



ParaSharp Unit Pacing Guide

Training Topic: Personal and Professional Boundaries

| VIDEO | DISCUSSION | TOOLS |
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| <p>Personal and Professional Boundaries Time: 8 minutes Key Learnings:</p> <ul style="list-style-type: none"> ● Four important boundaries ● Benefits of good boundaries ● How crossing boundary lines can lead to trouble ● What you can do to stay within boundaries | <p>Describe a situation where a student’s actions brought up boundary questions for you. What was the situation? What boundary was involved? How did you respond?</p> | <p>Personal and Professional Boundaries</p> |
| <p>Working on a Team Time: 3.38 minutes Key Learnings:</p> <ul style="list-style-type: none"> ● Having common understandings of behavior ● Having the same game plan as team members ● Communicating effectively with team members | <p>What is something that you and your team members need to have more of a “game plan” about? Think about an activity, transition, or time of day that often is fertile ground for challenging behavior</p> | |
| <p>Being Online: Boundaries, Privacy, Presence Time: 9.13 minutes Key Learnings:</p> <ul style="list-style-type: none"> ● Challenges of virtual instruction ● Technology and platform issues ● Having a good online presence ● Maintaining healthy boundaries and protecting your privacy | | |

Training Topic: Understanding and Managing Behavior

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| <p>Environment and Behavior Time: 4:45 Key Learnings:</p> <ul style="list-style-type: none"> ● How the environment impacts a student’s behavior ● Big environmental influences | <p>Think about the environment you work in. This includes all the places you might work with students during the day: classrooms, playgrounds, workstations, cafeterias, libraries etc. Where are the trouble spots you see the most behavioral problems from the student(s) you support? What is it about the environment in those places that might contribute to the student’s difficulties?</p> | <p>Environment and Behavior Insight Sheet</p> |
| <p>Structure Time: 4.13 Key Learnings:</p> <ul style="list-style-type: none"> ● What structure is ● Why structure is effective when working with students with challenging behavior ● How too much structure may keep students from learning to self-manage | <p>How might students of different cultural backgrounds have different perceptions of structure? How might you change your structure or expectations based on a student’s cultural needs?</p> | |
| <p>Procedures and Routines Time: 5:37 Key Learnings:</p> <ul style="list-style-type: none"> ● Why it is important to use structured routines with students ● What turns procedures into structured routines ● How you can use structured routines to create an effective learning environment | <p>What do you do specifically to support turning procedures into structured routines in your work with students? What has been challenging about this? What successes have you noticed?</p> | |
| <p>Thinking Functionally Time: 5.17 Key Learnings:</p> <ul style="list-style-type: none"> ● Why learning to think functionally is important ● How to make a guess about the function of a behavior | <p>Think about one or two students who have challenging behaviors. What are some of the current explanations you hear people use for those behaviors? Which ones are good functional explanations and which ones are not?</p> | <p>Behavior Principles & Intervention</p> |

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| <p>Six Key Human Needs Time: 5.16 Key Learnings:</p> <ul style="list-style-type: none"> ● Being and feeling safe ● Happy (and avoiding negative emotions) ● Belonging (and avoiding rejection) ● Being successful (and avoiding failure) ● Communicating and feeling understood | <p>What do you think is the most important need behind this behavior?</p> <ol style="list-style-type: none"> A student says “I hate school. I hate you and I’m not doing anything you say.” A student goes into the bathroom and won’t come out A student yells at another student “Why are you looking at me?” and raises her fist. A student sits in the back of the class and makes jokes that disrupt the class. | |
| <p>Skills and Behavior Time: 7.39 Key Learnings:</p> <ul style="list-style-type: none"> ● Skills students need to behave appropriately ● Which Specific skills that are often undeveloped in students with challenging behavior ● How knowing about these skills helps you work with students and manage behavior | <p>How would you go about helping students see the connection between their behavior and an underdeveloped skill? What are some specific examples you could use to demonstrate this connection?</p> | |
| <p>Pick Your Battles Time: 6.51 Key Learnings:</p> <ul style="list-style-type: none"> ● How and when to use elective ignoring ● Strategies for Not taking the bait ● Ways to ensure you stay on the side of the student | <p>Have you ever been in a situation where a student tried to bait you into an argument? How did you respond? If you liked how you responded, what did you like? If you didn’t like how you responded, what would you change?</p> | <p>Avoiding Battles Insight Sheet</p> |
| <p>Prompting and Confronting Time: 6.29 Key Learnings:</p> <ul style="list-style-type: none"> ● What prompting is ● Ways to use prompting effectively ● What confronting is ● Ways to use confronting effectively | <p>A student gets upset with any verbal prompts or confrontations. Brainstorm some non-verbal prompts you could try. How would you create a non-verbal way to confront?</p> | |

