module B: Responding to Infractions

The paraeducator will:

- 1) Recognize conflict among students.
- 2) Identify appropriate responses to conflict.

Module C: Social Relationships, Conflicts and Bullying

The paraeducator will:

- 1) Define the importance of appropriate and positive social relationships.
- 2) Define and provide examples of conflict intervention.
- 3) Recognize bullying as it occurs within school environments.

Module D: Dealing with Emergencies

The paraeducator will:

- 1) Describe appropriate and expected responses to public and district-wide emergencies.
- 2) Describe appropriate and expected responses to school-wide emergencies.
- 3) Describe appropriate and expected responses to classroom-based emergencies.
- 4) Describe appropriate and expected responses to individual student-based emergencies.

Module E: School Bus Supervision

The paraeducator will:

- 1) Describe the role and duties of the paraeducator in school bus supervision.
- 2) Describe how to establish rules, routines, and procedures for school bus riding.
- 3) Describe how to maintain order on the school bus.
- 4) Describe the rules and procedures to be followed in school bus emergencies.
- 5) Describe basic school bus operation procedures.

VI. INSTRUCTIONAL STRATEGIES ACADEMY

This academy gives the paraeducator knowledge and skills specific to the use of instructional strategies and methods. The academy bases teaching upon the belief that paraeducators must be constantly involved in the dynamic process of analyzing the teaching environment and individual student needs for the particular level of support, degree of adaptation/accommodation or modification, and instructional method that would best facilitate learning. The academy is designed to provide these skills for use by paraeducators supporting students in inclusive classrooms, resource rooms, or in self-contained settings.

Module A: Preparation for Supporting Instruction: What is Learning? (1 hour)

The Paraeducator will:

- 1) Demonstrate understanding of how behaviors are learned.
- 2) Describe “presumption of competence.”
- 3) Demonstrate how to record three different types of data indicating student learning.

Module B. Evidence Based Practices for Promoting Instruction (2 hours)

The Paraeducator will:

- 1) Demonstrate multiple ways to gain and maintain the attention and readiness of an individual student and small and large groups of students.
- 2) Describe Accommodations and Modifications for learning.

Module C. Components of Evidence Based Instruction (3.5 hours)

The Paraeducator will:

- 1) Demonstrate knowledge of instructional strategies to match learner needs:
 - Backward and Forward Chaining
 - Discrete Trial /ABA/Errorless Learning
 - Methods of Modeling
 - Concrete/Representational/Abstract
 - Mnemonics
 - Scaffolding
- 2) Describe strategies for Prompting and Fading Prompts

Module D: Application of Evidence Based Instruction for Literacy (4 hours)

The Paraeducator will:

- 1) Define individual techniques needed to enhance student learning in literacy.
- 2) Demonstrate how to provide instructional support in literacy based upon direction from a school professional.

Module E: Application of Evidence Based Instruction for Numeracy (2 hours)

The Paraeducator will:

- 1) Define individual techniques needed to enhance student learning in numeracy.
- 2) Demonstrate how to provide instructional support in numeracy based upon direction from a school professional.

Module F: Application of Evidence Based Instruction for Functional and Social Skills (2.5 hours)

The Paraeducator will:

- 1) Identify functional skills for students in elementary school, middle school, high school and transition programs.
- 2) Demonstrate how to provide instruction in functional skills based upon direction from a school professional.
- 3) Demonstrate how to provide instruction in social skills and peer relationships based upon instruction from a school professional.

VII. BEHAVIOR MANAGEMENT ACADEMY

This academy gives the paraeducator knowledge and skills in instructional methods that support students who have challenging behaviors in inclusive classrooms, resource rooms, self-contained classrooms, domestic settings, and in the community. These modules focus on the interactions that paraeducators have with students whose behaviors are challenging and on the role they play in assisting the professional members of their team with behavior challenges.

Module A: Teaching Rules and Expectations

The Paraeducator will:

- 1) Explain how to establish rules, routines, and procedures for students.
- 2) Demonstrate how to teach rules, routines, and procedures to students.

Module B: Understanding Behavior

The Paraeducator will:

- 1) Define behavior.
- 3) Define Social Thinking and Executive Function.
- 4) Identify the motivations behind behavior.

Module C: Behavior Management Strategies

The Paraeducator will:

- 1) Explain how to manage your own behavior.
- 2) Explain how to establish positive and proactive behavior supports.
- 3) Demonstrate how to use a variety of management techniques.
- 4) Explain how and when to use reinforcement.
- 5) Explain how and when to use natural and logical consequences.

VIII. INSTRUCTIONAL AND ASSISTIVE TECHNOLOGY ACADEMY

This 15 hour academy is intended to provide paraeducators with skills in operating typical school wide technologies. The focus is on examining the types of technology they use daily, as well as those types that they may not currently have skills in using but can broaden their repertoire of available skills.

Module A: Overview of Instructional Technology

The Paraeducator will:

- 1) Define instructional technology and describe the rationale for use of technology in the classroom.
- 2) Identify commonly used technologies and describe their uses in the classroom.
- 3) Identify some of the benefits and challenges of using instructional technology.

Module B: Operation of Instructional Technology Tools

The Paraeducator will:

- 1) Demonstrate the operation of common technologies used in schools.
- 2) Select appropriate technology tools for use in classroom activities.

Module C: Overview of Assistive Technology Devices and Services

The Paraeducator will:

- 1) Define Assistive Technology (AT) devices and services.
- 2) Describe the assessment process and role of the IEP team in AT selection.
- 3) Demonstrate knowledge of the assessment process for AT.

Module D: Assistive Technology Tools

The Paraeducator will:

- 1) Describe AT tools in the areas of communication and social skills.
- 2) Describe AT tools in the areas of reading, writing, and math.
- 3) Describe AT tools for daily living, mobility, and leisure/play.
- 4) Demonstrate the use of AT tools that are common in the classroom.
- 5)

Module E: Understanding the Paraeducator's Role in Implementing Technology

The Paraeducator will:

- 1) Define accommodation and modification as they relate to the use of technology in the classroom.
- 2) Identify the role of the paraeducator in implementing and encouraging the use of technology.

IX. LIFE SKILLS ACADEMY

This academy provides the paraeducator with knowledge and skill in instructional methods and life skill support for youth and young adults who have moderate to severe cognitive, communicative, physical, or affective needs. The content addresses the role of the paraeducator in assisting the professionals on the team with transition planning and needs of students who are in the process of transition from school to community life and to adult roles and responsibilities.

Module A. Life Skills and Community-Based Training for Elementary and Middle School Students (4 hours)

The paraeducator will:

- 1) Describe the implications of a life-skills curriculum.
- 2) Identify domain areas and embedded skills as they apply to elementary school students.
- 3) Describe how community-based training coincides with inclusion.
- 4) Identify domain areas and embedded skills as they apply to elementary and middle school students.

Module B. Self-Determination Skills (4 hours)

The paraeducator will:

- 1) Describe how to help students conduct self-analyses.
- 2) Describe how to present choices to students and encourage choice-making.
- 3) Demonstrate the use of effective communication skills when coaching students.
- 4) Demonstrate how to coach students in the use of effective communication skills.
- 5) Demonstrate how to encourage students' exploration of interest areas.
- 6) Demonstrate how to support students in their efforts to set goals, create plans, solve problems, identify and access resources, and make decisions.

Module C. Life Skills and Community-Based Training for High School and Transition Students (3 hours)

The paraeducator will:

- 1) Define domain areas and embedded skills for high school and transition students.
- 2) Describe a person-centered planning process and how it determines what students are taught.
- 3) Carry out IEP-based instruction in community settings.
- 4) Define transition.
- 5) Identify forms, agencies, and supports necessary for transition and how to access them.

Module D. Vocational Skills and Job Coaching (4 hours)

The paraeducator will:

- 1) Define the rationale for providing vocational instruction.
- 2) Identify formal and informal vocational assessments.
- 3) Describe the process of job development.
- 4) Conduct a job site analysis, ecological inventory, task analysis, and discrepancy analysis.
- 5) Demonstrate job matching procedures, modifications, and adaptations.
- 6) Identify the embedded skills necessary for successful job performance.
- 7) Identify natural supports for stability and maintenance of jobs.

X. SIGNIFICANT COMMUNICATION SUPPORT NEEDS ACADEMY

This academy provides opportunity for paraeducators to have hands-on experiences with multiple high and low technology communication devices provided by the academy trainer.