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| <p>Positive Reinforcers Time: 6.46 Key Learnings:</p> <ul style="list-style-type: none"> ● Reinforcers and why they are important ● Good and not so good things about reinforcers ● Effective ways to use reinforcers | <p>identify a situation in which positive reinforcers might not help a student because he lacks the skill, not the desire, to perform a behavior? If a student does lack a skill, what could you reinforce?</p> | |
| <p>Consequences Time: 7.28 Key Learnings:</p> <ul style="list-style-type: none"> ● What a consequence is ● The characteristics of an effective consequence ● What consequences can and can't do for you | <p>What kinds of consequences do you regularly see used with students?</p> | |

Trauma Informed Practices

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| <p>Adverse Childhood Experiences Time: 8:12 Key Learnings</p> <ul style="list-style-type: none"> • The three major categories of ACEs: Abuse, Neglect, Household Dysfunction • ACEs are extremely common and disrupt neurodevelopment | <p>Why do you think a history of adverse childhood experiences in childhood might continue to cause problems for people throughout their lifespan?</p> | <p>Guide for Paraeducators</p> |
| <p>Building Resiliency Time: 7:12 Key Learnings</p> <ul style="list-style-type: none"> • Resilience is the positive, adaptive response in the face of adversity. • It is possible to reduce the negative impact of ACEs • Educators can help students build resilience through creating well-structured environments, helping them build a positive self-image, and remaining sensitive and aware of their cultural identity and religious affiliation | <p>How does the concept of neuroplasticity affect your thinking about the long-term impact ACEs can have on learning, behavior and thinking?</p> | |
| <p>Regulation Strategies Time: 9:29 Key Learnings</p> <ul style="list-style-type: none"> • Regulation is the way people manage their thinking, emotions, attention, and physical reactions • Students with a history of ACEs often have difficulty with regulation • Educators can help students with ACEs develop adaptive regulation strategies | <p>Regulation is how people manage their “thinking, emotions, attention, and physical reactions.” Can you think of an example of how someone who has experienced trauma might have trouble managing these?</p> | |

Training Topic: Supporting SEL and Skill Building

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| <p>Self-Awareness Time: 6:00 minutes Key Learnings:</p> <ul style="list-style-type: none">● Definition of self-awareness and how it makes people more successful● How you can support students in developing their self-awareness | <p>How do you practice self-awareness when you find fault with yourself or experience uncomfortable emotions? How can you model your own strategies and thinking for your students?</p> | <p>Teaching a Skill Insight Sheet</p> |
| <p>Self-Management Time: 5:21 Key Learnings:</p> <ul style="list-style-type: none">● Definition of self-management and how it makes people more successful● How you can support students in developing their self-management | <p>Do your students have chances to explore how differences in themselves are assets in finding solutions to managing their own thoughts and emotions? If so, what does this look like? If not, how could you purposefully create opportunities for your students to have these conversations?</p> | |
| <p>Responsible Decision-Making Time: 5:21 Key Learnings:</p> <ul style="list-style-type: none">● Responsible Decision-Making● How responsible decision-making makes people more successful● How you can support students in developing responsible decision-making skills | <p>What part of the decision-making process do your students struggle with the most? What support(s) might you offer to help them practice these skills?</p> | |
| <p>Relationship Skills Time: 5:13 Key Learnings:</p> <ul style="list-style-type: none">● How relationship skills promote success● How you can support students in developing relationship skills | <p>In your work with students, how do you use relationship skills to demonstrate your mutual respect, interest, and validation for them, regardless of differences in background or perspective?</p> | |