Module A: Typical Language Development and Effective Communication

The participant will:

- 1) Identify the components of communication and typical language development.
- 2) Name the ecological components of communication.
- 3) Identify behaviors that facilitate communication with students.

Module B: Critical Strategies for Developing Communication Skills

The participant will:

- 1) Recognize the communicative intent of human behavior.
- 2) Define processing and comprehension difficulties.
- 3) Describe the process of communication without speech.
- 4) Identify the areas of communicative competence and how to develop skills in these areas.

Module C: Augmentative and Alternative Communication

The participant will:

- 1) Explain the conceptual basis behind the use of augmentative and alternative communication systems.
- 2) Recognize, create, and operate low and high tech communication systems.

XI. SIGNIFICANT SUPPORTS FOR CHALLENGING BEHAVIOR ACADEMY

This academy provides the paraeducator with the knowledge and skills needed for working with children who have significant behavior needs. The academy focuses on working with students who have challenging behaviors. Its aim is to provide paraeducators with a basic understanding of behavior support and to provide them with the necessary skills to implement written behavior support plans. It is recommended that paraeducators complete the Behavior Management Academy prior to taking this course.

Module A. Introduction to Behavior Support (2 hours)

The paraeducator will:

- 1) Investigate the legal and ethical implications for supporting students who have challenging behavior.
- 2) Define behavior and challenging behavior.
- 3) Describe the purpose of behavior support.
- 4) Define the challenges for students who need intensive behavior support.

Module B. The Communicative Intent of Behavior (4 hours)

The paraeducator will:

- 1) Develop understanding regarding the communicative intent of behavior.
- 2) Describe the relationship between communication and challenging behaviors.
- 3) Recognize the need for replacement behaviors.
- 4) Develop understanding regarding de-escalation and crisis intervention techniques.

Module C. Procedures for Data Collection (2 hours)

The paraeducator will:

- 1) Identify the role of the paraeducator regarding assessments.
- 2) Demonstrate data collection and behavioral observation skills.

Module D. Strategies for Behavior Change (3 hours)

The paraeducator will:

- 1) Understand the continuum of behavior support strategies.
- 2) Identify strategies for increasing desired behaviors.
- 3) Identify strategies for decreasing challenging behavior.

XII. SIGNIFICANT HEALTH SUPPORT NEEDS ACADEMY

This academy prepares paraeducators and health aides in public schools with the knowledge and skills needed for assisting students who have significant health support needs. The academy also prepares support personnel to regard the significant health support needs of students with respect and dignity, and to provide support while maintaining a sense of normalcy for these students.

Note: The Significant Health Support Needs Academy fully supports the practice of professional nursing within the school setting. In many states, any health-related procedure must be the exclusive domain of the school nurse who is licensed to practice professional nursing in that state. In those states the school nurse is responsible for assessment, planning, implementation, and evaluation of the student in the school setting and may choose to delegate certain procedures to paraeducators.

Module A: Receiving Health-Related Services and Procedures in the School Setting (4 hours)

The paraeducator will:

- 1) Identify laws that guide health-related services in schools.
- 2) Identify services in schools designed to meet the needs of students who have significant health support needs.
- 3) Describe topics regarding funding, new roles, training, and liability.
- 4) Recognize the process of developing a health care plan.
- 5) Identify how to facilitate increased levels of participation.

Module B: The Roles of the School Nurse and Paraeducator in Health-Related Services (5 hours)

The paraeducator will:

- 1) Identify the role of the school nurse in health-related services.
- 2) Identify the role of the paraeducator in health-related services.

Module C: Functions of the Body's Systems (3 hours)

The paraeducator will:

- 1) Identify body systems and symptoms that require referral to the school nurse.
- 2) Identify guidelines related to infectious diseases in school-age children.

XIII. ORIENTATION TO BILINGUAL EDUCATION ACADEMY

This academy provides a basic introduction to bilingual education programs. The content consists of introductory material regarding the legal and historical foundations of bilingual education, bilingual and ESL program model overviews, materials to address cultural issues in the classroom, and introductory information regarding human growth and development.

Module A. History, Law, and Language (3 hours)

The paraeducator will:

- 1) Know major laws and court rulings that have helped shape education services for English language learners.
- 2) Know the steps and processes in providing appropriate educational services for English language learners.
- 3) Know key terminology in working with students who are learning English as a second language.
- 4) Know the legal rights of English language learners.

Module B. Program Models (5 hours)

The paraeducator will:

- 1) Know the types of programs available to meet the needs of English language learners.
- 2) Know ESL and/or bilingual models and philosophies being used in schools.

Module C. Culture in the Classroom (5 hours)

The paraeducator will:

- 1) Know the relationship between culture and schooling.
- 2) Define culture and understand ways in which culture may be viewed.
- 3) Know how cultural differences affect teaching and learning.
- 4) Know techniques to ease newcomers into the routines of the class.

Module D. Overview of Human Growth, Development, and Learning (2 hours)

The paraeducator will:

- 1) Identify major cognitive, affective, physical, and communicative milestones of typically developing children and youth.
- 2) Know the risk factors that may prohibit or impede typical development.
- 3) Know basic styles of human learning.

XIV. LANGUAGE DEVELOPMENT AND ACQUISITION

This academy provides an introduction to first and second language development. The content consists of introductory material regarding first language development, language features, informal assessment, etc.

Module A. Language Development (3 hours)

The paraeducator will:

- 1) Recognize the process of primary language development.
- 2) Identify the principles, key concepts, and components of language.

Module B. Second Language Acquisition (3 hours)

The paraeducator will:

- 1) Identify key second language acquisition theories.
- 2) Identify the stages of second language acquisition.
- 3) Describe the factors that influence second language acquisition in schools.
- 4) Recognize practical applications for basic interpersonal communication skills and cognitive academic language proficiency skills theories.

Module C. Bilingual and English as a Second Language Instructional Settings (6 hours)

The paraeducator will:

- 1) Recognize instructional methods used in bilingual education classrooms.
- 2) Recognize and demonstrate a variety of ways to assess learning and progress in language acquisition and development.

XV. INSTRUCTIONAL DELIVERY METHODS FOR SECOND LANGUAGE LEARNERS

This academy provides more in-depth information on different instructional methods and how to apply them in working with English language learners. It looks into practical strategies for modifying lessons in order to accommodate the students' linguistic and academic needs (dominance vs. proficiency).

Module A. Delivery Methods (7 hours)

The paraeducator will:

- 1) Recognize the general principles of the Natural Approach.
- 2) Describe the organization, techniques, and strategies used in sheltered English instruction.

Module B. Addressing the Needs of Students Learning English as a Second Language (8 hours)

The paraeducator will:

- 1) Recognize a variety of lesson plan formats for English language learners.
- 2) Identify areas of improvement in lesson plans for English language learners.
- 3) Recognize a variety of materials that promote classroom diversity.

XVI. PHONEMIC AWARENESS AND PHONICS

The purpose of this academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific areas of phonemic awareness and phonics as it relates to the early, emergent and fluent reader. The paraeducator will apply multiple and specific techniques to assist diverse populations such as, students in special education, Title 1 and General Education, English language learners and others.

Module A. Historic Perspectives, Research, and Assessments (3 hours)

The paraeducator will:

- 1) Describe the most relevant research outcomes leading to current instructional practices.
- 2) Identify the key stages in the history of phonics and phonemic awareness.

Module B. Phonemic Awareness: Laying the Foundation for Good Reading Skills (5 hours)

The paraeducator will:

- 1) Define and describe the term “phonemic awareness”.
- 2) Demonstrate use of a developmental scope and sequence of phonological awareness to support instruction.

Module C. Phonics and Alphabet Understanding (7 hours)

The paraeducator will:

- 1) Describe the direct and systematic teaching of phonics skills.
- 2) Explain what is meant by “alphabetic code”.
- 3) Apply learning regarding decoding skills.
- 4) Demonstrate use of a scope and sequence in phonics instruction.

XVII. VOCABULARY AND COMPREHENSION

The purpose of this academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific areas of vocabulary and comprehension. The paraeducator will apply multiple and specific techniques to assist diverse populations such as, students in special education, Title 1 and General Education, English language learners and others.