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| <p>Social Awareness Time: 5:56 Key Learnings:</p> <ul style="list-style-type: none"> ● Social Awareness is ● How social awareness makes people more successful ● How you can support students in social awareness skills | <p>How do you identify both verbal and non-verbal social cues like eye contact, tone of voice, and body language to help determine how others feel, including the students you work with? How can you share these strategies with students to help them practice and develop their own social awareness?</p> | |
| <p>Teaching a Skill Time: 9:39 Key Learnings:</p> <ul style="list-style-type: none"> ● How to plan and prepare to teach a skill ● Preparing to teach a skill ● Teaching a skill effectively ● Meaningful practice | <p>Imagine you are speaking to a student about learning a new skill. What will you say to introduce the idea of the new skill?</p> | |
| <p>Preparation and Practice Time: 6:45 Key Learnings:</p> <ul style="list-style-type: none"> ● Preparation means helping students anticipate and think ahead ● Preparation involves listening for understanding and actively seeking a student's input ● Practice means rehearsing something new and trying it out ahead of time ● Preparation and practice help reduce the chance of problems or failure, and help build a student's confidence | <p>What things can you say and do that let a student know you are really ready to listen to his point of view?</p> | |

Training Topic: Managing a Crisis

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| <p>The Crisis Cycle Time: 8.46 Key Learnings:</p> <ul style="list-style-type: none"> ● What the Crisis Cycle is ● The phases of the Crisis Cycle ● Students with ACEs and the Crisis Cycle | <p>Why do you think traumatic experiences change the way the crisis cycle is expressed in a student?</p> | <p>Managing a Crisis Insight Sheet</p> <p>Helping Students Regulate Insight Sheet</p> |

Training Topic: Relationship Building

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| <p>Meet the Student Time: 5.04 Key Learnings (no summary):</p> <ul style="list-style-type: none"> ● Strategies for connecting with a student ● Modeling effective strategies | <p>What nonverbal messages did the student send to the educator when she sat down to talk with her? What did the educator do to make the student feel more comfortable?</p> | <p>Proactive Behavior Support</p> |
| <p>Relationships Time: 5.31 Key Learnings:</p> <ul style="list-style-type: none"> ● Effective working relationships ● Making solid connections with students ● How to hold students to high expectations ● Why being flexible is crucial when working with students | <p>Think about a time you have had difficulty making a connection with a student. What do you think you might have done differently after watching this segment?</p> | <p>Relationships Insight Sheet</p> |

Training Topic: Staff Self-Care and Wellness

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| <p>Educator Wellness Time: 5::00 Key Learnings: Key Learnings:</p> <ul style="list-style-type: none"> • What developing self-awareness, self-regulation, and resilience contributes to educator wellness • Why emotional wellness is so important for educators • How you can use self-awareness and self-regulation strategies to support wellness throughout the school day | <p>Self-awareness helps educators understand their thoughts, feelings, and reactions. How might practicing self-awareness help someone support their own wellness? How can self-awareness strategies help educators better support their students?</p> | <p>Self-Care and Wellness</p> |
| <p>Daily Self-Regulation Strategies for Educators During Distance Learning Time: 5:10 Key Learnings:</p> <ul style="list-style-type: none"> • Protect your time and don't skip your self-check • Only a regulated adult can help students regulate | | <p>Self-Care Exercise Series</p> |