Module A. The Influence of Early Language Skills on Vocabulary and Comprehension in Reading (4 hours)

The paraeducator will:

- 1) Define the connection of oral language and literacy development.
- 2) Reflect upon personal acquisition of vocabulary and comprehension.

Module B. Concepts of Vocabulary and Comprehension (5 hours)

The paraeducator will:

- 1) Define and examine the relationship between comprehension and vocabulary.
- 2) Develop awareness of multiple literacy assessments.

Module C. Techniques for Teaching Vocabulary and Comprehension (6 hours)

The Paraeducator will:

- 1) List comprehension and vocabulary development strategies.
- 2) Apply techniques for direct and indirect teaching of vocabulary.
- 3) Apply strategies for reinforcing reading comprehension.

XVIII. READING FLUENCY

The purpose of this academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific area of reading fluency. It prepares paraeducators understand important fluency concepts and terms, and to use a variety of research-based instructional techniques that improve fluency at the word, phrase, sentence, and connected text levels.

Module A: Examining Scientifically Based Reading Research and the Fluency Connection (2.5 hours)

The paraeducator will:

- 1) Define fluency and terms related to fluency.
- 2) Name two initiatives associated with the term “scientifically based reading research”.
- 3) Contrast the characteristics of fluent readers with those of non-fluent readers.

Module B: Effects of Practice (2.5 hours)

The paraeducator will:

- 1) Describe the effect of practice on interest and willingness to read.
- 2) Explain how automaticity and accuracy affect reading fluency.
- 3) Calculate the relative difficulty of a reading passage for a particular reader.

Module C: Instructional Strategies to Enhance Fluency (5 hours)

The paraeducator will demonstrate:

- 1) The components of Prosody.
- 2) Guiding principles of fluency instruction.
- 3) The use of speed drills for building fluency at the word level.
- 4) The use of phrase-cued reading instruction for building fluency at the phrase level.

Module D: Instructional Strategies for Connected Text Fluency (5 hours)

The paraeducator will:

- 1) Describe the problems associated with the round robin reading technique.
- 2) Demonstrate the use of paired reading.
- 3) Demonstrate partner or buddy reading.
- 4) Demonstrate the use of choral reading for building fluency at the connected text level.
- 5) Demonstrate the use of Reader’s Theater for building fluency at the connected text level.

XIX. GRADES K-4 WITH MATHEMATICS

This academy is designed to provide paraeducators with the skills and knowledge needed to assist students, Kindergarten through Grade 4, with mathematics skills taught in the classroom. The course content is designed and adapted from standards recommended by the National Council of Teachers of Mathematics. It includes the specific skill building areas of number sense, computational techniques, algebraic thinking, geometry, measurement, data and probability as they apply to younger school learners in elementary schools.

Module A: Mathematical Literacy (1.5 hours)

The paraeducator will:

- 1) Identify common misconceptions about mathematics.
- 2) Identify the role of communication in mathematical literacy development.
- 3) Identify the goal of problem-solving and its development in the classroom.
- 4) Compare and contrast mathematical literacy and language/reading/writing (literacy) development.

Module B: Patterns (2.5 hours)

The paraeducator will:

- 1) Use concrete materials to aid pattern recognition and generalization.
- 2) Relate basic patterns to algebraic concept development.
- 3) Describe patterns and other relationships to interpret data using tables and graphs.
- 4) Employ problem-solving strategies of to make predictions and determine the likelihood of an event happening.

Module C: Number Representation and Manipulation (6 hours)

The paraeducator will:

- 1) Use multiple models to develop an understanding of place value and the base-ten number system.
- 2) Understand the meaning, effects, and relationships of the basic mathematical operations.
- 3) Use patterns to explore algorithms for basic mathematical operations.
- 4) Enhance number sense by building estimation skills.
- 5) Define and communicate scenarios for the appropriate use of basic operations (applications, money, time, etc.)

Module D: Equivalency and Number Comparison (2 hours)

The paraeducator will:

- 1) Use as a variety of concrete materials to develop meanings for commonly used fractions and decimals for sets and wholes.
- 2) Demonstrate equivalent forms of the same number through the use of models, drawings and other strategies.
- 3) Compare numbers as equal, greater than and less than, using a variety of strategies.

Module E: Spatial Development and Measurement (3 hours)

The paraeducator will:

- 1) Recognize and explore 2-D geometric shapes by their attributes (specific quadrilaterals, triangle, and circle; symmetry, diagonals, etc.).
- 2) Identify angle types (obtuse, right, acute).
- 3) Recognize and explore 3-D geometric shapes by their attributes (cube, cylinder, cone, and pyramid).
- 4) Solve problems using geometric relationships and spatial reasoning (e.g. coordinate geometry, congruence, similarity).
- 5) Use both standard and non-standard measurements for perimeter and area.

XX. NUMBER THEORY & RATIONAL NUMBERS

This academy is designed to provide paraeducators with the skills and knowledge needed to assist students who are working on mathematical skills typically taught in grades 5 through 8. The content is consistent with the standards recommended by the National Council of Teachers of Mathematics. It includes the specific skill building areas of number sense; computational techniques for fractions, decimals, and percents; and their related applications as they apply to intermediate and middle school learners.

Module A: Mathematical Literacy (1.5 hours)

The paraeducator will:

- 1) Identify common misconceptions about mathematics.
- 2) Identify the role of communication in mathematical literacy development.
- 3) Identify the goal of problem-solving and its development in the classroom.
- 4) Compare and contrast mathematical literacy and language/reading/writing (literacy) development.

Module B: Number Theory and Number Representations (3 hours)

The paraeducator will:

- 1) Apply number theory concepts to represent numbers in a variety of ways.
- 2) Develop working concepts of factors and multiples.
- 3) Use place-value concepts to represent numbers.
- 4) Develop meanings for common rational and irrational numbers.

Module C: Number Sense and Fractional Concepts (5 hours)

The paraeducator will:

- 1) Use number sense to justify the reasonableness of solutions for a variety of computation and problem solving situations.
- 2) Use concrete materials to develop fractional concepts for addition and subtraction.
- 3) Use concrete materials to develop fractional concepts of multiplication and division.

Module D: Decimal and Percent Concepts (3 hours)

The paraeducator will:

- 1) Use concrete materials to develop decimal concepts.
- 2) Use concrete materials to develop percent concepts.
- 3) Connect decimal and percent concepts.

Module E: Making Connections (2.5 hours)

The paraeducator will:

- 1) Develop conversion algorithms among fractions, decimals, and percentages.
- 2) Compare rational and irrational numbers through equivalent forms using a variety of strategies.
- 3) Apply computational procedures for fractions, decimals and percentages to real-world problems.

XXI. ALGEBRAIC CONCEPTS & SPATIAL REASONING

This academy is designed to provide paraeducators with the skills and knowledge needed to assist students, grades 5-8, with mathematics skills taught in the classroom. The course content is designed and adapted from standards recommended by the National Council of Teachers of Mathematics. It includes the specific skill building areas of real number properties; graphical representations; algebraic concepts and problem solving; data and probability; and spatial reasoning skills as they apply to intermediate and middle school learners.

Module A. Mathematical Literacy (1.5 hours)

The Paraeducators will:

1. Identify common misconceptions about mathematics.
2. Identify the role of communication in mathematical literacy development.
3. Identify the goal of problem-solving and its development in the classroom.
4. Compare and contrast mathematical literacy and language / reading / writing (literacy) development.

Module B. Patterns and Predictions (3.5 hours)

The Paraeducator will:

1. Employ strategies of problem-solving to make predictions and determine the likelihood of an event.
2. Develop integer concepts from concrete experiences.
3. Develop rules for integer addition and subtraction from concrete experience.
4. Develop rules for integer multiplication and division from analyzing patterns.
5. Explore the coordinate graph system.

Module C. Algebraic Fundamentals (5.0 hours)

The Paraeducator will:

1. Use patterns and sequences to predict and generalize outcomes.
2. Describe patterns and other relationships using words and expressions.
3. Relate basic patterns to algebraic concept development.
4. Develop plans for solving basic algebraic equations.

Module D. Graphic Representations (2.0 hours)

The Paraeducator will:

1. Explore linear and non-linear functions as they represent data patterns.
2. Interpret linear graphs as rates of change (i.e. slope).
3. Sketch and interpret graphs that represent real-life situations.