Training Topic: Diversity and Inclusive Practices

| VIDEO | DISCUSSION | TOOLS |
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| <p>Diversity Awareness Time: 9.40 Key Learnings:</p> <ul style="list-style-type: none"> • What we mean when we talk about diversity • How diversity relates to learning • How diversity relates to the types of labels we use for people • Why the concepts of diversity and diverse learners are so important in education | <p>Imagine a label that might apply to you. You can use anything (educator, parent, basketball fan etc....). List 3 negative stereotypes about that label. List 3 positive ones. How many actually apply to you?</p> | <p>Diversity Insight Sheet</p> |
| <p>Supporting the Success of Diverse Learners Time: 12.07 Key Learnings:</p> <ul style="list-style-type: none"> • Factors in the school and classroom environment that affect the success of diverse learners • How you can enhance your relationships with diverse learners to promote success | <p>Biases of any kind are important to recognize. Can you identify some of the biases that were a part of your life growing up?</p> | |
| <p>Diversity Toolbox Time: 14.17 Key Learnings:</p> <ul style="list-style-type: none"> • What diverse learners are • Universal strategies for supporting diverse learners • Strategies that support behavioral success | <p>What are three different ways you could interpret a student's refusal to complete an assignment as a form of communication to you?</p> | |

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| <p>Introduction to Special Education Time: 11.37 Key Learnings:</p> <ul style="list-style-type: none"> ● Origin and definition of Special Education ● What is considered a disability under federal law ● Student eligibility for Special Education ● What an IEP is ● Definition of Specially Designed Instruction ● What you are responsible for when it comes to an IEP implementation ● What the terms FAPE and LRE mean and why they are important | <p>Why do you think the law mandates students with disabilities be educated in the Least Restrictive Environment? (Identify 3 advantages for a student receiving instruction in the least restrictive environment.</p> <p style="text-align: center;">OR</p> <p>Look at the list of eligibility categories in the printed summary. What are the two eligibilities you have the least information about? Identify 3 steps you can take to find out more information about these eligibility categories</p> | <p>Diversity Insight Sheet</p> |
| <p>Introduction to Learning Disabilities Time: 13.11 Key Learnings:</p> <ul style="list-style-type: none"> ● Definition and key characteristics of students with learning disabilities ● Three key strategies to help students with LD learn ● Steps you can take to effectively support students with LD | <p>The video emphasizes the importance of finding and working within a student’s comfort zone. In your work with students, what things can you do to identify a student’s comfort zone?</p> | |
| <p>Introduction to Emotional Disturbance Time: 7.46 Key Learnings:</p> <ul style="list-style-type: none"> ● How a student is identified as Emotionally Disturbed ● The characteristics and behaviors that are commonly associated with Emotional Disturbance ● What kinds of service/supports students with Emotional Disturbance receive | <p>Were you surprised to learn that “Emotional Disturbance” is not a diagnosis or psychological condition? How would you explain emotional disturbance to someone else?</p> | |

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| <p>Introduction to Autism Time: 14.46 Key Learnings:</p> <ul style="list-style-type: none"> ● Autism and its characteristics ● How you can help students with ASD ● Understanding the behavior of students with Autism | <p>What are some situations in which a student might not understand social rules and nuances? What have you seen or observed in your work?</p> | |
| <p>Inclusion Support Time: 5.30 Key Learnings:</p> <ul style="list-style-type: none"> ● Understanding your role ● Building students' skills ● Developing natural supports and relationships ● Being a liaison ● Accessing strategies | <p>You have been assigned to support a student in a mainstream classroom. The teacher asks you to help a number of other students. You feel this request might interfere with your primary role. How would you handle this situation?</p> <p>Pair with Thinking and Acting Proactively: Relationships OR Personal and Professional Boundaries: Working on a Team</p> | |