Module E. Spatial Reasoning (3:0 hours)

The Paraeducator will:

1. Use concrete methods to determine perimeter and area.
2. Develop perimeter and area formulas for basic geometric shapes
3. Explore perimeter and area concepts in relation to circles.
4. Use coordinate geometry to explain basic transformations.

XXII. AUTISM SPECTRUM DISORDERS ACADEMY

The purpose of this academy is to provide the paraeducator with information and skills to assist teachers in the instruction of students with autism. It gives factual information to dispel the many myths that abound in this field, and emphasizes the relationship between communication and behavior. It prepares paraeducators to make and use visual supports, to structure tasks and the environment, and to provide appropriate supports for social skills instruction.

Module A: Overview and History of Autism (3:0 hours)

The paraeducator will:

1. Distinguish myths from factual information about autism.
2. Know the history of how ASD has been identified and defined over the years.
3. Recognize the common characteristics of autism spectrum disorders.
4. Distinguish between research-based and unproven interventions.

Module B: Communication (3:0 hours)

The paraeducator will:

1. Differentiate between speech, language and communication.
2. Identify communication deficits associated with ASD.
3. Describe ways to support communication.
4. Describe no-tech, low-tech and high-tech communication systems.
5. Demonstrate the use of a communication device that provides an alternative to speech.

Module C: Visual Supports (3:0 hours)

1. Explain why visual supports are used with students with ASD.
2. Identify the functions visual supports may serve.
3. Describe how visual supports are used with students with ASD.
4. Explain the paraeducator's role in making visual supports for students with ASD.

Module D: Systematic Instruction (3:0 hours)

The paraeducator will:

1. Identify key features of systematic instruction.
2. Identify different methods of prompting and reinforcement and how these methods might be used to support students with ASD.
3. Create a task analysis for a complex skill to support a student with ASD.
4. Demonstrate how to document and collect data for students with ASD.

Module E: Social Skills (3:0 hours)

The paraeducator will:

1. Identify the types of social skills that need to be taught to students with ASD.
2. Identify opportunities to teach social skills in naturalistic settings.
3. Demonstrate use of social skill interventions for students with ASD.

THE CO-TOP PRACTICUM EXPERIENCE INFORMATION SHEET

Note:

Each CO-TOP Paraeducator Certificate requires 2 credit hours of field experience, each credit hour representing at least 90 hours in the field. Practicum credit hours may be taken one hour at a time, if needed.

- ⇒ Field experiences should balance out a person's previous experience to create a more marketable set of skills and a range of skills across ages, disabilities, and grade levels, types of program or philosophical bases. It is recommended, but not required, that paraeducators seek experiences at both the elementary and the secondary levels.
- ⇒ There are two ways for a currently employed paraeducator to complete the required field experiences: (a) on the job, or (b) at an exchange site. Paraeducators will complete field experience requirements by taking one of the two options.
- ⇒ In addition to the supervision provided by the CO-TOP Mentor at the site, each paraeducator will receive at least 3 hours of monitoring and feedback from CO-TOP Cohort Leader..

On the job. The specifications for an on-the-job practicum include the following. The Paraeducator must:

- ⇒ work with students who have. Special Education/English Language Acquisition Needs/ Literacy/Autism (The area of student needs must relate to one or more of the three CO-TOP certificates that the paraeducator has chosen to complete).
- ⇒ work under the supervision of a CO-TOP trained Supervising Teacher related to the area of certificate paraeducator is pursuing
 - holds a valid teaching license with appropriate special education/ESL or Bilingual endorsement
 - has attended the Paraeducator Supervision Academy (PSA)
- ⇒ work under the supervision of a CO-TOP Cohort Leader.
- ⇒ obtain approval of the principal at the practicum site.

Exchange site. A paraeducator may participate in an exchange of placements with another paraeducator for field experience purpose providing that:

- ⇒ the exchange site is approved by the CO-TOP Cohort Leader.
- ⇒ the CO-TOP Mentor at the exchange location is properly endorsed.
- ⇒ CO-TOP Mentors at both sites agree to the exchange.
- ⇒ the principals at both sites approve of the exchange.

Practicum Handbook: Each practicum participant will be provided a practicum handbook. The handbook will outline all components of the practicum experience. The handbook will be made available to each participant at the time of registration for the experience.